

Department of Counselor Education

M.S.Ed. in Counseling School Counseling Option

Annual Assessment Report of Student Progress for Teacher Education Programs

**2010-2011
Academic Year**

Overview of the Counselor Education Assessment Plan

The Department of Counselor Education's Six-Step Assessment Plan associated with the School Counseling option incorporates the following six elements: 1) program information, 2) faculty chart, 3) SPO learning outcomes for the program, 4) measurement of learning outcomes, 5) description of results, and 6) feedback on changes planned (or already implemented) in reaction to the 2009-2010 assessment of student learning data.

1. Program Information

The mission of the Department of Counselor Education's (CNED) School Counseling option informs our program objectives. School counselors must be licensed and/or certified in every state in the United States, including the District of Columbia. Collectively, the intent of the School Counseling objectives is to graduate competent and ethical school counselors who can acquire and sustain state licensure and/or certification. A method of evaluation has been established for each objective and each objective is anchored in national accreditation standards (SPO). The purpose of each assessment is to improve the quality of the School Counseling option by (a) using formative assessment tools, (b) upholding national accreditation through maintenance of standards and curriculum revision, and (c) to insure that every graduate is competent and ethical.

The School Counseling option prepares students for work as elementary and/or secondary school counselors in both public and private school settings. Certification as an Illinois School Counselor requires that the candidate complete an approved program in counseling and possess a master's degree. Western Illinois University's approved program has been preparing candidates for certification since the 1940s. Further information about CNED and the School Counseling option can be found at wiu.edu/counselored.

2. Faculty Chart

Name	License Type	Expiration Date
Carrie Alexander-Albritton Assistant Professor	Licensed Professional Counselor (Idaho)	11/22/2012
	National Certified Counselor	11/15/2015
	Certified Alcohol and Other Drug Counselor	01/10/2013
Edward Hamann Professor	Licensed Clinical Professional Counselor (Illinois)	02/31/2013
William McFarland Professor	National Certified Counselor	10/31/2014
Rebecca Newgent Professor and Chairperson	Licensed Professional Clinical Counselor - Supervision Designation (Ohio)	07/21/2013
	Licensed Professional Counselor - Supervision Endorsement (Arkansas)	07/01/2013
	National Certified Counselor	07/31/2012
Holly Nikels Associate Professor	Licensed Clinical Professional Counselor (Illinois)	03/31/2013
Leslie O’Ryan Associate Professor	Licensed Clinical Professional Counselor (Illinois)	03/31/2013
	National Certified Counselor	11/30/2014
Shawn Parmanand Assistant Professor	Licensed Professional Counselor (Idaho)	04/04/2012
	National Certified Counselor	04/30/2013

3. SPO Learning Outcomes for the Program

Program faculty members engage in continuous systematic program evaluation indicating how the student learning outcomes are measured and met including the assessment of student learning and performance on professional identity, professional practice, and program area standards (CACREP, 2009; <http://cacrep.org/doc/2009%20Standards%20with%20cover.pdf>).

- a. Evaluation of the students counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum. (CACREP, III.F.5)
- b. Evaluation of the students counseling performance throughout internship, including documentation of a formal evaluation after the student completes the internship. (CACREP, III.G.6)
- c. Common core curricular experiences and demonstrated knowledge in professional orientation and ethical practice (CACREP, II.G.1.a-j).
- d. Common core curricular experiences and demonstrated knowledge in social and cultural diversity (CACREP, II.G.2.a-f).
- e. Common core curricular experiences and demonstrated knowledge in human growth and development (CACREP, II.G.3.a-h).
- f. Common core curricular experiences and demonstrated knowledge in career development (CACREP, II.G.4.a-g).
- g. Common core curricular experiences and demonstrated knowledge in helping relationships (CACREP, II.G.5.a-g).

- h. Common core curricular experiences and demonstrated knowledge in group work (CACREP, II.G.6.a-e).
- i. Common core curricular experiences and demonstrated knowledge in assessment (CACREP, II.G.7.a-g).
- j. Common core curricular experiences and demonstrated knowledge in research and program evaluation (CACREP, II.G.8.a-f).

Additionally, the Illinois state Board of Education (ISBE) assesses student learning outcomes on the following four areas:

- a. Student Development Across Domains
- b. Assessment, Instruction, and Services
- c. The School Environment & Counseling Program
- d. The School Counseling Professions

4. Measurement of Learning Outcomes

State Licensure Examinations of Content Knowledge

The Illinois Certification Testing System (ICTS) is taken by students in our School Counseling option who are interested in certification as an Illinois School Counselor. This examination assesses students in the following content areas:

- a. Student Development Across Domains
- b. Assessment, Instruction, and Services
- c. The School Environment & Counseling Program
- d. The School Counseling Professions

Additional Assessment of Content Knowledge

All internship students (including Clinical Mental Health Counseling students) are required to take the Counselor Preparation Comprehensive Examination (CPCE). This examination assesses students on the following content areas:

- a. Human growth and development
- b. Social and cultural foundations
- c. Helping relationships
- d. Group work
- e. Career and life development
- f. Appraisal
- g. Research and program evaluation
- h. Professional orientation and ethics

Assessment of Candidate Ability to Plan Instruction

A formal evaluation of student progress at the completion of internship (by the site supervisor) using a likert-type scale (1 = poor; 5 = excellent) is conducted on the following area:

Comprehensive Counseling and Guidance Program Management

- a. Ability to plan and present developmental curriculum to students
- b. Ability to present counseling curriculum to school personnel
- c. Demonstrates the ability to design and implement preventative, developmental and organized systems for delivering responsive services

The Evaluation of Clinical Practice

A formal evaluation of student progress at the completion of practicum (by the site supervisor) using a likert-type scale (1 = poor; 5 = excellent) is conducted on the following areas:

- a. Professionalism
- b. Social and cultural diversity
- c. Human growth and development
- d. Helping relationships
- e. Communication skills and abilities
- f. Professional dispositions
- g. Integrity

A formal evaluation of student progress at the completion of internship (by the site supervisor) using a likert-type scale (1 = poor; 5 = excellent) is conducted on the following areas:

- a. Professionalism
- b. Social and cultural diversity
- c. Helping relationships
- d. Professional dispositions
- e. Action skills
- f. Theoretical skills

A formal evaluation of student progress at the completion of internship (by the site supervisor) using a likert-type scale (1 = poor; 5 = excellent) is conducted on the following area:

Contextual Dimensions of School Counseling

- a. Advocates for all students

- b. Demonstrates the ability to plan, develop, implement, monitor and evaluate comprehensive school counseling programs in classrooms or school-wide settings
- c. Demonstrates the ability to recognize and assist children and adolescents who may use alcohol or other drugs or who may reside in homes where substance abuse occurs
- d. Demonstrates the ability to function in a consultative role

Assessment Demonstrating Candidate Effect on Student Learning

A formal evaluation of student progress at the completion of internship (by the site supervisor) using a likert-type scale (1 = poor; 5 = excellent) is conducted on the following area:

Foundations of School Counseling

- a. Demonstrates an understanding of the relationship between school counseling to academic and student success
- b. Demonstrates knowledge of current issues, policies, laws, and legislation relevant to school counseling
- c. Demonstrates knowledge of current and emerging technology in school counseling, and implements appropriate new technologies

5. Results of Direct Measures

State Licensure Examinations of Content Knowledge

Illinois Certification Testing System (ICTS) overall and mean scaled scores in the four content areas for Spring 2011 indicate that WIU-QC CNED students’ scores are consistent with statewide averages. The pass rate was 100% at WIU-QC and 95% statewide.

Content Areas	CNED	Statewide Results
Student Development Across Domains	270	266
Assessment, Instruction, and Services	268	265
The School Environment & Counseling Program	268	266
The School Counseling Profession	266	260
Total	268	265

Additional Assessment of Content Knowledge

Counselor Preparation Comprehensive Examination (CPCE) overall and content area results for Spring 2011 indicate that WIU-QC CNED students’ scores are consistent with national averages (within 1 standard deviation) for both exit and non-exit exams. NOTE: Results are for all CNED students (CMHC and School Counseling combined). Of the 35 WIU-QC CNED students who took the exam, 26 (74%) had scores that would meet or exceed what would be used as a passing score should this have been used as an exit exam.

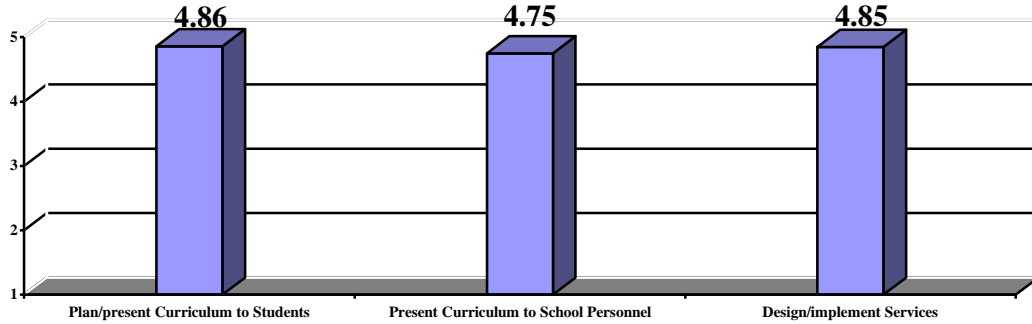
CMHC and School Counseling Options Combined

Content Area	CNED	National Exit	National Non-Exit
Human Growth and Development	11.91 (2.35)	12.75 (2.49)	11.75 (2.58)
Social & Cultural Foundations	9.74 (2.23)	10.88 (2.63)	9.65 (2.41)
Helping Relationships	12.29 (1.83)	11.82 (2.22)	10.64 (2.31)
Group Work	12.83 (2.26)	12.87 (2.43)	11.9 (2.33)
Career & Life Style Development	10.89 (2.21)	11.35 (2.23)	10.08 (2.32)
Appraisal	9.46 (2.0)	10.05 (2.46)	8.58 (2.36)
Research & Program Evaluation	10.6 (2.63)	11.48 (2.77)	10.0 (2.8)
Professional Orientation & Ethics	12.51 (2.16)	13.0 (2.34)	11.35 (2.45)
Total	90.23 (12.23)	94.18 (14.49)	83.95 (13.69)

Assessment of Candidate Ability to Plan Instruction

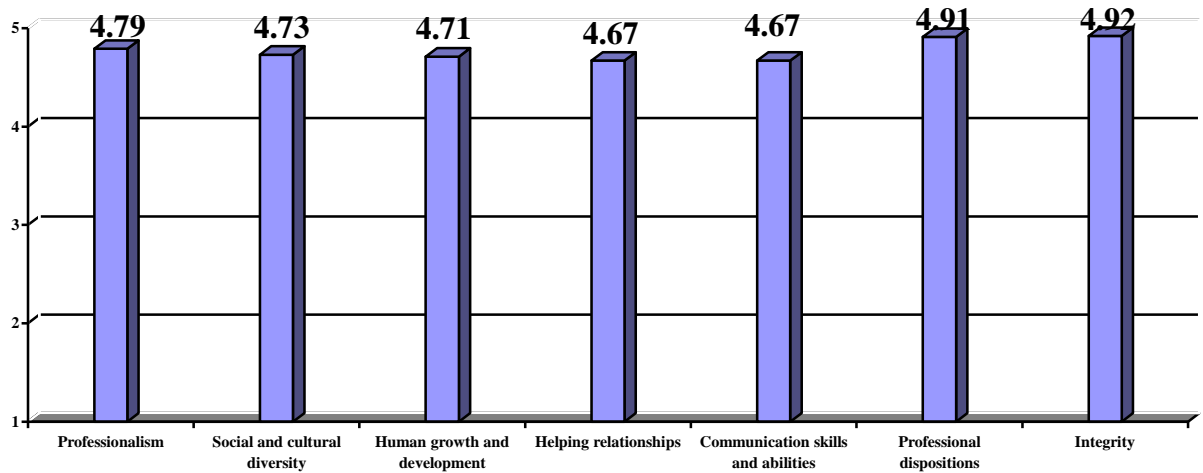
Counseling Internship Site-Supervisor Evaluation of Comprehensive Counseling and Guidance Program Management overall results for Spring 2011 indicate that School Counseling students are making good to excellent progress (*M* – 4.82 on a 1-5 scale).

Comprehensive Counseling and Guidance Program Management

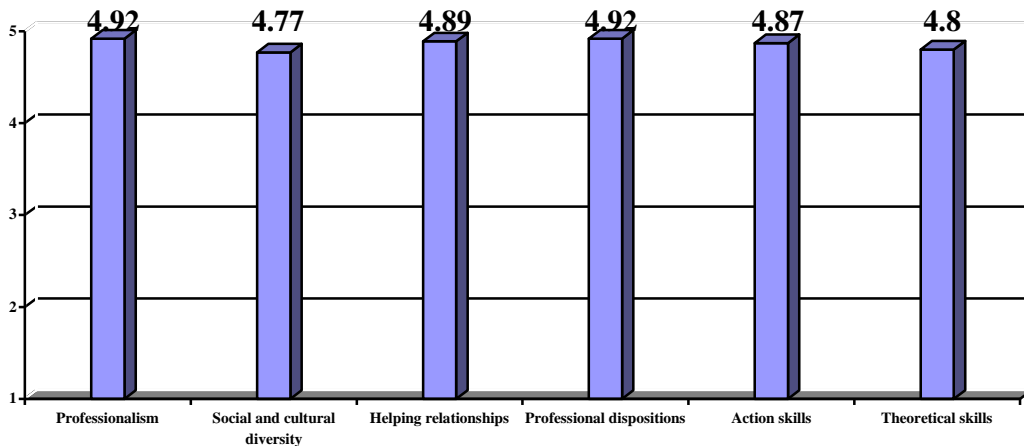


The Evaluation of Clinical Practice

Counseling Practicum Site-Supervisor Evaluation overall results for Fall 2010 indicate that School Counseling students are making good to excellent progress ($M = 4.76$ on a 1-5 scale). Results for the seven (7) evaluation areas also show students are making good to excellent progress.

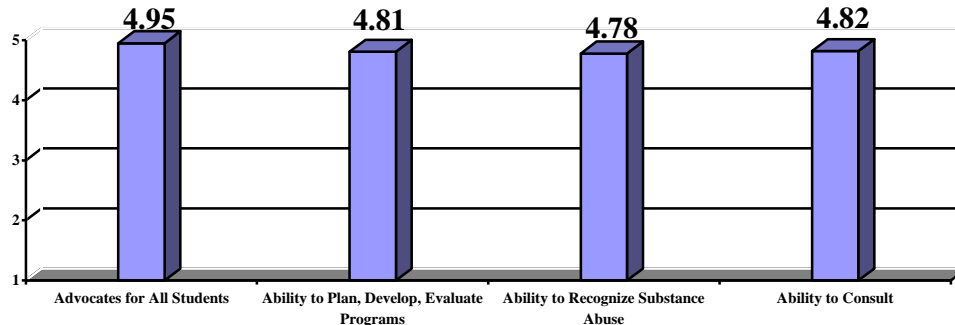


Counseling Internship Site-Supervisor Evaluation overall results for Spring 2011 indicate that School Counseling students are making good to excellent progress ($M = 4.86$ on a 1-5 scale). Results for the six (6) evaluation areas also show students are making good to excellent progress.



Counseling Internship Site-Supervisor Evaluation of Contextual Dimensions of School Counseling overall results for Spring 2011 indicate that School Counseling students are making good to excellent progress ($M = 4.84$ on a 1-5 scale).

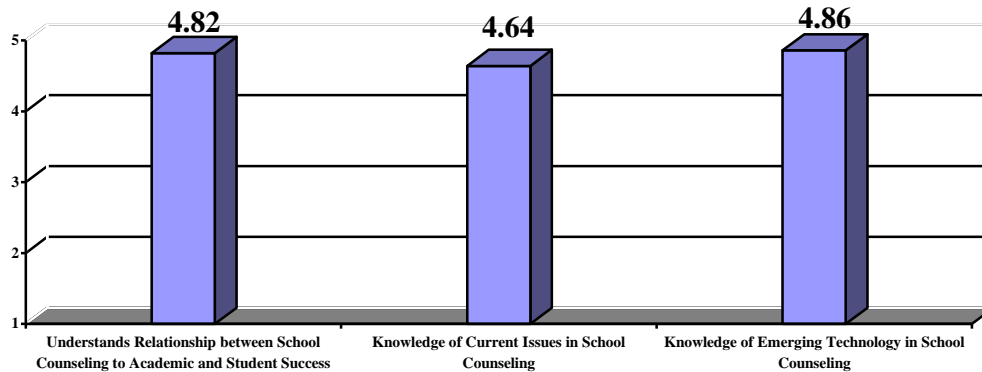
Comprehensive Counseling and Guidance Program Management



Assessment Demonstrating Candidate Effect on Student Learning

Counseling Internship Site-Supervisor Evaluation of Foundations of School Counseling overall results for Spring 2011 indicate that School Counseling students are making good to excellent progress ($M = 4.77$ on a 1-5 scale).

Foundations of School Counseling



6. Feedback Related to Changes Planned (or Already Implemented) in Reaction to the 2010-2011 Assessment of Student Learning Data and Long Term Changes Implemented as a Result of 2009-2010 Assessment of Student Learning Data

State Licensure Examinations of Content Knowledge

Given that the 2010-2011 Illinois certification test results for our School Counseling students were consistent with state averages we intend to ensure that we maintain the quality of our student preparation for program areas standards. This Illinois certification test was included in the 2009-2010 Assessment of Student Learning Data and results at that time were consistent with this administration of the Illinois certification test.

Additional Assessment of Content Knowledge

Given that the 2010-2011 preparation evaluation results fell between the national exit and national non-exit exam total mean we intend to ensure that we maintain the quality of our student preparation for program area standards as well as continue to provide study sessions to help students prepare as effectively as possible. Some students may not have taken this preparation evaluation as seriously as they would have should it have been used as an exit exam. Thus, several student scores were below what a typical cut score would be. This preparation evaluation was included in the 2009-2010 Assessment of Student Learning Data and results at that time were consistent with this administration of the preparation evaluation. This is the 2nd time this preparation evaluation was administered to CNED internship students. We have used these results for informational purposes only but intent to use this preparation evaluation as an exit exam in the not too distant future. As such, we need to ensure that our students are aware of what impact scores more than 1 SD below the mean (current estimate for cut score based on best practices in measurement and evaluation) would have on their eligibility to graduate.

Assessment of Candidate Ability to Plan Instruction

Given that the 2010-2011 internship evaluation of comprehensive counseling and guidance program management resulted in the good to excellent range, we intend to ensure that we maintain the quality of our student preparation in this area. This evaluation was not included in the 2009-2010 Assessment of Student Learning Data.

The Evaluation of Clinical Practice

Given that the 2010-2011 practicum evaluation resulted in the good to excellent range, we intend to ensure that we maintain the quality of our student preparation for professional practice. This evaluation was not included in the 2009-2010 Assessment of Student Learning Data.

Given that the 2010-2011 internship evaluation resulted in the good to excellent range, we intend to ensure that we maintain the quality of our student preparation for professional practice. This evaluation was not included in the 2009-2010 Assessment of Student Learning Data.

Given that the 2010-2011 internship evaluation of comprehensive counseling and guidance program management results in the good to excellent range, we intend to ensure that we maintain the quality of our student preparation in this area. This evaluation was not included in the 2009-2010 Assessment of Student Learning Data.

Assessment Demonstrating Candidate Effect on Student Learning

Given that the 2010-2011 internship evaluation of foundations of school counseling results in the good to excellent range, we intend to ensure that we maintain the quality of our student preparation in this area. This evaluation was not included in the 2009-2010 Assessment of Student Learning Data.