

Department of Counselor Education

M.S.Ed. in Counseling Clinical Mental Health Counseling Option School Counseling Option

Annual Assessment of Student Learning Report

**2012-2013
Academic Year**

Overview of the Counselor Education Assessment Plan

The mission of the Department of Counselor Education's (CNED) Clinical Mental Health (CMHC) and School Counseling options informs our program objectives. Professional counselors and 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 CMHC and School Counseling objectives is to graduate competent and ethical professional counselors and 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. The purpose of each assessment is to improve the quality of the CMHC and School Counseling options 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 Department of Counselor Education's Four-Step Assessment Plan associated with the CMHC and School Counseling options incorporates the following four elements: 1) articulation of learning outcomes, 2) identification of direct measures of these learning outcomes, 3) results of direct measures, and 4) impact - feedback related to changes planned (or already implemented) in reaction to the 2012-2013 assessment of student learning data and long term changes implemented as a result of 2011-2012 assessment of student learning data.

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>).

Student Learning Outcomes

- 1. Professional Identity**
- 2. Professional Practice**
- 3. Program Area Standards**

1a. Articulation of Learning Outcomes (Professional Identity)

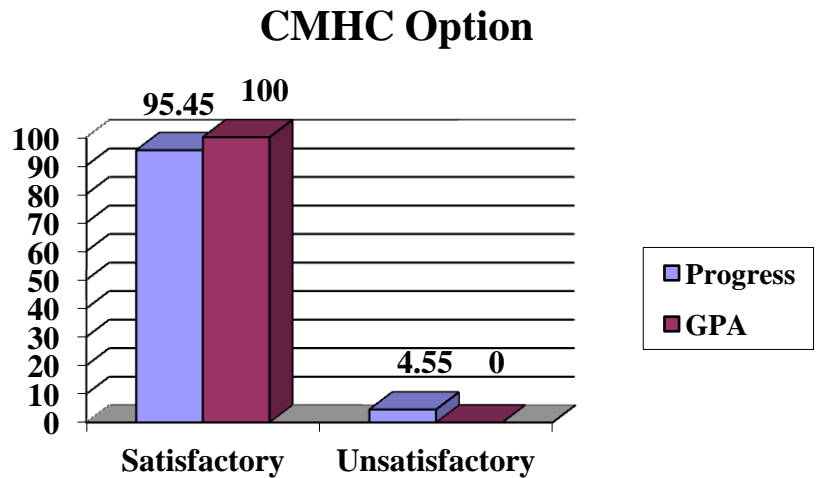
Annual graduate student review of all students in CNED (CACREP, I.AA.4).

1b. Identification of Direct Measures of These Learning Outcomes (Professional Identity)

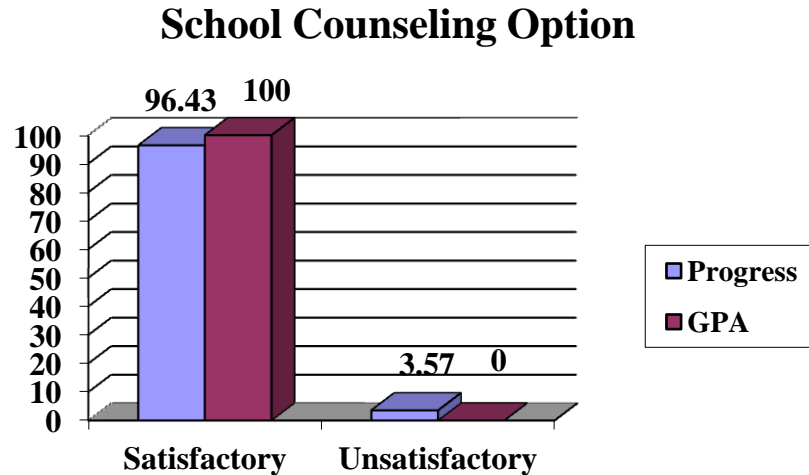
The Annual Graduate Student Review is conducted in the Spring on all CNED students. This evaluation consists of assessing student progress on personal growth, academic performance, and program completion in relation to professional competencies and dispositions (Engels, Barrio Minton, Ray, & Associates, 2010). Students are evaluated as either satisfactory or unsatisfactory on progress and GPA. Recommendations for improvement are provided to students.

1c. Results of Direct Measures (Professional Identity)

Annual Graduate Student Review results 47 CMHC students for Spring 2013 indicate that 95.45% are making satisfactory progress and 100% have satisfactory GPAs.



Annual Graduate Student Review results 29 School Counseling students for Spring 2013 indicate that 96.43% are making satisfactory progress and 100% have satisfactory GPAs.



1d. Impact - Feedback Related to Changes Planned (or Already Implemented) in Reaction to the 2012-2013 Assessment of Student Learning Data and Long Term Changes Implemented as a Result of 2011-2012 Assessment of Student Learning Data (Professional Identity)

Annual Graduate Student Review. All students whose 2012-2013 review resulted in unsatisfactory on progress and/or GPA were provided with written recommendations for improvement. Follow-up on these recommendations will occur at a prescribed date and/or the next review. Overall, results were positive. It was also noted that there was a slight increase in satisfactory progress and satisfactory GPA for the 2012-2013 review for both CMHC and School Counseling students. Faculty reaction indicated that the plan to change the format of the written recommendations to address prior concerns appears to have worked well and may account for the improvement. This evaluation was included in the 2010-2011 and the 2011-2012 Assessment of Student Learning Data and results at that time were slightly lower (but not significantly lower) than this evaluation.

2a. Articulation of Learning Outcomes (Professional Practice)

Opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community are provided through practicum and internship experiences.

- 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)

2b. Identification of Direct Measures of These Learning Outcomes (Professional 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

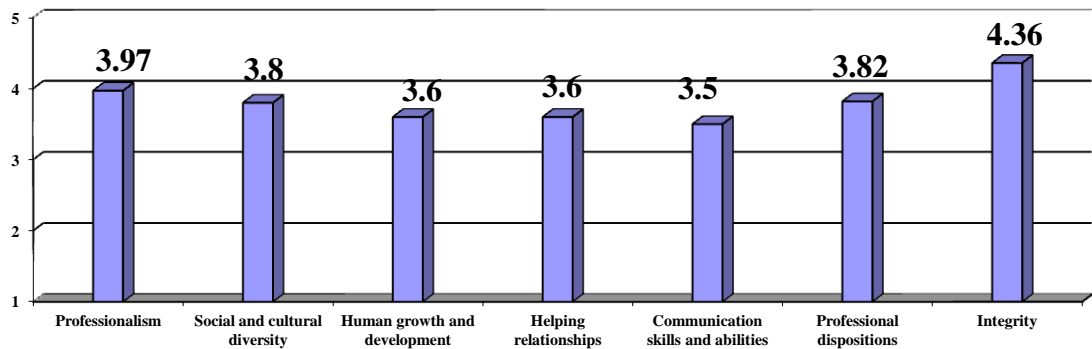
A formal evaluation of student progress at the completion of internship (by the site supervisor) using a likert-type scale (1 = poor; 5 = excellent) is conducted on the following areas:

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

2c. Results of Direct Measures (Professional Practice)

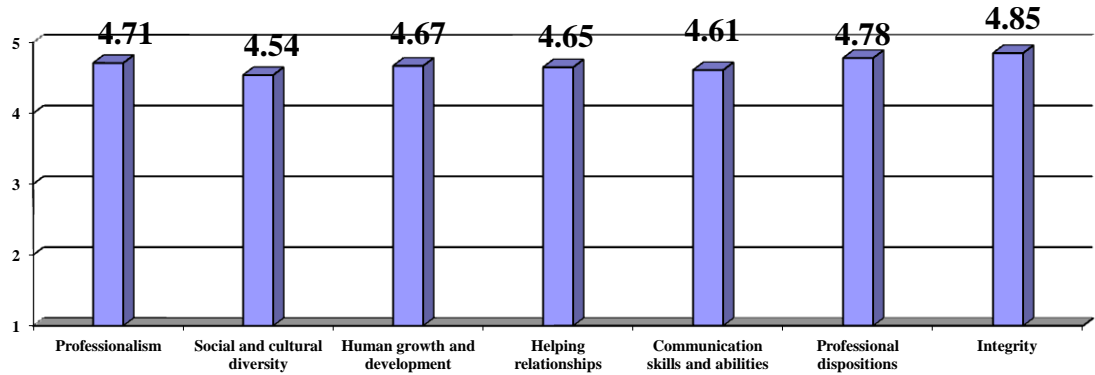
Counseling Practicum Site-Supervisor Evaluation overall results for Fall 2012 indicate that CMHC students are making fair to good progress ($M = 3.81$ on a 1-5 scale). Results for the seven (7) evaluation areas also show students are making fair to good progress.

CMHC Option - Practicum



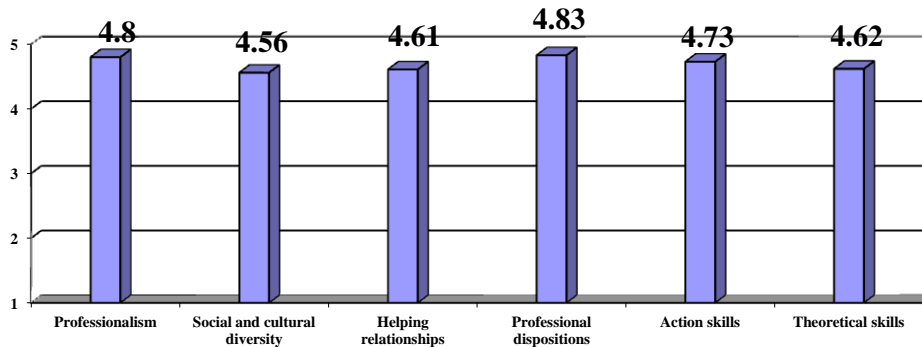
Counseling Practicum Site-Supervisor Evaluation overall results for Fall 2012 indicate that School Counseling students are making good to excellent progress ($M = 4.69$ on a 1-5 scale). Results for the seven (7) evaluation areas also show students are making good to excellent progress.

School Counseling Option - Practicum

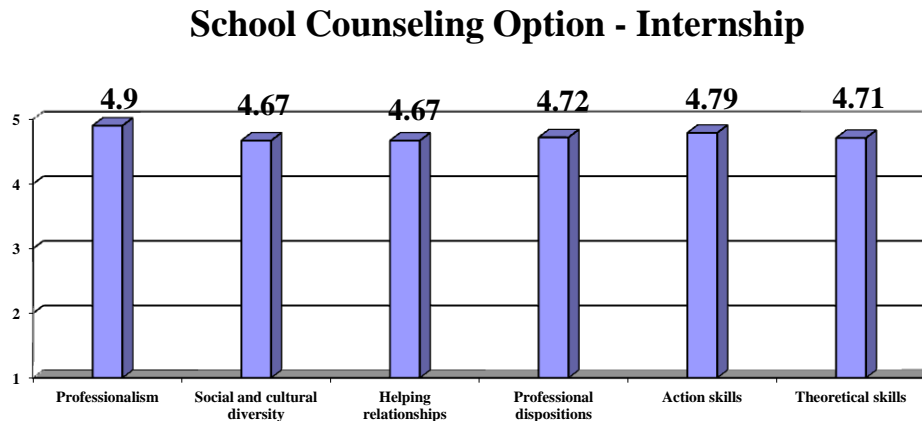


Counseling Internship Site-Supervisor Evaluation overall results for Spring 2013 indicate that CMHC students are making good to excellent progress ($M = 4.69$ on a 1-5 scale). Results for the six (6) evaluation areas also show students are making good to excellent progress.

CMHC Option - Internship



Counseling Internship Site-Supervisor Evaluation overall results for Spring 2013 indicate that School Counseling students are making good to excellent progress ($M = 4.74$ on a 1-5 scale). Results for the six (6) evaluation areas also show students are making good to excellent progress.



2d. Impact - Feedback Related to Changes Planned (or Already Implemented) in Reaction to the 2012-2013 Assessment of Student Learning Data and Long Term Changes Implemented as a Result of 2011-2012 Assessment of Student Learning Data (Professional Practice)

Counseling Practicum Site-Supervisor Evaluation. The 2012-2013 practicum evaluation resulted in the fair to good range. This is lower than previous years. This evaluation was included in the 2010-2011 and the 2011-2012 Assessment of Student Learning Data and results at that time were slightly higher (but not significantly higher) than this administration of the evaluation. The department will be instituting a pre-practicum orientation with the students to review expectations. Additionally, the department will conduct a midterm evaluation to assess and address challenge areas.

Counseling Internship Site-Supervisor Evaluation. Given that the 2012-2013 internship evaluation again 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 included in the 2010-2011 and the 2011-2012 Assessment of Student Learning Data and results at that time were consistent with this administration of the preparation evaluation. Additionally, we will be instituting the same changes that we are for Practicum.

3a. Articulation of Learning Outcomes (Program Area Standards)

Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.

- a. Professional orientation and ethical practice (CACREP, II.G.1.a-j)
- b. Social and cultural diversity (CACREP, II.G.2.a-f)

- c. Human growth and development (CACREP, II.G.3.a-h)
- d. Career development (CACREP, II.G.4.a-g)
- e. Helping relationships (CACREP, II.G.5.a-g)
- f. Group work (CACREP, II.G.6.a-e)
- g. Assessment (CACREP, II.G.7.a-g)
- h. Research and program evaluation (CACREP, II.G.8.a-f)

3b. Identification of Direct Measures of These Learning Outcomes (Program Area Standards)

All internship 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

The National Counselor Examination (NCE) is taken by many of our CMHC graduating students who are interested in securing licensure and/or national certification. 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 style development
- f. Appraisal
- g. Research and program evaluation
- h. Professional orientation and ethics
- i. Fundamentals of counseling
- j. Assessment and career counseling
- k. Group counseling
- l. Professional practice issues
- m. Programmatic and clinical intervention

The Illinois Certification Testing System (ICTS) is taken by students in our School Counseling option the semester prior to Internship. 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

3c. Results of Direct Measures (Program Area Standards)

Counselor Preparation Comprehensive Examination (CPCE) overall and content area results for Spring 2013 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 21 WIU-QC CNED students who took the exam, 20 (95.24%) had scores that would meet or exceed what would be used as a passing score should this have been used as *our* exit exam.

CMHC and School Counseling Options Combined

Content Area	CNED	National Exit	National Non-Exit
Human Growth and Development	12.38 (1.79)	12.34 (2.48)	12.60 (2.42)
Social & Cultural Foundations	7.71 (2.05)	8.56 (2.40)	8.70 (2.23)
Helping Relationships	10.43 (1.59)	10.27 (2.21)	10.78 (1.87)
Group Work	10.62 (2.5)	10.53 (2.75)	11.05 (2.18)
Career & Life Style Development	9.9 (2.09)	10.49 (2.48)	10.30 (2.76)
Appraisal	9.14 (1.88)	10.06 (2.07)	10.45 (1.88)
Research & Program Evaluation	9.67 (1.83)	9.60 (2.76)	9.57 (2.40)
Professional Orientation & Ethics	11.24 (1.92)	12.03 (2.68)	11.48 (2.35)
Total	81.1 (8.53)	83.87 (14.74)	84.91 (12.14)

National Counselor Examination (NCE) overall and area results for Spring 2012 indicate that WIU-QC CNED students' scores are consistent (within 1 *SD*) or higher than national averages. The minimum criteria for passing was 96 and 78.95% of WIU-QC CNED students passed (NOTE: 19 students took the exam during this testing period).

CMHC Option

CACREP Areas	CNED	National Results
Human Growth & Development	7.21 (2.12)	6.26 (2.01)
Social & Cultural Foundations	7.89 (1.85)	6.04 (1.70)
Helping Relationships	26.47 (4.78)	21.60 (4.53)
Group Work	11.11 (2.16)	9.64 (2.29)
Career & Lifestyle Development	14.32 (1.89)	12.81 (2.59)
Appraisal	12.84 (2.85)	11.25 (2.74)
Research & Program Evaluation	9.37 (2.59)	6.99 (2.52)
Professional Orientation & Ethics	20.74 (4.49)	18.43 (3.62)
Total	109.95 (17.13)	93.01 (16.14)

Counselor Work Behavior Areas	CNED	National Results
Fundamentals of Counseling	44.42 (8.71)	38.22 (7.39)
Assessment & Career Counseling	12.89 (2.26)	11.23 (2.76)
Group Counseling	12.79 (2.27)	10.62 (2.50)
Professional Practice Issues	20.68 (3.54)	16.95 (3.76)
Programmatic & Clinical Interventions	19.16 (3.92)	15.99 (3.38)
Total	109.95 (17.13)	93.01 (16.14)

Illinois Certification Testing System (ICTS) overall and mean scaled scores in the four content areas for Fall 2012 indicate that WIU-QC CNED students' scores are consistent with statewide averages. The pass rate was 100% at WIU-QC and 92% statewide.

School Counseling Option

Content Areas	CNED	Statewide Results
Student Development Across Domains	260	258
Assessment, Instruction, and Services	274	268
The School Environment & Counseling Program	268	267
The School Counseling Profession	257	261
Total	265	264

3d. Impact - Feedback Related to Changes Planned (or Already Implemented) in Reaction to the 2012-2013 Assessment of Student Learning Data and Long Term Changes Implemented as a Result of 2011-2012 Assessment of Student Learning Data (Program Area Standards)

CPCE. The 2012-2013 preparation evaluation results fell slightly below (but not significantly below) the national exit and national non-exit exam total mean. Our results were somewhat lower this year than last year. However, the national exit scores were also lower this year over last year. Given that some students may not have taken this preparation evaluation as seriously as they would have should it have been used as an exit exam may account for this change. This preparation evaluation was included in the 2009-2010, the 2010-2011, and the 2011-2012 Assessment of Student Learning Data and results at that time were slightly higher (but not significantly higher) with this administration of the preparation evaluation. The department is mindful of the reduction on overall performance and intends to institute a core concept review in each area. This is the 4th time this preparation evaluation was administered to CNED internship students. We have used these results for informational purposes only but intend to use this preparation evaluation as an exit exam beginning with students admitted during the 2011-2012 academic year. As such, we need to ensure that our students are aware of what impact scores more than 1.5 *SD* below the national exit mean would have on their eligibility to graduate.

NCE. Given that the Spring 2012 counselor examination results for our CMHC students were again consistent with national averages we intend to ensure that we maintain the quality of our student preparation for program area standards. We also plan to continue providing study sessions (weekly trainings outside of normal university activities) to help students prepare as effectively as possible. This counselor examination was included in the 2009-2010, the 2010-2011, and the 2011-2012 Assessment of Student Learning Data and results at that time were consistent with this administration of the counselor examination. Results for the Spring 2013 administration are not available until mid-August.

ICTS. Given that the Fall 2012 Illinois certification test results for our School Counseling students were again 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, the 2010-2011, and the 2011-2012 Assessment of Student Learning Data and results at that time were consistent with this administration of the Illinois certification test. A change in State Law now requires school counseling students to take and pass this test prior to beginning internship.