



Western Illinois University

**Department of Counselor Education and College Student Personnel
Counselor Education Annual Program Evaluation Report
2020-21 Academic Year**

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2020-21 Academic Year

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Summary of Program Evaluation Results

Throughout the 2020-21 academic year, the WIU Counselor Education faculty worked to update our Program and Specialization Objectives (see page 3). Additionally, we re-configured and revised our Continuous Assessment Plan to best measure these new Objectives (see Appendix A). Upon review of the quantitative and qualitative data from our updated Continuous Assessment Plan, the WIU Counselor Education program faculty have noted the following general areas of strengths and areas for improvement, as well as action items to address any consistent weaknesses.

Areas of Strength

- Students consistently score high on their KPIs which measures the application of their skills. These results indicate that students can apply the didactic skills from the classroom into their field-based work.
- Standardized and course-specific assessment measures have maintained high marks even through the pandemic. The faculty and students seem to have adapted well to the ongoing changes.
- All results from the program evaluation indicate that our students are very well-prepared in the area of professional orientation and ethical practice. This is seen through standardized test scores, KPI data, Site Supervisor Evaluations, and Student/Graduate Survey results.

Areas for Improvement

- Based on survey information and the review of the objective data as a whole, faculty see the need to more intentionally integrate Core areas across the curriculum to provide a more holistic understanding of the profession as reflected in our new Program Objectives.
- Based on the results of standardized testing and student/graduate survey evaluations, the faculty recognizes the need to continue to improve the Core areas of Assessment and Research and Program Evaluation.
- Faculty recognize the need for increased student involvement in professional organizations, especially as it relates to advocacy and leadership.

Action Items to Address Needs

- Throughout the 2021-22 academic year, ensure that all Key Performance Indicators measure both student performance and Program Objectives - revise if necessary.
- Revise Site Supervisor Evaluations to include direct assessment of Program and Specialization Objectives as well as continue to assess general CACREP areas as well as essential CACREP Standards noted by the Key Performance Indicators.
- Create student needs assessments to review ongoing areas of concern - including Research and Program Evaluation, Social and Cultural Diversity, and involvement in professional organizations - to ensure we are making changes that directly address the deficiencies indicated by current and former students as well as standardized test scores.

Substantial Changes - Updated Program and Specialization Objectives

During the 2020-21 academic year, the faculty and key stakeholder groups worked to update the Program and Specialization Objectives, and the related Assessment Plan (see Appendix A). Following are the revised Program and Specialization Objectives adopted by the faculty at our September 2021 Faculty Retreat:

Core Program Objectives

Through training and applied practice, WIU counselor education students will:

- Develop effective, evidence-based, ethical, and multicultural clinical skills by
 - Infusing theory into practice
 - Considering clients holistically
 - Advocating for client well-being
- Develop strong professional counselor identity with a comprehensive integration of the student's chosen specializations by
 - Engaging in and maintaining membership and leadership in professional organizations
 - Adhering to and demonstrating ethical principles and practices
 - Advocating for the profession
- Become reflexive practitioners who understand their values and identities in order to
 - Acknowledge their role in community-based social justice
 - Evaluate and address the unique needs of marginalized populations
 - Collaborate with community organizations through practical experiences
 - Acquire skills to work with intersectional identities through clinical placements

Clinical Mental Health Specialization Objectives

In order to develop as effective clinical mental health counselors, students will:

- Be prepared to meet and implement all academic and clinical requirements to be eligible for professional licensure as a mental health counselor
- Demonstrate strong clinical skills in case conceptualization, diagnosis, documentation, and treatment planning related to a variety of clinical settings
- Develop an understanding of programmatic design, evaluation, and implementation in clinical mental health settings
- Demonstrate an understanding of clinical mental health counselor identity and roles in the delivery of services within multiple settings including advocacy and leadership responsibilities

School Counseling Specialization Objectives

In order to develop as effective school counselors, students will:

- Demonstrate an understanding of school counselor identity and roles as leader, advocate, consultant, collaborator, and systemic change agent, especially in supporting under-resourced and marginalized populations
- Be prepared to meet and implement all academic and clinical requirements to be eligible for professional licensure as a school counselor
- Learn to create and implement a comprehensive school counseling program that highlights the intersection of students' academic, post-secondary, and personal/social considerations through an MTSS framework and data-driven practices
- Recognize and adapt core counseling skills and techniques to apply in the school setting

Core Program Evaluation

Objective 1

Develop effective, evidence-based, ethical, and multicultural clinical skills by

- Infusing theory into practice
- Considering clients holistically
- Advocating for client well-being

Results of Evaluation Measures:

CN 516 KPI N=17 M=47.12/50 SD= 1.34
 CN 541 KPI N=17 M=25/25 SD= 0
 CN 542 KPI N=18 M=18.81/21 SD = 1.90
 CN 545 KPI N=30 M=42.27/45 SD= 2.17
 CN 547 KPI New KPI - data not available
 CN 554 KPI N=31 M=78.97/80 SD= 3.75
 CN 591 KPI N=10 M=14/15 SD = 0.45
 CN 592 KPI N=18 M=19.07/20 SD =0.76
 CN 595 KPI N=10 M=18.7/20 SD = 1.25
 CN 597 KPI N=3 M=15/15 SD =0
 CN 596 KPI N=10 M=19.18/20 SD = 0.47
 CN 598 KPI N= 3 M=14/15 SD = 0.87

Site Supervisor Evals - not yet measured

Interpretation of Results and Action Steps: KPI data is consistently high and students are overall meeting the standards outlined in class. This data will serve as our baseline data; however, we recognize that there are some gaps in the data collection that needs to be addressed moving forward. Namely, one action step is to determine where in our program we assess clinical multicultural competencies before the Site Supervisor Evaluations.

Objective 2

Develop strong professional counselor identity with a comprehensive integration of the student's chosen specializations by

- Engaging in and maintaining membership and leadership in professional organizations
- Adhering to and demonstrating ethical principles and practices
- Advocating for the profession

Results of Evaluation Measures:

CN 514 KPI N=13 M=36.47/40 SD = 3.32
 CN 515 KPI N=8 M=35.25/40 SD = 6.76
 CN 520 KPI N=13 M=29.62/30 SD = 0.51
 CN 542 KPI N=18 M=18.81/21 SD = 1.90
 CN 549 KPI N=25 M=9.52/10 SD = 0.71
 CN 581 KPI N=14 M=19.21/20 SD = 0.91
 CN 591/2 (member count) not collected in 2020-21
 CN 595/7 (member count) not collected in 2020-21
 CN 596/8 (member count) not collected in 2020-21
 CN 591 KPI N=10 M=14/15 SD = 0.45

CN 592 KPI N=18 M=19.07/20 SD =0.76
 CN 595 KPI N=10 M=18.7/20 SD = 1.25
 CN 597 KPI N=3 M=15/15 SD =0
 CN 596 KPI N=10 M=19.18/20 SD = 0.47
 CN 598 KPI N= 3 M=14/15 SD = 0.87

Interpretation of Results and Action Steps: Students are scoring consistently high on the KPIs and in clinical coursework pertaining to this Objective. We will use this year as a baseline for future assessments. Regarding action items, faculty will be more intentional about integrating students into local and state professional organizations and conferences. Clinical Coordinators propose being more intentional about having site supervisors present with students. Funding for students continues to be a concern and the department will continue to advocate for student travel money as funds become available.

Objective 3

Become reflexive practitioners who understand their values and identities in order to

- Acknowledge their role in community-based social justice
- Evaluate and address the unique needs of marginalized populations
- Collaborate with community organizations through practical experiences
- Acquire skills to work with intersectional identities through clinical placements

Results of Evaluation Measures:

CN 514 KPI N=13 M=36.47/40 SD = 3.32
 CN 520 KPI N=13 M=29.62/30 SD = 0.51
 CN 545 KPI N=30 M=42.27/45 SD= 2.17
 CN 547 KPI New KPI - data not available
 CN 552 KPI N=18 M=19.07/20 SD =0.76
 CN 591 KPI N=10 M=14/15 SD = 0.45
 CN 592 KPI N=18 M=19.07/20 SD =0.76
 CN 595 KPI N=10 M=18.7/20 SD = 1.25
 CN 597 KPI N=3 M=15/15 SD =0
 CN 596 KPI N=10 M=19.18/20 SD = 0.47
 CN 598 KPI N= 3 M=14/15 SD = 0.87

Site Supervisor Evals - not formally assessed in the 2020-21 Site Supervisor Evaluations

Interpretation of Results and Action Steps: Students are scoring consistently high on the KPIs and in clinical coursework pertaining to this Objective. We will use this year as a baseline for future assessments. However, when we look at CPCE scores, the area of Social and Cultural Diversity is consistently lower than we as a faculty would like our students to be. As a faculty, we aim to use application teaching strategies in this area, and therefore we are wondering if students are incorporating the strategies (as shown in IL School Counseling Content Exam results), but are not able to convert that to multiple-choice testing. Faculty will use this 2021-22 academic year to assess this concern.

Clinical Mental Health Counseling Specialization Evaluation

Objective 1

Be prepared to meet and implement all academic and clinical requirements to be eligible for professional licensure as a mental health counselor

Results of Evaluation Measures:

CN 520 KPI N=13 M=29.62/30 SD = 0.51

CN 549 KPI N=25 M=9.52/10 SD = 0.71

CN 591 - 10/10 students completed the hours as required by CACREP and Illinois Licensure Boards

CN 597 - 3/3 students completed the hours as required by CACREP and Illinois Licensure Boards

CN 598 - 3/3 students completed the hours as required by CACREP and Illinois Licensure Boards

CPCE - 3/3 Clinical Mental Health students passed the CPCE

NCE - 2/2 Clinical Mental Health students received passing scores on the NCE

Alumni Survey - Specialization Objectives not formally assessed on the 2020-21 Alumni Surveys

Interpretation of Results and Action Steps: Results of the KPIs indicate that students meet and exceed the requirements for licensure as a Licensed Professional Counselor in the State of Illinois.

Objective 2

Demonstrate strong clinical skills in case conceptualization, diagnosis, documentation, and treatment planning related to a variety of clinical settings

Results of Evaluation Measures:

CN 591 KPI N=10 M=14/15 SD = 0.45

CN 597 KPI N=3 M=15/15 SD =0

CN 598 KPI N= 3 M=14/15 SD = 0.87

Site Supervisor Evals - not formally assessed in the 2020-21 Site Supervisor Evaluations

Interpretation of Results and Action Steps: Students are scoring consistently high on the KPIs and in clinical coursework pertaining to this Objective. We will use this year as a baseline for future assessments. Clinical Coordinators will include associated CACREP Standards on the 2021-22 Site Supervisor Evaluations to address the gap in measures.

Objective 3

Develop an understanding of programmatic design, evaluation, and implementation in clinical mental health settings

Results of Evaluation Measures:

CN 515 KPI N=8 M=35.25/40 SD = 6.76

Interpretation of Results and Action Steps: Overall, students are scoring consistently high on the KPIs and in clinical coursework pertaining to this Objective. The high Standard Deviation on the CN 515 measure speaks to the level of variability within the course assessment. However, we will use this year as a baseline for future assessments. The faculty will explore the further integration of research and program evaluation into other courses in the Clinical and Core.

Objective 4

Demonstrate an understanding of clinical mental health counselor identity and roles in the delivery of services within multiple settings including advocacy and leadership responsibilities

Results of Evaluation Measures:

CN 520 KPI N=13 M=29.62/30 SD = 0.51

CN 521 KPI New KPI - data not yet available

CN 598 KPI (Project) New KPI - data not yet available

Interpretation of Results and Action Steps: While there is not a lot of data available for this Objective, the KPI scores we do have are high. The faculty will conduct a needs assessment to determine how to better strengthen the Clinical Mental Health connection to advocacy and leadership.

School Counseling Specialization Evaluation

Objective 1

Demonstrate an understanding of school counselor identity and roles as leader, advocate, consultant, collaborator, and systemic change agent, especially in supporting under-resourced and marginalized populations

Results of Evaluation Measures:

CN 514 KPI N=13 M=36.47/40 SD = 3.32

CN 516 KPI N=30 M=42.27/45 SD= 2.17

CN 518 KPI New KPI - data not yet available

CN 592 KPI (Project) N=18 M=19.08/20 SD=1.22

CN 595 KPI (Project) N=10 M=20/20 SD= 0

CN 596 KPI (Project) N=10 M=20/20 SD= 0

Interpretation of Results and Action Steps: Students are scoring consistently high on the KPIs and in clinical coursework pertaining to this Objective. We will use this year as a baseline for future assessments. Students are growing in this area as they move through the program and apply their skills to field-based experiences.

Objective 2

Be prepared to meet and implement all academic and clinical requirements to be eligible for professional licensure as a school counselor

Results of Evaluation Measures:

CN 514 KPI N=13 M=36.47/40 SD = 3.32

CN 549 KPI N=25 M=9.52/10 SD = 0.71

CN 592 (hours log) - 18/18 school counseling students met the hours requirement

CN 595 (hours log) - 10/10 school counseling students met the hours requirement

CN 596 (hours log) - 10/10 school counseling students met the hours requirement

CPCE - 10/10 school counseling students passed the CPCE (see detailed breakdown below)

SC Content Exam - 10/10 school counseling Internship students passed the IL School Counseling content exam (see detailed breakdown below)

Alumni Survey - not formally assessed on the 2020-21 Alumni Survey

Interpretation of Results and Action Steps: Results of the KPIs indicate that students meet and exceed the requirements for licensure as a School Counselor in the States of Illinois and Iowa.

Objective 3

Learn to create and implement a comprehensive school counseling program that highlights the intersection of students' academic, post-secondary, and personal/social considerations through an MTSS framework and data-driven practices

Results of Evaluation Measures:

CN 516 KPI N=30 M=42.27/45 SD= 2.17

CN 592 KPI (Project) N=18 M=19.08/20 SD=1.22

CN 595 KPI (Project) N=10 M=20/20 SD=0

CN 596 KPI (Project) N=10 M=20/20 SD= 0

Interpretation of Results and Action Steps: Students are scoring consistently high on the KPIs and in clinical coursework pertaining to this Objective. Students are growing in this area as they move through the program and apply their skills to field-based experiences. We will use this year as a baseline for future assessments.

Objective 4

Recognize and adapt core counseling skills and techniques to apply in the school setting

Results of Evaluation Measures:

CN 592 KPI (Clinical) N=18 M=19.07/20 SD= 0.76

CN 595 KPI (Clinical) N=10 M=18.7/20 SD= 1.25

CN 596 KPI (Clinical) N=10 M=19.18/20 SD=0.47

Site Supervisor Evals N=28 M=3/3 SD=0

Interpretation of Results and Action Steps: Students are scoring consistently high on the KPIs and in clinical coursework pertaining to this Objective. Students are growing in this area as they move through the program and apply their skills to field-based experiences. We will use this year as a baseline for future assessments.

Key Performance Indicator Data

Core CACREP Area	KPI	Initial Assessment Data	Reassessment Data
Professional Counseling Orientation and Ethical Practice	2.F.1.b. Students will be able to recognize the multiple professional roles and functions of counselors across specialty areas, and their relationship with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation.	CN 549 Case Study Application: N = 25 M= 9.52/10 SD = 0.71 One student scored below 80%	CN 514/CN 520 Professional Leader Interview Paper: CN 520: N = 13 M= 29.62/30 SD = 0.51 Zero students scored below 80% CN 514: N = 13 M= 36.47/40 SD = 3.32 One student scored below 80%
Social and Cultural Diversity	2.F.2.d. Students will evaluate the impact of heritage, beliefs, understandings, and acculturative experiences on an individual's views of others.	CN 552 Multicultural Interview Paper: N = 8 M= 34.81/40 SD = 8.60 One student scored below 80% (non-degree seeking student)	CN 545 Personal Theoretical Orientation Paper: N = 30 M= 42.27/45 SD = 2.17 Zero students scored below 80%

Human Growth and Development	2.F.3.c., 2.F.3.i. Students will demonstrate the application of theories of normal and abnormal personality development using ethical and culturally relevant strategies to promote resilience and optimum development across the lifespan	CN 554 Critical Incident Autobiography: N = 31 M= 78.97/80 SD = 3.75 One student scored below 80%	CN 542 Application of Assessment Skills Exam: N = 18 M= 18.81/21 SD = 1.90 One student scored below 80%
Career Development	2.F.4.f., 2.F.4.i. Students will demonstrate ethical and culturally-relevant strategies for career development program planning, organization, implementation administration, and evaluation.	CN 541 Career Development and Intervention Social Justice Project: N = 17 M= 25/25 SD = 0 Zero students scored below 80%	CN 515 Program Evaluation Paper: N = 8 M= 35.25/40 SD = 6.76 One student scored below 80% (non-degree seeking student)
Counseling and Helping Relationships	2.F.5.g; 2.F.5.d. Students demonstrate essential interviewing, counseling, and case conceptualization skills that include ethically and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.	CN 547 Clinical Tape Review: New KPI - data not yet available	CN 595/597 Clinical Tape Review in Specialization Setting: CN 595 N = 10 M= 18.70/20 SD = 1.25 Zero students scored below 80% CN 597 N = 3 M= 15/15 SD = 0 Zero students scored below 80%
Group Counseling and Group Work	2.F.6.d., 2.F.6.g. Students will demonstrate their abilities to provide effective group counseling leadership skills including the display of ethically and culturally relevant strategies for designing and facilitating groups.	CN 581 Demonstration of Group Counseling Skills: N = 14 M= 19.21/20 SD = 0.91 Zero students scored below 80%	CN 591/2 Site Supervisor Evaluations: CN 591 New KPI - data not yet available CN 592 N = 18 M= 2.91/3 SD = 0.28 Two students scored below 80%

Assessment and Testing	2.F.7.i., 2.F.7.m. Students will demonstrate ethically and culturally relevant strategies for selecting, administering, and interpreting assessment and test results in order to assess relevant academic/educational, career personal, and social development	CN 542 Application of Assessment Skills Exam: N = 18 M= 18.81/21 SD = 1.90 One student scored below 80%	CN 554 Critical Incident Autobiography: N = 31 M= 78.97/80 SD = 3.75 One student scored below 80%
Research and Program Evaluation	2.F.8.e. Students will be able to evaluate counseling interventions and programs.	CN 515 Program Evaluation Paper: N = 8 M= 35.25/40 SD = 6.76 One student scored below 80% (non-degree seeking student)	CN 541 Career Development and Intervention Social Justice Project: N = 17 M= 25/25 SD = 0 Zero students scored below 80%
Clinical Mental Health Counseling	5.C.2.a., 5.C.3.d. Students will demonstrate their understanding of the roles and settings of mental health counselors especially as they pertain to working within an integrated behavioral healthcare system.	CN 521 Leadership Style Analysis Paper: New KPI - data not yet available	CN 598 Consultation Project: N = 3 M= 14/15 SD = 0.87 Zero students scored below 80%
School Counseling	5.F.2.a., 5.F.2.o. Students will demonstrate their understanding of school counselors as leaders, advocates, and systemic change agents in P-12 school settings and the importance of data-driven practices to advocate for students and programs.	CN 516 Evidence-Based Intervention Paper: N = 17 M= 47.12/50 SD = 1.34 Zero students scored below 80%	CN 592/595/596 Closing the Gap Plans: CN 592 N = 18 M= 19.08/20 SD = 1.22 Zero students scored below 80% CN 595 N =10 M=20/20 SD = 0 Zero students scored below 80% CN 596 N = 10 M= 20/20 SD = 0 Zero students scored below 80%

Interpretation of Results: Programmatic Results from the Key Performance Indicators show that overall our students perform well on the assessments of the Core and Specialization areas. The 2020-21 academic year will

serve as a partial baseline for assessing the Standards; however, the faculty recognize that they need to review all KPIs to ensure that they are measuring the effectiveness of the Standards we have chosen to highlight. The 2021-22 academic year will consist of revising and piloting several KPIs.

Counselor Preparation Comprehensive Exam (CPCE) Data

	2019-2020 School Year						2020-2021 School Year					
	WIU-QC Program			National			WIU-QC Program			National		
SECTION	n	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD
Professional Counseling Orientation and Ethical Practice	8	12.4	1.8	1,105	11.8	2.3	13	14.6	1.7	800	13.7	2.3
Social and Cultural Diversity	8	10	2.1	1,105	10.2	2.4	13	9.0	1.6	800	9.8	2.4
Human Growth and Development	8	10.5	1.7	1,105	10.8	2.6	13	10.0	2.4	800	9.5	2.3
Career Development	8	11.5	1.1	1,105	10.6	2.3	13	12.5	2.0	800	11.4	2.6
Counseling and Helping Relationships	8	12.4	1.2	1,105	11.3	2.3	13	11.9	1.4	800	10.7	2.6
Group Counseling and Group Work	8	10.6	3.2	1,105	10.9	2.5	13	13.1	1.7	800	12.5	2.5
Assessment and Testing	8	10.4	2.3	1,105	10.3	2.4	13	9.3	1.6	800	10.0	2.5
Research and Program Evaluation	8	8.9	2.2	1,105	9.1	2.7	13	11.3	1.9	800	11.5	2.6
TOTAL	8	86.6	9.2	1,105	85	14	13	91.7	8.6	800	89.2	14.9

Interpretation of Results: The 2021-21 WIU-QC Counselor Education Program students achieved a passing rate of 100% on the CPCE. All but three students were at or above the total national average. Three-year averages on each subject section remained relatively consistent. We did see some significant increases in the scores for Research and Program Evaluation, Group Work, and Professional Counseling Orientation and Ethical Practice. This is important as these core areas have consistently been low, and therefore have been emphasized and adapted by the Program in recent years. However, we did see a decline in Social and Cultural Diversity as well as Assessment. While not concerning in the short term, the faculty will continue to monitor the CPCE results as compared to previous years and utilize them, along with the KPI course data, to make adjustments accordingly.

National Counselor Exam (NCE) Data

	2020-2021 School Year (Form A Administration)							
	School Counseling Program			Clinical Mental Health Program			National	
CONTENT AREAS	N	M	SD	N	M	SD	M	SD
Professional Orientation & Ethical Practices	6	9.60	1.02	1	5.00	0.00	8.95	1.85
Social & Cultural Diversity	6	3.00	0.63	1	5.00	0.00	3.43	1.25
Human Growth & Development	6	9.40	1.36	1	11.00	0.00	9.01	1.65
Career Development	6	12.40	1.74	1	11.00	0.00	11.48	2.67
Counseling & Helping Relationships	6	29.40	2.87	1	30.00	0.00	31.17	6.03
Group Counseling & Group Work	6	20.40	2.50	1	20.00	0.00	19.17	3.86
Assessment & Testing	6	17.00	3.35	1	15.00	0.00	17.31	3.55
Research & Program Evaluation	6	8.80	1.17	1	9.00	0.00	8.37	2.01
SCORE		110.00	8.69		106.00	0.00	108.89	18.16
Professional Practice and Ethics	6	12.40	1.02	1	9.00	0.00	12.07	3.01
Intake, Assessment, & Diagnosis	6	11.60	2.58	1	12.00	0.00	13.47	2.82
Areas of Clinical Focus	6	33.60	4.13	1	33.00	0.00	32.09	5.40
Treatment Planning	6	9.20	1.17	1	6.00	0.00	9.10	2.03
Counseling Skills & Interventions	6	33.20	2.86	1	35.00	0.00	33.00	6.31
Core Counseling Attributes	6	10.00	1.41	1	11.00	0.00	9.16	2.21
SCORE		110.00	8.69		106.00	0.00	108.89	18.16
NUMBER PASSED	5			1				

NOTE: Minimum Criteria = 94

	2020-2021 School Year (Form B Administration)							
	School Counseling Program			Clinical Mental Health Program			National	
CONTENT AREAS	N	M	SD	N	M	SD	M	SD
Professional Orientation & Ethical Practices	4	13.00	3.16				13.18	2.45
Social & Cultural Diversity	4	6.75	1.09				6.48	1.44
Human Growth & Development	4	6.75	0.43				6.82	1.73
Career Development	4	12.75	0.43				10.82	2.59
Counseling & Helping Relationships	4	31.50	4.03				27.88	5.17
Group Counseling & Group Work	4	23.50	1.66				22.22	4.05
Assessment & Testing	4	19.50	0.50				18.49	3.14
Research & Program Evaluation	4	4.75	1.48				4.44	1.30
SCORE		118.50	3.35				110.32	16.93

Professional Practice and Ethics	4	12.75	2.59				12.64	2.80
Intake, Assessment, & Diagnosis	4	13.75	2.59				13.02	2.80
Areas of Clinical Focus	4	36.25	0.83				33.12	5.40
Treatment Planning	4	9.50	1.80				9.08	1.91
Counseling Skills & Interventions	4	36.25	2.17				33.42	5.86
Core Counseling Attributes	4	10.00	1.22				9.05	1.92
SCORE		118.50	3.35				110.32	16.93
NUMBER PASSED	4							

Minimum Criteria = 96

	2020-2021 School Year (Form C Administration)							
	School Counseling Program			Clinical Mental Health Program			National	
CONTENT AREAS	N	M	SD	N	M	SD	M	SD
Professional Orientation & Ethical Practices				1	9.00	0.00	8.20	1.86
Social & Cultural Diversity				1	3.00	0.00	2.27	0.07
Human Growth & Development				1	12.00	0.00	9.75	2.25
Career Development				1	18.00	0.00	15.37	2.88
Counseling & Helping Relationships				1	42.00	0.00	41.10	7.01
Group Counseling & Group Work				1	13.00	0.00	11.42	1.97
Assessment & Testing				1	18.00	0.00	18.69	3.94
Research & Program Evaluation				1	4.00	0.00	3.05	0.86
SCORE					119.00	0.00	109.85	16.39
Professional Practice and Ethics				1	14.00	0.00	11.48	3.13
Intake, Assessment, & Diagnosis				1	10.00	0.00	12.68	2.35
Areas of Clinical Focus				1	37.00	0.00	32.27	5.07
Treatment Planning				1	14.00	0.00	10.96	2.10
Counseling Skills & Interventions				1	36.00	0.00	33.86	6.13
Core Counseling Attributes				1	8.00	0.00	8.60	1.76
SCORE					119.00	0.00	109.85	16.39
NUMBER PASSED				1				

Minimum Criteria = 95

Interpretation of Results: For the first time, our students did not take the NCE at the same time nor in the same location. Above you see the three test administrations our students attended. Results of these tests indicate that the vast majority of our students passed the exam (11 out of 12 students) with scores much higher than the cutoff and the national average. The one student who did not pass was in our school counseling program which does not provide advanced coursework in some of the areas measured by the NCE. Overall, our students scored above the national average on the NCE. Students showed significant improvement in the areas of Research and Program

Evaluation but continued to struggle in the Social and Cultural Diversity and Assessment sections. This data along with the results from the CPCE and the IL School Counseling Content Exam would suggest that we need to look closer at the results of those two areas and determine where our curriculum is missing content that would make students more successful on those sections of the exams.

Illinois School Counseling Content Exam Data

	2018-2019 School Year			2019-2020 School Year			2020-2021 School Year		
SECTION	n	Mean	SD	n	Mean	SD	n	Mean	SD
Student Development Across Domains	5	270.7	18.8	7	272.7	12.5	3	284.3	13.7
Assessment, Instruction, and Services	5	263.3	8.4	7	277.1	8.9	3	268.3	12.5
School Environment and Counseling Program	5	269.5	18.0	7	270.4	19.9	3	271	3
The School Counseling Profession	5	275.2	9.4	7	267.2	19.7	3	277.6	5.8
COMP	5	274.5	12.4	7	272.1	12.2	3	274.6	8.6
Passing Rate	100%			100%			100%		

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

Interpretation of Results: Over the past three years, school counseling specialization students have performed far above the passing level on the IL Content Exam required for licensure in Illinois. The Assessment, Instruction, and Services Section continues to be our weakest area even though we had a significant increase in the scores during 2019-20. We have implemented a Data in Schools course that has been addressing some of these areas, but other content in this area is covered by courses outside of the Department. We have already begun exploring possible methods of teaching more of this content within the current Department coursework. This will be an ongoing process for the next few years as we explore data (i.e. additional IL Content Exam trends, syllabi from current courses, trends of school counseling students' grades from current courses, qualitative feedback from current and former students regarding these courses) in order to determine if changes are justified and then finalize any recommended changes through the University as well as the Illinois and Iowa Boards of Education.

Site Supervisor Evaluation Data

School Counselor Site Supervisor Evaluation Data Table.

Scale = 1 (Not Acceptable) to 3 (Meets Expectations)				
Internship	Fall 2020		Spring 2021	
Area of Evaluation	Mean	N	Mean	N
Professionalism	3	10	3	9
Social and Cultural	3	10	3	9

Diversity				
Helping Relationships	2.8	10	3	9
Professional Dispositions	3	10	3	9
Action Skills	3	10	3	9
Theoretical Skills	3	10	3	9
Comprehensive Counseling and Program Management	3	10	3	9
Foundations of School Counseling	3	10	3	9
Contextual Dimensions of School Counseling	3	10	3	9
Practicum				
Area of Evaluation				
Professionalism			2.97	18
Social and Cultural Diversity			2.94	18
Human Growth & Develop			2.96	18
Helping Relationships			2.97	18
Comm Skills & Abilities			2.95	18
Professional Dispositions			2.9	18
Integrity			2.98	18
Group Counseling			2.91	18

Clinical Mental Health Counselor Site Supervisor Evaluation Data Table.

Scale = 1 (Not Acceptable) to 3 (Meets Expectations)				
Internship	Fall 2020		Spring 2021	
Area of Evaluation	Mean	N	Mean	N
Professionalism	2.93	3	3	3
Social and Cultural Diversity	3.0	3	3	3
Helping Relationships	2.67	3	3	3
Professional Disposition	2.95	3	2.43	3
Action Skills	2.95	3	2.90	3
Theoretical Skills	2.61	3	2.67	3
Practicum				
Area of Evaluation				
Professionalism			2.96	9

Social and Cultural Diversity			3	9
Human Growth & Development			2.96	9
Helping Relationships			2.94	9
Communication Skills & Abilities			2.94	9
Professional Disposition			2.93	9
Integrity			3	9

Interpretation of Results: Overall, one can see the developmental process from practicum to internship level students within the above results. Site Supervisors, overall, assess student skills as meeting developmental expectations with sporadic areas that need improvement. These areas for improvement seem to be student-specific rather than program-specific according to this data. Action steps for the 2021-22 academic year will be to include associated CACREP standards on all survey items.

Internship Student Survey Data

Internship Student Survey Responses Scale = 1 (not prepared/satisfied) to 5 (excellent preparation/satisfaction)			
Survey Question	Mean	SD	N
Professional orientation and ethical practice	4.76	0.44	17
Social and cultural diversity	4.47	0.72	17
Human growth and development	4.29	0.77	17
Career Development	4.35	0.93	17
Helping relationships and the counseling process	4.59	0.71	17
Group work	4.35	0.79	17
Assessment	4.11	0.78	17
Research and Program Evaluation	4.05	0.83	17
Direct service to Clients	4.47	0.62	17
Integrative Internship Practice	4.47	0.72	17
Satisfaction with Site Supervisors	4.41	1.00	17
Satisfaction with Faculty Supervisors	4.47	0.72	17
Program Objectives			
Infusing theory into practice	4.18	0.88	17

Considering clients holistically	4.53	0.72	17
Advocating for client well-being	4.47	0.72	17
Maintaining membership and engaging in leadership with professional organizations	4.06	0.83	17
Adhering to and demonstrating ethical principles and practices	4.59	0.51	17
Advocating for the profession	4.59	0.73	17
Acknowledging role in community-based social justice	4.24	0.97	17
Evaluating and addressing the unique needs of marginalized populations	4.05	0.90	17
Collaborating with community organizations through practical experiences	3.88	0.93	17
Acquiring skills to work with intersectional identities through clinical placements	4.24	0.83	17
Clinical Mental Health Specialization			
Be prepared to meet and implement all academic and clinical requirements to be eligible for professional licensure as a mental health counselor	4.57	0.79	7
Demonstrate strong clinical skills in case conceptualization, diagnosis, documentation, and treatment planning related to a variety of clinical settings	4.43	0.79	7
Develop an understanding of programmatic design, evaluation, and implementation in clinical mental health settings	3.57	0.53	7
Demonstrate an understanding of clinical mental health counselor identity and roles in the delivery of services within multiple settings including advocacy and leadership responsibilities	4.14	0.90	7
School Counseling Specialization			
Demonstrate an understanding of school counselor identity and roles as leader, advocate, consultant, collaborator, and systemic change agent, especially in supporting under-resourced and marginalized populations	4.7	0.48	10
Be prepared to meet and implement all academic and clinical requirements to be eligible for professional licensure as a school counselor	4.5	0.71	10
Learn to create and implement a comprehensive school counseling program that highlights the intersection of	4.4	0.70	10

students' academic, post-secondary, and personal/social considerations through an MTSS framework and data-driven practices			
Recognize and adapt core counseling skills and techniques to apply in the school setting.	4.5	0.71	10

Interpretation of Results: The response rate was 94% on the Internship Student Survey. We appreciate the high response rate given that this was the first time we assessed student feedback on our new Program Objectives. We feel we received good feedback that is indicative of a program deciding its path and slowly working to align curriculum to those ends. When we disaggregated the data by specialization there was not much variation to the results possibly indicating that the core curriculum is consistently applicable to school and clinical specializations. When we attempted to disaggregate by enrollment status, however, we found that there was an error in the way we asked the question. We were, therefore, unable to fully capture the results given the participant enrollment status. This is significant because we have infused different projects and topics within our curriculum in recent years - students who began the program earlier may not have benefited from that coursework.

Students continue to not feel adequately prepared within the core areas of assessment, research, and program evaluation. These areas continue to be the weakest with regards to preparation and therefore the faculty need to continue to explore better methods of instruction and incorporation of content throughout the Program. As a point of interest, the latest CPCE results indicate a one-point jump in the score for Research and Program Evaluation; however, the Assessment scores have gone down almost a point from the previous year. We need to continue to watch these trends across data points as well as consider conducting a needs assessment to see where the disconnect might lie.

When we examine student responses about the new Program and Specialization Objectives, we get a chance to see where we need to build up the curriculum to better infuse the objectives we collectively found to be essential to the counseling practice. We will use these survey results as one baseline for improving and re-aligning the program moving forward.

Qualitative Data from Student Town Hall

Strengths:

- Great that classes have both clinical and school counseling students- integration is great and appreciated- having an even distribution is good
- Enjoy the conversation in the online and in-person classes and working with peers
- Trusting the process and knowing that whatever comes we will come out prepared for the workforce at the end of the experience
- Course time is used well, students walk out having gained something each class
- Professors are great and knowledgeable

Areas for Growth/Improvement:

- Improve clarity of course progression. It has been difficult to navigate some of the requirements. It would be helpful if there was a bit more communication to the students on what the next steps are. Creation of a roadmap of course pairings
- More validation of each student's uncertainty

- Due to COVID - orientation online was a challenge, lacking an opportunity to meet professors in-person
 - Perhaps an in-person orientation for current students who participated online?
- Not able to apply skills to working with youth
 - example: in labs, working with adults rather than practice with kids
 - but also seeing that this experience will make them more well rounded
- Hybrid clinical courses were challenging - especially with no opportunity to practice in the clinic due to COVID restrictions
- Better feedback and timing on assignments

Interpretation of Results: The international infusion of school and clinical specializations in Core coursework seems to be effective based on the student Town Hall responses. We will continue to monitor the process of this moving forward. As far as areas for growth, students seem to be indicating they need more regular communication from the Program, especially given the disconnect due to COVID. Students who were provided with the online orientation will be invited to the in-person orientation to be held in December.

Alumni Survey Data

Alumni Survey Responses			
Scale = 1 (not prepared/satisfied) to 5 (excellent preparation/satisfaction)			
Survey Question	Mean	SD	N
Professional orientation and ethical practice	4.78	0.43	18
Social and cultural diversity	4.22	0.65	18
Human growth and development	4.00	0.84	18
Career Development	4.16	0.71	18
Helping relationships and the counseling process	4.33	0.54	18
Group work	3.94	0.80	18
Assessment	4.11	1.02	18
Research and Program Evaluation	3.89	1.02	18
Direct service to Clients	4.5	0.86	18
Integrative Internship Practice	4.72	0.46	18
Satisfaction with Practicum Site Supervisor	4.28	1.02	18
Satisfaction with Internship Site Supervisor	4.44	0.70	18
Satisfaction with Practicum Faculty Supervisor	4.72	0.46	18
Satisfaction with Internship Faculty Supervisor	4.56	0.70	18
Core Program Objectives			
Infusing theory into practice	4.22	0.88	18
Considering clients holistically	4.56	0.51	18

Advocating for client well-being	4.44	0.62	18
Maintaining membership and engaging in leadership with professional organizations	4.28	0.67	18
Adhering to and demonstrating ethical principles and practices	4.72	0.46	18
Advocating for the profession	4.44	0.78	18
Acknowledging role in community-based social justice	4.06	0.73	18
Evaluating and addressing the unique needs of marginalized populations	4.11	0.76	18
Collaborating with community organizations through practical experiences	4.11	0.83	18
Acquiring skills to work with intersectional identities through clinical placements	3.72	1.07	18

Interpretation of Results: Survey results from the recent alumni were not surprising as they mirror data trends we had seen in the last few years. The program has a strong orientation to the profession of counseling and ethical practice and we remain strong at conceptualizing clients holistically. However, areas of concern from previous years and Internship Students survey results (i.e. Research and Program Evaluation, Assessment, Group work, and Human Growth and Development) remain consistently low. Faculty will need to conduct needs assessments to determine if there are specific areas for improvement that would help students better understand how the material is integrated into their practice.

Additionally, it was helpful to see how recent graduates rated the Program performance on the new Program Objectives to allow us to have a baseline for future work. The results from the Alumni were higher than anticipated given that specific curricular infusion has not been formally and intentionally implemented.

Program Applicant, Student, and Graduate Numbers

	2020-21 School Year									
	Total	Female	Male	Foreign	Black	Asian	Hispanic	White	2 or More Races	Other
Clinical Applicants	37	29	8	0	1	0	1	31	2	1
School Applicants	28	20	8	0	2	0	3	19	1	3
TOTAL	65	49	16	0	3	0	4	50	3	4
Clinical Students	42	33	9	1	3	0	6	30	0	2
School	40	37	3	0	2	0	2	35	1	0

Students										
TOTAL	82	70	12	1	5	0	8	65	1	2
Clinical Graduates	3	2	1	0	3	0	0	0	0	0
School Graduates	10	9	1	0	0	0	2	8	0	0
TOTAL	13	11	2	0	3	0	2	8	0	0

Interpretation of Results: The Counselor Education program is primarily made up of students who identify as white women. Based on our number of applicants and acceptances, we are replacing our graduating class each year as well as adding students to our roster. While it is common for counseling applicants to be primarily white women, the program faculty, and University as a whole, do not see this as a reason to accept the status quo within our own applicant pool and student population. The University, and the College of Education and Human Services specifically, is making it a priority to recruit and retain students with marginalized identities. We have a Counselor Education faculty member on the 2021-22 College of Education admissions committee who will help guide recruitment and retention efforts for the University, the College, and our Counselor Education program.

Appendix A - Updated Continuous Assessment Plan

WIU Goals	WIU Objectives	2106 CACREP Standard Measuring Objectives	Assessment Measure for Objective
Core Program Goals:			
Develop effective, evidence-based, ethical and multicultural clinical skills by			
	infusing theory into practice	2.F.1.k., 2.F.2.b., 2.F.2.c., 2.F.3.a., 2.F.3.b., 2.F.3.c., 2.F.3.d., 2.F.4.a., 2.F.5.a., 2.F.5.c., 2.F.5.d., 2.F.5.e., 2.F.5.g., 2.F.5.h., 2.F.5.i., 2.F.5.j., 2.F.5.n., 2.F.6.a.,	CN 545 KPI CN 547 KPI CN 591/2 KPI CN 595/7 KPI CN 596/8 KPI Site Supervisor Evals
	considering clients holistically	2.F.3.a., 2.F.3.b., 2.F.3.c., 2.F.3.i., 2.F.4.a., 2.F.4.c., 2.F.4.f., 2.F.4.g., 2.F.4.h., 2.F.4.j., 2.F.7.e., 2.F.7.i., 2.F.7.j., 2.F.7.m.	CN 541 KPI CN 554 KPI CN 542 KPI
	advocating for client well-being	2.F.1.e., 2.F.2.h.,	CN 516 KPI CN 541 KPI Internship Site Supervisor Evals
Develop strong professional counselor identity with a comprehensive integration of the student's chosen specializations by			

	Maintaining membership and engaging in leadership with professional organizations	2.F.1.f.	CN 549 KPI CN 591/2 - Member count CN 595/7 - Member count CN 596/8 - Member count
	Adhering to and demonstrating ethical principles and practices	2.F.5.n., 2.F.6.d., 2.F.6.g., 2.F.7.b., 2.F.7.g., 2.F.7.h., 2.F.8.b., 2.F.8.c., 2.F.8.d., 2.F.8.e., 2.F.8.i., 2.F.8.j.,	CN 581 KPI CN 515 KPI CN 542 KPI CN 591/2 KPI CN 595/7 KPI CN 596/8 KPI
	Advocating for the profession	2.F.1.d.,	CN 520 KPI CN 514 KPI
Become reflexive practitioners who understand their value and identities in order to			
	Acknowledging their role in community-based social justice	2.F.2.b., 2.F.2.h.,	CN 552 KPI Internship Site Supervisor Evals
	Evaluating and addressing the unique needs of marginalized populations	2.F.2.b., 2.F.2.c., 2.F.2.d., 2.F.2.e., 2.F.2.f., 2.F.2.g., 2.F.3.h.,	CN 552 KPI Site Supervisor Evals
	Collaborating with community organizations through practical experiences	2.F.1.b., 2.F.5.c.,	CN 514 KPI CN 520 KPI
	Acquiring skills to work with intersectional identities through clinical placements	2.F.1.k., 2.F.2.c., 2.F.5.f.,	CN 545 KPI CN 547 KPI CN 591/2 KPI CN 595/7 KPI CN 596/8 KPI Site Supervisor Evals
CMHC Specialization Goals:			

In order to develop as effective clinical mental health counselors, students will			
	Be prepared to meet and implement all academic and clinical requirements to be eligible for professional licensure as a mental health counselor	5.C.1.b., 5.C.2.j., 5.C.2.l.,	CN 520 KPI CN 549 KPI CN 591 - hours log CN 597 - hours log CN 598 - hours log CPCE NCE Alumni Survey
	Demonstrate strong clinical skills in case conceptualization, diagnosis, documentation and treatment planning related to a variety of clinical settings	5.C.1.c., 5.C.1.e., 5.C.2.d., 5.C.2.m., 5.C.3.a., 5.C.3.b.,	CN 591 KPI CN 597 KPI CN 598 KPI Site Supervisor Evals
	Develop an understanding of programmatic design, evaluation, and implementation in clinical mental health settings	5.C.2.c.,	CN 515 KPI
	Demonstrate an understanding of clinical mental health counselor identity and roles in the delivery of services within multiple settings including advocacy and leadership responsibilities	5.C.2.a., 5.C.2.i., 5.C.3.c., 5.C.3.d., 5.C.3.e.,	CN 520 KPI CN 521 KPI CN 598 KPI - Project
SC Specialization Goal:			
In order to develop as effective school counselors, students will			

	<p>Demonstrate an understanding of school counselor identity and roles as leader, advocate, consultant, collaborator, and systemic change agent, especially in supporting under-resourced and marginalized populations</p>	<p>5.G.2.a., 5.G.2.b., 5.G.2.f.</p>	<p>CN 514 KPI CN 516 KPI CN 518 KPI CN 592 KPI - Project CN 595 KPI - Project CN 596 KPI - Project</p>
	<p>Be prepared to meet and implement all academic and clinical requirements to be eligible for professional licensure as a school counselor</p>	<p>5.G.2.l., 5.G.2.n.</p>	<p>CN 514 KPI CN 549 KPI CN 592 - hours log CN 595 - hours log CN 596 - hours log CPCE SC Content Exam Alumni Survey</p>
	<p>Learn to create and implement a comprehensive school counseling program that highlights the intersection of students' academic, post-secondary, and personal/social considerations through an MTSS framework and data-driven practices</p>	<p>5.G.3.a., 5.G.3.b., 5.G.3.c., 5.G.3.d., 5.G.3.h., 5.G.3.k., 5.G.3.n., 5.G.3.o.,</p>	<p>CN 516 KPI CN 592 KPI - Project CN 595 KPI - Project CN 596 KPI - Project</p>
	<p>Recognize and adapt core counseling skills and techniques to apply in the school setting.</p>	<p>5.G.1.e., 5.G.3.e., 5.G.3.f.</p>	<p>CN 592 KPI - Clinical CN 595 KPI - Clinical CN 596 KPI - Clinical Site Supervisor Evals</p>