

Department of Counselor Education**M.S.Ed. in Counseling
Clinical Mental Health Counseling Option
School Counseling Option****Annual Assessment Report of Student Progress****2010-2011
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) 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.

1. Articulation of Learning Outcomes

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>).

Professional Identity

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

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)

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)

2. Identification of Direct Measures of These Learning OutcomesProfessional 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, and Associates, 2010). Students are evaluated as either satisfactory or unsatisfactory on progress and GPA. Recommendations for improvement are provided to students.

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

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 or recently graduated 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

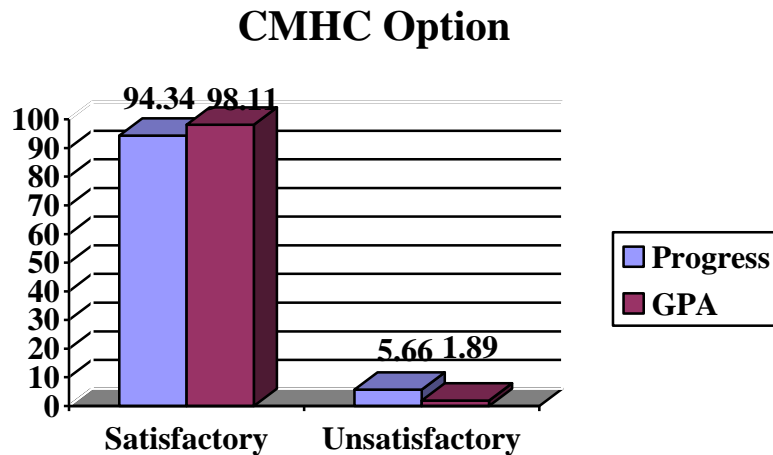
The Illinois Certification Testing System (ICTS) is taken by students in our School Counseling option who are interested in certification as an Illinois School Counselor. This examination assesses students in the following content areas:

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

3. Results of Direct Measures

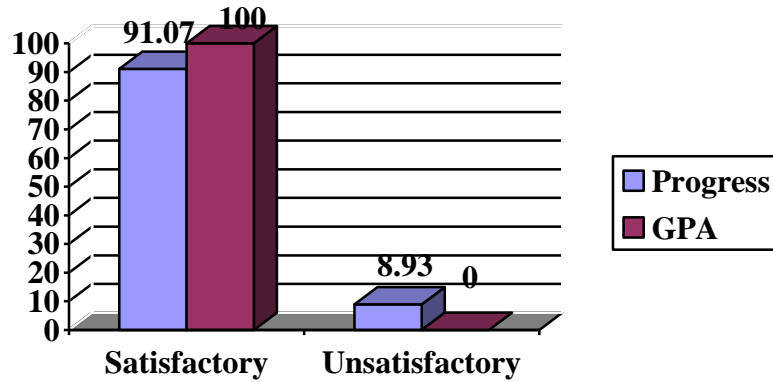
Professional Identity

Annual Graduate Student Review results 53 CMHC student for Spring 2011 indicate that 94.34% are making satisfactory progress and 98.11% have satisfactory GPAs.



Annual Graduate Student Review results 51 School Counseling student for Spring 2011 indicate that 91.07% are making satisfactory progress and 100% have satisfactory GPAs.

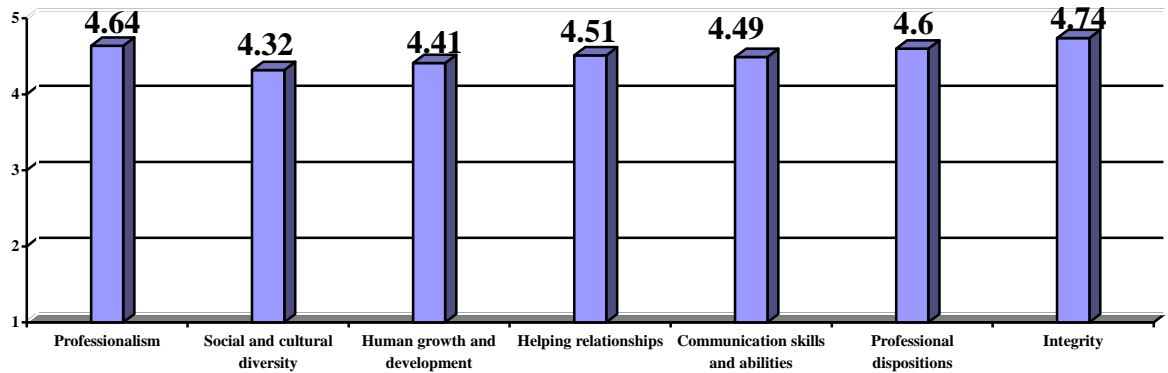
School Counseling Option



Professional Practice

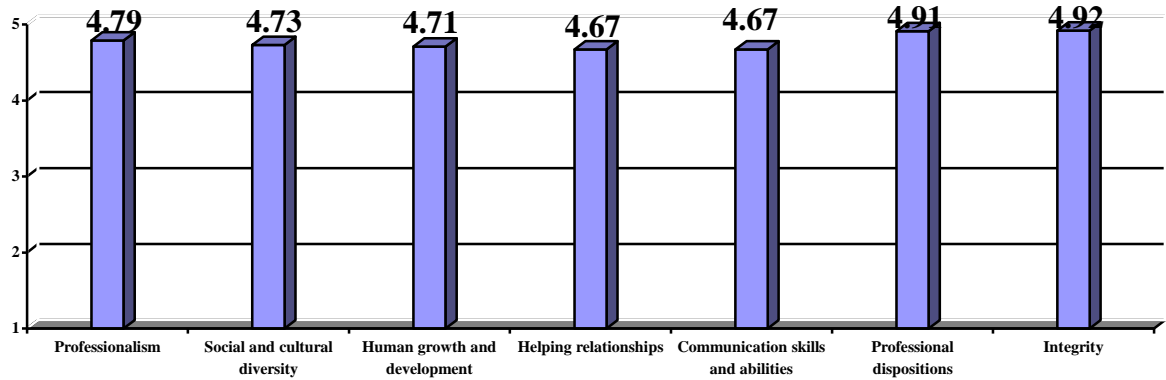
Counseling Practicum Site-Supervisor Evaluation overall results for Fall 2010 indicate that CMHC students are making good to excellent progress ($M = 4.53$ on a 1-5 scale). Results for the seven (7) evaluation areas also show students are making good to excellent progress.

CMHC Option



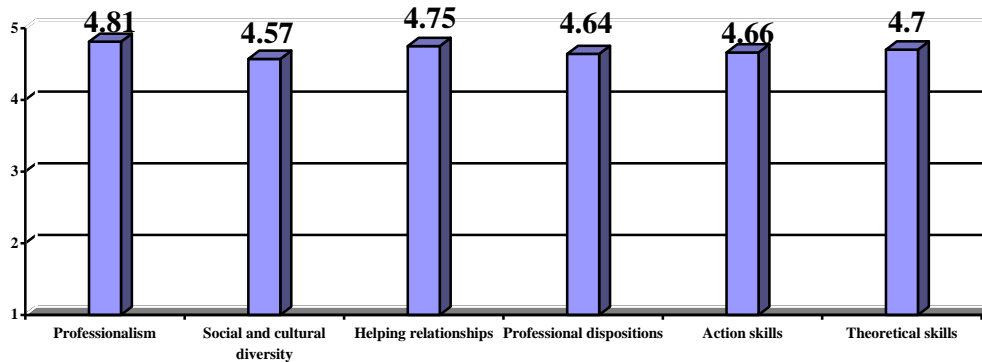
Counseling Practicum Site-Supervisor Evaluation overall results for Fall 2010 indicate that School Counseling students are making good to excellent progress ($M = 4.76$ on a 1-5 scale). Results for the seven (7) evaluation areas also show students are making good to excellent progress.

School Counseling Option



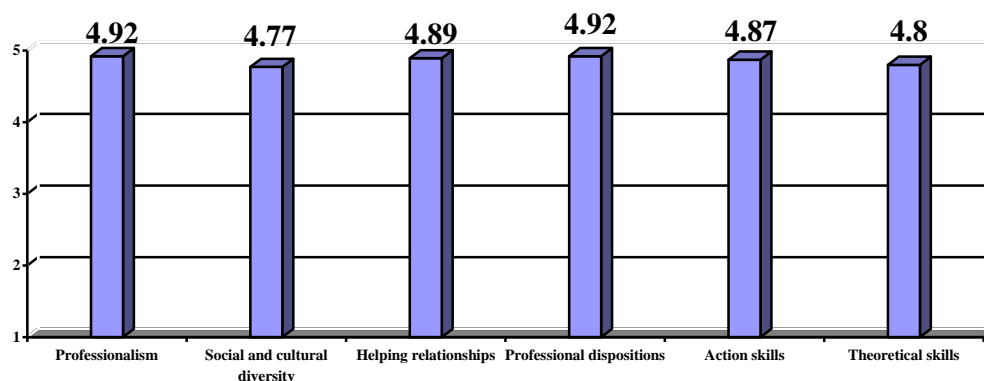
Counseling Internship Site-Supervisor Evaluation overall results for Spring 2011 indicate that CMHC students are making good to excellent progress ($M = 4.69$ on a 1-5 scale). Results for the six (6) evaluation areas also show students are making good to excellent progress.

CMHC Option



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.

School Counseling Option



Program Area Standards

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)

National Counselor Examination (NCE) overall and area results for Fall 2010 indicate that WIU-QC CNED students' scores are consistent with national averages (within 1 standard deviation). The minimum criteria for passing was 89 and 100% of WIU-QC CNED students passed.

CMHC Option

CACREP Areas	CNED	National Results
Human Growth & Development	7.40 (1.67)	7.72 (2.34)
Social & Cultural Foundations	5.20 (1.10)	6.23 (2.03)
Helping Relationships	21.00 (2.45)	22.81 (5.18)
Group Work	10.80 (2.28)	10.45 (2.49)
Career & Lifestyle Development	12.00 (2.00)	11.96 (2.88)
Appraisal	11.60 (1.67)	11.00 (3.09)
Research & Program Evaluation	8.80 (1.79)	7.93 (2.82)
Professional Orientation & Ethics	19.00 (3.54)	18.61 (3.75)
Total	95.80 (8.07)	96.70 (19.38)

Counselor Work Behavior Areas	CNED	National Results
Fundamentals of Counseling	40.60 (2.88)	41.60 (8.14)
Assessment & Career Counseling	11.20 (1.10)	11.95 (3.30)

Group Counseling	13.00 (2.24)	11.10 (2.97)
Professional Practice Issues	17.60 (1.52)	17.31 (4.34)
Programmatic & Clinical Interventions	13.40 (3.58)	14.81 (3.62)
Total	95.80 (8.07)	96.70 (19.38)

Illinois Certification Testing System (ICTS) overall and mean scaled scores in the four content areas for Spring 2011 indicate that WIU0QC CNED students' scores are consistent with statewide averages. The pass rate was 100% at WIU-QC and 95% statewide.

School Counseling Option

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

4. 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

Professional Identity

Annual Graduate Student Review. All students whose 2010-2011 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. This review was not included in the 2009-2010 Assessment of Student Learning Data.

Professional Practice

Counseling Practicum Site-Supervisor Evaluation. 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.

Counseling Internship Site-Supervisor Evaluation. 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.

Program Area Standards

CPCE. 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.

NCE. Given that the 2010-2011 counselor examination results for our CMHC students were consistent with national averages 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. This counselor examination was included in the 2009-2010 Assessment of Student Learning Data and results at that time were consistent with this administration of the counselor examination.

ICTS. 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.