



# **Western Illinois University**

**Western Illinois University- Quad Cities  
Department of Counselor Education and College Student Personnel  
Counselor Education Program Evaluation  
Fall 2018-Spring 2020**

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<b>Table of Contents</b>	<b>Page</b>
Summary of Program Evaluation Results.....	3
Current Program Objectives.....	6
KPI Course Assessment Data.....	8
Counselor Preparation Comprehensive Exam (CPCE) Data.....	11
National Counselor Exam (NCE) Data.....	12
Illinois School Counseling Content Exam Data.....	13
Site Supervisor Evaluation Data.....	14
Internship Student Survey Data.....	16
Recent Alumni (past four years) Survey Data.....	17
Program Applicant, Student, and Graduate Numbers.....	18

## **Summary of Program Evaluation Results**

Upon review of the quantitative and qualitative data from our Continuous Assessment Plan, the WIU Counselor Education program faculty have concluded a program evaluation of the 2018-19 and 2019-20 school years. Given that the program has undergone significant changes when shifting to the 2016 CACREP standards, this two year overview has provided a fairly comprehensive view of how effective the program has been in implementing the changes, areas where we still need to improve, and some action steps we are planning to take to address the concerns we see from the data. Following is an overview of those findings and plans:

### Areas of Strength

- The vast majority of students are learning, retaining, and applying core content standards as observed through KPI course assessment rubrics, CPCE and NCE standardized assessments, and site supervisor reviews of practicum and internship students.
  - The Advisory Board also confirmed through qualitative data that students and recent graduates showed strong preparedness for Core clinical practice.
  - The reassessment of core standards within KPI course assessments and site supervisor reports are consistently showing student improvement and meeting expectations within the program.
    - Alumni and student survey data highlight similar preparation especially within the areas of professional orientation, ethical/legal standards, and clinical skills.
- Faculty supervision during practicum and internship is rated highly overall based on student and alumni survey results.
  - Qualitative feedback from the Advisory Board members mirrored this.
- New admissions process and focus has increased the number of enrolled students and relative diversity of students in the program based on program admissions data comparisons.

### Areas for Improvement

- During the process of conducting a thorough program evaluation, the faculty recognized that our program objectives are not specific and measurable enough to be effectively and directly evaluated by measures within our Continuous Assessment Plan.

- Leadership and advocacy knowledge, skills, and action are missing from our program objectives and assessments even though faculty highlight this as important components of professional identity within courses.
- Group work preparation received several low and adequate scores by both current Internship Students and Recent Alumni on their Program Evaluation surveys.
  - However, it should be noted that recent graduates scored within one standard deviation of the mean on the CPCE Group work subsection, indicating that Group content information may not be as big of an issue as the application of the material - a needs assessment will help uncover specific concerns within this Core area.
  - Student survey and Advisory Board data highlight the need for more applicable Career Readiness work for students in the School Counseling specialization.
- Students have noted through their survey data and accompanying qualitative data that multicultural considerations are not always embedded throughout the curriculum.
  - Students also consistently score lower than the national mean on the Social and Cultural Diversity section of the CPCE.
- Qualitative data from students and alumni surveys indicate that we need to apply content knowledge to current applications in the field - especially when considering current critical social issues and needs of the profession.

#### Action Items to Address Needs

- Faculty will spend the next three months re-evaluating and re-writing the program objectives to make them more specific and measurable.
  - Faculty will review new program objectives with the Advisory Board at the annual meeting in February.
  - Once reviewed by the Advisory Board, the faculty will ensure that all Continuous Assessment Plan data and KPI data appropriately align to new program objectives.
  - Faculty will provide regular opportunities for students within the program to provide feedback through needs assessments and focus group discussions.
- Group Skills class has adopted a new textbook and new group facilitators. Additionally, group skills are being assessed more directly in practicum.
  - Faculty will reassess how the group experience in skills class is conducted - with a focus on the value of real-world group situations rather than in a controlled environment with their graduate student peers.

- School counseling faculty will reassess where College and Career Readiness skills and application are taught and better incorporate it into school specific courses.
- Faculty will reassess all course content to ensure that social and cultural diversity is being directly addressed and applied throughout each course in the program.
- Faculty will reassess course content to ensure that leadership and advocacy is connected with professional identity, and that this continues to be embedded into core and speciality courses.
- Non-Program Evaluation Need: The University is focused on retention efforts and as faculty, we plan to be focused on being proactive and intentional in our effort to retain the current student population.

### **Current Program Objectives**

NOTE: It was clear during this evaluation process that the current program objectives do not encompass the full range of objectives the Counselor Education program aims to achieve when training future counselors. The program objectives will be reassessed and rewritten within the 2020-21 school year in order to better capture the totality of the program and specialization. A focus will also be on making the objectives specific and measurable. Additionally, the assessments of the objectives listed on the Continuous Assessment Plan will be strengthened and added to in order to fully measure the effectiveness of the program at meeting its objectives.

### ***School Counseling Specialization***

Students preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote academic, career, and personal/social development of all K-12 students.

**Measurements of outcomes:** School Counseling Orientation course (CN 514) KPI data, IL School Counseling Content Exam scores, Counselor Preparation Comprehensive Exam scores, Site Supervisor Evaluation data

**Overview of outcome results:** The results of the assessments used to measure school counseling student performance in meeting the specialization objective indicate that school counseling students are consistently performing at or above average on the overall assessment outcomes for the program objectives. All school counseling students successfully passed their comprehensive and content examinations. However, there are some results which indicate the program should consider strengthening the curriculum to better prepare students in the school counseling program. In particular, site supervisor evaluation data shows relatively low scores (<4.3 out of 5) in the area of Theoretical Skills in two of the three semesters. A needs assessment survey will be sent to school counseling students to further assess the concerns with preparation in this area.

### ***Clinical Mental Health Counseling Specialization***

Students preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context.

**Measurements of outcomes:** Clinical Mental Health Counseling Orientation course (CN 520) KPI data, Counselor Preparation Comprehensive Exam scores, National Counselor Exam scores, Site Supervisor Evaluation data

**Overview of outcome results:** The results of the assessments used to measure clinical mental health student performance in meeting the specialization objective indicate that, as a group, students in the specialization are consistently scoring at or above average on the overall assessment outcomes for the program objectives. All clinical mental health counseling students successfully passed their

comprehensive exams and 85% passed their licensure exam (NCE) during the 2018-19 school year. Exam results do show some content areas are stronger than others, indicating areas of improvement in Social and Cultural Diversity, and the Counseling Process. Site supervisor evaluation scores also indicate a need for improvement in the area of Social and Cultural Diversity as supervisors rated Internship students on average at or below a 4.3 over two or more semesters within the past two school years. Additional areas rated at or below a 4.3 over two are Helping Relationships and Theoretical Skills. All three of these areas will be included in a needs assessment survey sent out to our clinical mental health program students to further investigate. However, faculty have also begun piloting new course delivery methods (e.g. changing Theories of Counseling course from an asynchronous online course to a hybrid one) in order to help integrate and apply these content areas into course applications.

## **KPI Course Assessment Data**

\*Indicates a reassessment of the standard area

<b>Core Standards</b>	<b>Indicators and Means</b>
<b>Counseling Orientation and Ethical Practice</b>	
<p>Students will have knowledge of the history and current roles and function of being a counselor, including the importance of advocacy to the profession. Students will learn about the importance of professional organizations, credentialing and licensure, self-evaluation, supervision, and self-care.</p>	<p>CN 500 course assessment: 2.96/3 (N=24)            CN 549 course assessment: 3/3 (N=52)*            CN 591 course assessment: 2.96/3 (N=9)*            CN 592 course assessment: 3/3 (N=3)*            CN 595 course assessment: 3/3 (N=10)*            CN 598 course assessment: 3/3 (N=6)*</p>
<b>Social and Cultural Diversity</b>	
<p>Students will have knowledge of multicultural and pluralistic characteristics within and among diverse groups nationally and internationally and apply knowledge to multicultural counseling skills. Students will engage in self-assessment of one's own values, beliefs and spiritual worldview, as well as the power and privilege, they possess. They will apply their understanding of these values to their practice and to their perceptions of help-seeking behaviors by their clients.</p>	<p>CN 552 course assessment 2.52/3 (N=9)</p>
<b>Human Growth and Development</b>	
<p>Students will acquire knowledge of learning theories, normal and abnormal personality development, and develop ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</p>	<p>CN 554 course assessment: 3/3 (N=11)</p>
<b>Career Development</b>	
<p>Students will acquire knowledge about theories and models of career development, counseling, and decision making. They will identify and be able to use career-related resources, technology and information systems for career development planning for a diversity of clients. Students will be able to apply ethical and culturally relevant strategies to career development.</p>	<p>CN 541 course assessment: 2.92/3 (N=23)</p>



<b>Counseling and Helping Relationships</b>	
<p>Students will understand and apply theories and models of counseling to implement ethically and culturally appropriate strategies to clients both in-person and via technology-assisted means in order to work towards developing a personal model of counseling. Students will recognize and be able to implement strategies that reflect 1) the positive ways counselor characteristics and behaviors influence the counseling process, 2) essential interviewing, counseling, and case conceptualization skills, 3) developmentally relevant counseling treatment or intervention plans, 4) the development of measurable outcomes for clients, and 5) evidence-based counseling strategies and techniques for prevention and intervention.</p>	<p>CN 500 course assessment: 2.875/3 (N=24)  CN 545 course assessment: 2.53/3 (N=16)*  CN 581 course assessment: 3/3 (N=23)*  CN 591 course assessment: 2.45/3 (N=9)*  CN 592 course assessment: 3/3 (N=3)*  CN 595 course assessment: 2.83/3 (N=10)*  CN 596 course assessment: 3/3 (N=5)*  CN 598 course assessment: 3/3 (N=6)*</p>
<b>Group Counseling and Group Work</b>	
<p>Students will recognize the dynamics associated with group process and development as well as therapeutic factors and how they contribute to group effectiveness. Additionally, students will display characteristics and functions of an effective group leader, and implement approaches to group formation, including recruiting, screening, and selecting members.</p>	<p>CN 581 course assessment: 2.97/3 (N=23)</p>
<b>Assessment and Testing</b>	
<p>Students will recognize the basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments. Students will be able to accurately understand and apply statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations, as well as reliability and validity in the use of assessments. Students will apply ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.</p>	<p>CN 542 course assessment: 2.66/3 (N=26)</p>
<b>Research and Program Evaluation</b>	

<p>Students will be able to evaluate counseling interventions and programs using quantitative, qualitative, and mixed methods designs, as well as recognize the importance of the use of data and data analysis to the counseling profession. Students will apply designs and appropriate statistical methods to conducting both research projects and program evaluations.</p> <p>Additionally, students will develop outcome measures and needs assessments for evaluating counseling programs. Finally, students will be able to recognize and apply ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluations.</p>	<p>CN 515 course assessment: 2.72/3 (N=15)  CN 592 course assessment: 3/3 (N=2)*  CN 595 course assessment: 3/3 (N=5) *  CN 596 course assessment: 3/3 (N=5)*</p>
<p><b>CMHC Specialization</b></p>	
<p>Students will be able to describe the roles and settings specific to clinical mental health counseling. Students will identify professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling .</p>	<p>CN 520 course assessment: 2.95/3 (N=18)</p>
<p><b>SC Specialization</b></p>	
<p>Students will be able to summarize the history and development of school counseling and compare it to the current role and function of a school counselor, especially as it relates to the school counselors' role in relation to college and career readiness. Students will be able to apply strategies that will facilitate positive school and post-secondary transitions. Students will be able to recognize and develop evidence-based interventions to increase promotion and graduation rates, promote college and career readiness and equity in student achievement and college access.</p>	<p>CN 514 course assessment: 3/3 (N=19)</p>

**Counselor Preparation Comprehensive Exam (CPCE) Data**

	2018-2019 School Year						2019-2020 School Year					
	WIU-QC Program			National			WIU-QC Program			National		
<b>SECTION</b>	n	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD
Professional Counseling Orientation and Ethical Practice	18	12.2	1.4	977	11.3	2.1	8	12.4	1.8	1,105	11.8	2.3
Social and Cultural Diversity	18	9.4	1.7	977	9.7	1.8	8	10	2.1	1,105	10.2	2.4
Human Growth and Development	18	10.6	2.9	977	9.8	2.3	8	10.5	1.7	1,105	10.8	2.6
Career Development	18	11.4	2.1	977	10.5	2.2	8	11.5	1.1	1,105	10.6	2.3
Counseling and Helping Relationships	18	11.1	1.6	977	10.9	2.1	8	12.4	1.2	1,105	11.3	2.3
Group Counseling and Group Work	18	10.3	1.9	977	10.3	2.3	8	10.6	3.2	1,105	10.9	2.5
Assessment and Testing	18	10.7	2.1	977	10.8	2.2	8	10.4	2.3	1,105	10.3	2.4
Research and Program Evaluation	18	10.4	2	977	10.8	2.1	8	8.9	2.2	1,105	9.1	2.7
<b>TOTAL</b>	18	86.2	8.9	977	84.1	11.4	8	86.6	9.2	1,105	85	14

Passing rate for both 2018-19 and 2019-20 was 100% for WIU-QC students in the Counselor Education Program

**National Counselor Exam (NCE) Data**

	2018-2019 School Year							
	School Counseling Program			Clinical Mental Health Program			National	
CONTENT AREAS	n	Mean	SD	n	Mean	SD	Mean	SD
Human Growth & Development	7	7.43	1.9	13	8.15	1.86	7.94	2.03
Social & Cultural Diversity	7	7.29	1.5	13	7.23	1.64	7.95	1.68
Helping Relationships	7	21	2.16	13	24.92	4.05	24.37	4.19
Group Work	7	12	2.16	13	13.15	1.63	12.57	2.06
Career Development	7	14.14	1.07	13	15.23	2.49	14.82	2.55
Assessment	7	13.43	2.15	13	14.92	2.33	14.5	2.69
Research & Program Evaluation	7	7.86	2.41	13	9.62	3.1	9.56	2.6
Professional Orientation & Ethical Practices	7	20.43	3.31	13	22.92	3.84	21.77	3.37
<b>SCORE</b>		103.57	8.26		116.15	16.16	113.47	15.98
Fundamental Counseling Issues	7	20.43	3.1	13	24.69	3.82	23.43	3.81
Counseling Process	7	29.86	3.58	13	32.77	5.15	33.07	4.94
Diagnostic and Assessment Services	7	12.71	2.5	13	15.69	3.17	15.03	3.21
Professional Practice	7	27.57	3.26	13	27.77	4.94	27.43	4.66
Professional Development, Supervision, and Consultation	7	13	2.08	13	15.23	2.71	14.52	2.55
<b>SCORE</b>		20.71	0.54		23.23	0.96	113.47	15.98
<b>NUMBER PASSED</b>	7			11				

**Illinois School Counseling Content Exam Data**

	2017-2018 School Year		2018-2019 School Year	
<b>SECTION</b>	n	Mean	n	Mean
Student Development Across Domains	12	273.5	5	270.7
Assessment, Instruction, and Services	12	271.9	5	263.3
School Environment and Counseling Program	12	272.9	5	269.5
The School Counseling Profession	12	273.5	5	275.2
<b>COMP</b>	12	273.2	5	274.5
Passing Rate	100%		100%	

NOTE: Passing score on the Illinois School Counseling Content Exam is 240

### **Site Supervisor Evaluation Data**

School Counselor Site Supervisor Evaluation Data Table.

<b>Internship</b>	<b>Fall 2018</b>		<b>Spring 2019</b>		<b>Fall 2019</b>	
<b>Area of Evaluation</b>	<b>Mean</b>	<b>N</b>	<b>Mean</b>	<b>N</b>	<b>Mean</b>	<b>N</b>
Professionalism	4.8	5	4.82	13	4.7	4
Social and Cultural Diversity	4.3	5	4.52	13	4.5	4
Helping Relationships	4.3	5	4.65	13	4.38	4
Professional Dispositions	4.8	5	4.78	13	4.38	4
Action Skills	4.4	5	4.7	13	4.46	4
Theoretical Skills	4.3	5	4.71	13	4.25	4
Comprehensive Counseling and Program Management	4.4	5	4.49	13	4.5	4
Foundations of School Counseling	4.6	5	4.66	13	4.67	4
Contextual Dimensions of School Counseling	4.6	5	4.65	13	4.5	4
<b>Practicum</b>						
<b>Area of Evaluation</b>						
Professionalism			5	3		
Social and Cultural Diversity			4.67	3		
Human Growth & Develop			4.78	3		
Helping Relationships			4.5	3		
Comm Skills & Abilities			4.45	3		
Professional Dispositions			4.72	3		
Integrity			4.8	3		

Clinical Mental Health Counselor Site Supervisor Evaluation Data Table.

<b>Internship</b>	<b>Fall 2018</b>		<b>Spring 2019</b>		<b>Fall 2019</b>	
<b>Area of Evaluation</b>	<b>Mean</b>	<b>N</b>	<b>Mean</b>	<b>N</b>	<b>Mean</b>	<b>N</b>
Professionalism	4.5	7	4.65	10	4.52	5
Social and Cultural Diversity	4.5	7	4.16	10	4.2	5
Helping Relationships	3.9	7	4.3	10	4	5
Professional Dispositions	4.6	7	4.66	10	4.47	5
Action Skills	4.3	7	4.57	10	4.06	5
Theoretical Skills	4	7	4.43	10	4.03	5
<b>Practicum</b>						
<b>Area of Evaluation</b>						
Professionalism			4.4	4		
Social and Cultural Diversity			4.25	4		
Human Growth & Development			4.17	4		
Helping Relationships			4	4		
Communication Skills & Abilities			4.07	4		
Professional Dispositions			4.25	4		
Integrity			4.6	4		

NOTE: Only mid-semester site supervisor evaluations were collected for Spring 2020 Internship and Practicum for both programs due to the COVID-19 pandemic. The data was not included in this evaluation as it was not an accurate comparison for evaluation.

### Internship Student Survey Data

<b>Internship Student Survey Responses</b>		
Scale = 1 (not prepared/satisfied) to 5 (excellent preparation/satisfaction)		
Survey Question	Mean	n
Professional orientation and ethical practice	4.78	9
Social and cultural diversity	3.89	9
Human growth and development	3.78	9
Career Development	4.22	9
Helping relationships and the counseling process	4.22	9
Group work	3.78	9
Assessment	4.11	9
Research and Program Evaluation	4.11	9
Direct service to Clients	4.44	9
Integrative Internship Practice	4.67	9
Satisfaction with Site Supervisors	4.33	9
Satisfaction with Faculty Supervisors	5.00	9

Response rate is 69%



### Recent Alumni (past four years) Survey Data

<b>Alumni Survey Responses</b> Scale = 1 (not prepared/satisfied) to 5 (excellent preparation/satisfaction)		
Survey Question	Mean	n
Professional orientation and ethical practice	4.92	12
Social and cultural diversity	4.42	12
Human growth and development	3.92	12
Career Development	4.25	12
Helping relationships and the counseling process	4.17	12
Group work	3.92	12
Assessment	4.25	12
Research and Program Evaluation	4.08	12
Direct service to Clients	4.50	12
Integrative Internship Practice	4.75	12
Satisfaction with Practicum Site Supervisor	4.25	12
Satisfaction with Internship Site Supervisor	4.83	12
Satisfaction with Practicum Faculty Supervisor	4.5	12
Satisfaction with Internship Faculty Supervisor	4.75	12

Response rate is 26%

**Program Applicant, Student, and Graduate Numbers**

	2018-19 School Year	2019-20 School Year
Clinical Applicants	15	
School Applicants	16	
TOTAL	31	47
Clinical Students	31	42
School Students	33	49
TOTAL	64	91
Clinical Graduates	13	5
School Graduates	6	3
TOTAL	19	8