

**School of Applied Health and Educational Psychology**  
**M.S. Program in Counseling and Student Personnel**  
**Options: School Counseling, Community Counseling**

**Goals of the Degree Program**

The M.S. Program in Counseling and Student Personnel was founded to prepare professional counselors who are knowledgeable in counseling theories and techniques, who can translate counseling theory into effective counseling practice, who are committed to respecting diversity among people, and who ascribe to the highest of ethical standards and practice. The Program incorporates teaching in psychological, pedagogical, and counseling theory, research, and practice into a practitioner-based training program that allows graduates to apply knowledge in these areas to their practice in school and mental health settings in the community. Consistent with the land-grant tradition of Oklahoma State University, the Program is committed to the outreach and training of students from Oklahoma and elsewhere who represent diversity in gender, race, ethnicity, sexual orientation, culture, rural or urban backgrounds, socioeconomic status, religious affiliation, and disability status.

N = approximately 47 students in the program, Tulsa & Stillwater campuses

Students in this program will gain knowledge and understanding of:

<b>Outcome</b>	<b>Method</b>	<b>Time-table</b>	<b>Outcome- Met?</b>
Professional identity, including history of the profession, roles of counselors, organizational structures, ethics, standards, credentialing, public policy, advocacy, and emerging issues in the profession	Grade of B or better in CPSY 5493	yearly	MET
	Grade of B or better on paper assignment on roles and values of counseling professionals	yearly	MET
	Review of student progress	yearly	47 current students were reviewed in Spring 2002. Of these, 2 were evaluated as making exemplary progress, and 41 were evaluated as making satisfactory progress. Some concerns about progress were found with 4 students, for whom remediation plans were developed by the student and their advisors.
Social & cultural diversity, including multicultural trends, counseling strategies, theories, competencies, and contextual factors for working with diverse populations, and counselors' roles in social justice and advocacy.	Grade of B or better in CPSY 5503	yearly	MET
	Documentation of acceptable performance on class presentation in CPSY 5503	yearly	MET
Human Growth and learning, development, and transition, both normal and abnormal, for individuals and families across the lifespan	Grade of B or better in EPSY 5103, CPSY 5563.	yearly	1 grade of C across all sections of EPSY 5103; OTHERWISE, MET

<b>Outcome</b>	<b>Method</b>	<b>Time-table</b>	<b>Outcome- Met?</b>
Career and lifestyle development, including theories, models, assessment and counseling strategies, information resources, program planning and administration, and emerging issues in a changing world of work	Grade of B or better in CPSY 5453	yearly	MET
	Grade of B or better on final exam case study assignment in CPSY 5453	yearly	MET
Helping Relationships, including counselor and consultant characteristics, and counseling, consulting, and systems theory, processes, and skills for working with families, children, and adults	Grade of B or better in CPSY 5553, CPSY 5473, CPSY 6553, EPSY 6323 and clinical sequence (CPSY 5593, CPSY 5686)	yearly	MET; EPSY 6323 requirement begins summer '03.
	Passing grade on videotaped counseling session in CPSY 5473.	yearly	MET
Group Work, including group development, group dynamics, and group counseling theories, methods, and skills	Grade of B or better in CPSY 5583	yearly	MET
	Grade of B or better on formal self-assessment paper assignment in CPSY 5583	yearly	MET
Assessment, including basic principles of testing and assessment, case conceptualization, diagnosis, diversity factors related to assessment, and individual and group approaches to assessment and evaluation	Grade of B or better in one of the following: CPSY 5523, EPSY 5783, or REMS 5373	yearly	MET
Research and program evaluation, including research methods, basic statistics, needs assessment, and program evaluation	Grade of B or better in REMS 5013, EPSY 6323	yearly	MET; EPSY 6323 requirement begins summer '03.
Effective leadership skills to plan, implement, and evaluate a comprehensive, developmental guidance and counseling program to address the needs of all students	Grade of B or better in CPSY 5513	yearly	MET
	Grade of B or better on paper assignment on evaluation of comprehensive counseling programs in CPSY 5513.	yearly	MET

Additional competencies for school counselors- Students in the school counseling option will gain knowledge and understanding of:

<b>Outcome</b>	<b>Method</b>	<b>Time-table</b>	<b>Outcome- Met?</b>
Guidance and counseling services that address the needs and concerns of students and that help students develop skills to use in future situation	Grade of B or better in CPSY 5533	yearly	MET
	Passing grade on videotape of counseling skills in CPSY 5473	yearly	MET
Human development in order to provide a comprehensive, developmental guidance and counseling program	Grade of B or better in EPSY 5103	yearly	1 grade of C across all sections.
Effective leadership skills to plan, implement, and evaluate a comprehensive, developmental guidance and counseling program to address the needs of all students.	Grade of B or better in CPSY 5513	yearly	MET
	Grade of B or better on paper assignment on evaluation of comprehensive counseling programs in CPSY 5513.	yearly	MET
Effective leadership skills to plan, implement, and evaluate a comprehensive, developmental guidance and counseling program to address the needs of all students	Grade of B or better in CPSY 5513	yearly	MET
	Grade of B or better on paper assignment on evaluation of comprehensive counseling programs in CPSY 5513.	yearly	MET
How to facilitate the education and career development of individual students to help all achieve success	Grade of B or better in CPSY 5453	yearly	MET
Formal and informal assessment to provide information about and to students, to monitor student progress and to recommend changes to the student's educational environment	Grade of B or better in CPSY 5686	yearly	MET
Consultation processes with parents and school personnel, how to provide professional expertise and establish collaborative relationships that foster a support system for students, parents, and the community	Grade of B or better in EPSY 6323	yearly	EPSY 6323 requirement begins summer '03

<b>Outcome</b>	<b>Method</b>	<b>Time-table</b>	<b>Outcome- Met?</b>
Human diversity as it applies to providing equitable guidance counseling services for all students and promoting a climate of mutual respect that helps students value themselves and others	Grade of B or better in CPSY 5503	yearly	MET
The need for strong and positive ties with the home and the community to promote students' growth in school and beyond the school setting.	Grade of B or better in EPSY 6323	yearly	MET
Professional ethical codes, the importance of professional development and the need to work with colleagues to advance the profession	Grade of B or better in CPSY 5493	yearly	MET
The impact of environmental influences on students' developmental achievement, to help students develop strategies to reason and cope with situations that may hinder learning	Grade of B or better in CPSY 5103	yearly	1 grade of C across all sections.

### **Additional Learning Outcomes for All Students**

Students in the M.S. Program in Counseling and Student Personnel will:

<b>Outcome</b>	<b>Method</b>	<b>Time-table</b>	<b>Outcome- Met?</b>
Be generally satisfied with the perceived usefulness of courses completed	end-of-semester course evaluations	collected yearly; compiled every three years	Using a sample of all of the 276 course evaluations that were collected in CPSY master's level courses in 2002, faculty received an overall mean rating of 3.51 ( <i>sd</i> = .60; 4 = "very high."). The 19 courses on which these evaluations were based received an overall mean rating of 3.59 ( <i>sd</i> = .47; 4 = "definitely yes" ["this was a good course"]) Full results are available on request.

Outcome	Method	Time-table	Outcome- Met?
	<p>survey of current student satisfaction</p> <p>survey of alumni satisfaction</p>	<p>every three years</p> <p>every three years</p>	<p>In 2002, the Graduate College of OSU surveyed current students in the program. The mean rating of overall satisfaction with the program was 3.6 (4 = satisfied/agree and 1 = dissatisfied/disagree; SD not available; N = 14). This is compared to an overall OSU mean rating of satisfaction of graduate students of 3.3. Complete results are available on request.</p> <p>In Fall, 2002, a survey was conducted with recent graduates (i.e., graduates from the past three years) of the program. Data were collected through the early Spring semester, 2003. A total of 51 surveys were sent; 13 were completed (25% response rate). The mean rating by respondents of the overall program faculty was 4.3 (5 = very satisfied; SD = 1.18, N = 13). The overall mean rating of the program was 3.85 (SD = 1.29, N = 13). The full results are available on request.</p>
<p>Be perceived by clinical site supervisors and employers as being adequately trained, ethical, and responsive practitioners</p>	<p>satisfaction survey of site supervisorS and employerS</p>	<p>every three years</p>	<p>In Fall, 2002, a survey was conducted with clinical site supervisors and employers of program graduates. Data were collected through the early Spring semester, 2003. A total of 56 surveys were sent, and a "second request" was sent to all who didn't respond. This resulted in 23 surveys returned (41% response rate). The overall mean rating of OSU graduates was 3.9 (5 = far above average; SD = .56, N = 20). The overall mean rating of the quality of our master's program, in comparison to other programs, was 3.95 (SD = .62, N = 19). The full results are available on request.</p>

Outcome	Method	Time-table	Outcome- Met?
While in the program, behave professionally and ethically and make timely progress towards degree completion	review of student progress	yearly	47 current students were reviewed in Spring 2002. Of these, 2 were evaluated as making exemplary progress, and 41 were evaluated as making satisfactory progress. Some concerns about progress were found with 4 students, for whom remediation plans were developed by the student and their advisors.

**Additional Methods used to evaluate student outcomes:**

Method	Timetable	RESULTS
1. Rates of "pass" on LPC Exam	every three years	Between March 2002 and March 2003, 17 OSU graduates took the LPC exam and 16 passed (94% pass rate). Earlier data unavailable.
2. Rates of "pass" on the Certification Exam for Oklahoma Educators (CEOE), specifically, the Oklahoma Subject Area Test (OSAT) in School Counseling.	every three years	Data compiled by the College of Education indicate a 100% pass rate on this exam over the past three years.
3. Successful completion of portfolios (school counseling)	biannually	no portfolios in 2002-03

**How Assessment Results will be Integrated into Curriculum Planning and Program Improvement**

Most of these assessment results have been shared with program faculty at meetings during spring semester, 2003. Most of these assessment results were shared with our Advisory Committee at our annual meeting with them in April, 2003. The results have been used to identify areas of curricular strength and areas in need of improvement. (For example, we revised our student conduct policy based on these assessment results.). These data are also part of our self-study documentation as we seek accreditation from the Council for Accreditation of Counseling and Related Programs (CACREP).