

**Assessment Activities
Program: Counselor Education**

<i>Graduate School Goals (Purpose)</i>	<i>Program Outcomes</i>	<i>Assessment Procedures and Criteria</i>	<i>Assessment Results</i>	<i>Use of Assessment Results/Change</i>
<p>1. Graduates will demonstrate the disciplinary competence and/or professional proficiency with a global perspective in service to others.</p>	<p>The graduate understands/practices/demonstrates:</p> <ul style="list-style-type: none"> - professional orientation and ethical practice, as well as the organization, political, and social structures in his/her identified specialty area (i.e. school counseling, community counseling, college counseling, college student affairs); - nature and needs of individuals at all developmental levels; - career development and related life factors.; - counseling and consultation process and helping relationships; - group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches; - individual and group approaches to assessment and evaluation; - research methods, statistical analysis, needs assessment, and program evaluation - self and others as spiritual beings, as well as the Ignatian charisms. 	<p>Students demonstrate infusion of knowledge, skills, and dispositions advocated by CACREP (Council for Accreditation of Counseling and Related Educational Programs) during practicum and internship activities. Proficiency is noted on Internship Evaluations completed by on-site supervisor and university supervisor (rubric* available upon request).</p> <p>Students demonstrate infusion of knowledge, skills, and dispositions advocated by CACREP (Council for Accreditation of Counseling and Related Educational Programs) during Comprehensive Examinations Part A and Part B (rubric* available upon request).</p>	<p>2009 CACREP (Council for Accreditation of Counseling and Related Educational Programs) standards integrated throughout program.</p> <p>Rubrics for internship and comprehensive examinations were piloted in the spring of 2008; fully implemented in 2009.</p> <p>The rubrics remain the assessment procedure for evaluating Comprehensive Examination results for graduate students completing the program in the current year.</p> <p>Students participating in the culminating experiences for Counselor Education (2007-2010) demonstrated "Acceptable" or "Target" in Internship experiences and comprehensive examinations for all areas identified in column 3; Assessment Procedures and Criteria. Students have performed in the "Acceptable or "Target" range of the rubric evaluations since inception, except one. That student will retake the case study component of the comprehensive examination in the spring of 2011. The 2011-2012 Comprehensive Examination evaluation process began in March, 2012.</p>	<p>The review of Counselor Education by its faculty during the 2007-2008 academic year yielded rubrics to assess program outcomes and student performance. These assessments are utilized for capstone experiences within the Counselor Education Program.</p> <p>There are several other "check points" throughout the Counselor Education Program where student performance is assessed and continuance in the program is determined.</p> <p>The Counselor Education Faculty completed the infusement and assessment of Ignatian charisms, intentionally and systematically, within its program in the 2009-2010 academic year. A video describing the charisms and its integration within the program will be available in the fall of 2011 for students.</p> <p>The results from the current year's assessment of graduating students successfully completing the Comprehensive Examination process will be analyzed, summarized and presented for consideration and implementation post Comprehensive Examination completion for implementation in AY 2012-2013.</p>
<p>2. Graduates will demonstrate an ability to combine critical</p>	<p>The graduate possesses an understanding of, practices, and</p>	<p>Students demonstrate infusion of knowledge, skills,</p>	<p>The 2011-2012 capstone Comprehensive Examination</p>	

thinking, disciplined research, and effective problem-solving in their field of study.	demonstrates a disposition of: - professional orientation and ethical practice, as well as the organization, political, and social structures in his/her identified specialty area (i.e. school counseling, community counseling, college counseling, college student affairs).	and dispositions advocated by CACREP (Council for Accreditation of Counseling and Related Educational Programs) during practicum and internship activities. Proficiency is noted on Internship Evaluations completed by on-site supervisor and university supervisor (rubric* available upon request).	is the evidence of the graduates' ability to demonstrate the ability to combine critical thinking, disciplined research and effective problem-solving. Their ratings of "Target" or "Acceptable" are the indicators that they have successfully met Graduate Goal #2.	
3. Graduates will demonstrate ethical decision making, service, and civic responsibility in accordance with the Judeo-Christian tradition and Ignatian values.	The graduate possesses an understanding of, practices, and demonstrates a disposition of: - self and others as spiritual beings, as well as integrates Ignatian charisms (cura personalis, magis, men and women for and with others, contemplation in action) into effective counseling practice	Students demonstrate infusion of knowledge, skills, and dispositions advocated by CACREP (Council for Accreditation of Counseling and Related Educational Programs) during Comprehensive Examinations Part A, B, and C (rubric* available upon request). Students demonstrate infusion of Jesuit charisms into counseling practice during formalized internship experiences. Proficiency is noted on Internship Evaluations completed by on-site supervisors and university supervisors (rubric* available upon request). Students demonstrate infusion of Jesuit Charisms in Comprehensive Examinations Part A and Part B (rubric* available upon request)	Students participating in the culminating experiences for Counselor Education (2010) demonstrated "Acceptable" or "Target" in Internship experiences and comprehensive examinations specifically in the area of Ignatian values. As in previous years, those students who receive a rating of "Target" or "Acceptable" in both the current year Internship experience and culminating Comprehensive Examination will have demonstrated the goals contained within Graduate School Goal #3.	The Counselor Education Faculty have integrated specific activities to address Ignatian values (charisms) within course presentation and assigned activities. This intentional and systematic approach has been beneficial to both students and faculty. One Counselor Education Faculty member presented information and insight gained regarding these practices to a national conference on College Student Values in Florida. For the current year, students will demonstrate an infusion of ethical decision making and service to their client(s) in the Jesuit tradition using <i>Ignatian</i> values in Parts A/B of their Comprehensive Examinations in order for the graduate to obtain a rating of "Target" or "Acceptable".
4. Graduates will respectfully and effectively communicate information through all modes of expression.	The graduate possesses an understanding of, practices, and demonstrates a disposition of: - professional orientation and ethical practice, as well as the organization, political, and social structures in his/her identified specialty area (i.e. school counseling, community counseling, college counseling, college student affairs).	Students demonstrate infusion of knowledge, skills, and dispositions advocated by CACREP (Council for Accreditation of Counseling and Related Educational Programs) during Comprehensive Examinations Part A and Part B (rubric* available upon request).	The current Comprehensive Examination Portfolio (Part A- Case Study; Part B- Client taping; and Part C- Reflective Journey) is the capstone opportunity for the prospective graduate to effectively communicate information through all (3) modes of expression.	For the current year the Counselor Education Faculty will inquire of the graduates the area(s) of accomplishment and area(s) of improvement needed for both student and program? These questions are presented to prospective graduates post successfully completing Comprehensive Examination.
5. Graduates will demonstrate deliberative reflection for lifelong personal and professional formation.	The graduate possesses an understanding of, practices, and demonstrates a disposition of: - professional orientation and ethical practice, as well as the organization,	Students demonstrate infusion of knowledge, skills, and dispositions advocated by CACREP (Council for Accreditation of Counseling	Students participating in the culminating experiences for Counselor Education (2010) demonstrated "Acceptable" or "Target" in the practicum and	Counselor Education Faculty have used insight gained from internship activities and comprehensive examination performance to adjust

	<p>political, and social structures in his/her identified specialty area (i.e. school counseling, community counseling, college counseling, college student affairs);</p> <ul style="list-style-type: none"> - ethics of professional counseling practice; and - self and others as spiritual beings, as well as integrates Ignatian charisms (cura personalis, magis, men and women for and with other 	<p>and Related Educational Programs) during practicum and internship activities. Proficiency is noted on Internship Evaluations completed by on-site supervisor and university supervisor (rubric* available upon request).</p> <p>Students demonstrate infusion of knowledge, skills, and dispositions advocated by CACREP (Council for Accreditation of Counseling and Related Educational Programs) during Comprehensive Examinations Part A, B, and C (rubric* available upon request).</p>	<p>internships experiences, as well as the Individual Case Study (knowledge); Individual Counseling Session and Critique (skills) and Personal and Professional Growth component (dispositions) of the Comprehensive Examination, except one. That student will retake the case study component of the comprehensive examination in the spring of 2011.</p> <p>For the current year, Part C- Reflective Journey is the opportunity for the prospective graduate to present their declaration to be deliberate and intentional in their lifelong professional formation.</p>	<p>presentation materials and activities in various courses.</p> <p>For the current year, Counselor Education Faculty will deliberately ask the question, "How will the profession recognize your lifelong commitment to reflection and professional formation?" We will document and record their response(s).</p>
<p>6. Graduates will demonstrate an ability to work effectively and in solidarity across the distinctions of human diversity.</p>	<p>The graduate possesses an understanding of, practices, and demonstrates a disposition of:</p> <ul style="list-style-type: none"> - issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, race, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious, and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities. 	<p>Students demonstrate infusion of knowledge, skills, and dispositions advocated by CACREP (Council for Accreditation of Counseling and Related Educational Programs) during practicum and internship activities. Proficiency is noted on Internship Evaluations completed by on-site supervisor and university supervisor (rubric* available upon request).</p> <p>Students demonstrate infusion of knowledge, skills, and dispositions advocated by CACREP (Council for Accreditation of Counseling and Related Educational Programs) during Comprehensive Examinations Part A and part B (rubric* available upon request).</p>	<p>For the current year, the prospective May graduates will have demonstrated an ability to effectively work with people across a diverse spectrum of age, race, ethnicity, ability, and intellects to name a few sub-groups. Additionally, the Counselor Education Faculty has steady infused and evaluated students' ability to work with diverse populations across the courses offered in the program. Last, 9/10 graduates will have a Part A Comprehensive Examination Case Study with a client "different" than themselves. The purpose of this deliberate/intentional entry to their case is for the expressed purpose of evaluating (in capstone manner) their ability to successfully fulfill the requirement(s) imbedded in Graduate Goal # 6.</p>	<p>For the current year, the Counselor Education Faculty will review the May graduates' response(s) to their case related to human diversity to determine how the present case conceptualization can be enhanced for upcoming terms.</p>