## Marquette University
### Learning Assessment Plan

## Counseling and Educational Psychology

**Program:** Community Counseling  
**Degree:** M.A.  
**Date Submitted:** May 13, 2006

<table>
<thead>
<tr>
<th>Program Learning Outcomes Students will be able to:</th>
<th>Performance Indicators</th>
<th>Measures</th>
<th>Use of the Information</th>
</tr>
</thead>
</table>
| **PLO-1.** Demonstrate knowledge and skills regarding the psychological foundations of human development and functioning including both normal development and psychopathology. | **PI-1.** Students understand the complex interaction among biological, psychological, social and cultural factors that influence human development.  
**PI-2.** Students understand the implications of psychopathology for treatment planning and intervention (i.e., counseling processes) and implement appropriate interventions.  
**PI-3.** Students understand and demonstrate methods for conceptualizing and assessing referral concerns and individuals’ cognitive, social-emotional, and behavioral characteristics from a developmental and biopsychosocial perspective. | **Measure 1.** (PI-1)  
*Final Examination.* The student is tested on knowledge of human development through an exam in EDPS 226, Life-Span Human Development. The exam may vary in format, but each exam samples the content with regard to the life-span human develop. This exam includes an assessment of student’s knowledge on demographic, social, behavioral, emotional, cognitive, physical, and familial characteristics. A scoring rubric is for grading.  
**Measure 1 Where/When:**  
EDPS 266 – Fall Year 1  
(Lifespan Human Development)  
**Measure 2.** (PI-1, PI-2, PI-3)  
*Diagnosis and Treatment Planning Assignment.* Students receive case scenarios that are relevant to the lecture topics. Students identify appropriate diagnosis(es) for the case; Provide information for all 5 DSM-IV-TR axes; Utilize a biopsychosocial framework to identify short-term and long term counseling goals.  
**Measure 2 Where/When:**  
COUN 230 – Spring Year 1  
**Measure 3. (PI-2, PI-3)**  
Students conduct a mock-clinical intake interview, administer and score a test protocol, write an intake report, and be present the assessment findings in class.  
**Measure 3 Where/When:** COUN 220 – Fall Year 1  
**Measure 4.** (PI-1, PI-2, PI-3) | **All measures** are included in each student’s portfolio which is first reviewed by the student with his/her advisor and then the portfolio is submitted to the COEP faculty for consideration in the annual review of students.  
*The Director of Community Counseling Program compiles the results for all the community counseling students and conducts a review. The departmental Executive Committee is responsible for the evaluation of the program. These results are reviewed by the COEP faculty at the end of the year faculty retreat and utilized in program planning.*
Professor Evaluation of Student.
In addition to the course grade -
At the end of each course the Instructor completes a “Professor Evaluation of Student” which includes 3 domains: 1. Knowledge and Academic Skills 2. Counseling Skills 3. Dispositions (Professionalism). Domain 1 of the “Professor Evaluation of Student” specifically addresses: 1. Acquire knowledge of course content, 2. Quality of contributions in class, 3. Writing ability, 4. Research skills, 5. Ability to analyze/synthesize material, 6. Ability to apply professional and personal experience to the evaluation of theory and research.

Measure 4 Where/When:
EDPS 266 – Fall Year 1 (Lifespan Human Development)
COUN 230 – Spring Year 1 (Psychopathology)
COUN 220 - Fall Year 2 (Assessment in Counseling)
COUN 269 – Fall & Spring Year 2  (Practicum in Counseling)

Measure 5. (PI-1, PI-2, PI-3)
Practicum supervision. Students meet for one hour of individual supervision per week with practicum site supervisors. Mid-term and end-of-term evaluations are completed by practicum site supervisors, reviewed with students, and turned into course instructor.

Measure 5 Where/When:
COUN 269 – Fall & Spring Year 2 (Practicum in Counseling)

Measure 6. (PI-1, PI-2, PI-3)
Comprehensive Examination.
Master’s in Counseling students are required to pass a Comprehensive Examination as part of their degree requirements. The exam is a standard series of questions which inquire about student’s case conceptualization (question specifically addresses development issues), assessment issues, treatment planning, and the ethical and legal issues that are involved. The exam is graded by COEP Faculty using a scoring rubric– pass/fail

Measure 4 Where/When:
COEP Department/ 2nd Year Spring
| **PlO-3.** Demonstrate knowledge of individual and cultural diversity so as to be able to | **PI-1.** The student understands current counseling theories and strategies. | **PI-2.** Complete appropriate documentation of counseling practice, including informed consent, intake summaries, appraisals/assessments, treatment plans, progress notes, termination summaries, and correspondence. | **Measure 1 Where/When:**
COUN 216 Fall 1st year
**Measure 2.** (PI-1, PI-2)
**Supervised Mock-Counseling Sessions.** Students conduct a series of counseling sessions supervised by peers, advanced doctoral students, and the instructor. Counseling skills and support activities (e.g., treatment plan, progress notes) are also evaluated.
**Measure 2 Where/When:**
COUN 217 Spring 2nd year
**Measure 3.** (PI-1, PI-2, PI-3, P-4)
**Practicum supervision:** students meet for one hour of individual supervision per week with practicum site supervisors and 2 ½ hours of group consultation per week. Mid-term and end-of-term evaluations are completed by practicum site supervisors, reviewed with students, and turned into course instructor.
**Measure 3 Where/When:**
COUN 269 – Fall & Spring Year 2 (Practicum in Counseling)
**Measure 4.** (PI-1, PI-2, PI-3)
**Professor Evaluation of Student.**
In addition to the course grade - At the end of each course the Instructor completes a “Professor Evaluation of Student” which includes 3 domains: 1. Knowledge and Academic Skills 2. Counseling Skills 3. Dispositions (Professionalism).
**Measure 4 Where/When:**
COUN 216 – Fall Year 1 (Introduction to Counseling  
COUN 217 – Spring Year 2 (Individual Counseling)  
COUN 269 – Fall & Spring Year 2 (Practicum in Counseling)

| **PI-2.** Competently engage in the entry-level practice of professional counseling. | **PI-3.** Demonstrate awareness of and sensitivity to ethical issues relevant to specific cases. | **PI-4.** Demonstrate awareness of and sensitivity to multicultural issues relevant to specific cases. | **Measure 1 (PI-1). Final Examination** in the Introduction Counseling Course. Diversity issues are covered in this exam. **Measure 1 Where/When:**

---

The Program Director of Community Counseling then compiles the results for all the community counseling students and conducts a review. The departmental Executive Committee is responsible for the evaluation of the program. These results are reviewed by the COEP faculty at the end of the year faculty retreat and utilized in program planning.
<p>| Measure 1. (PI-1, PI-2, PI-3). Implement psychosocial interventions competently with diverse individuals and groups. <strong>PI-2.</strong> The student understands her/his cultural background and how this background will influence her/his school counseling practice. <strong>PI-3.</strong> The student applies theory and research related to diversity and social justice to her/his conceptualizations of clients’ personal/social concerns and development. <strong>PI-4.</strong> The student develops and selects counseling activities that are culturally relevant and appropriate for clients from diverse cultural backgrounds. | (COUN 216) Fall 1&lt;sup&gt;st&lt;/sup&gt; year <strong>Measure 2.</strong> (PI-1, PI-2, PI-3). Case Conceptualization Papers. Students prepare five 2-page case conceptualizations over the course of the semester. <strong>Measure 2 Where/When:</strong> (COUN 222) Spring 1&lt;sup&gt;st&lt;/sup&gt; Year | (EDPS 266) – Fall Year 1 (Lifespan Human Development) is first reviewed by the student with his/her advisor and then the portfolio is submitted to the COEP faculty for consideration in the annual review of students. <strong>Measure 2.</strong> Where/When: Case Conceptualization Papers.  Students prepare five 2-page case conceptualizations over the course of the semester. <strong>Measure 3 (PI-2, PI-3).</strong> Personal cultural identity formulation. Students prepare a term paper addressing their personal backgrounds and cultures and the impact upon their world view and interactions with clients. <strong>Measure 3 Where/When:</strong> (COPS 268) Spring 2&lt;sup&gt;nd&lt;/sup&gt; Year <strong>Measure 4.</strong> (PI-1, PI-3). Final Examination in the Multicultural Counseling Course. <strong>Measure 4 Where/When:</strong> (COPS 268) Spring 2&lt;sup&gt;nd&lt;/sup&gt; Year <strong>Measure 5.</strong> (PI-1, PI-2, PI-3, P-4) Practicum supervision: students meet for one hour of individual supervision per week with practicum site supervisors and 2 ½ hours of group consultation per week. Mid-term and end-of-term evaluations are completed by practicum site supervisors, reviewed with students, and turned into course instructor. One section of the mid-term and end-of-term student evaluations specifically addresses multicultural counseling competencies. <strong>Measure 5 Where/When:</strong> COUN 269 – Fall &amp; Spring Year 2 (Practicum in Counseling) <strong>Measure 6.</strong> (PI-1, PI-2, PI-3, PI-4) <strong>Professor Evaluation of Student.</strong> In addition to the course grades - At the end of each course the Instructor completes a “Professor Evaluation of Student” which includes 3 domains: 1. Knowledge and Academic Skills 2. Counseling Skills 3. Dispositions (Professionalism). Two of the questions explicitly rate knowledge and practice in regard to diverse clients. <strong>Measure 6 Where/When:</strong> COUN 216 – Fall Year 1 (Introduction to Counseling) EDPS 266 – Fall Year 1 (Lifespan Human Development) The Program Director of Community Counseling then compiles the results for all the community counseling students and conducts a review. The departmental Executive Committee is responsible for the evaluation of the program. These results are reviewed by the COEP faculty at the end of the year faculty retreat and utilized in program planning. |</p>
<table>
<thead>
<tr>
<th>Measure 1 (PI-1, PI-2)</th>
<th>Research-Based Intervention Program Proposal and Evaluation Plan.</th>
<th>This involves writing a literature review and an evaluation plan for a proposed community counseling services. A term paper and presentation are graded. Course Instructor uses rubric to assess paper, presentation, and student learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where/When:</td>
<td>EDPS 261 (Introduction to Research Methods)</td>
<td>Fall Year 1</td>
</tr>
<tr>
<td>Measure 2 (PI-1, PI-2, PI-3)</td>
<td>Professor Evaluation of Student.</td>
<td>In addition to the course grade. At the end of each course the Instructor completes a “Professor Evaluation of Student” which includes 3 domains: 1. Knowledge and Academic Skills 2. Counseling Skills 3. Dispositions (Professionalism). Domain 1 of the “Professor Evaluation of Student specifically addresses: 1. Acquire knowledge of course content, 2. Quality of contributions in class, 3. Writing ability, 4. Research skills, 5. Ability to analyze/synthesize material, 6. Ability to apply professional and personal experience to the evaluation of theory and research.</td>
</tr>
<tr>
<td>Where/When:</td>
<td>EDPS 261 – Fall Year 1 (Introduction to Research Methods)</td>
<td>Fall Year 1</td>
</tr>
<tr>
<td>All measures are</td>
<td>included in each student’s portfolio which is first reviewed by the student with his/her advisor and then the portfolio is submitted to the COEP faculty for consideration in the annual review of students.</td>
<td></td>
</tr>
<tr>
<td>The Director of Community Counseling then compiles the results for all the community counseling students and conducts a review. The departmental Executive Committee is responsible for the evaluation of the program. These results are reviewed at the end of the year faculty retreat.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Measure 3. (PI-1, PI-2, PI-3)

**Formal case presentations.**

Students present at least 2 formal case presentations (each semester for a total of 4) to peers and instructor. The case presentation includes an annotated bibliography of case-related research, evidence-based practices, and relevance to diverse populations.

**Measure 3 Where/When:**

COUN 269 (Practicum in Counseling) 2nd Year – twice in fall semester, twice in spring semester

### Measure 4. (PI-1, PI-2, PI-3)

**Comprehensive Examination.**

Master’s in Counseling students are required to pass a Comprehensive Examination as part of their degree requirements. The exam is a standard series of questions which inquire about student’s case conceptualization, assessment issues, treatment planning, and the ethical and legal issues that are involved. The exam is graded COEP Faculty using a scoring rubric – pass/fail

**Measure 4 Where/When:**

COEP Department/ 2nd Year Spring

---

<p>| PLO-5. Demonstrate a commitment to life-long learning. | PI-1. Demonstrate a willingness to subject one’s work to the scrutiny of colleagues. | PI-2. Critically evaluating | Measure 1. (PI-1, PI-2, PI-3, PI-4) <strong>Student Portfolio.</strong> Students are required to develop and maintain a portfolio of their educational experience in the department in order to help guide their self-evaluation as well as the evaluation by the faculty with regard to their progress toward their degree. Portfolios are a collection of evidence or <strong>The Student Portfolios</strong> are reviewed annually. First the portfolios are reviewed by the student with his/her advisor and then the portfolio is |</p>
<table>
<thead>
<tr>
<th>one’s own professional practice</th>
<th>materials that demonstrate a student’s growth, development, and acquisition of knowledge and skills. The portfolios are designed to document students’ completion of program requirements over time, provide evidence of a student’s developing competencies, and showcase students’ best work. Another equally important goal of our portfolio, however, is to engage students in a continual process of self-reflection on their learning. This portfolio is also an important part of the annual evaluation of students’ progress. Particular sections address Professional Growth – Research Exchange, Colloquium, and professional memberships and conference attendance.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PI-3.</strong> Participate in professional organizations.</td>
<td><strong>PI-4.</strong> Participate in continuing education experiences.</td>
</tr>
<tr>
<td><strong>Measure 1 where/when:</strong></td>
<td>submitted to the COEP faculty for consideration in the annual review of students.</td>
</tr>
<tr>
<td>COEP Department/ annually</td>
<td>The Program Director of Community Counseling then compiles the results for all the community counseling students and conducts a review. The departmental Executive Committee is responsible for the evaluation of the program. These results are reviewed by the COEP faculty at the end of the year faculty retreat and utilized in program planning.</td>
</tr>
<tr>
<td><strong>Measure 2 (PI-1, PI-2, PI-3, PI-4)</strong></td>
<td><strong>The Graduate Survey development</strong> administration, collection, and data analysis is overseen by the Department Chair. Results are discussed in faculty meetings and reviewed by the COEP faculty at the end of the year faculty retreat and utilized in program planning.</td>
</tr>
<tr>
<td><strong>Survey of Graduates.</strong> Graduates and employers of graduates are surveyed every three years. The survey includes items addressing professional affiliations, professional service, presentations, publications, licensure, certifications, and professional development.</td>
<td></td>
</tr>
</tbody>
</table>