

**NEBRASKA DEPARTMENT OF EDUCATION**  
**Teacher Preparation Program Review**

**Institution:** Wayne State College

**Date Submitted:** October 1, 2009

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**Content Group/Area:** School Guidance Counselor

**Folio Writer:** Dr. Keith Willis

**Endorsements and Grade Level:** K-6, 7-12, K-12

**Program Level:**

  Initial

  X Advanced

**Is the program offered at more than one site?**

Yes

  X No

**Type of Certification:**

  X Teaching

Administrative

Special Services

**Accreditation Status:**

  X NCATE

  X State

  X Regional

**Program Report Status:**

  X Initial Review

Rejoinder

Response to Conditions

**Dr. Robert McCue, Vice President for Academic Affairs**  
----- **School of Education and Counseling (Academic Year 2009-10)** -----  
**Interim Co-Deans – Dr. Jean Blomenkamp and Dr. Carolyn Linster**

**Administrative Council for the School**  
Jean Blomenkamp      Tim Sharer  
Carolyn Linster      Phyllis Spethman  
Keith Willis

**Educational Foundations and Leadership**  
Jean Blomenkamp and Marilyn Mudge, Co-Chairs  
Frank Adams      Carolyn Linster  
Johanna Barnes      Judy Moeller  
Barbara Black      Marilyn Mudge  
Jan Dinsmore      Jim Ossian  
Sherry Dorman      Tim Sharer  
Joni Irlmeier      Bob Sweetland  
Dennis Lichty

**Counseling and Special Education**  
Keith Willis, Chair  
Kathleen Conway      Daryl Wilcox  
Steve Dinsmore  
Terry Hamilton

**Graduate Studies**  
Carolyn Linster, Director

**Field Experience and Teacher Certification**  
Phyllis Spethman, Director

**Teacher Preparation Assessment Committee (for the Unit)**  
Carolyn Linster      Phyllis Spethman  
Tim Sharer      Bob Sweetland  
Sue Sydow, Ex Officio  
Tama Kastrup, Recorder

**Campus Committee Assignments**  
Academic Policies – Marilyn Mudge, Keith Willis  
General Education – Tim Sharer, Keith Willis  
Faculty Senate – Kathy Conway, Bob Sweetland  
Graduate Council – Jim Ossian, Daryl Wilcox  
Frank Adams, Carolyn Linster  
Library – Jan Dinsmore  
Rank/Professional Development – Barbara Black  
Steve Dinsmore  
Scholarship/Honors – Jean Blomenkamp, Frank Adams  
Student Admissions/Retention – Dennis Lichty  
Joni Irlmeier  
Teaching/Learning Technology – Terry Hamilton  
Marilyn Mudge

**Northeast Nebraska Teacher Academy (NENTA)**  
Tim Sharer, Director

**Professional Progress Committee (PPC)**  
(monitors all candidates' progress)  
Sally Harms, Natural/Social Sciences  
Patricia Arneson, Business/Technology  
Elise Gutshall, Arts/Humanities  
Jim Ossian, Education/Counseling  
*Vacancy*, Special Education  
Marilyn Mudge, Elementary Plus  
Joni Irlmeier, Elementary Plus  
Terri Hypse, K-12 Partner  
*Vacancy*, K-12 Partner

**Arts/Sciences Education Faculty**  
Pearl Hansen, Art  
Patricia Arneson, Business/Marketing  
Sally Harms, Natural/Physical Science  
Lori Newcomb, English/Language Arts  
Sally Ebmeier, Family and Consumer Science  
Alan Bruflat, Spanish  
Janet Schmitz, French  
Kevin Hill, Health/Physical Education  
Joseph Weixelman, Social Sciences  
Greg Vander Weil, Industrial Technology  
Jeff Bauer, Mathematics  
David Bohnert, Instrumental Music  
Ron Lofgren and Elise Gutshall, Vocal Music  
Deb Whitt, Communication Arts  
Gwen Jensen, Theater

## **School of Education and Counseling Wayne State College**

### **Section 1: Contextual Information**

#### **1a. Description of the Institution**

Wayne State College is a regional public institution, part of a state college system geographically positioned to serve northeast Nebraska. The City of Wayne, population 5,583, is located approximately 100 miles northwest of Omaha and 50 miles southwest of Sioux City, Iowa. Students are attracted to the College by its rural setting and small size, the personalized support by faculty, variety of student activities, and opportunities to enhance leadership skills.

Wayne State College has a rich history as a teacher preparing institution. It was founded in 1891 as the Nebraska Normal College. One of its most famous alumni, John G. Neihardt, attended the school in those early years and later wrote of the intellectual vistas the place opened for him. "It was as though the college had been created for me. It lifted me to a higher, creative level of being. Often there came upon me a thrilled sense of expectancy, as though something particularly glorious were getting ready to happen all at once." While Neihardt taught in the public schools for only a short time, he did go on to publish the tremendously popular book, *Black Elk Speaks*. He was also named Nebraska's poet laureate in 1921. A residence hall on campus bears his name.

The Nebraska legislature purchased the Normal College from J. M. Pile in 1910 and created Nebraska State Normal College. Its history from that point follows a typical progression from normal college to state teacher's college to state college. Contrary to the trend John Goodlad and his colleagues have chronicled in *Places Where Teachers Are Taught* about the decline of both the status and resources in teacher education programs, Wayne State College has consistently maintained an institutional dedication to the preparation of teachers. In fact, a one-room schoolhouse sits on the campus as a reminder.

The College's vision is captured in a sentence, "Wayne State College is a regional and national model for strengthening rural communities through student learning, service and leadership." Consistent with the vision of Wayne State College, the undergraduate teacher preparation unit provides regional leadership and service to individuals, schools and communities. Both candidates and faculty work in partnership with region schools to improve educational opportunities for all students.

The mission of the School of Education and Counseling graduate programs is to facilitate the development of dynamic professional educators who collaborate for the development of self and others, school, community and the profession. This mission is accomplished through inquiry, reflection, field-based learning experiences, excellence in teaching and learning, and regional service.

The purpose of advanced programs at Wayne State College is to prepare educational leaders and stewards who continually inquire and reflect on theory and practice to support excellence and implement responsible change. Specifically, our purpose is to prepare students for positions of leadership and stewardship in curriculum and instruction, educational administration, counseling and special education.

The graduate programs in the School of Education and Counseling at Wayne State College have been nationally accredited since 1955, successfully completing its last NCATE review in 2002. During the 2007-2008 year, there were 1,836 graduate students enrolled at Wayne State College. Of those, 56 were enrolled in one of the counseling programs during the fall semester of 2008.

<b>MSE Program Areas</b>	<b>Currently Enrolled Dec. 2008</b>	<b>Completers Since 2006</b>
K-6 School Counseling	6	5
7-12 School Counseling	6	6
K-6 & 7-12 School Counseling	7	8
Counseling (Non-Nebraska School Counseling)	4	2
Community Counseling	31	39
Student Affairs Practice in Higher Education	2	5
<b>TOTAL</b>	<b>56</b>	<b>65</b>

The graduate counselor education programs reside in the School of Education and Counseling. The program is directed by a team of faculty within the Counseling and Special Education Department.

Counselor education program outcomes at Wayne State College embrace the NCATE and CACREP Standards.

### **1b. Standards for Admission, Retention and Exit from the Program**

#### Program Entry and Advancement

Candidates preparing for counseling as a career must meet requirements for the following: Admission to Graduate Studies, Admission to the Program Area, Admission to Candidacy for the Degree, and Approval for Graduation. These steps are inclusive of course work completion, maintenance of a 3.0 minimum overall grade point average (B) in all courses, recommendations of internship supervisors, and faculty recommendations.

While Admission to Graduate Studies is open to students with a bachelor's degree, Admission to the Graduate Program in Counseling includes several additional steps. Candidates complete an application form that includes self-ratings of their personal qualities plus recommendations from two persons who also rate the applicant's personal qualities. In addition, candidates complete a notarized personal affirmation form that indicates any history of felony and/or misdemeanor legal charges. Department faculty review this form to determine approval status of any candidate with a history of legal charges. Guidelines for academic competence include earning at least the minimum cutoff score on the Graduate Record Examination. The cutting score is the total of the verbal score, quantitative score, the analytical writing score times 100, and the undergraduate grade point average times 100. The minimum score for admission into the program is 1350. An alternative assessment involving clinical skills is available to those with lower scores. In addition, academic competence must be demonstrated by completion of two courses with at least a grade of B-. The two courses are CSL 600 Theories of Counseling and CSL 685 Practicum. Videotapes of role plays of counseling sessions are reviewed by department faculty when the Practicum instructor is concerned about the skills or professional qualities of a candidate. Candidates also need to complete a program of study for the MSE. Formal acceptance into the program is indicated by signatures of three counseling department faculty on the 15-hour form. The names of the candidates are then sent to the Professional Progress Committee (PPC) for final approval.

In order to progress to Candidacy for the Degree and to register for Internship, a candidate must also earn a minimum grade of B- in Advanced Practicum.

The final transition of graduation involves the following steps: completion of internship with a minimum grade of B-, acceptance of a file paper by the graduate office, and submission of a portfolio with approval from at least three faculty members in the department.

### 1c. Table of Major Transitions Points and Key Assessments for MSE in School Counseling



## School Counselor Education Transition Points

Admission to Graduate Studies	<input type="checkbox"/> Complete Graduate Application for Admission <input type="checkbox"/> Send official transcript from undergraduate institution verifying completion of bachelor's degree
Admission to the Program Area	<input type="checkbox"/> Submit a formal application for admission to the Counseling Department <input type="checkbox"/> Submit notarized affirmation of personal and professional fitness form (regarding felony and misdemeanor legal offenses) <input type="checkbox"/> Submit two letters of recommendation regarding personal qualifications for program <input type="checkbox"/> Complete Graduate Record Examination (GRE) with scores exceeding minimum for admission <input type="checkbox"/> Complete CSL 600 Theories of Counseling and CSL 685 Practicum with a minimum grade of a B- <input type="checkbox"/> Complete a program of study for a Master of Science in Education (MSE) degree in Counseling <input type="checkbox"/> Submit Fifteen-Hour Graduate Student Evaluation Form with signatures of three faculty <input type="checkbox"/> Faculty may review Practicum video as part of the process of approving admission to the program <input type="checkbox"/> Receive approval from the Professional Progress Committee (PPC)
Admission to Candidacy for the Degree (prior to Internship)	<input type="checkbox"/> Complete CSL 686 Advanced Practicum with a minimum grade of B- and ability to relate empathically and therapeutically
Approval for Graduation	<input type="checkbox"/> Obtain a minimum grade of B- in CSL 697 Internship in Counseling and achieve an ability to initiate early level skills expected of a beginning master's degree level counselor. <input type="checkbox"/> Maintain a minimum 3.0 cumulative GPA in all graduate course work <input type="checkbox"/> Model ethical and personal behavior articulated in the American Counseling Association Code of Ethics and Standards of Practice <input type="checkbox"/> Submit a portfolio in fulfillment of the requirement for a comprehensive examination in counseling <input type="checkbox"/> Submit file paper with approval by faculty and graduate college director <input type="checkbox"/> Complete all requirements for graduation

#### **1d. Table of Advanced Candidate Proficiencies with Key Assessments**

The Key Assessments for advanced candidates are:

1. Graduate Record Exam – Analytical Writing
2. Grade Point Average
3. Portfolio
4. File Paper/Action Research/EDU 650 Research Design
5. Professional Development Plan (Counseling Skills Assessment and Counseling Intern Evaluation for Counseling Department)
6. Fifteen Hour Interview
7. Follow-Up Surveys

A table illustrating the assessment instruments and checkpoints is on the following page.

**Table of Candidate Proficiencies with Key Assessments**

Candidate Proficiencies	Assessments	Type of Form	When Administered	Alignment to Conceptual Framework (CF)	Scoring Guide	Data
1d1. Content Knowledge	GRE – Analytical Writing	Essays requiring critical thinking and analytical writing	Prior to completion of 12 hours of courses	CF 1	ETS scoring system, ratings from 0-6	Range: 3.0-5.5 Mean = 4.04 N = 54
1d2. Content Knowledge	Content GPA from Graduate Program	Essays, multiple choice exams, research papers, case studies	Throughout course work	CF 1	Course Grading Rubrics	3.84 (all graduates from 5/06-12/08)
1d3. Content Knowledge and Skills	Portfolio	Work samples and videos of interviews	During final semester	CF 1 CF 2	Portfolio Rubric	Attachment E
1d4. Counseling Knowledge and Skills	File Paper Action Research EDU 650 Research Design	Written reports	During EDU 650 or CSL 665 / Reviewed by Chair and Graduate Program Director during final semester	CF 5	Scoring Guide for File Papers	Attachment E
1d5. Counseling Knowledge, Skills & Dispositions	Counseling Skills Assessment Counseling Intern Evaluation	Ratings of observations of counseling session 4 Point Rating Scale E-Database	During Advanced Practicum Internship	CF 3	Rubric on Counseling Skills Assessment Rubric on Intern Evaluation	Attachment E
1d6. Counseling Knowledge, Skills & Dispositions	Fifteen Hour Form	4 Point Rating Scale	During semester that candidate will complete 15 hours of credit	CF 4 CF 6	Rubric on Fifteen Hour Form	Attachment E
1d7. Effects on P-12 Learning	Follow-Up Survey	Interview and Multiple Choice Ratings	Following completion of program/during employment	CF 4 CF 6	Rubric on Follow-Up Survey	Attachment E

**1d1. Content Knowledge**

The Graduate Record Exam Analytical Writing Section is a standardized test measuring critical thinking and analytical reasoning skills. It may be used to identify highly-qualified candidates. Aggregated scores are used to identify areas of thinking and expression of ideas that may need additional focus during the graduate program to help candidates be successful.

During the last five years, there have been six candidates whose scores on the composite GRE and undergraduate grade point average were below the cutoff. These candidates were allowed to complete an alternate case study essay exam. This is a similar process developed by the State of Nebraska to allow applicants for the Mental Health Practitioner License to elect to complete the standardized exam (NCE) or a written case study exam. All six candidates who completed the case study essay exam were able to receive satisfactory ratings from faculty reviewers.

**1d2. Content Knowledge**

Mastery of content knowledge is supported by the data from overall Grade Point Average. Assessment of work candidates do in all course work yields significant data relevant to content knowledge. Some courses have a minimum grade of B- required in order for candidates to progress. The course may be retaken if a candidate's grade is below the minimum. Overall grade point average of 3.0 (B) is necessary to continue graduate course work and to complete the degree.

**1d3. Content Knowledge and Skills**

A portfolio is required of all candidates prior to graduation. It is to include written assignments from several courses that demonstrate comprehension of the subject. The courses identified reflect most of the core CACREP areas: Career Development, Developmental Counseling, Group Counseling, Assessment or appraisal, Differential Diagnosis, Multicultural Counseling or Social/Cultural Foundations, and Organization and Administration of Counseling Services. In addition, the candidate completes a paper summarizing a personal assessment of his/her strengths and limitations as a counselor. The candidate is also required to submit evidence of his/her counseling skills by selecting a videotaped counseling segment and completing a written description of the session, the background of the counselee, the goals of counseling, and the theoretical approach that was used to guide the interventions.

**1d4. Counseling Knowledge and Skills**

Candidates' demonstration of mastery of knowledge and skills is also shown with the completion of a file paper. This research paper is designed to demonstrate the ability to complete a literature review on a topic and synthesize the findings from the research in order to propose additional research to clarify the topic or to propose a way of implementing the findings in a group counseling program. Candidates may elect to submit a research project from one of two courses during the program of study; Research Design or Group Counseling.

### **1d5. Counseling Knowledge, Skills and Dispositions**

Candidates are observed (primarily with video recordings) during counseling sessions during Practicum and Advanced Practicum as they demonstrate counseling skills. Supervisors rate their skills on 16 dimensions with a 4 point rubric that assesses the level of competence of the candidate as a beginning professional. A copy of the Counseling Skills Assessment is given to each candidate for feedback. It is used to guide candidates in improving counseling skills. A final Counseling Skills Assessment is rated for each candidate at the end of the semester, summarizing overall levels of knowledge and skills.

Candidates are observed facilitating counseling sessions during internship. Supervisors rate their skills on the Counseling Intern Evaluation. This scale uses a 4 point rubric that assesses the level of competence of the candidate as a beginning professional on 20 dimensions.

### **1d6. Counseling Knowledge, Skills and Dispositions**

Fifteen hour forms are required to allow candidates to continue graduate course work beyond the semester during which the candidates complete fifteen hours of course work. Each candidate is reviewed by faculty for potential to complete the program, involving counseling knowledge, skills and dispositions. Signatures from three faculty members indicate acceptance of the candidate into the program.

### **1d7. Effects on P-12 Learning**

Candidate mastery on P-12 student learning is demonstrated by aggregated data included from Follow-Up Surveys completed by employers, supervisors, and graduates. These assessments provide triangulation and longitudinal high-confidence in the data with respect to the effects on P-12 learning. The aggregate scores from follow-up surveys are compared to similar scores for candidates on the Counseling Skills Assessment and the Counselor Intern Evaluations which were completed prior to completion of the program.

### **1e. Description of Clinical Experiences**

In accordance with the Nebraska Department of Education standards, all students complete a minimum of 100 clock hours of clinical experiences prior to internship. The clinical experiences may occur in schools where candidates are employed or in the Wayne State College Help Clinic. The Help Clinic provides outpatient individual and group counseling services to students and adults in communities in the region. The candidates are supervised by faculty with professional certification and/or licensure. The internships for candidates in school counseling take place in school settings during fall, spring and summer sessions. The candidates are supervised by a WSC supervisor with professional certification or licensure and by a supervisor in the school with professional certification or licensure. Schools are selected that have high levels of diversity in the student population.

### Clinical Experiences

K-6 School Counseling	7-12 School Counseling	K-12 School Counseling
Advanced Practicum 100 hours (40 hours direct student contact)	Advanced Practicum 100 hours (40 hours direct student contact)	Advanced Practicum 100 hours (40 hours direct student content)
Internship 450 hours (180 hours direct contact)	Internship 450 hours (180 hours direct contact)	Internship 900 hours (360 hours direct contact)

#### 1f. Unique Program Assessments

Counseling has an additional program assessment beyond the Key Assessments and the Transitions. Candidates may elect to complete the National Counselor Examination at Wayne State College within six months of their graduation. The exam covers samples of content from the eight core areas of CACREP. Passing scores are needed for individual licensure in most states. Aggregate results for all candidates are provided to the department. Attachment F shows the mean scores of WSC for each CACREP area for the three administrators of the exam at WSC. Comparison scores are provided from both CACREP accredited and non-CACREP accredited schools. Wayne State College scores that are close to or greater than 1 standard deviation below the mean of CACREP schools are indicated with an asterisk (\*).

## **Section 2: Alignment of Standards and Assessments**

See Attachment A for the Rule 24 Matrix.

Program Advising Sheets can be accessed by clicking here: [http://www.wsc.edu/schools/edc/clsp/school\\_counseling/](http://www.wsc.edu/schools/edc/clsp/school_counseling/)

## **Section 3: Key Assessments and Findings**

### **1d1. Content Knowledge**

Mastery of content knowledge is supported by the data from the Analytical Writing Scores from the Graduate Record Examination. The mean scores for all candidates from 2006-2008 was 4.04. A score of 4.0 indicates that candidates should have little or no difficulty with writing assignments in a graduate program. The mean score reported by Educational Testing Services for all those who completed this exam in Nebraska is approximately 4.3. This suggests that candidates at Wayne State College are close to the mean score and suggests the typical candidate is capable of completing graduate level writing assignments.

### **1d2. Content Knowledge**

Mastery of content knowledge is supported by the data from overall Grade Point Average of 3.84 from three years of data for candidates. Assessment of work candidates do in all course work yields significant data relevant to content knowledge.

Mastery of content knowledge is also supported by the data from licensure tests or professional examinations. The National Counselor Examination is a norm-referenced standardized test measuring subject knowledge for counselor candidates. The data in Appendix F is a summary of two years of cumulative, aggregated NCE scores from 2006-2008. Twenty-one of the twenty-three candidates who elected to take the exam passed it. Aggregated scores are used to identify areas needing improvement in the program. Mean scores that are below or nearly below one standard deviation from the mean scores of other CACREP schools may indicate areas of the program that need improvement. Two areas were identified: Career and Lifestyle Development and Research and Program Evaluation. (Low scores from the April 2008 testing resulted from only one candidate. Therefore, they were not considered a trend unless similar low scores also occurred on one other testing.) There was a program strength identified in the area of ethics and professional orientation where the mean scores from WSC consistently exceeded the means from CACREP schools.

### **1d3. Counseling Knowledge and Skills**

Candidates prepare a portfolio of their work that must be reviewed by faculty during their final semester as a graduate student. Each faculty member rates the candidates' clinical skills during a videotaped counseling session and the overall portfolio on a 3 point scale. If a candidate's portfolio is not rated as satisfactory by at least three faculty members, the candidate may be asked to resubmit the portfolio or to provide an additional example of competent counseling skills. Appendix E shows the mean ratings for candidates during the years of 2005-2008. While there were no portfolios ultimately rated as unsatisfactory, most of the portfolios received a satisfactory rating. A smaller number were rated as excellent.

**1d4. Counseling Knowledge and Skills**

The candidates complete file papers that require skills in finding, reviewing and summarizing research related to a specific topic or question in the counseling field. The paper requires a critical analysis of the conclusions of research, a synthesis of findings, and writing skills to be able to clarify the results. In addition, skills are needed to think inductively and to apply the findings to a proposal to implement a group counseling project or a research proposal to provide additional clarification of the topic. Candidates pursue these projects during both Research Design and Group Counseling courses. In order to be accepted as a file paper, the paper must be reviewed by four faculty members: the instructor of the course, the department chair, the Director of Graduate Studies, and the School Dean. Each reviewer may make recommendations for improvement of the paper, which must be implemented before final acceptance as the file paper. All candidates have been able to complete this requirement satisfactorily. Beginning in January 2008, the ratings were made using the Scoring Guide for the File Paper (Attachment D). Mean scores of these ratings of the candidates' file papers are shown in Appendix E. While all candidates received acceptable ratings, there was considerable variability of quality of the file papers. The three categories of inquiry were rated somewhat lower than the communication categories.

**1d5. Counseling Knowledge, Skills, & Dispositions**

The mean ratings for candidates completing Advanced Practicum from Spring 2006-Fall 2008 are shown in Appendix E. All scores exceeded the minimum level of competence needed in the program (2.0). Appendix E also reveals excellent ratings of candidates' skills by internship supervisors. All scores exceeded the minimum level of competency. Most scores were close to the high score (4) which is defined as the competency level of a beginning professional. Only one score was closer to a 3 rating than a 4. This competency was identified as the ability to conceptualize individuals based on the assessment categories of the standardized diagnostic systems (DSM).

**1d6. Counseling Knowledge, Skills, & Dispositions**

The counseling department meets one to three times monthly. One agenda item is generally to review the progress of candidates in order to make informed decisions as to their acceptance into the program. This culminates in the signing of fifteen hour forms. We often discuss suggestions for revising the process of admission of candidates. During 2006-2007, we watched a videotape of a role played counseling session from Practicum for each candidate and rated his or her skills. This often allowed for a discussion among faculty of a candidate's strengths and weaknesses. However, this also required a great deal of time and sometimes lacked an objective way to make a final decision. Therefore, the department revised the process in 2007, to accept the observations of the Practicum instructor regarding the candidate's skills. However, if the instructor was uncertain or requested feedback from other faculty about the candidate, a review of the role plays will be initiated. Beginning in the fall of 2008, the fifteen hour forms were revised to include a 4 point rating scale for each of the eight graduate outcomes.

### **1d7. Effects on P-12 Learning**

The department also held a full day retreat in the spring of 2008 to review the follow-up surveys and aggregate data regarding the competence level of our candidates found in Appendix E. The follow-up surveys included both objective ratings of candidate's performance following graduation and interviews that included open-ended feedback about the impact of the candidates on the students' learning.

The objective data from the follow-up surveys provided additional information concerning the need for candidates to increase competency at conceptualizing clients with diagnostic categories. Both employers/supervisors and graduates rated this as one of the lowest competencies. In addition, the competency level of facilitating career development of candidates was rated as one of the lowest areas by the employers/supervisors, where the rating was below the level of minimal competence. However, the graduates rated this competency at a satisfactory level.

The follow-up interviews included questions regarding the indicators of effectiveness in their positions. The feedback consistently showed that graduates were monitoring their impact and identifying positive outcomes based on student changes. The following quotes help to summarize this: "When I am effective, students set goals, develop a plan, and take necessary actions to achieve their goals" and "work in therapeutic sessions is guided by a treatment plan and clients make progress toward identified goals – facilitating work, movement and growth of client." Supervisors also rated the effectiveness of graduates from 1-10 (10 is high). While most graduates were rated very highly, one supervisor commented that "for me they are either a 9 or a 2," clarifying that one or two who graduated were quite weak. This supervisor recommended early screening of candidates based on personal fitness and skills. As a result of this information, several suggestions for improvement were identified and are in the process of being implemented.

In addition, the interviews requested recommendations from graduates and their supervisors or employers. The most common recommendations from graduates included:

- more focus on assessment, including the use of scoring of tools and strategies for initial evaluations,
- increased focus on special issues common to students and clients (such as grief and self-mutilation),
- increased focus on clinical diagnosis,
- increased focus on providing academic assistance to students, and
- increased focus on career development.

## **Section 4: Program Improvement**

Recommendations for Program Improvement resulting from data collected in the following Key Assessment areas:

### **1d1. Content Knowledge**

Programmatic Recommendations: Because the results were consistently positive, no recommendations for change were needed.

### **1d2. Content Knowledge**

Programmatic Recommendations: In order to remediate the lower scores, the department adopted the following change in 2008. An assignment was developed to integrate the concepts from Career Development and other core areas into case studies of clinical courses. Students are challenged to integrate concepts from all core areas into case studies for students or clients for whom they provide counseling. This assignment is designed to encourage a review of the basic concepts in these areas and encourage the candidate's awareness of how these concepts can help to deepen their case conceptualizations and thereby lead to more effective treatments.

### **1d3. Counseling Knowledge and Skills**

Programmatic Recommendations: Discussions have been held by faculty members in departmental meetings to determine how to improve the level of competence demonstrated with the portfolios. The department is currently in the process of considering revising the assignments for the portfolio. In addition, it has been decided that the review of the videos of counseling sessions will be completed following Advanced Practicum. This will allow faculty to validate the candidate's readiness for the internship and to give feedback to candidates regarding skill improvement that can be utilized during the internship.

### **1d4. Counseling Knowledge and Skills**

Programmatic Recommendations: Because the results were consistently positive, no recommendations for change were needed. However, instructors of Research Design and Group Counseling were informed that the ratings suggested that a greater emphasis on the literature review and conclusions may help improve the quality of the papers.

### **1d5. Counseling Knowledge, Skills and Dispositions**

Programmatic Recommendations: It was decided to provide additional training in the ability to conceptualize individuals with standardized diagnostic systems in Advanced Practicum. Two class sessions were added that focus on consideration of diagnostic options for two cases. In addition, supervision is provided for each candidate to explore diagnostic options of the students or clients that the candidate is counseling. The written assignments of a case review and the integrated case summary both require the candidate to provide a diagnostic category that best fits the student or client.

Further assessment is planned before determining whether revisions of the program are warranted in this area. The same was true for the competency of using assessment techniques for understanding students and clients. The employers/supervisors gave a low rating, but the graduates did not. A similar pattern was shown for areas of research skills and planning, and organizing comprehensive counseling programs. The supervisors/employers saw those as weaker areas, but the graduates did not.

#### **1d6. Counseling Knowledge, Skills and Dispositions**

Programmatic Recommendations: It was decided by the department to establish a procedure to monitor more systematically each candidate's fitness in other areas (personal, interpersonal, ethical, etc.). We met to review assessment tools from other graduate programs. We selected the Personal and Professional Fitness Evaluation (PPFE) from Southwest Texas University and modified it to fit our program. The PPFE includes sections on competence, interpersonal fitness, integrity, maturity, and a summative rating of professional responsibility/fitness. It also includes a section on faculty recommendations and a section for the candidate to propose a plan to remediate the concerns. Each candidate will be rated on this evaluation form prior to the signing of the fifteen hour form that indicates acceptance into the program. In addition, any faculty member may complete this assessment at any time during the program when observing a concern about a candidate in some area of personal fitness. Suggestions for remediation of this concern will be included in order to help each candidate take steps to become a competent professional. In addition, we decided to revise the application for admission to include a similar self evaluation. We also revised the recommendations of the candidate that are submitted early in the program to include questions from the PPFE. Therefore, each candidate will have three sets of information on the dimensions of personal fitness: a self-evaluation, two ratings from persons recommending them for the program, and three or more faculty ratings.

#### **1d7. Effects on P-12 Student Learning**

Programmatic Recommendations: The department implemented revisions in the screening and remediation process in the fall 2008 to provide ratings of personal and professional fitness of candidates by two recommenders, by any counseling faculty whenever a concern appears, and by all faculty prior to admission to the program. In addition, it was decided to review candidates' clinical skills following Advanced Practicum, before being approved for internship placement. Videotapes of counseling sessions during Advanced Practicum will be made available to the department. Any candidate who is rated on the Counseling Skills Assessment at a skill level below the minimum needed for internship will be given suggestions for improving skills and encouraged to retake Advanced Practicum to develop these skills before registering for Internship. This faculty review will replace the review of the portfolio video which occurs at the end of internship, and thereby allow more time for remediation of skills.

As a result of the recommendations from the follow-up surveys to increase focus on common issues of clients, the department also agreed to add these issues to existing courses. Case studies of clients or students with some of the more common issues that will be

faced in practice will be added to existing required courses. Each faculty member selected two of the following issues to embed in their graduate courses: eating disorders, cutting, substance abuse, grief, bullying, child abuse, sexual abuse, and conflict resolution.

**Attachment A1  
Program Advising Sheets**

The Advising Sheets for this endorsement can be found on-line by clicking here:

[http://www.wsc.edu/schools/edc/clsp/school\\_counseling/](http://www.wsc.edu/schools/edc/clsp/school_counseling/) .

## Attachment A2

**Rule 24 Matrix**  
**Form Revised by NDE: March 2007**  
**Matrix Updated by WSC: September 16, 2008 – Dr. Keith Willis**  
**Table of Alignment of Standards and Assessments**

**Endorsement:** [School Guidance Counselor](#)  
**Total Hours Required by Rule 24:** 36

**Grade Levels:** K-6, 7-12  
**Program Hours Required by Institution:** 48

**Endorsement Type:** [Subject \(K-6, 7-12\)](#)  
**Name of Institution:** [Wayne State College](#)

Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

<u>Standard/Description</u>							
<u>006.52D</u> Certification Endorsement Requirements: The endorsement shall require the applicant to have had at least two years of teaching experience, 36 graduate semester hours and a Master's Degree in School Counseling, including:			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
EDU 603 Professional Seminar (1)	Graduate File	Fifteen Hour Interview	X	X	X	X	
EDU 626 Advanced Educational Psych (3)	Mind Map Project	Follow-up Survey	X	X			
EDU 627 Current Issues & Trends (2)	Article reviews and reflective essay	Follow-up Survey	X	X	X		
EDU 658 Fundamentals of Curriculum Dev (3)	School Design Project	Follow-up Survey	X	X	X		
EDU 674 History/Philosophy of Ed (3)	Paper	Follow-up Survey	X	X		X	
EDU 650 Research Design (3)	Research Proposal	File Paper	X	X	X		
CSL 547 Multicultural Counseling (2)	Summary Report of Diversity Concepts	Intern Evaluation Portfolio	X			X	
CSL 580 Prof Counselors/Ethical Standards (3)	Case Study Reports	Intern Evaluation Follow-up Surveys	X		X	X	
CSL 600 Theories of Counseling (3)	Exams Course Grade	Intern Evaluation Counseling Skills Assessment Follow-up Surveys	X		X	X	
CSL 615 Career Dev and Life Planning (3)	Life Stage Treatment Plans	Intern Evaluation Portfolio Follow-up Surveys	X		X	X	X
CSL 625 Individual and Group Assessment (3)	Treatment Plans for Collaborative Case Studies	Intern Evaluation Portfolio Follow-up Surveys	X		X	X	X
CSL 630 Develop Csl over the Lifespan (3)	Life stage treatment plans	Portfolio Follow-up Surveys	X	X	X		X

CSL 642 Consultation (2)	Case Studies	Intern Evaluation Follow-up Surveys	X	X	X	X	X
CSL 665 Group Counseling (3)	Group Proposal	File Paper Portfolio Follow-up Surveys	X		X		X
continued on next page							
CSL 670 Org/Admin of Counseling Services (3)	School Counseling Prog Report	Portfolio Follow-up Surveys	X	X	X	X	X
CSL 675 Diff. Diag. & Treatment Planning (3)	Treatment Plans for Collaborative Case Studies	Intern Evaluation Portfolio Follow-up Surveys	X		X	X	X
CSL 685 Practicum in Counseling (3)	Counseling Skills Assessment Course Grade	Intern Evaluation Counseling Skills Assessment Follow-up Surveys	X		X	X	
CSL 686 Advanced Practicum (3)	Counseling Skills Assessment Course Grade	Intern Evaluation Counseling Skills Assessment Follow-up Surveys	X	X	X	X	X
CSL 697 Internship in Counseling (3-12)	Intern Evaluation by supervisor Course Grade	Intern Evaluation Follow-up Surveys	X	X	X	X	X
CSL 641 Counseling Children (1)	Student Treatment Plans	Intern Evaluation Follow-up Surveys	X		X	X	
CSL 643 Elementary School Counseling (1)	Standards Based Curriculum	Follow-up Surveys	X	X	X		X
CSL 644 Secondary School Counseling (1)	Resource Notebook	Follow-up Surveys	X	X	X		X

<u>Standard/Description</u>							
<u>006.52D1</u> At least one hundred clock hours of clinical experience prior to internship; and			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
CSL 686 Advanced Practicum (3)	Counseling Skills Assessment Course Grade	Intern Evaluation Counseling Skills Assessment Follow-up Surveys	X	X	X	X	X

<u>Standard/Description</u>							
<u>006.52D2</u> At least four hundred fifty (450) clock hours of internship.			Candidate Proficiencies				
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
CSL 697 Internship in Counseling (3-12)	Intern Evaluation by Supervisor Course Grade	Intern Evaluation Follow-up Surveys	X	X	X	X	X

<u>Standard/Description</u>							
A. Interpret and apply an understanding of the theory and application of developmental guidance and counseling programs;				Candidate Proficiencies			
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
CSL 670 Organization & Administration of Counseling Services (3)	School Counseling Prog Report	Portfolio; Follow-up Surveys	X	X	X	X	X

<u>Standard/Description</u>							
B. Consult and coordinate with students, parents, and staff in utilizing school and community resources and other referrals as appropriate;				Candidate Proficiencies			
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
CSL 642 Consultation (2)	Case Studies	Intern Evaluation Follow-up Surveys	X	X	X	X	X

<u>Standard/Description</u>							
C. Counsel individuals, groups, and special populations in areas of physical, social, emotional, academic and personal development;				Candidate Proficiencies			
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
CSL 630 Developmental Counseling over the Lifespan (3)	Life Stage Treatment Plans	Intern Evaluation Follow-up Surveys	X	X	X		X
CSL 643 Elementary School Counseling (1)	Standards Based Curriculum	Follow-up Surveys	X	X	X		X
CSL 644 Secondary School Counseling (1)	Resource Notebook	Follow-up Surveys	X	X	X		X
CSL 670 Org. & Admin of Counseling Services (3)	School Counseling Prog Report	Portfolio; Follow-up Surveys	X	X	X		X

<u>Standard/Description</u>							
D. Describe and apply the societal changes and trends in providing counseling for culturally diverse populations;				Candidate Proficiencies			
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
CSL 547 Multicultural Counseling (2)	Summary Report of Diversity Concepts	Portfolio; Intern Evaluation	X			X	

<u>Standard/Description</u>			Candidate Proficiencies				
E. Conduct counseling using various theories and techniques appropriate to the relationship between counselor and the student;			Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)					
CSL 600 Theories of Counseling (3)	Exams Course Grade	Intern Evaluation Counseling Skills Assessment Follow-up Surveys	X		X	X	
CSL 641 Counseling Children (1)	Student Treatment Plans	Intern Evaluation Follow-up Surveys	X		X	X	
CSL 685 Practicum in Counseling (3)	Counseling Skills Assessment Course Grade	Intern Evaluation Counseling Skills Assessment Follow-up Surveys	X		X	X	

<u>Standard/Description</u>			Candidate Proficiencies				
F. Use group dynamics and techniques to conduct classroom instruction and small group counseling sessions;			Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)					
CSL 665 Group Counseling (3)	Group Proposal	File paper: Intern Evaluation Follow-up Surveys	X		X		X

<u>Standard/Description</u>			Candidate Proficiencies				
G. Integrate an understanding of the relationship among personal qualities, education and training, and the world of work in career development;			Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)					
CSL 615 Career Dev & Life Planning (3)	Life Stage Treatment Plans	Intern Evaluation; Portfolio Follow-up Surveys	X		X		X

<u>Standard/Description</u>			Candidate Proficiencies				
H. Administer and interpret appropriate assessment instruments;			Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)					
CSL 615 Career Dev & Life Planning (3)	Life Stage Treatment Plans	Intern Evaluation; Portfolio Follow-up Surveys	X		X	X	X
CSL 625 Individual & Group Assessment (3)	Treatment Plans for Collaborative Case Studies	Intern Evaluation; Portfolio Follow-up Surveys	X		X	X	X
CSL 675 Differential Diagnosis (3)	Treatment Plans for Collaborative Case Studies	Intern Evaluation; Portfolio Follow-up Surveys	X		X	X	X

<u>Standard/Description</u>							
I. Identify and apply best standards of practice in research and evaluation of counseling programs;				Candidate Proficiencies			
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
EDU 650 Research Design (3)	Research Proposal	File Paper	X				
CSL 670 Org. & Admin. of Counseling Services (3)	School Counseling Prog Report	Portfolio; Follow-up Surveys	X	X	X		X

<u>Standard/Description</u>							
J. Describe and apply principles, practices, ethical and legal issues involved in school counseling;				Candidate Proficiencies			
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
CSL 580 Professional Counselors & Ethical Standards (3)	Case Study Reports	Intern Evaluation Follow-up Surveys	X		X	X	

<u>Standard/Description</u>							
K. Clinical Experiences. The prospective School Counselor should spend at least 100 clock hours in clinical experience prior to the internship, at the grade levels of the endorsement, with increasing responsibilities, including: 1. Individual, small group, and large group sessions, 2. Students at all levels of the endorsed area; and 3. Students representing special populations.				Candidate Proficiencies			
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
CSL 686 Advanced Practicum (3)	Counseling Skills Assessment Course Grade	Counseling Skills Assessment Intern Evaluation Follow-up Surveys	X	X	X	X	

<u>Standard/Description</u>							
L. Internship. The prospective School Counselor should experience at least 450 clock-hour internship under the supervision of a certified school counselor, and demonstrate all o the competencies in these guidelines. The internship experiences should take place in a school setting. One hundred eighty (180) of the 450 clock hours should be in direct service, including but not limited to, individual counseling, group work, developmental classroom guidance, and consultation.				Candidate Proficiencies			
Course #, Title, and Credits	Course Assessment(s)	Key Program Assessment(s)	Content Knowledge	Pedagogical Knowledge	Skills	Dispositions	P-12 Student Learning
CSL 697 Internship in School Counseling (3-12)	Intern Evaluation by Supervisor Course Grade	Intern Evaluation Follow-up Surveys	X	X	X	X	X

**Attachment B**  
**Chart of Number of Candidates and Completers**

Area of Endorsement	089	081	079	071	069	061	Total
K-6 School Counseling	0	1	0	0	2	2	5
7-12 School Counseling	0	0	0	2	1	3	6
K-12 School Counseling	0	3	0	3	2	0	8
Counseling (Non-Nebraska School Counseling)	0	0	0	1	1	0	2
Community Counseling	4	7	6	12	4	6	39
Student Affairs Practice in Higher Education	0	0	0	3	0	2	5
<b>Total</b>	<b>4</b>	<b>11</b>	<b>6</b>	<b>21</b>	<b>10</b>	<b>13</b>	<b>65</b>

**Attachment C**  
**Chart of Program Faculty Expertise**

Name	Terminal Degree	Areas of Expertise	Experience	Other (Licensure)
Kathleen Conway	Ph.D. (Psychological and Cultural Studies)	Professional Identity Theories of Counseling Group Counseling	Elementary and Secondary (6 years) Higher Education (27 years) Nebraska Department of Education (2 years)	Licensed Mental Health Practitioner Member, ACA, NCA, ACES, and APA Division of Peace Psychology
Steven Dinsmore	Ed.D. (Counseling)	Differential Diagnosis and Treatment Career Counseling Substance Abuse Counseling Psychological Assessment	Secondary School (2 years) Higher Education (34 years)	Psychological Consultation and Practice Member, ACA, APA, NEA
Terry Hamilton	Ph.D. (Guidance and Counselor Education)	Psychology and Curriculum Consultation Multicultural Counseling Interviewing Skills	Elementary Education (3 years) Elementary and Junior High Counseling (4 years) Higher Education (18 years)	Licensed Mental Health Practitioner Private Practice Member, ACA, ASCA, NCA, NACES
Keith Willis	Ph.D. (Psychology)	Substance Abuse Counseling Clinical Supervision Psychological Assessment	Higher Education (9 years full time plus 2 years equivalency as adjunct)	Licensed Psychologist Licensed Alcohol and Drug Counselor Psychological Consultation and Practice Member, NPA, NCA

## Attachment D Key Assessment Instruments

### Scoring Guide File Paper

Name of Learner \_\_\_\_\_

#### Category: Inquiry 1 – Research Question and Literature Review

<u>Score</u>	<u>Description</u>
1	Not acceptable achievement in this category
2	Acceptable achievement in this category
3	Target achievement in this category
4	Exemplary achievement in this category

#### Category: Inquiry 2 – Data Collection and Analysis

<u>Score</u>	<u>Description</u>
1	Not acceptable achievement in this category
2	Acceptable achievement in this category
3	Target achievement in this category
4	Exemplary achievement in this category

#### Category: Inquiry 3 – Findings and Conclusions

<u>Score</u>	<u>Description</u>
1	Not acceptable achievement in this category
2	Acceptable achievement in this category
3	Target achievement in this category
4	Exemplary achievement in this category

#### Category: Communication 1 – Consistency of Formatting

<u>Score</u>	<u>Description</u>
1	Not acceptable achievement in this category
2	Acceptable achievement in this category
3	Target achievement in this category
4	Exemplary achievement in this category

**Category: Communication 2 – Writing Mechanics**

<u>Score</u>	<u>Description</u>
1	Not acceptable achievement in this category
2	Acceptable achievement in this category
3	Target achievement in this category
4	Exemplary achievement in this category

**Category: Communication 3 – Coherent, Cogent, Communicative**

<u>Score</u>	<u>Description</u>
1	Not acceptable achievement in this category
2	Acceptable achievement in this category
3	Target achievement in this category
4	Exemplary achievement in this category

### COUNSELING SKILLS ASSESSMENT

Student Counselor Name \_\_\_\_\_ Supervisor \_\_\_\_\_ Date \_\_\_\_\_

- 0 = Knowledge or skill was not acquired
- 1 = Developing understanding, but not sufficiently competent
- 2 = Minimally competent in knowledge and skills
- 3 = Competent in most areas; lacking some ability in application
- 4 = Competent as a beginning professional

Counseling Skill	0	1	2	3	4	Comments
1. Demonstrates the ability to establish a working relationship with individuals of diverse backgrounds/lifestyles/cultures.						
2. Demonstrates genuine curiosity by responding to specific/significant elements of the client's narrative and inviting further client elaboration.						
3. Demonstrates respect for the client and the ability to recognize the strengths of the client.						
4. Communicates genuine empathy by accurately restating (in one's own words) what the client/student has expressed.						
5. Communicates nonjudgmental openness to ideas and behaviors similar to or different from one's own.						
6. Demonstrates the ability to assist the client gain clarity and to develop focus.						

7. Collaborates with client/student to select appropriate goals to facilitate growth of client/student.						
8. Provides a rationale for counseling intervention according to theory.						
9. Effectively uses a variety of skills which are appropriately suited to both the developmental level of the client and the focus of the session.						
10. Determines the effectiveness of the intervention according to intention (indicated in #7 & #8)						
11. Demonstrates knowledge of ethical standards of practice and the ability to apply them with clients/students.						
12. Demonstrates the ability to conduct group counseling sessions appropriate to clients/setting.						
13. Demonstrates the ability to handle stressful situations constructively.						
14. Maintains appropriate boundaries in relationships with clients/students.						
15. Accepts feedback from supervisor(s) and is willing to make or practice changes.						
16. Demonstrates the ability to use effective communication skills with colleagues, staff, and supervisor(s).						

<b>WAYNE STATE COLLEGE GRADUATE COUNSELING INTERN EVALUATION</b>
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NOTE: This form is to be completed by the intern's supervisor (and a self-evaluation by the intern if the supervisor so desires) during the sixth week of the college semester (about the first week in October or third week in February or the first week in July) and again at the end of the internship. **The supervisor and intern are encouraged to discuss this evaluation to facilitate the professional growth of the intern.**

Name of Site Supervisor (Please Print) \_\_\_\_\_ Date \_\_\_\_\_  
 Address (work) \_\_\_\_\_ Phone # \_\_\_\_\_  
 Name of Intern (Please Print) \_\_\_\_\_

Please evaluate the intern's performance relative to the listed competencies. Rate each competence by circling a number (described below) after each item.

- 0 = Knowledge or skill was not acquired
- 1 = Developing understanding, but not sufficiently competent
- 2 = Minimally competent in knowledge and skills
- 3 = Competent in most areas; lacking some ability in application
- 4 = Competent as a beginning professional

CORE COMPETENCIES		RATINGS				
1.	Demonstrates knowledge of current counseling theory.	0	1	2	3	4
2.	Implements theory-based counseling interventions to meet the needs and goals of counselees.	0	1	2	3	4
3.	Establishes and maintains therapeutic relationships with counselees.	0	1	2	3	4
4.	Uses effective counseling skills, appropriate to the developmental stage or level, with individuals.	0	1	2	3	4
5.	Demonstrates effective counseling and/or teaching skills with groups of counselees.	0	1	2	3	4
6.	Has an open-minded attitude, makes the effort to become more knowledgeable about own and others' cultures, and uses appropriate counseling strategies with counselees of diverse backgrounds.	0	1	2	3	4

7.	Requests appropriate information to understand the counseling program (delivery of counseling and related services) and policies of the internship site.	0	1	2	3	4
8.	Facilitates counselee career development and mature life planning.	0	1	2	3	4
9.	Appraises the characteristics of counselees, describes their needs and strengths, identifies individual differences, and provides for recording and disseminating the results as appropriate.	0	1	2	3	4
10.	Able to conceptualize individuals based on the assessment categories used in standardized diagnostic systems (DSM). (Knowledgeable about symptoms and knows when to refer and how to communicate with professionals who can diagnose.)	0	1	2	3	4
11.	Prepares for supervision time with cases (videotapes, invitations for observation, & discussion), questions, requests for feedback about professional development (ethics, theory, skills, conceptualization of case...)	0	1	2	3	4
12.	Demonstrates skills in consulting tasks (working with parents, staff, other agencies, conducting in-service activities, workshops. . .)	0	1	2	3	4
13.	Reads professional literature including research about effective practices in counseling	0	1	2	3	4
14.	Follows ethical procedures and consults with supervisor when faced with an ethical dilemma.	0	1	2	3	4
15.	Demonstrates a professional identity by exhibiting personality characteristics, specialized knowledge, and therapeutic skills required of an effective and ethical helper.	0	1	2	3	4
16.	Uses technology for communication, the search for information, and appropriate applications in this internship setting.	0	1	2	3	4
17.	Demonstrates a spirit of cooperation with colleagues and supervisor.	0	1	2	3	4
18.	Demonstrates the ability to handle stressful situations constructively.	0	1	2	3	4

19.	Demonstrates the ability to initiate and complete tasks.	0	1	2	3	4
20.	Uses effective organizational skills including effective management of self with the time available.	0	1	2	3	4

**Comments** about intern's strengths, areas that need strengthening, etc.:

**Attachment E****Data Tables for Key Assessments****Key Assessment 1d3 Content Knowledge and Skills  
As Assessed by Portfolios  
Spring 2006 – Fall 2008**

Number of Candidates N = 60

Ratings are by faculty reviewer (candidates may have 3 or 4 ratings each)

Mean rating on a 3 point scale was 2.16

<b>Excellent (3)</b>	<b>Satisfactory (2)</b>	<b>Unsatisfactory (1)</b>
31	159	0

**Key Assessment 1d4 Content Knowledge and Skills  
As Assessed by File Papers  
Spring & Fall 2008  
(N=15)**

<b>Category</b>	<b>Mean Rating</b>
Inquiry 1 – Research Question & Literature Review	2.93
Inquiry 2 – Data Collection & Analysis	2.80
Inquiry 3 – Findings & Conclusions	2.47
Communication 1 – Consistency of Formatting	3.07
Communication 2 – Writing Mechanics	3.33
Communications 3 – Coherent, Cogent, Communicative	3.33

**Key Assessment 1d5 Content Knowledge, Skills and Dispositions  
As Assessed by Counseling Skills Assessments  
Spring 2006 – Fall 2008  
N=39**

- 0 = Knowledge or skill was not acquired  
 1 = Developing understanding, but not sufficiently competent  
 2 = Minimally competent in knowledge and skills  
 3 = Competent in most areas; lacking some ability in application  
 4 = Competent as a beginning professional

Counseling Skill	Mean Scores
1. Demonstrates the ability to establish a working relationship with individuals of diverse backgrounds/lifestyles/cultures.	3.0
2. Demonstrates genuine curiosity by responding to specific/significant elements of the client's narrative and inviting further client elaboration.	2.9
3. Demonstrates respect for the client and the ability to recognize the strengths of the client.	3.2
4. Communicates genuine empathy by accurately restating (in one's own words) what the client/student has expressed.	2.2
5. Communicates nonjudgmental openness to ideas and behaviors similar to or different from one's own.	2.8

6. Demonstrates the ability to assist the client gain clarity and to develop focus.	2.5
7. Collaborates with client/student to select appropriate goals to facilitate growth of client/student.	2.6
8. Provides a rationale for counseling intervention according to theory.	2.6
9. Effectively uses a variety of skills which are appropriately suited to both the developmental level of the client and the focus of the session.	2.6
10. Determines the effectiveness of the intervention according to intention (indicated in #7 & #8)	2.9
11. Demonstrates knowledge of ethical standards of practice and the ability to apply them with clients/students.	3.0
12. Demonstrates the ability to conduct group counseling sessions appropriate to clients/setting.	2.7
13. Demonstrates the ability to handle stressful situations constructively.	2.8
14. Maintains appropriate boundaries in relationships with clients/students.	3.0
15. Accepts feedback from supervisor(s) and is willing to make or practice changes.	3.1
16. Demonstrates the ability to use effective communication skills with colleagues, staff, and supervisor(s).	3.0

**Key Assessment 1d6 Counseling Skills, Knowledge and Dispositions  
As Assessed by Counselor Intern Evaluations  
Spring 2006 – Fall 2008  
N = 76**

<b>Core Competencies</b>		<b>Mean Ratings</b>
1.	Demonstrates knowledge of current counseling theory.	3.6
2.	Implements theory-based counseling interventions to meet the needs and goals of counselees.	3.5
3.	Establishes and maintains therapeutic relationships with counselees.	3.8
4.	Uses effective counseling skills, appropriate to the developmental stage or level, with individuals.	3.7
5.	Demonstrates effective counseling and/or teaching skills with groups of counselees.	3.7
6.	Has an open-minded attitude, makes the effort to become more knowledgeable about own and others' cultures, and uses appropriate counseling strategies with counselees of diverse backgrounds.	3.9
7.	Requests appropriate information to understand the counseling program (delivery of counseling and related services) and policies of the internship site.	3.8
8.	Facilitates counselee career development and mature life planning.	3.7
9.	Appraises the characteristics of counselees, describes their needs and strengths, identifies individual differences, and provides for recording and disseminating the results as appropriate.	3.6

10.	Able to conceptualize individuals based on the assessment categories used in standardized diagnostic systems (DSM). (Knowledgeable about symptoms & knows when to refer and how to communicate with professionals who can diagnose.)	3.4
11.	Prepares for supervision time with cases (videotapes, invitations for observation, & discussion), questions, requests for feedback about professional development (ethics, theory, skills, conceptualization of case...)	3.6
12.	Demonstrates skills in consulting tasks (working with parents, staff, other agencies, conducting in-service activities, workshops. . .)	3.6
13.	Reads professional literature including research about effective practices in counseling	3.6
14.	Follows ethical procedures and consults with supervisor when faced with an ethical dilemma.	3.9
15.	Demonstrates a professional identity by exhibiting personality characteristics, specialized knowledge, and therapeutic skills required of an effective and ethical helper.	3.7
16.	Uses technology for communication, the search for information, and appropriate applications in this internship setting.	3.8
17.	Demonstrates a spirit of cooperation with colleagues and supervisor.	3.9
18.	Demonstrates the ability to handle stressful situations constructively.	3.7
19.	Demonstrates the ability to initiate and complete tasks.	3.8
20.	Uses effective organizational skills including effective management of self with the time available.	3.7

**Key Assessment 1d7 Effects on P-12 Learning  
As Assessed by Follow-Up Surveys  
Spring 2002 – Fall 2007  
N = 28**

**Competencies**

<b>Outcome Scale Interviews Supervisors/Employers: 1-3</b>	<b>Outcome Scale Internship Supervisors and Graduates: 0-4</b>		
1 = Needs work. Supervisee have needed additional work in these areas to meet their job requirements 2 = Satisfactory: Generally supervisees demonstrated an understanding and ability to use the knowledge and skill, although it may be awkward 3 = Competent: Competent as a beginning professional The scale was then converted to a 4 point scale to match the remaining scales by multiplying scores by 1.33	0 = Knowledge or skill was not acquired 1 = Developing understanding, but not sufficiently competent 2 = Minimally competent in knowledge and skills 3 = Competent in most areas; lacking some ability in application 4 = Competent as a beginning professional		
	<b>During Internship</b>	<b>Follow-Up Surveys</b>	
<b>Source&gt; Outcome</b>	<b>Internship Supervisors 1/06-5/08 N=68</b>	<b>Interviews Supervisors/ Employers N=7</b>	<b>Graduates 2002-2007 N=28</b>
Knowledge of current counseling theory	3.61	3.59	3.48
Ability to use theory-based counseling techniques	3.51	3.06	3.14
Ability to use developmentally appropriate counseling techniques	3.70	3.06	3.39
Ability to establish and maintain therapeutic relationships	<b>3.78</b>	<b>3.33</b>	3.4
Ability to facilitate career development and life planning	3.62	1.73	3.25
Ability to use individual and group assessment techniques for better understanding of clients or students.	3.65	2.26	3.39
Ability to plan and lead groups	3.67	3.06	<b>3.59</b>
Awareness of diversity, including own culture, and the ability to use culturally appropriate interventions	<b>3.86</b>	<b>3.33</b>	3.36
Able to use the DSM, when appropriate, to conceptualize clients' needs	3.39	2.66	2.75
Ability to plan, implement, and evaluate comprehensive programs	3.65	2.66	3.07
Ability to consult with individuals and groups for the benefit of clients/ students	3.68	<b>3.33</b>	<b>3.82</b>
Ability to read, interpret, and conduct research.	3.62	2.22	3.36
Ability to use technology in the search for information	3.76	<b>3.64</b>	<b>3.69</b>

Utilize supervision skills	<b>3.94</b>	2.93	3.46
Actions that are in compliance with ethical standards	<b>3.86</b>	<b>3.64</b>	<b>3.86</b>
A sense of professional identity	<b>3.77</b>	<b>3.33</b>	<b>3.71</b>

\* **Bold = 5 higher competencies**; *Italics = 5 lower competencies*; Highlighted <2.0

## Attachment F

### Unique Program Assessment – National Counselor Exam Results

Scores for WSC candidates which are near or below one standard deviation from the mean score for CACREP schools are indicated with an \*.

CACREP Area	Date of Exam	Number Completing Exam	Mean Score for WSC	Mean Score for CACREP Schools	Mean Score for Non-CACREP Schools
HUMAN GROWTH & DEVELOPMENT	10/21/2006	5	8.2	8.63	8.42
	10/20/2007	10	7.8	8.88	8.65
	4/12/2008	1	9	8.71	8.71
	10/18/2008	7	8.0	8.68	8.22
SOCIAL & CULTURAL FOUNDATIONS	10/21/2006	5	6.40	6.95	6.82
	10/20/2007	10	6.20	6.54	6.48
	4/12/2008	1	6.0*	7.83	7.77
	10/18/2008	7	7.14	8.05	7.60
HELPING RELATIONSHIPS	10/21/2006	5	22.80	24.98	24.61
	10/20/2007	10	23.10	24.86	24.08
	4/12/2008	1	21.0*	26.27	26.17
	10/18/2008	7	21.57	25.60	24.22
GROUP WORK	10/21/2006	5	10.80	12.11	11.95
	10/20/2007	10	11.0	12.12	11.81
	4/12/2008	1	13	11.87	11.65
	10/18/2008	7	9.43*	11.84	11.00
CAREER & LIFESTYLE DEVELOPMENT	10/21/2006	5	10.0*	12.96	12.23
	10/20/2007	10	10.70	12.72	12.18
	4/12/2008	1	11.0*	13.38	13.05
	10/18/2008	7	10.0*	13.38	12.24
APPRAISAL	10/21/2006	5	12.0	12.88	12.71
	10/20/2007	10	11.70	13.63	13.11
	4/12/2008	1	10.0	13.26	13.21
	10/18/2008	7	12.29	13.51	12.92
RESEARCH & PROGRAM EVALUATION	10/21/2006	5	7.80	9.68	9.26
	10/20/2007	10	7.30*	9.75	9.28
	4/12/2008	1	10.0	9.98	9.83
	10/18/2008	7	7.29	9.54	8.92
PROFESSIONAL ORIENTATION & ETHICS	10/21/2006	5	23.40	22.69	22.17
	10/20/2007	10	21.20	21.18	20.70
	4/12/2008	1	22.0	23.14	23.16
	10/18/2008	7	19.14	20.95	19.88