

3.3.1.1 Education Programs and Student Learning Outcomes
Clemmer College of Education

Department of Counseling and Human Services

M.A. in Counseling (Community Agency, Higher Education, Marriage & Family Therapy, and Elementary/Secondary School Counseling)

The mission of the Counseling Program is to **provide academic and clinical training to prepare students to function as knowledgeable, ethical, and effective community, higher education, marriage and family and school counselors** in a pluralistic society.

Expected Outcome	Assessment and Analysis	Improvement/Change	Effectiveness of Improvement (Closing the Loop)
<p>A minimum of 85% of counseling students will indicate that the Counseling program faculty provided relevant and current information regarding field experiences and adequate site placements as well as assistance in finding appropriate sites.</p> <p>Counseling, M.A. (Community Agency, Higher Education, Marriage & Family Therapy, and Elementary/Secondary School Counseling)</p>	<p>2008 Alumni Survey results indicated a desire for assistance in placements for fieldwork and improvements in monitoring of sites for quality.</p> <p>Qualitative results indicated: Previous students commented on them receiving little support for finding site placements. In 2008, three (8%) respondents indicated that an issue with the program was the lack of assistance in finding a site placement.</p> <p>Alumni Survey 2008_Counseling Program</p>	<p>Instituted a pre-fieldwork orientation to provide an overview of field experience requirements and discuss possible sites. (2008-2009)</p>	<p>Results of 2011 alumni surveys (Program Alumni Evaluation Written Comments 2011) show fewer concerns with the placement process and fieldwork sites.</p> <p>Qualitative results indicated two graduates (prior to 2009) made comments about the lack of assistance in finding adequate sites.</p> <p>Program Alumni Evaluation Written Comments 2011</p>
<p>A minimum of 80% of counseling students will be able to plan an appropriate course of study to complete the counseling program successfully.</p>	<p>Evaluation of Orientation results indicated a desire to move the Counseling Program orientation to a date prior to when students would begin taking courses. Anecdotal data from faculty and students indicated that some students were delayed in progressing due to the sequence in which they were taking courses.</p>	<p>Changed the date of orientation from the fall of each year to late spring (after admissions, prior to course registration) (2010)</p>	<p>Results of the orientation evaluation indicate that over 80% of students 1) <i>were familiar with program curriculum and advising procedures</i> and 8) <i>have an understanding of how to plan my program of study as I progress through the program.</i></p> <p>Orientation Evaluation 2010, 2011</p>

<p>A minimum of 80% of students in the Community Agency Counseling program will formulate effective treatment plans and use the Diagnostic and Statistical Manual of Mental Disorders (DSM) in a counseling session.</p> <p>Counseling (Community Agency Counseling), M.A.</p>	<p>Alumni survey results from 2008 indicated a need for further education in counseling skills, diagnosis, and treatment planning.</p> <p>Survey Results 2008 - Question 15. Please evaluate your level of agreement that your knowledge and skills were facilitated in the following area: "The skills necessary to formulate effective treatment plans and use the Diagnostic and Statistical Manual of Mental Disorders (DSM) (current edition) in a counseling session." Mean 3.71 (1-5 scale; Strongly Disagree to Strongly Agree)</p> <p>Qualitative Result - <i>"DSM4 diagnostic skills were concentrated in only one class. In clinical practice these skills require more intensive development. "More education on psychotropic meds would be helpful too." "To pursue private practice, I would like a course on credentialing, insurance and related processes. Perhaps a short course/seminar where professionals share their experiences and process." "More DSM knowledge, perhaps teaching psychopathology in a very different way would be helpful."</i></p> <p>2008 Survey Results Community Agency</p>	<p>Students in HDAL 5250 are required to do a treatment plan on a provided case. Students were encouraged to take HDAL 5825 offered by the Counseling Program (of which treatment planning and use of the DSM is featured) in the summer rather than the equivalent course in Social Work or Psychology. (2009-2010)</p>	<p>Survey results in 2011 Question 15. Please evaluate your level of agreement that your knowledge and skills were facilitated in the following area: "The skills necessary to formulate effective treatment plans and use the Diagnostic and Statistical Manual of Mental Disorders (DSM) (current edition) in a counseling session." Mean 4.14 (1-5 scale; Strongly Disagree to Strongly Agree) 2011 Survey Results</p> <p>Treatment Plan assignment: A Treatment Planning Assignment is a requirement of HDAL 5250. This is a formative assignment; students are given multiple opportunities to master the student learning outcomes and earn full-credit.</p>
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<p>Students in the Higher Education Counseling program will be able to synthesize the impact of current trends and issues in higher education on the roles, functions, and settings of student affairs professionals and counselors working in postsecondary education.</p> <p>Students in the Higher Education Counseling program will be able to explain the diversity of roles, functions, and settings of student affairs professionals and counselor working in postsecondary education.</p> <p>The Counseling Program will respond to opportunities for interdisciplinary collaboration in the higher education concentration in order to expand enrollment in higher education courses and facilitate the following student learning objective: As a result of the higher education program, 80% of students will be able to identify the diverse roles, functions, and settings of student affairs professionals and counselors working in postsecondary education. Higher Education Counseling, M.A.</p>	<p>Counseling students in the Higher Education concentration had little opportunity for interdisciplinary learning with students in educational leaderships.</p> <p>The Counseling faculty recognized the importance of providing opportunities for interdisciplinary collaboration in the Higher Education Counseling concentration and agreed that by providing on-line sessions of the course HDAL 5721, opportunities for interdisciplinary collaboration could be developed with more educational leadership students being able to enroll in an on-line course.</p> <p><i>HDAL 5721 – Trends and Issues in Higher Education</i> emphasizes the continual challenges and opportunities in higher education.</p> <p><i>HDAL 5721 – Trends and Issues in Higher Education Course Description</i></p>	<p>On-line sections of HDAL 5721 – <i>Trends and Issues in Higher Education</i> were implemented beginning in 2011. (2011-2012)</p>	<p>Course enrollments in HDAL 5721 show the following: In the three on-ground offerings of HDAL 5721 prior to the introduction of the on-line offerings (2008, 2010, 2011) a total of 5 ELPA students were enrolled in the courses compared to 39 ELPA students in the 3 on-line sections (2011, 2012). It is expected that on-line sections of HDAL 5722, and HDAL 5150 will be developed in 2012 for additional interdisciplinary collaboration opportunities.</p> <p>Trends in HDAL 5721 Enrollment</p>
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<p>The Counseling Program will provide course content in order to facilitate identified knowledge and skills needed in the practice of professional marriage and family counseling and facilitate the following student learning objective: 80% of students in the MFT concentration will be able to describe aspects of human sexuality (e.g., gender, sexual functioning, sexual orientation) and its impact on family and couple functioning.</p> <p>Counseling (Marriage and Family Therapy), M.A.</p>	<p>2008 Alumni Survey results indicated a weakness in course content related to issues of human sexuality and sex therapy within the Marriage and Family Therapy program.</p> <p>2008 Alumni Survey Results: Qualitative results: Twelve (12) graduates in the Marriage and Family Therapy program responded to the 2008 Alumni Survey. In response to open comments sections of the 2008 Alumni Survey, three (25%) respondents cited an understanding of human sexuality as a weakness pertaining to the MFT track.</p> <p>Alumni Survey 2008_Marriage and Family Therapy</p>	<p>To address the identified weakness in course content and to provide course content that addresses the following program standard: "Understands human sexuality (e.g., gender, sexual functioning, sexual orientation) and its impact on couples and family functioning", a module on "Human Sexuality" was added to COUN 5422 (formerly HDAL 5422) – <i>Counseling with Couples</i>. (2010-2011)</p>	<p>Since the addition of the module, results of exit surveys (Spring 2012 and Summer 2012) do not identify a lack of focus in this area.</p> <p>Spring 2012 Exit Survey results</p> <p>Summer 2012 Exit Survey results</p>
<p>A minimum of 80% of students in the Elementary/Secondary School Counseling program will develop the knowledge and skills needed in the practice of professional school counseling by engaging in relevant "real-life" experiences.</p> <p>Counseling (Elementary/Secondary School Counseling), M.A.</p>	<p>2008 Alumni Survey results indicated a need for developing knowledge and skills in teaching classroom lessons.</p> <p>2008 Alumni Survey Results: Qualitative results: Seventeen (17) graduates in the Elementary/Secondary Education School Counseling program responded to the 2008 Alumni Survey. In response to open comments sections of the 2008 Alumni Survey, two (12%) respondents indicated a need for more focus on classroom guidance lessons and classroom management.</p> <p>Alumni Survey 2008_Elementary and Secondary School Counseling</p>	<p>A Problem-Based Learning assignment focused on developing and implementing effective classroom lessons (a knowledge and skill component for working with children and adolescents in meeting their cognitive, affective and behavioral needs) was added to HDAL 5010 Principles and Administration of School Counseling. (2008-2009)</p>	<p>Spring 2012 Exit Survey results indicate that graduates were adequately prepared to deliver classroom lessons as part of their responsibilities as a school counselor.</p> <p>Exit Survey (Qualitative) Spring 2012 Question: knowledge, understanding, and skills necessary for the design, development, maintenance, evaluation, and improvement of a comprehensive school counseling program; knowledge of strategies to integrate the school counseling program into the total school curriculum as well as involving others in its coordination and implementation.</p>

Student 4.- Yes! Scarborough does an AMAZING job with the principles course. The resource file is a wonderful assignment that helps in the understanding of this objective.

Student 5. Yes, Principles of Admin prepared me well for this!

Student 6. This course was very thorough, helpful learning to write lesson plans and how to run a comprehensive counseling program

3/3 Respondents surveyed.

Spring 2012 Exit Survey results

Classroom lesson PBL

- Prior to 2012 students were required to do a group lesson plan and a group demonstration.
- In 2012 the PBL was instituted requiring an individual lesson plan, group lesson plan, and group demonstration

2010 data:
Group lesson plan: B+ 2 students; A- 4 students; A 4 students

Lesson demo: A- 6 students; A 4 students

2011 data:
Group lesson plan: B- 2 students; A- 6 students

Lesson demo: A- 6 students; A 2 students

2012 data:
Individual plan: C 1 student; C+ 1 student;
B 2 students; A- 4 students; A 2 students

Group Lesson plan: B 4 students; A- 4
students; A 2 students

Demo: B 2 students; B+ 2 students; A- 2
students; A 3 students

Classroom Lesson Plan Rubric
Assessment of Classroom Competence

Do Not Alter Template