

Master's Degree Programs in Clinical Mental Health Counseling and School Counseling
Program Student Learning Assessment Plan

| Program Learning Outcomes | Performance Indicators | Assessment Measures | Assessment Data Collection and Reporting |
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| <p>1. Apply knowledge of bio-psycho-social-cultural foundations of behavior and evidence-based counseling approaches to diverse individuals and groups.</p> | <p>Knowledge of: a. multicultural counseling competencies of practice. b. evidence-based counseling assessments, counseling relationships, and counseling processes, interventions and evaluations. (Helping relationships, group work, career development, research and program evaluations) c. the nature and needs of persons at all developmental levels and multicultural contexts.</p> <p>Counseling Applications: a. counsels proficiently with a variety of clients of different ages, genders, developmental levels, racial/ethnic backgrounds, sexual orientations, religions and socio-economic status.</p> <ul style="list-style-type: none"> <input type="checkbox"/> cultural and population appropriate counseling assessments. <input type="checkbox"/> culturally appropriate treatment plan and counseling interventions <input type="checkbox"/> initiate and maintain counseling relationships. <p>b. evaluates own counseling behaviors and client outcomes. c. provides effective group counseling for a diverse range of clients.</p> | <p>Direct</p> <ol style="list-style-type: none"> 1. Performance on comprehensive exam (CPCE) <ul style="list-style-type: none"> <input type="checkbox"/> total score <input type="checkbox"/> human development <input type="checkbox"/> social cultural <input type="checkbox"/> helping relationship <input type="checkbox"/> career counseling <input type="checkbox"/> appraisal <input type="checkbox"/> research 2. Performance on NCE (total) or Praxis II score on Counseling and Guidance and Listening 3. Supervisor evaluation at the end of internship. 4. Portfolio evaluation 5. Employer survey of graduates' knowledge and skills 6 <i>Final student evaluations by faculty teaching Spring courses.</i> <p>Indirect</p> <ol style="list-style-type: none"> 1. Student exit survey, self evaluation ratings of knowledge and skills learned. <ul style="list-style-type: none"> <input type="checkbox"/> human development <input type="checkbox"/> social cultural <input type="checkbox"/> helping relationship <input type="checkbox"/> career counseling <input type="checkbox"/> appraisal <input type="checkbox"/> research 2. Alumni survey, self evaluation ratings of preparation | <p>Counselor Education faculty are responsible for:</p> <ol style="list-style-type: none"> 1. the design, annual review and approval of the assessment plan. 2. developing and requiring any embedded program assessment assignments in their courses <p>and with All Department faculty</p> <ol style="list-style-type: none"> 3. reviewing the annual assessment report to identify areas of strength and weakness in student learning. 4. Identifying specific actions to improve learning 5. Implement any specific actions to improve learning in their courses. <p>The Practicum and Internship Coordinator is responsible for:</p> <ol style="list-style-type: none"> 1. Collecting and storing the supervisor evaluation forms for each student each semester. <p>The Department Chair and the Director of Counselor Education program or his/her designee has responsibility for:</p> <ol style="list-style-type: none"> 1. Administration of the CPCE, NCE, and Praxis II each Spring. |

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| <p>2. Apply professional, ethical, and legal standards in their counseling practices.</p> | <p>Knowledge of:</p> <ul style="list-style-type: none"> a. current social, legal, and economic trends affecting the counseling profession b. ethical standards of ACA and of other relevant professional groups. c. federal, state and agency rules and regulations pertinent to counseling. <p>Counseling Applications</p> <ul style="list-style-type: none"> a. behaves in accordance with professional ethical standards b. uses a consistent ethical decision making model to solve ethical dilemmas c. makes appropriate client referrals on the basis of an awareness of the specialties, skills, and services of other helping professionals. d. operates with personal and professional integrity (Refrains from misleading or deceptive statements, follows up on commitments) e. implements appropriate informed consent procedures, confidentiality regulations, and record keeping practices | <p>Direct</p> <ul style="list-style-type: none"> 1. Performance on comprehensive exam (CPCE) <ul style="list-style-type: none"> <input type="checkbox"/> professional orientation and ethics score 2. Ethical and professional subscores on NCE or Praxis II 3. Supervisor evaluation at the end of internship 4. Portfolio evaluation 5. Employer survey of graduates' professional behaviors <p>Indirect</p> <ul style="list-style-type: none"> 1. Student exit survey, self evaluation ratings of <ul style="list-style-type: none"> <input type="checkbox"/> professional orientation <input type="checkbox"/> ethical and legal standards 2. Alumni survey, self evaluation ratings of preparation <ul style="list-style-type: none"> <input type="checkbox"/> professional orientation <input type="checkbox"/> ethical and legal standards | <ul style="list-style-type: none"> 2. Collection of student Portfolio's prior to graduation. 3. Coordinating the rating of student portfolio products. 4. Administration of the student exit survey, the 1 year and 5 year alumni survey on an annual basis. 5. Administration of the employer survey on designated years. 6. Collection and preparation of all assessment data for aggregation and data analysis each May. 7. Coordinating all assessment data analysis. 8. Preparing assessment data reports to be distributed to department faculty. 9. Leading the annual faculty department assessment meeting in discussion of the assessment data, identify areas of strength and weakness, and identify specific actions to improve student learning. 10. Coordination of the implementation of the action(s) to improve learning. 11. Preparing annual Marquette University Assessment system program assessment reports each September. <p style="text-align: center;">Assessment Data Collection and Reporting</p> |

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| <p>3. Assume advocacy roles for the mental health care of underserved individuals and groups in urban settings.</p> | <p>Knowledge of:</p> <ul style="list-style-type: none"> a. various forms of advocacy (e.g., Lewis, Arnold, House & Toporek, 2002) b. the sociopolitical context within which clients live and the barriers presented by this context to access, equity and success for clients c. traditional and common systemic urban environment barriers that impact client's mental health (issues of gender identity, race, ethnicity, sexual orientation, age, religious affiliation, physical & mental ability, social class, language or other characteristics.) d. community resources and services that support and advocate for client mental health issues. <p>Counseling Applications</p> <ul style="list-style-type: none"> a. Develops and implements an advocacy plan based on the particular needs, context, and barriers being encountered by clients and/or the community b. Navigates the dual roles of advocate and counselor within ethical and legal standards. | <p>Direct</p> <ul style="list-style-type: none"> 1. Portfolio evaluation <ul style="list-style-type: none"> <input type="checkbox"/> Advocacy project 2. Supervisor evaluation at the end of internship 3. Employer survey of graduates' professional behaviors <p>Indirect</p> <ul style="list-style-type: none"> 1. Student exit survey, self evaluation ratings of advocacy knowledge and skills learned. 2. Alumni survey, self evaluation ratings of advocacy knowledge and skills learned. | |

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| <p>4. Integrate self-awareness, counseling roles and reflective practices into a professional counseling identity.</p> | <p>Knowledge of:</p> <p>a. counseling professional roles and functions: direct counseling services, mental health team member, consultant, advocate, supervision, collaborator, coordinator, leader and developing cultural self-awareness.</p> <p>b. professional organizations, certification and licensure.</p> <p>c. self-care strategies appropriate to the counselor role.</p> <p>d. self-knowledge; understands personal and professional strengths and limitations.</p> <p>Counseling Applications</p> <p>a. describes own identity development as a counselor</p> <p>b. introduces self as counselor and can explain professional counseling to others.</p> <p>c. uses reflective practices before and after counseling interactions.</p> <p>d. holds membership in professional organizations</p> <p>e. seeks appropriate state and/or national credentialing.</p> | <p>Direct</p> <ol style="list-style-type: none"> 1. Portfolio evaluation 2. Supervisor evaluation at the end of internship 3. Employer survey of graduates' professional behaviors 4. National and/or state membership in ACA, ASCA, or AMHCA (at graduation and alumni) 5. Percentage of graduates who have sought and obtained: <ul style="list-style-type: none"> <input type="checkbox"/> Certifications and Counselor Licensure <input type="checkbox"/> Professional Development <input type="checkbox"/> Formal Post-Master's and Doctoral education <p>Indirect</p> <ol style="list-style-type: none"> 1. Student exit survey, self evaluation ratings of knowledge and practice of reflection, self knowledge of personal and professional strengths and limitations. 2. Alumni survey, self evaluation ratings of knowledge and practice of reflection, self knowledge of personal and professional strengths and limitations. |
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| <p>5a. School Counseling: Lead the development and implementation of critical interventions of a <i>Comprehensive School Counseling Program*</i> in culturally diverse, urban PK-12 schools.</p> | <p>Knowledge of</p> <ul style="list-style-type: none"> a. academic, career and personal/social needs of PK-12 students b. the four components of a Comprehensive School Counseling Program (i.e., Foundation, Management, Delivery Services, Accountability) c. process and structure of educational systems within an urban community d. roles of the school counselor: leadership, advocacy, collaboration and systemic change. <p>Counseling Applications</p> <ul style="list-style-type: none"> a. Implements an academic intervention plan to assist a student to maximize academic learning. b. delivers a classroom guidance lesson for student development and career development, exploration, and planning. c. contributes to a school climate that supports the educational achievement for every student. d. evaluates school counseling interventions and aspects of a school counseling program to understand the effect on students' learning | <p>Direct</p> <ul style="list-style-type: none"> 1. Scores on Praxis II <ul style="list-style-type: none"> <input type="checkbox"/> Consultation <input type="checkbox"/> Coordination <input type="checkbox"/> Counseling and Guidance 2 Portfolio Evaluation 3. Supervisor evaluation at the end of internship 4. Employer survey of graduates' professional behaviors. 5. Employment rate of graduates in school counseling positions one year after graduation. <p>Indirect</p> <ul style="list-style-type: none"> 1. Student exit survey, self evaluation ratings of knowledge and preparation to take entry-level position in school counseling. 2. Alumni survey, self evaluation ratings of program preparation in the knowledge and skills necessary in their position as a school counselor. | |
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| <p>5b. Provide clinical mental health counseling prevention and treatment services for diverse individuals and groups in community settings.</p> | <p>Knowledge of:</p> <p>a. counseling processes and theories used in clinical mental health settings (brief, intermediate and long-term intervention strategies, strategies for promoting holistic wellness, models of addiction, crisis and disaster intervention, assessment and diagnosis strategies, risk appraisal, consultation and clinical supervision, and psychopharmacology as related to coordination of care.)</p> <p>b. prevention principles and theories applicable to the clinical mental health counseling setting.</p> <p>c. mental health care delivery systems and the role of the counselor in community-based treatment approaches (needs assessment, measuring treatment outcomes, multidisciplinary treatment teams and community resources)</p> <p>d. relevant leadership, administrative, and business aspects of mental health agencies.</p> <p>Counseling Applications</p> <p>a. develops and implements evidence- based counseling treatment and prevention programs for clients' presenting concerns, counseling assessment and/or diagnosis, and level of risk.</p> <p>b. reassesses client needs and modifies treatment plan as client needs change over time</p> | <p>Direct</p> <p>1. Portfolio Evaluation</p> <ul style="list-style-type: none"> <input type="checkbox"/> COUN 6003 Treatment Plan <input type="checkbox"/> COUN 6060 Case Study <p>2. Scores on</p> <ul style="list-style-type: none"> <input type="checkbox"/> NCE <input type="checkbox"/> NCMHCE <p>3. Supervisor evaluation at the end of internship</p> <p>4. Employer survey of graduates' professional behaviors</p> <p>5. Employment rate of graduates in clinical mental health positions one year after graduation.</p> <p>Indirect</p> <p>1. Student exit survey, self evaluation ratings of knowledge and preparation to take entry-level position in clinical mental health counseling</p> <p>2. Alumni survey, self evaluation ratings of program preparation in the knowledge and skills necessary in their position as a clinical mental health counselor.</p> |

