

## **Department of Counselor Education**

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

#### **Annual Assessment of Student Learning Report**

**2013-2014  
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 2013-2014 assessment of student learning data and long term changes implemented as a result of 2012-2013 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)**

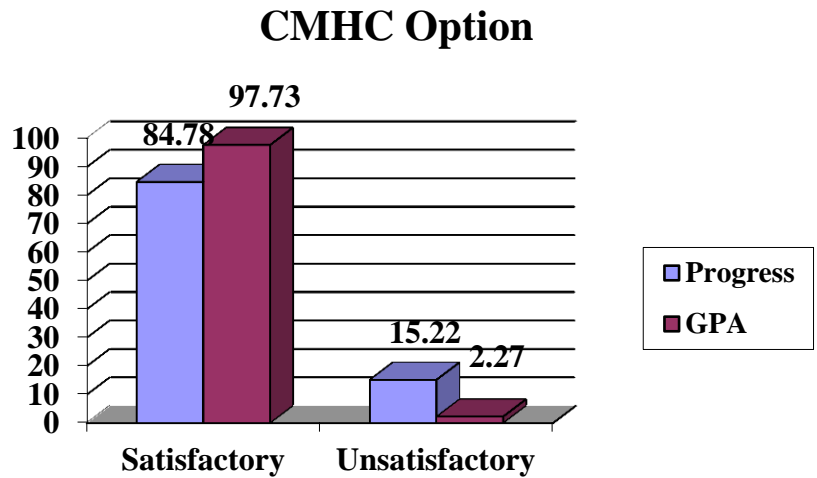
Annual graduate student review of all students in CNED (CACREP, I.AA.4).

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

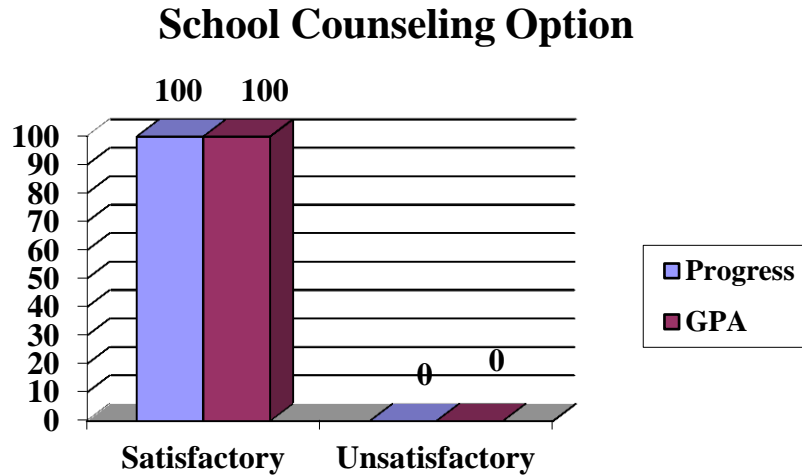
The Annual Graduate Student Review is conducted in the Spring on all CNED students. This evaluation consists of assessing student progress on personal growth, academic performance, and program completion in relation to professional competencies and dispositions (Engels, Barrio Minton, Ray, & Associates, 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 43 CMHC students for Spring 2014 indicate that 84.78% are making satisfactory progress and 97.73% have satisfactory GPAs.



Annual Graduate Student Review results 32 School Counseling students for Spring 2014 indicate that 100% are making satisfactory progress and 100% have satisfactory GPAs.



**1d. Impact - Feedback Related to Changes Planned (or Already Implemented) in Reaction to the 2013-2014 Assessment of Student Learning Data and Long Term Changes Implemented as a Result of 2012-2013 Assessment of Student Learning Data (Professional Identity)**

Annual Graduate Student Review. All students whose 2013-2014 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 noted that there was a slight decrease in satisfactory progress and satisfactory GPA for the 2013-2014 review for CMHC students. This evaluation was included in the 2010-2011, the 2011-2012, and the 2012-2013 Assessment of Student Learning Data and results at that time were slightly higher (but not significantly higher) than this evaluation for CMHC students and slightly higher for School Counseling students in satisfactory progress.

**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

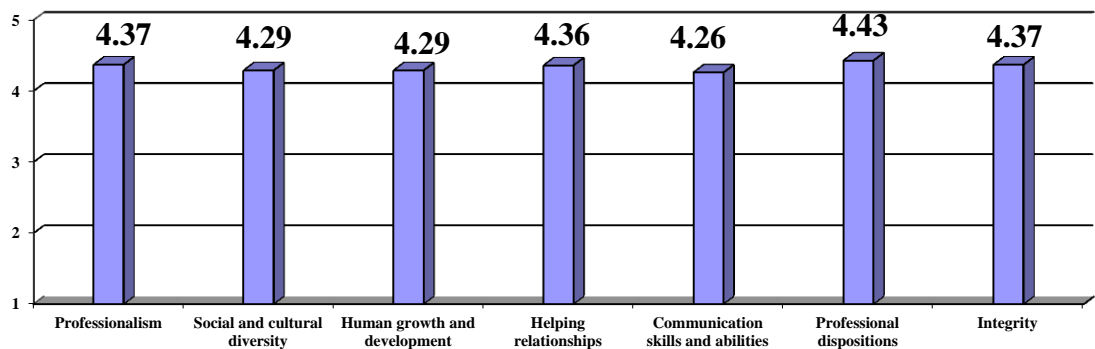
A formal evaluation of student progress at the completion of internship (by the site supervisor) using a likert-type scale (1 = poor; 5 = excellent) is conducted on the following areas:

- 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)**

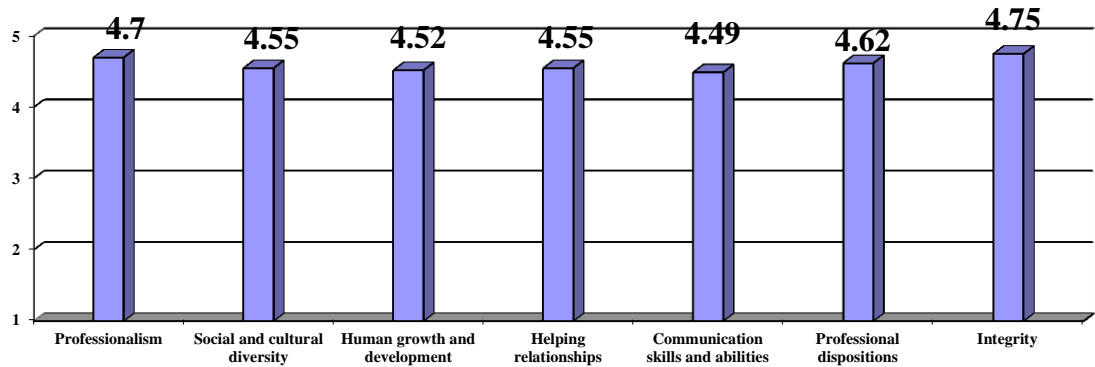
Counseling Practicum Site-Supervisor Evaluation overall results for Fall 2013 indicate that CMHC students are making good to excellent progress ( $M = 4.33$  on a 1-5 scale). Results for the seven (7) evaluation areas also show students are making good to excellent progress.

**CMHC Option - Practicum**



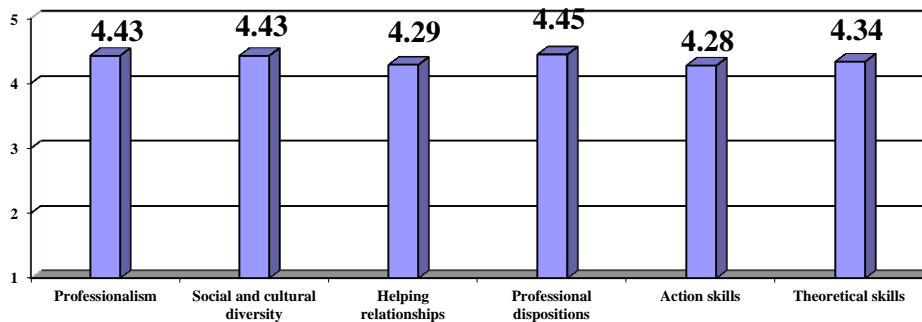
Counseling Practicum Site-Supervisor Evaluation overall results for Fall 2013 indicate that School Counseling students are making good to excellent progress ( $M = 4.59$  on a 1-5 scale). Results for the seven (7) evaluation areas also show students are making good to excellent progress.

### School Counseling Option - Practicum

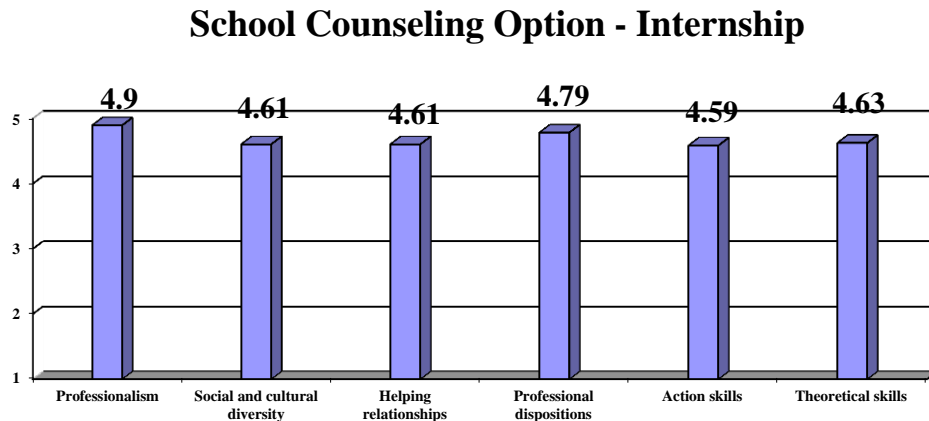


Counseling Internship Site-Supervisor Evaluation overall results for Spring 2014 indicate that CMHC students are making good to excellent progress ( $M = 4.34$  on a 1-5 scale). Results for the six (6) evaluation areas also show students are making good to excellent progress.

### CMHC Option - Internship



Counseling Internship Site-Supervisor Evaluation overall results for Spring 2014 indicate that School Counseling 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.



**2d. Impact - Feedback Related to Changes Planned (or Already Implemented) in Reaction to the 2013-2014 Assessment of Student Learning Data and Long Term Changes Implemented as a Result of 2012-2013 Assessment of Student Learning Data (Professional Practice)**

Counseling Practicum Site-Supervisor Evaluation. The 2013-2014 practicum evaluation resulted in the good to excellent range for both CMHC and School Counseling students. While the evaluations for School Counseling students remained steady, the evaluations for CMHC students showed a marked increase. This evaluation was included in the 2010-2011, the 2011-2012, and the 2012-2013 Assessment of Student Learning Data and results at that time were similar to this administration of the evaluation. Last year the department instituted a pre-practicum orientation with the students to review expectations, which may have positively impacted our results this year. Additionally, the department conducted midterm evaluations to assess and address challenge areas. By addressing concerns at midterm it provided an opportunity for students to make changes and improvements prior to their final evaluation.

Counseling Internship Site-Supervisor Evaluation. The 2013-2014 internship evaluation resulted in the good to excellent range. While the evaluations for CMHC students remained steady, the evaluations for School Counseling students showed a slight, but not significant, decrease (with the exception of Professional Dispositions), we intend to ensure that we maintain the quality of our student preparation for professional practice. This evaluation was included in the 2010-2011, the 2011-2012, and the 2012-2013 Assessment of Student Learning Data and results at that time were consistent with this administration of the preparation evaluation.

### **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 diversity
- c. Helping relationships
- d. Group work
- e. Career development
- f. Assessment
- g. Research and program evaluation
- h. Professional orientation and ethical practice
- i. Fundamental counseling issues
- j. Counseling process
- k. Diagnostic and assessment services
- l. Professional practice
- m. Professional development, supervision, and consultation

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 2014 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 15 WIU-QC CNED students who took the exam, 100% had scores that would meet or exceed what would be used as a passing score should this have been used as *our* exit exam. Note that this was a comprehensive exit exam for three of our students.

#### CMHC and School Counseling Options Combined

Content Area	<u>CNED</u>	National Exit	National Non-Exit
Human Growth and Development	<u>10.4</u> (3.03)	9.85 (2.63)	9.45 (2.13)
Social & Cultural Foundations	<u>10.53</u> (2.53)	10.58 (2.29)	10.03 (2.00)
Helping Relationships	<u>11.33</u> (1.7)	10.04 (2.74)	10.17 (2.19)
Group Work	<u>13.6</u> (2.18)	12.52 (2.75)	11.95 (2.35)
Career & Life Style Development	<u>10.13</u> (2.58)	10.54 (2.69)	9.41 (2.47)
Appraisal	<u>10.53</u> (2.12)	10.62 (2.49)	9.91 (2.38)
Research & Program Evaluation	<u>11.8</u> (2.76)	10.81 (2.70)	10.01 (2.49)
Professional Orientation & Ethics	<u>12.13</u> (2.55)	10.65 (2.51)	10.69 (2.07)
<b>Total</b>	<b>90.47</b> <b>(14.51)</b>	<b>85.61</b> <b>(15.21)</b>	<b>81.12</b> <b>(11.59)</b>



National Counselor Examination (NCE) overall and area results for Spring 2013 indicate that WIU-QC CNED students' scores are consistent (within 1 *SD*) or higher than national averages. The minimum criteria for passing was 94 and 100.00% of WIU-QC CNED students passed (NOTE: 12 students took the exam during this testing period).

**CMHC Option**

<b>CACREP Areas</b>	<b>CNED</b>	<b>National Results</b>
Human Growth & Development	7.59 (1.31)	7.07 (2.13)
Social & Cultural Diversity	6.86 (1.95)	6.50 (1.96)
Helping Relationships	24.33 (3.47)	21.19 (4.59)
Group Work	12.33 (1.78)	10.02 (2.34)
Career Development	14.00 (1.21)	12.36 (2.89)
Assessment	12.67 (2.35)	11.12 (2.72)
Research & Program Evaluation	10.58 (2.11)	9.06 (2.58)
Professional Orientation & Ethical Practice	20.83 (3.01)	19.79 (3.83)
<b>Total</b>	<b>109.17</b> <b>(8.99)</b>	<b>97.10</b> <b>(17.21)</b>

<b>Counselor Work Behavior Areas</b>	<b>CNED</b>	<b>National Results</b>
Fundamental Counseling Issues	20.67 (3.73)	18.16 (3.79)
Counseling Process	31.75 (3.86)	29.08 (5.57)
Diagnostic and Assessment Services	16.75 (3.14)	14.84 (3.23)
Professional Practice	25.50 (1.78)	21.98 (5.24)
Professional Development, Supervision, and Consultation	14.50 (2.43)	13.04 (3.02)
<b>Total</b>	<b>109.17</b> <b>(8.99)</b>	<b>97.10</b> <b>(17.21)</b>

Illinois Certification Testing System (ICTS) overall and mean scaled scores in the four content areas for Fall 2013 (September) indicate that WIU-QC CNED students' scores are slightly higher than statewide averages. The pass rate was 100% at WIU-QC and 100% statewide.

**School Counseling Option**

<b>Content Areas</b>	<b>CNED</b>	<b>Statewide Results</b>
Student Development Across Domains	287	271
Assessment, Instruction, and Services	281	272
The School Environment & Counseling Program	285	270
The School Counseling Profession	279	265
<b>Total</b>	<b>283</b>	<b>270</b>

**3d. Impact - Feedback Related to Changes Planned (or Already Implemented) in Reaction to the 2013-2014 Assessment of Student Learning Data and Long Term Changes Implemented as a Result of 2012-2013 Assessment of Student Learning Data (Program Area Standards)**

CPCE. The 2013-2014 preparation evaluation results were higher than the national exit and national non-exit exam total mean. Our results were somewhat higher this year than last year. The national exit scores and non-exit scores were lower this year over last year. This preparation evaluation was included in the 2009-2010, the 2010-2011, the 2011-2012, and the 2012-2013 Assessment of Student Learning Data and results at that time were slightly lower than this administration of the preparation evaluation. The department was mindful of the reduction on overall performance in the past and instituted a core concept review in each area. This is the 5<sup>th</sup> time this preparation evaluation was administered to CNED internship students. We have used these results for informational purposes in the past but this year it was an exit exam for three of our students who were admitted during the 2011-2012 academic year. We made sure that our students were 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 2013 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. The areas for Counselor Work Behavior

were adjusted by NBCC to reflect changes in the counseling profession. Our CMHC students continue to perform consist with national averages. We also plan to continue providing study sessions (weekly trainings outside of normal university activities) to help students prepare as effectively as possible. Our pass rate went from 78.75% to 100.00% over the past evaluation period. This counselor examination was included in the 2009-2010, the 2010-2011, 2011-2012, and the 2012-2013 Assessment of Student Learning Data and results at that time were consistent with this administration of the counselor examination. Results for the Spring 2014 administration are not available until mid-August.

ICTS. Given that the Fall 2013 (September) Illinois certification test results for our School Counseling students were slightly higher than 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, the 2011-2012, and the 2012-2013 Assessment of Student Learning Data and results at that time were slightly lower than this administration of the Illinois certification test.