

**MS in Community Counseling
Major Field Assessment Report**

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p>CSU Goals that are most related to the mission of the program:</p> <p>Goal 1 - The professional and personal development of students is a major focus of program curricula and other activities.</p> <p>Goal 2 - Admissions standards are competitive, recruitment of new students and retention of current students is wholly supported.</p> <p>Goal 3 - Community counseling students prepare for service delivery in a variety of professional helping settings.</p> <p>Goal 4 - Through faculty and student inputs, the program and, therefore, University are visible in the community, region, state, nation, and internationally.</p>	<p>1. Knowledge of the role and function of the professional community counselor</p> <p>2. Knowledge of learning theories and change strategies as applied to client and client families.</p> <p>3. Skills in the competency areas of planning and evaluation, individual counseling, small group facilitation, appraisal/assessment, consultation, and referral</p> <p>4. Knowledge in the areas of social foundations, cultural issues, life span issues, and variables in the individual context which affect the counseling process</p>	<p>1. Exit Exam, Portfolio Tests and projects from the following courses: COUN 6115 COUN 6785, COUN 6405 COUN 6698</p> <p>2. Exit Exam, Portfolio Tests and projects from the following courses: COUN 6155 COUN 6117, COUN 6405 COUN 6698, COUN 6119 COUN 6118</p> <p>3. Exit Exam. Portfolio Tests and projects from the following courses: COUN 6117 COUN 6245, COUN 6265 COUN 6405, COUN 6698 COUN 6118</p> <p>4. Exit Exam, Portfolio Tests and projects from the following courses: COUN 6175 COUN 6405, COUN 6698 COUN 6119,</p>	<p>1. 100% complete the exit exam with a score of 70% or higher prior to graduation (95% pass on the first attempt); 100% pass the portfolio requirement prior to graduation; students must maintain a GPA of 3.0+ to remain in the program; students may make no more than 2 "C" grades to remain active in the program; all students complete 700+ hours of field experiences prior to graduation.</p> <p>2. Please see #1</p> <p>3. Practicum and Internship assessment are documented regularly during each term for each student. Ratings from site and University supervisors are collected.</p> <p>4. Community agencies and supervisors are surveyed regarding program perceptions and student performance. Please see #1</p>	<p>Curriculum modification, in consultation with National CACREP standards, has been completed and is continually assessed to enhance the program in relation to all intended outcomes. National accreditation on file in office.</p> <p>Admissions standards and processes, in collaboration with Graduate Studies within the COE and University admissions personnel, are being applied more effectively (relates to all intended outcomes). GRE writing sample provides assessment of student writing ability. Interview results for all students on file in office.</p> <p>Ongoing student staffing process has been revised to enhance quality of student progress (relates to all intended outcomes).</p> <p>Exit exam and portfolio processes revised to ensure greater assessment of the link between curriculum and student learning (relates to all intended outcomes). Pass rates on file in office.</p>

MS in Community Counseling Major Field Assessment Report

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p>Goal 5 - Diversity of faculty, staff, and students is important; diversity and multiculturalism is integrated throughout the program.</p> <p>Goal 6 - Technology is an integral component in counselor education and in supporting faculty development, with support coming from within the department and through the COE.</p> <p>Goal 7 - Facilities in the department and COE have been either renovated within past two years and provide ample space for program objectives.</p> <p>Goal 8 - External funding sources are sought and obtained to enhance scholarly activities.</p>	<p>5. Competency in interpersonal relationships, communication and problem solving.</p> <p>6. Expertise in working individually with clients on educational, vocational, social, emotional, or personal problems.</p> <p>7. Students gain expertise via the Counseling laboratory through experiential activities and video recording and feedback.</p> <p>8. The ability to conduct research through involvement of faculty assisted research with students.</p>	<p>5. Exit Exam, Portfolio Tests and projects from the following courses: COUN 6405 COUN 6698</p> <p>6. Exit Exam, Portfolio Tests and projects from the following courses: COUN 6155, COUN 6405 COUN 6698, COUN 6225</p> <p>7. Exit Exam Portfolio Tests and projects from the following course: EDUF 6215</p>	<p>Please see #1</p> <p>Please see #1; 98% of students receive favorable midterm and final evaluations from site and university supervisors for practicum and internship clinical experiences. Students practice the role of professional counselor and are graded according to national standards.</p> <p>Please see #1 and #3.</p> <p>8. Faculty and students present regularly at local, state, regional, and national conferences. Published research in professional counseling journals.</p>	<p>Technology-enhanced results from classes and clinical experiences are documented in the student portfolio graded each term.</p> <p>National test results from the National Counselor Exam are reviewed by faculty for improving delivery of content and are on file in the counseling office.</p> <p>Program meetings review results from all sources regarding student performance and faculty teaching and learning performance. National exam aggregate scores, exit exam scores, interview results, community survey results from employers and others are used to for program quality assurance</p>

MED in School Counseling

<p>University are visible in the community, region, state, nation, and internationally.</p> <p>Goal 5 - Diversity of faculty, staff, and students is a value; and multiculturalism is integrated throughout the program.</p> <p>Goal 6 - Technology is an integral component in counselor education and in supporting faculty development, with support coming from within the department and through the COE.</p> <p>Goal 7 - Office and classroom facilities in the department and COE have been either renovated within the last year or are currently under renovation.</p> <p>Goal 8 - External funding sources are sought and obtained to enhance scholarly activities.</p>	<p>3. Graduates from school counseling programs advocate for school policies, programs and services that are equitable and responsive to cultural differences among students.</p> <p>4. Graduates from school counseling programs advocate for rigorous academic preparation of all students to close the achievement gaps among demographic groups.</p> <p>5. Graduates from school counseling programs coordinate a school-to-career transition plan for each</p>	<p>COUN 6786 COUN 6415 COUN 6697 COUN 6175 EDUF 6116</p> <p>3. Exit Exam Portfolio Tests and projects from the following courses: COUN 6115 COUN 6117 COUN 6155 COUN 6175 COUN 6187 COUN 6415 COUN 6697 COUN 6119</p> <p>4. Exit Exam Portfolio Tests and projects from the following courses: COUN 6115 COUN 6175 COUN 6187 COUN 6415 COUN 6697</p> <p>5. Exit Exam Portfolio Tests and projects from the following courses:</p>	<p>3. Practicum/Internship assessment includes evaluation of this indicator. Please see Appendix A for additional information.</p> <p>4. Practicum/Internship assessment includes evaluation of this indicator. Please see Appendix A for additional information.</p> <p>5. Practicum/Internship assessment includes evaluation of this indicator. Please see Appendix A for</p>	<p>assessment of students' writing abilities.</p> <p>Ongoing student staffing process has been revised to enhance quality of student progress (relates to all intended outcomes).</p> <p>Exit exam and portfolio processes have been revised to ensure greater assessment of the link between curriculum and student learning (relates to all intended outcomes).</p> <p>Program outcomes have been modified to be in compliance with BOR and PSC/NCATE</p>
---	---	---	--	---

	<p>student.</p> <p>6. Graduates from school counseling programs provide leadership in the development, implementation, evaluation, and revision of a comprehensive school counseling plan that contributes to school renewal by promoting increased academic success, career preparedness, and social/emotional development for all students.</p> <p>7. Graduates from school counseling programs use student outcome data to facilitate student academic success.</p> <p>8. Graduates from school counseling programs provide</p>	<p>COUN 6118 COUN 6117 COUN 6187 COUN 6415 COUN 6697</p> <p>6. Exit Exam Portfolio Tests and projects from the following courses: COUN 6118 COUN 6119 COUN 6155 COUN 6175 COUN 6187 COUN 6225 COUN 6245 COUN 6415 COUN 6697 COUN 6225</p> <p>7. Exit Exam Portfolio Tests and projects from the following course: COUN 6187 COUN 6415 COUN 6697 EDUF 6215</p> <p>8. Exit Exam Portfolio</p>	<p>additional information.</p> <p>6. Practicum/Internship assessment includes evaluation of this indicator. Please see Appendix A for additional information.</p> <p>7. Practicum/Internship assessment includes evaluation of this indicator. Please see Appendix A for additional information.</p> <p>8. Practicum/Internship assessment includes</p>	<p>requirements, while maintaining consistency with regard to CACREP standards.</p> <p>Technology-enhanced results from classes and clinical experiences are documented in the student portfolio.</p> <p>National test results from the National Counselor Exam are reviewed by faculty for improving delivery of content.</p> <p>Program meetings review results from all sources regarding student performance and faculty teaching and learning performance.</p>
--	--	---	---	---

	<p>individual and group counseling and classroom guidance that promote academic success, social/emotional development, and career preparedness for all students.</p> <p>9. Graduates from school counseling programs collaborate with other professionals in the development of staff training, family support, and appropriate community initiatives that address student needs.</p> <p>10. Graduates from school counseling programs assess student needs and make appropriate referrals to school and/or community resources.</p>	<p>Tests and projects from the following course: COUN 6225 COUN 6265 COUN 6117 COUN 6118 COUN 6115 COUN 6155 COUN 6187 COUN 6415 COUN 6697 COUN 6175</p> <p>9. Exit Exam Portfolio Tests and projects from the following course: COUN 6115 COUN 6155 COUN 6187 COUN 6415 COUN 6697 EDUF 6795</p> <p>10. Exit Exam Portfolio Tests and projects from the following course: COUN 6115 COUN 6225 COUN 6187 COUN 6245 COUN 6155</p>	<p>evaluation of this indicator. Please see Appendix A for additional information.</p> <p>9. Practicum/Internship assessment includes evaluation of this indicator. Please see Appendix A for additional information.</p> <p>10. Practicum/Internship assessment includes evaluation of this indicator. Please see Appendix A for additional information.</p>	
--	--	--	---	--

	<p>11. Graduates from school counseling programs demonstrate mastery and application of the content knowledge in each of the following eight core areas of counseling recommended by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP): (1) Professional Identity and Orientation; (2) Social and Cultural Diversity; (3) Human Growth and Development; (4) Career Development; (5) Helping Relationships; (6) Group Work; (7) Assessment and Evaluation; and (8) Research and Program Evaluation.</p>	<p>COUN 6117 COUN 6415 COUN 6697 EDUF 6116</p> <p>11. Exit Exam Portfolio Tests and projects from the following course: COUN 6115 COUN 6225 COUN 6265 COUN 6118 COUN 6119 COUN 6245 COUN 6265 COUN 6155 COUN 6175 COUN 6187 EDUF 6215 COUN 6117 COUN 6415 COUN 6697 COUN 6117</p>	<p>11. A summary of Exit Exam results includes the following average scores:</p> <p>Spring 2003-Fall 2004, 152.2 (pass rate= 142)</p> <p>Spring 2005 157.2 (pass rate= 142)</p> <p>Fall 2005 137.2 (pass rate= 126)</p>	
--	--	---	---	--

Appendix A
Additional Assessment Information by Objective

Program Intended Outcome	Additional Assessment Results
I. Graduates from school counseling programs increase students' social/emotional development and career preparedness.	<ul style="list-style-type: none"> • Please see Table I.1 regarding some items relevant to this outcome from a Fall 2004 survey of recent school counselor graduates. • Please see Table I.2 regarding some items relevant to this outcome from a Fall 2005 survey of CSU counseling program graduates, employers in the community, partners in practicum and internship, and other counseling-related professionals. • Please see Table I.3 regarding some items relevant to this outcome from a Spring 2006 survey of a sample of school counselors, including recent graduates of this School Counseling program.

Table I.1: Items Regarding Training in the M.Ed. School Counseling Program

Items Regarding Training in the M.Ed. School Counseling Program	N	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	NA (%)
I learned how to foster success for at-risk students.	7	0	57	29	14	0
I was comfortable handling behavior-problem situations with students and school staff.	7	57	43	0	0	0
Open-Ended Items						
Responses						
What evidence confirms that school counselor interventions enhance the personal/social development of your students? Please give examples, if possible.	<ul style="list-style-type: none"> • Decrease in school violence, bullying, and discipline referrals for harassment and the above mentioned violations. • Mediation between students is a huge part of my work-EVERY WEEK. Students don't know how to effectively communicate. We offer mediation as an alternative to being arrested if students fight. • Depending on the school population, lower socioeconomic children have more social difficulties. Counseling is their gateway for improving those skills. • Decreased numbers of discipline referrals, decreased incidence of conflict in the classroom and increase of observable self-esteem and friendships. • Student and parent feedback reveals the extent of our helpfulness. Also teachers will comment on student performance. 					
What evidence confirms that school	<ul style="list-style-type: none"> • At the elementary level we simply expose the children to the many options out there and talk about skills needed for careers through the year. 					

<p>counselor interventions enhance the career development of your students? Please give examples, if possible.</p>	<ul style="list-style-type: none">• The ability of our students to understand the training required for certain jobs, the skills necessary for certain jobs and the abilities required for certain jobs.• Students that lack direction or goals feel very overwhelmed their senior year. If at that time they are undecided, we give them a career interest inventory and teach them how to use a program, GCIS, to research their top 3 choices.• Ability to verbalize future goals and desires congruent with academic achievement. Career interest inventories.
--	--

Table I.2: Items Regarding Training in the CSU School and Community Counseling Programs

(Note: 1=unacceptable; 2=poor; 3=fair; 4=good; 5=excellent)

Items Regarding Training in the CSU School and Community Counseling Programs		N	Mean
Overall reputation of graduate students from the program.		26	4.4
Overall quality of graduates of the community and school counseling program.		26	4.5
Students graduating from the community counseling and school counseling program are knowledgeable of the role and function of the professional counselor.		25	4.5
Students demonstrate expertise in working individually with clients on educational, vocational, social, emotional or personal problems.		25	4.4
Open-Ended Items			
Responses			
Please describe your perception of the strengths of the CSU counseling program.	<ul style="list-style-type: none"> • The program is preparing counselors with adequate content to cope with students and their many needs in our schools. It appears students are getting and demonstrating more skills/interventions in dealing with crisis. • It is a challenging program that prepares you to counsel at any school level. I cannot speak for the community counseling program, because my degree was in school counseling. The biggest strength to me was the attention and caring that the faculty members showed the students in the program. The classes were small and the atmosphere was comfortable. 		
Please describe your perception of areas for improvement in the CSU counseling program.	<ul style="list-style-type: none"> • Perhaps more in-depth knowledge of student support team (SST), 504, and Individualized Educational Plan (IEP). • CSU may improve the counseling program by providing students with more insight into the "real world" of a practicing counselor. I think CSU is on the right track with the implementation of the Program Advisory Committee. • I feel your program is very adequate. You may want to consider providing student with more therapeutic knowledge. Our students today come to schools with all kinds of diagnoses. 		

Table I.3: Items Regarding Counselor Interventions

Items Regarding Counselor Interventions	N	Agree (%)	Neutral (%)	Disagree (%)	NA (%)
As a counselor, I am effective in coordinating a school-to-career transition plan for each student.	8	88	0	0	12
As a counselor, I provide leadership in the development, implementation, evaluation, and revision of my school's comprehensive school counseling plan that promotes academic success, career preparedness, and social/emotional development of students.	8	88	12	0	0
As a counselor, I provide individual and group counseling and classroom guidance that promote academic success, career preparedness, and social/emotional development of students.	8	100	0	0	0
As a counselor, I can provide evidence confirming that counseling program interventions increase students' social/emotional development and career preparedness.	8	88	12	0	0
Open-Ended Items					
Responses					
Examples of promoting academic, career, and social/emotional preparedness	Honor roll recognition; peer medication program; have students take career interest inventories; take ASVAB; work with students deciding on colleges; have [career-related] school guidance plan based on ASCA model; career day/month; study skills and SST test preparation; review of DAT test with students; transition to middle school; transition to high school; promotion through classroom guidance, individual and group counseling				
Examples of evidence that counseling interventions increase students' social/emotional development and career preparedness.	Guidance reaches all students; the upper grade students work on goal setting and life plans with ways to accomplish those goals (ex: classes to take, practice, building an academic resume for college, etc.); completion of surveys by teacher/administrators				

Program Intended Outcome	Additional Assessment Results
II. Graduates from school	<ul style="list-style-type: none"> Please see Table II.1 regarding some items relevant to this outcome from a Fall 2004

<p>counseling programs enhancing students' academic success.</p>	<p>survey of recent school counselor graduates.</p> <ul style="list-style-type: none">• Please see Table II.2 regarding some items relevant to this outcome from a Fall 2005 survey of CSU counseling program graduates, employers in the community, partners in practicum and internship, and other counseling-related professionals.• Please see Table II.3 regarding some items relevant to this outcome from a Spring 2006 survey of a sample of school counselors, including recent graduates of this School Counseling program.
--	--

Table II.1: Items Regarding Training in the M.Ed. School Counseling Program

Items Regarding Training in the M.Ed. School Counseling Program	N	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	NA (%)
I learned how to foster success for at-risk student.	7	0	57	29	14	0
I had the opportunity to develop and implement activities designed to enhance students' academic success.	7	43	14	43	0	0
Open-Ended Responses						
Open-Ended Items	Responses					
What evidence confirms that school counselor interventions enhance the academic development of your students? Please give examples, if possible.	<ul style="list-style-type: none"> • First, students can't learn when "problems" are in the way. The counselors help in dealing with problems enables students to function better. Lessons on study skills and test preparation help students prepare also. • Teacher Report/Parent Report. Increased student success academically/behaviorally. Student surveys. • CRCT scores, grades on tests and report card grades, other standardized test scores, and school academic rankings. • Decreased drop-out rates/encouragement and guidance. Personal counseling helps them deal with stress, home environment, relationships, etc., which in turn increase their chance of success. Career counseling and guidance, drug counseling and guidance. • As a result of substance abuse lessons done with large group guidance, several students have either reported other students that were in possession of drugs or some students have asked for help to quit doing drugs. In turn, this has promoted a safer environment that is more conducive to student learning and for others this intervention has helped them get back on track both emotionally and academically. • Higher grades, improved test scores, higher matriculation rates, lower drop out rates. Test taking skills, identifying learning styles, organizing tutorial sessions, organizational skills, procrastination counseling, goal setting, prioritizing. 					

Table II. 2: Items Regarding Training in the CSU School and Community Counseling Programs

(Note: 1=unacceptable; 2=poor; 3=fair; 4=good; 5=excellent)

Items Regarding Training in the CSU School and Community Counseling Programs	N	Mean
Students...demonstrate skills in planning and evaluation, individual counseling, small group facilitation, appraisal, consultation and referral.	25	4.4
Students demonstrate competency in interpersonal relationships, communication and problem solving.	25	4.4
Students demonstrate skills in administering psychological assessment programs, including the interpretation of test results.	22	3.5
Students demonstrate expertise in working individually with clients on educational, vocational, social, emotional or personal problems.	25	4.4
Open-Ended Items	Responses	
Please describe your perception of areas for improvement in the CSU counseling program.	<ul style="list-style-type: none"> Perhaps more in-depth knowledge of student support team (SST), 504, and Individualized Educational Plan (IEP). 	

Table II. 3: Items Regarding Counselor Interventions

Items Regarding Counselor Interventions	N	Agree (%)	Neutral (%)	Disagree (%)	NA (%)
As a counselor, I am able to model a variety of counseling strategies to accommodate the learning style of diverse learners.	7	100	0	0	0
As a counselor, I provide leadership in the development, implementation, evaluation, and revision of my school's comprehensive school counseling plan that promotes academic success, career preparedness, and social/emotional development of students.	8	88	12	0	0
As a counselor, I provide individual and group counseling and classroom guidance that promote academic success, career preparedness, and social/emotional development of students.	8	100	0	0	0
As a counselor, I encourage rigorous academic preparation of all students to close the achievement gaps among demographic groups.	7	86	14	0	0
As a counselor, I am part of a team that uses outcome data to facilitate student academic success.	7	71	14	14	0
As a counselor, I am able to integrate technology to deliver creative classroom guidance lessons and engage the students in learning activities.	8	50	38	0	13
As a counselor, I can provide evidence confirming that counseling program interventions increase students' academic success.	7	86	0	14	0
Open-Ended Items					
Responses					
Examples of evidence confirming that counseling program interventions increase students' academic success.	Evaluate effectiveness of counseling program; teach consultation with parents and students; student absences; counsel students; attendance improving and grades improve; improvement in [test scores]; improvement in grades; through parent communication and individual student counseling; guidance on study skills and test prep; increased SST scores; classroom guidance; self esteem dealing with test anxiety; developing good study habits; building friendships; tattling; conflict resolution; testing strategies; SST interventions; tracking students throughout the year.				

Program Intended Outcome	Additional Assessment Results
<p>III. Graduates from school counseling programs advocate for school policies, programs and services that are equitable and responsive to cultural differences among students.</p>	<ul style="list-style-type: none"> • Field Placement- students' primary placement area is MCSD, which has a very diverse student population with 60% African American and 33% European American students. This allows candidates with placement opportunities with students of other racial and cultural backgrounds providing better chances to serve as an advocate. During the 700 hours of field placement candidates provide specialized individual and groups services to various cultural groups. Multicultural counseling competence is outlined and addressed in internship (and all other course) syllabi. • Please see Table III regarding some items relevant to this outcome from a Spring 2006 survey of a sample of school counselors, including recent graduates of this School Counseling program. • Additional evidence supporting intern proficiency in this area (Spring, 2007): <ul style="list-style-type: none"> • Intern meets or exceeds expectations with regard to assisting with TRIO program and also demonstrating an understanding of cultural differences during individual student advisement. • Intern meets or exceeds expectations with regard to individual counseling, advocacy and support at parent conferences, special education meetings, and classroom guidance. • Intern meets or exceeds expectations with regard to providing codes to 100% of students and parents to check grades online and providing option of paper reports to families without computers. • Intern meets or exceeds expectations with regard to coordinating special services for one student with temporary physical disabilities and two students with learning disabilities. • Intern meets or exceeds expectations with regard to advocating for an intervention program for at-risk students with behavior problems, having met with assistant principal to get permission to conduct this group in In-School Suspension. • Intern meets or exceeds expectations with regard to working to increase minority students' participation in AP courses and specialized programs. • Intern meets or exceeds expectations with regard to advocating for student in special education and collaborating with teachers on student's behalf.

Table III: Item Regarding Counselor Interventions

Item Regarding Counselor Interventions	N	Agree (%)	Neutral (%)	Disagree (%)	NA (%)
As a counselor, I demonstrate effective advocacy for school policies, programs, and services that are equitable and responsive to cultural differences among students.	8	100	0	0	0
Open-Ended Item	Responses				
Examples of evidence of advocacy.	Serving on SST; lunch-n-learns; parent education programs; organize guidance advisory committee; discuss with assistant principal cultural differences when student gets in trouble; work with students from other countries to explain our policies and discuss how they are different from the policies they were used to; advocate for military child and transition; career day; guidance on tolerance – interpersonal; we discuss (ongoing) cultural differences and reactions in situational role play; disseminate CRCT info in Spanish to Spanish-speaking parents; coordinate meetings with ESOL teacher and county interpreter for Spanish-speaking parents; classroom guidance; school-wide programs.				

Program Intended Outcome	Additional Assessment Results
<p>IV. Graduates from school counseling programs advocate for rigorous academic preparation of all students to close the achievement gaps among demographic groups.</p>	<ul style="list-style-type: none"> • Field Placements- during the 700 hour field experience candidates provide academic counseling and advocacy to individuals and to groups representing diverse demographic populations; interns advocate by identifying at-risk populations and providing program support as needed. • Please see Table IV regarding an item relevant to this outcome from a Spring 2006 survey of a sample of school counselors, including recent graduates of this School Counseling program. • Additional evidence supporting intern proficiency in this area (Spring, 2007): <ul style="list-style-type: none"> • Intern meets or exceeds expectations with regard to creating tri-weekly reports of students failing multiple classes and classes with a mean of less than or equal to 75%, facilitating the meetings of 100% of the students affected. • Intern meets or exceeds expectations with regard to coordinating the distribution of information concerning graduation requirements and college admission requirements to the student population. • Intern meets or exceeds expectations with regard to encouraging each student to enroll in the most rigorous academic curriculum possible for his/her current developmental level. • Intern meets or exceeds expectations with regard to preparation for study skills program for “at-risk” students and preparation of schedules. • Intern meets or exceeds expectations with regard to working to increase minority students’ participation in AP courses and specialized programs. • Intern meets or exceeds expectations with regard to preparing groups on class selections and special programs (such as CNA, apprenticeships, work-study, shadowing) for presentation to all students. • Intern meets or exceeds expectations with regard to encouraging students to seek challenging curriculum during advisement. • Intern meets or exceeds expectations with regard to developing academic intervention plan to help improve study skills, grades, and behavioral problems for four student who were in danger of failing and having to go to conduct summer school. • Intern meets or exceeds expectations with regard to providing study skills groups for test-taking improvement and coordinating remediation schedules for those who had not passed HSGE.

- | | |
|--|--|
| | <ul style="list-style-type: none">• Intern meets or exceeds expectations with regard to advocating for different students with respect to academic and behavioral problems in the classroom. |
|--|--|

Table IV: Item Regarding Counselor Interventions

Item Regarding Counselor Interventions	N	Agree (%)	Neutral (%)	Disagree (%)	NA (%)
As a counselor, I encourage rigorous academic preparation of all students to close the achievement gaps among demographic groups.	7	86	14	0	0

Program Intended Outcome	Additional Assessment Results
V. Graduates from school counseling programs coordinate a school-to-career transition plan for each student.	<ul style="list-style-type: none"> • Field Placement- the 700-hour practicum/internship provides ample opportunity for interns to provide individual and/or group career planning services as deemed appropriate, and career plans are an integral part of the high school internship. • Please see Table V regarding an item relevant to this outcome from a Spring 2006 survey of a sample of school counselors, including recent graduates of this School Counseling program. • Additional evidence supporting intern proficiency in this area (Spring, 2007): <ul style="list-style-type: none"> • Intern meets or exceeds expectations with regard to creating a high school plan for 100% of potential incoming 9th graders, holding individual meetings with 85% of their families. • Intern meets or exceeds expectations with regard to holding multiple individual meetings with 100% of 11th and 12th graders to plan and prepare for the college admissions process. • Intern meets or exceeds expectations with regard to coordinating a homeroom advisement session in which a career interest inventory was administered with a plan to distribute the results to the students prior to the end of the year. • Intern meets or exceeds expectations with regard to discussing career goals with respect to appropriate educational planning during each individual advisement session. • Intern meets or exceeds expectations with regard to participating in Related Vocational Instruction (RVI) planning and individual counseling. • Intern meets or exceeds expectations with regard to providing homeroom activities that addressed some career planning issues. • Intern meets or exceeds expectations with regard to identifying students with military parents who are deployed, forming a small group and giving students a list of

	<p>community resources to adolescents with military parent.</p> <ul style="list-style-type: none">• Intern meets or exceeds expectations with regard to presenting classroom guidance on resumes, developing groups on interviewing skills, and meeting with students individually about career and/or college plans.• Intern meets or exceeds expectations with regard to participating in classroom guidance on transitioning from middle school to high school with 8th graders.
--	---

Table V: Item Regarding Counselor Interventions

Item Regarding Counselor Interventions	N	Agree (%)	Neutral (%)	Disagree (%)	NA (%)
As a counselor, I am effective in coordinating a school-to-career transition plan for each student.	8	88	0	0	12

Program Intended Outcome	Additional Assessment Results
VI. Graduates from school counseling programs provide leadership in the development, implementation, evaluation, and revision of a comprehensive school counseling plan that contributes to school renewal by promoting increased academic success, career preparedness, and social/emotional development for all students.	<ul style="list-style-type: none"> • Field Placement- interns are required to complete the internship over two semesters which allows them to plan and implement counseling programs for an entire academic year; interns create plans for group counseling and classroom guidance activities. • Please see Table VI regarding items relevant to this outcome from a Spring 2006 survey of a sample of school counselors, including recent graduates of this School Counseling program.

Table VI: Items Regarding Counselor Interventions

Item Regarding Counselor Interventions	N	Agree (%)	Neutral (%)	Disagree (%)	NA (%)
As a counselor, I provide leadership in the development, implementation, evaluation, and revision of my school's comprehensive school counseling plan that promotes academic success, career preparedness, and social/emotional development of students.	8	88	12	0	0
Open-Ended Item	Responses				
Examples of promoting academic, career, and social/emotional preparedness.	Career day; honor roll recognition; peer mediation program; have students take career interest inventories; take ASVAB; work with students deciding on colleges; school guidance plan based on ASCA model; career day/month; study skills and SST test preparation; transition to middle school; transition to high school; promotion through classroom guidance, individual and group counseling.				

Program Intended Outcome	Additional Assessment Results
<p>VII. Graduates from school counseling programs use student outcome data to facilitate student academic success.</p>	<ul style="list-style-type: none"> • The following points summarize data based on practicum student and intern interventions targeting K-12 students' academic development: <ul style="list-style-type: none"> • After individual counseling interventions, academic issues of 2/9 students were assessed as "much better" than at the time of referral, based on indicators such as grade reports and attendance (confirmed also by student and teacher report). • After individual counseling interventions, academic issues of 5/9 students were assessed as "better" than at the time of referral, based on indicators such as grade reports and attendance (confirmed also by intern observation). • After individual counseling interventions, academic issues of 1/9 students were assessed as "the same" than at the time of referral, based on indicators such as grade reports (confirmed also by student self-report). • After individual counseling interventions, academic issues of 1/9 students were assessed as "worse" than at the time of referral, based on indicators such as grade reports. • After the delivery of a large-group intervention on attention-seeking issues, 100% of students evaluated showed increased knowledge or ability in defining positive attention-seeking behavior and negative attention-seeking behavior, as well as provide examples of those types of behavior, as evidenced by posttest. • After the delivery of a large-group intervention on following rules and working together, 100% of students evaluated showed increased knowledge or ability in following rules and working together, as evidenced by skill demonstration. • After the delivery of a multi-session, large-group intervention on character education, 94% of students evaluated showed increased knowledge or ability in defining and listing five character traits of a successful eighth-grade student, as evidenced by skill demonstration. • After the delivery of a multi-session, large-group intervention on character education and making friends, 90% of students evaluated showed increased knowledge or ability in character education, as evidenced by teacher observation and report. • After the delivery of a large-group intervention on listening skills, 85% of students evaluated showed increased knowledge or ability in listening to each other, as evidenced by student skill demonstration. • After the delivery of a large-group intervention on following rules and communication,

	<p>50% of students evaluated showed increased knowledge or ability in the topics discussed, as evidenced by skill demonstration and teacher evaluation.</p> <ul style="list-style-type: none">• Please see Table VII regarding items relevant to this outcome from a Spring 2006 survey of a sample of school counselors, including recent graduates of this School Counseling program.
--	---

Table VII: Items Regarding Counselor Interventions

Item Regarding Counselor Interventions	N	Agree (%)	Neutral (%)	Disagree (%)	NA (%)
As a counselor, I am part of a team that uses outcome data to facilitate student academic success.	7	71	14	14	0
Open-Ended Item					
Open-Ended Item	Responses				
Type and use of outcome data	Use data to schedule students in remedial classes or honors classes; work closely with curriculum assistant principal regarding attendance and test data to implement program improvement; academic tutoring program/spreadsheet with testing results; CRCT; quarterly evaluation of strengths/weaknesses and strategies to improve.				

Program Intended Outcome	Additional Assessment Results
<p>VIII. Graduates from school counseling programs provide individual and group counseling and classroom guidance that promote academic success, social/emotional development, and career preparedness for all students.</p>	<ul style="list-style-type: none"> • Field Placement- interns spend a minimum of 700 total, 280 hours in direct contact of students developing individual, group, and/or classroom guidance skills; interns provide groups and classroom guidance sessions that address career, academic, and emotional concerns. • The following points summarize data based on practicum student and intern interventions (individual and group counseling and classroom guidance) targeting K-12 students' social/emotional development and career preparedness: <ul style="list-style-type: none"> • <u>Social/Emotional</u> <ul style="list-style-type: none"> • After individual counseling interventions, personal/social issues of 7/23 students were assessed as "much better" than at the time of referral, based on indicators such as student report, intern observation, decrease in incidence of conflict, and discipline reports. • After individual counseling interventions, personal/social issues of 11/23 students were assessed as "better" than at the time of referral, based on indicators such as student self-report, discipline reports, reduction in conflict reported, observation, and teacher report. • After individual counseling interventions, personal/social issues of 3/23 students were assessed as "the same" than at the time of referral, based on indicators such as observation and discipline reports. • After individual counseling interventions, personal/social issues of 2/23 students were assessed as "worse" than at the time of referral, based on indicators such as discipline reports. • After the delivery of a multi-session, small-group intervention on friendship, 100% of students evaluated showed increased knowledge or ability in making connections with peers, as evidenced by skill demonstration. • After the delivery of a small-group intervention on anger management/conflict resolution, 100% of students evaluated showed increased knowledge or ability these topics, as evidenced by skill demonstration and site supervisor feedback. • After the delivery of a multi-session, small-group intervention on friendship, 90% of students evaluated showed increased knowledge or ability in building friendships and making connections with other people, as evidenced by skill demonstration and posttest.

- After the delivery of a multi-session, small-group intervention on ADHD, 75% of students evaluated showed increased knowledge or ability in maintaining control of behavior in order to avoid discipline referrals (evidenced by behavior records).
- After the delivery of a multi-session, small-group intervention on anger management, 60% of students evaluated showed increased knowledge or ability in managing anger, as evidenced by skill demonstration and decrease in discipline referrals.
- After the delivery of a large-group intervention on empathy and friendship, 100% of students evaluated showed increased knowledge or ability in defining characteristics of empathy and good friendship, as evidenced by skill demonstration.
- After the delivery of a large-group intervention on stress management, 61% of students evaluated indicated that the lesson was “extremely helpful” in enhancing learning about reducing stress, as evidenced by pretest/posttest; 31% of students evaluated indicated that the lesson was “somewhat helpful” in enhancing learning about reducing stress, as evidenced by pretest/posttest; and 8% of students evaluated indicated that the lesson was “not helpful” in enhancing learning about reducing stress, as evidenced by pretest/posttest;
- After the delivery of a multi-session, large-group intervention on drug awareness, 95% of students evaluated showed increased knowledge or ability in “understanding the negatives of drug,” as evidenced by skill demonstration and teacher report.
- After the delivery of a multi-session, large-group intervention on drug awareness, 90% of students evaluated showed increased knowledge or ability in decision-making skills, as evidenced by skill demonstration and teacher report.
- After the delivery of a large-group intervention on understanding feelings, 40% of students evaluated showed increased knowledge or ability in understanding the meanings of words, as evidenced by skill demonstration. The intern concluded that more lessons on this topic were warranted.
- Career Development Interventions
 - After individual counseling intervention, the career development issue of one student was assessed as “better” than at the time of referral, based on observation and student self-report.
 - After the delivery of a multi-session, large-group intervention on goal setting, 50%

	<p>of students evaluated showed increased knowledge or ability in setting goals and communicating, as evidenced by student skill demonstration.</p>
--	---

Program Intended Outcome	Additional Assessment Results
<p>IX. Graduates from school counseling programs collaborate with other professionals in the development of staff training, family support, and appropriate community initiatives that address student needs.</p>	<ul style="list-style-type: none"> • Since Fall, 2004, a new course was implemented for all graduate candidates in Counselor Education, Teacher Education, and Educational Leadership. The course (EDUF 6795 – Seminar: Foundations of Collaborative Student Support) was developed in response to BOR Principles and Actions. ALL SCHOOL COUNSELING MAJORS ARE REQUIRED TO TAKE/PASS THIS COURSE. • Please see Table IX regarding an item relevant to this outcome from a Spring 2006 survey of a sample of school counselors, including recent graduates of this School Counseling program.

Table IX: Item Regarding Counselor Interventions

Item Regarding Counselor Interventions	N	Agree (%)	Neutral (%)	Disagree (%)	NA (%)
As a counselor, I collaborate with other professionals in the development of staff training, family support, and appropriate community initiatives that address student needs.	7	100	0	0	0

Program Intended Outcome	Additional Assessment Results
X. Graduates from school counseling programs assess student needs and make appropriate referrals to school and/or community resources.	<ul style="list-style-type: none"> • Please see Table X regarding items relevant to this outcome from a Spring 2006 survey of a sample of school counselors, including recent graduates of this School Counseling program. • Additional evidence supporting intern proficiency in this area (Spring, 2007): <ul style="list-style-type: none"> • Intern meets or exceeds expectations with regard to presenting interactive classroom guidance sessions for all 9th, 10th, and 11th graders connecting them to available service to prepare for the SAT and ACT, utilizing collegeboard.com and act.org. • Intern meets or exceeds expectations with regard to coordinating financial planning workshop for parents of 11th and 12th grade students with representatives from the Georgia Student Finance Commission with 60% parent attendance. • Intern meets or exceeds expectations with regard to providing computerized training for 100% of student body on gacollege411.org. • Intern meets or exceeds expectations with regard to meeting with many students on an individual basis, assessing need for referral to outside counseling. • Intern meets or exceeds expectations with regard to referring students to school system social worker, DFACS, law enforcement, and various community programs for individual educational advancement. • Intern meets or exceeds expectations with regard to participating in Suicide Prevention Program and providing individual and group counseling. • Intern meets or exceeds expectations with regard to making referrals to school social worker, DFACS, and police department. • Intern meets or exceeds expectations with regard to making referrals for drug-related issues, teen pregnancy.

	<ul style="list-style-type: none">• Intern meets or exceeds expectations with regard to disseminating information about local agencies/community resources.• Intern meets or exceeds expectations with regard to informing parents during SST about mental health resources in the community.
--	--

Table X: Items Regarding Counselor Interventions

Item Regarding Counselor Interventions	N	Agree (%)	Neutral (%)	Disagree (%)	NA (%)
As a counselor, I am able to assess student needs and make appropriate referrals to school or community resources.	8	88	12	0	0
Open-Ended Item	Responses				
Examples of referrals and resources.	DFACS; suicide prevention program; outside counseling; school social worker; clothing bank; New Horizons.				

Program Intended Outcome	Additional Assessment Results
XI. Graduates from school counseling programs demonstrate mastery and application of the content knowledge in each of the following eight core areas of counseling recommended by CACREP: 1) Professional Identity and Orientation; 2) Social and Cultural Diversity; 3) Human Growth and Development; 4) Career Development; 5) Helping Relationships; 6) Group Work; 7) Assessment and Evaluation; 8) Research and Program Evaluation	<ul style="list-style-type: none"> • 100% of candidates pass the departmental portfolio requirement prior to graduation. • 100% of candidates pass the departmental exit exam (objective), which is designed in alignment with CACREP standards. Please see Table XI for a summary of exit exam scores since Spring 2003.

Table XI: Departmental Exit Exam Summary

Spring, 2003 – Fall, 2004

(Maximum of 20 correct responses in all areas, with the exception Helping Relationships, which has a maximum of 24 correct responses. Passing grade = 142+)

N = 5

Social & Cultural Diversity	14.4
Assessment	14.6
Helping Relationships (24)	17.6
Human Growth & Development	16.6
Career Development	13.2
Ethics	14.4
Theory	13.6
Professional Orientation - General	14.2
Group	16.2
Professional Orientation – School Counseling	17.4
TOTAL: 204	152.2

Spring, 2005

(Maximum of 20 correct responses in all areas, with the exception Helping Relationships, which has a maximum of 24 correct responses. Passing grade = 142+)

N = 6

Social & Cultural Diversity	14.8
Assessment	13.8
Helping Relationships (24)	18.7
Human Growth & Development	15.3
Career Development	17.5
Ethics	14.7

Theory	14.3
Professional Orientation - General	14.2
Group	16.3
Professional Orientation – School Counseling	17.5
TOTAL: 204	157.2

Fall, 2005

(Maximum of 20 correct responses in all areas, with the exception of Human Growth and Development, which has a maximum of 40 correct responses. Passing grade = 126+)

N = 6

Social & Cultural Foundations	15.5
Lifestyle & Career Development	13.8
Appraisal	14.2
Research & Program Evaluation	12.8
Human Growth and Development (40)	30.1
Group Work	16.3
Helping Relationships	16.7
Professional Orientation – School Counseling	17.2
TOTAL: 180	137.2