

## **Department of Counselor Education**

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

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

**2011-2012  
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 2011-2012 assessment of student learning data and long term changes implemented as a result of 2010-2011 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)**

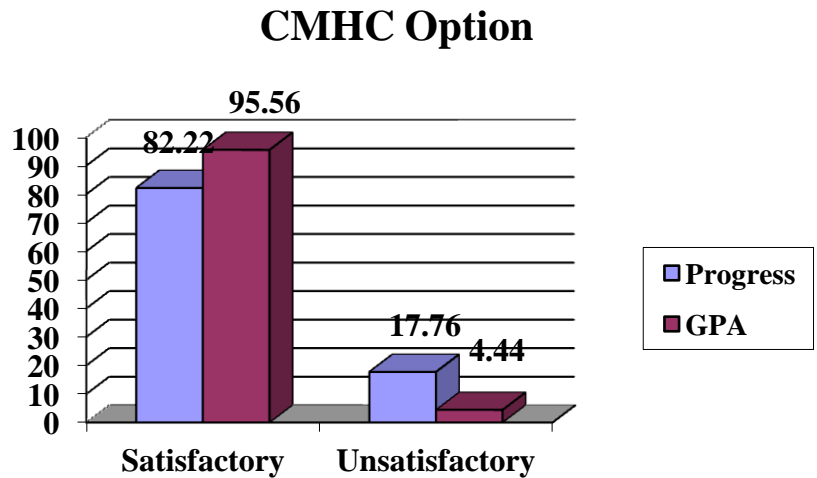
Annual graduate student review of all students in CNED (CACREP, I.AA.4).

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

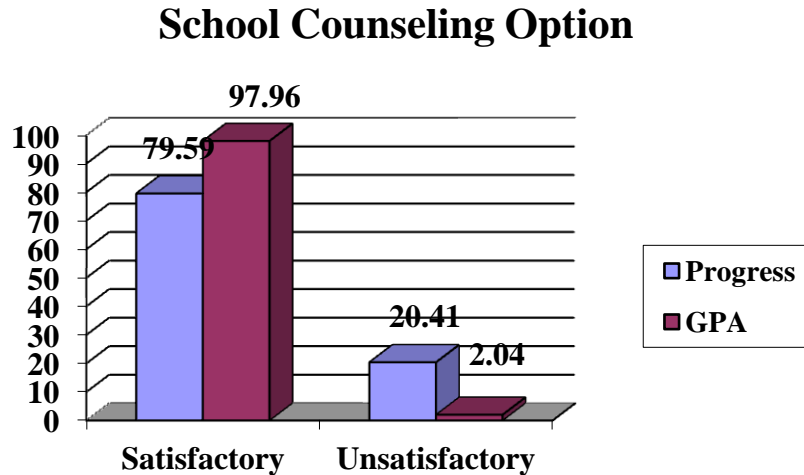
The Annual Graduate Student Review is conducted in the Spring on all CNED students. This evaluation consists of assessing student progress on personal growth, academic performance, and program completion in relation to professional competencies and dispositions (Engels, Barrio Minton, Ray, & Associates, 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 45 CMHC students for Spring 2012 indicate that 82.22% are making satisfactory progress and 95.56% have satisfactory GPAs.



Annual Graduate Student Review results 49 School Counseling students for Spring 2012 indicate that 79.59% are making satisfactory progress and 97.96% have satisfactory GPAs.



**1d. Impact - Feedback Related to Changes Planned (or Already Implemented) in Reaction to the 2011-2012 Assessment of Student Learning Data and Long Term Changes Implemented as a Result of 2010-2011 Assessment of Student Learning Data (Professional Identity)**

Annual Graduate Student Review. All students whose 2011-2012 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, however, that there was a slight increase in unsatisfactory progress for the 2011-2012 review for both CMHC and School Counseling students. Faculty reaction indicated that while the students may have had satisfactory progress, many were referred to see their advisor to review and update their degree plan. Faculty think that some students may not read the recommendations once they read the overall results and this in turn resulted in unsatisfactory progress during this review. Faculty plan to change the format of the written recommendations to address this concern.

**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

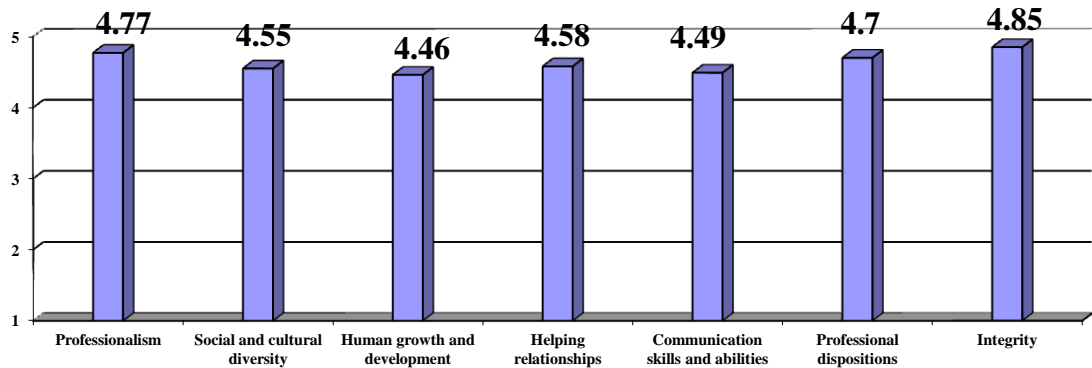
A formal evaluation of student progress at the completion of internship (by the site supervisor) using a likert-type scale (1 = poor; 5 = excellent) is conducted on the following areas:

- 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)**

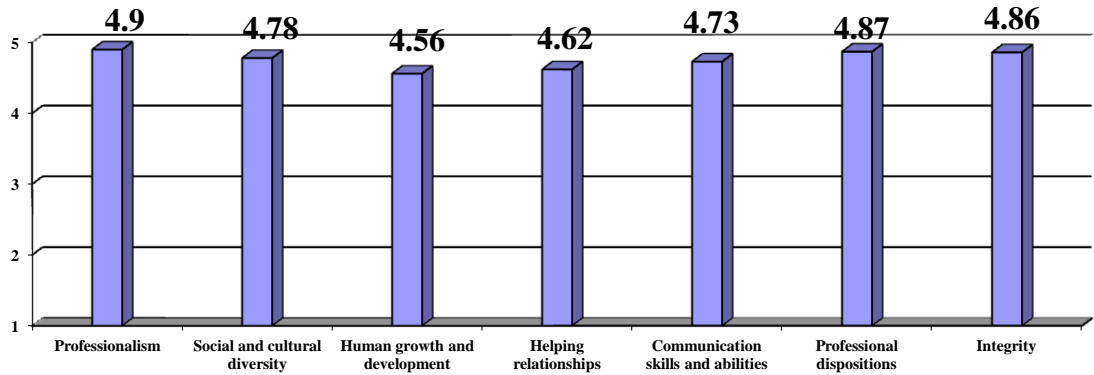
Counseling Practicum Site-Supervisor Evaluation overall results for Fall 2011 indicate that CMHC students are making good to excellent progress ( $M = 4.62$  on a 1-5 scale). Results for the seven (7) evaluation areas also show students are making good to excellent progress.

**CMHC Option - Practicum**



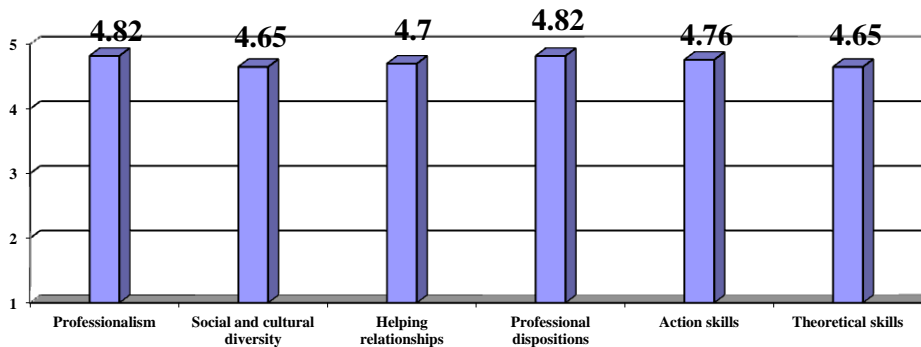
Counseling Practicum Site-Supervisor Evaluation overall results for Fall 2011 indicate that School Counseling students are making good to excellent progress ( $M = 4.76$  on a 1-5 scale). Results for the seven (7) evaluation areas also show students are making good to excellent progress.

### School Counseling Option - Practicum

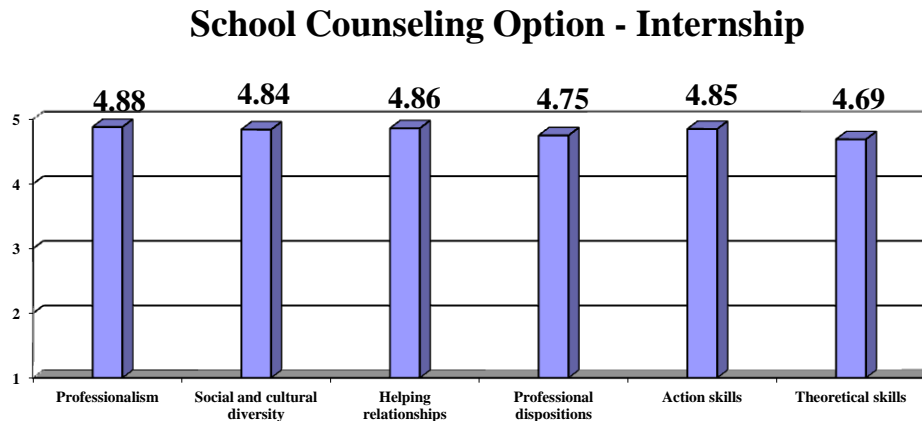


Counseling Internship Site-Supervisor Evaluation overall results for Spring 2012 indicate that CMHC students are making good to excellent progress ( $M = 4.73$  on a 1-5 scale). Results for the six (6) evaluation areas also show students are making good to excellent progress.

### CMHC Option - Internship



Counseling Internship Site-Supervisor Evaluation overall results for Spring 2012 indicate that School Counseling students are making good to excellent progress ( $M = 4.81$  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 2011-2012 Assessment of Student Learning Data and Long Term Changes Implemented as a Result of 2010-2011 Assessment of Student Learning Data (Professional Practice)**

Counseling Practicum Site-Supervisor Evaluation. Given that the 2011-2012 practicum 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.

Counseling Internship Site-Supervisor Evaluation. Given that the 2011-2012 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.

**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 who are interested in licensure as an Illinois School Counselor. This examination assesses students in the following content areas:

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

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

Counselor Preparation Comprehensive Examination (CPCE) overall and content area results for Spring 2012 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 29 WIU-QC CNED students who took the exam, 28 (97%) 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	10.72 (2.39)	12.33 (2.44)	10.18 (2.9)
Social & Cultural Foundations	10.45 (1.73)	11.1 (2.26)	9.83 (2.68)
Helping Relationships	12.28 (2.49)	12.14 (2.39)	10.45 (2.74)
Group Work	12.1 (2.2)	12.02 (2.49)	9.68 (3.2)
Career & Life Style Development	11.9 (1.9)	11.6 (2.34)	9.51 (2.76)
Appraisal	9.86 (1.87)	10.48 (2.23)	9.09 (2.58)
Research & Program Evaluation	11.34 (2.26)	11.82 (2.61)	10.16 (3.14)
Professional Orientation & Ethics	12.31 (2.23)	12.66 (2.24)	10.37 (2.88)
<b>Total</b>	<b>90.97</b> <b>(10.4)</b>	<b>94.14</b> <b>(13.43)</b>	<b>79.28</b> <b>(17.43)</b>



National Counselor Examination (NCE) overall and area results for Fall 2011 indicate that WIU-QC CNED students' scores are consistent (within 1 *SD*) or higher than national averages. The minimum criteria for passing was 89 and 66.67% of WIU-QC CNED students passed (NOTE: only 3 students took the exam during this testing period).

**CMHC Option**

<b>CACREP Areas</b>	<b>CNED</b>	<b>National Results</b>
Human Growth & Development	9.00 (2.65)	7.08 (2.09)
Social & Cultural Foundations	6.67 (2.52)	6.31 (1.67)
Helping Relationships	19.67 (6.66)	20.95 (5.15)
Group Work	14.67 (1.53)	11.85 (2.26)
Career & Lifestyle Development	12.33 (3.06)	10.33 (2.66)
Appraisal	11.33 (3.21)	11.27 (3.06)
Research & Program Evaluation	9.00 (6.08)	7.74 (2.58)
Professional Orientation & Ethics	21.33 (1.15)	20.18 (3.61)
<b>Total</b>	<b>104.00</b> <b>(24.58)</b>	<b>95.72</b> <b>(16.73)</b>

<b>Counselor Work Behavior Areas</b>	<b>CNED</b>	<b>National Results</b>
Fundamentals of Counseling	42.67 (10.02)	40.46 (6.98)
Assessment & Career Counseling	13.67 (3.79)	12.02 (3.00)
Group Counseling	13.33 (3.51)	11.85 (2.66)
Professional Practice Issues	19.33 (4.93)	16.72 (4.22)
Programmatic & Clinical Interventions	15.00 (3.00)	14.67 (3.45)
<b>Total</b>	<b>104.00</b> <b>(24.58)</b>	<b>95.72</b> <b>(16.73)</b>

Illinois Certification Testing System (ICTS) overall and mean scaled scores in the four content areas for Spring 2012 indicate that WIU0QC CNED students' scores are consistent with statewide averages. The pass rate was 100% at WIU-QC and 93% statewide.

**School Counseling Option**

<b>Content Areas</b>	<b>CNED</b>	<b>Statewide Results</b>
Student Development Across Domains	265	260
Assessment, Instruction, and Services	277	269
The School Environment & Counseling Program	270	266
The School Counseling Profession	263	256
<b>Total</b>	<b>269</b>	<b>263</b>

**3d. Impact - Feedback Related to Changes Planned (or Already Implemented) in Reaction to the 2011-2012 Assessment of Student Learning Data and Long Term Changes Implemented as a Result of 2010-2011 Assessment of Student Learning Data (Program Area Standards)**

CPCE. Given that the 2011-2012 preparation evaluation results again 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, one students score was below what our Departmental cut score would be. This preparation evaluation was included in the 2009-2010 and the 2010-2011 Assessment of Student Learning Data and results at that time were consistent with this administration of the preparation evaluation. This is the 3rd 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 mean would have on their eligibility to graduate.

NCE. Given that the 2011-2012 counselor examination results for our CMHC students were again consistent with national averages and slightly higher than last year 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 and the 2010-2011 Assessment of Student Learning Data and results at that time were consistent with this administration of the counselor examination. One area of concern that is also consistent over administrations is that when our student results are compared to other student results who were CACREP-prepared, our scores are then lower than average (but still within 1 *SD*). Faculty reaction to these results is to review our program offerings and the rigor of our preparation over the next two years. Another change is in reaction to the number of students taking the exam. Given that very few students take the exam in the Fall we plan to only offer it in the Spring. This would also impact the availability of results for this report in that Spring results are not available until mid-August.

ICTS. Given that the 2011-2012 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 and the 2010-2011 Assessment of Student Learning Data and results at that time were consistent with this administration of the Illinois certification test.