

Department of Counselor Education

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

Annual Assessment of Student Learning Report

**2012-2013
Academic Year**

Overview of the Counselor Education Assessment Plan

The mission of the (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

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)

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

1d. Impact - Feedback Related to Changes Planned (or Already Implemented) in Reaction to the 2012-2013

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

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

- a. Professionalism
- b. Social and cultural diversity
- c. Human growth and development
- d. Helping relationships
- e. Communication skills and abilities
- f. Professional dispositions
- g. Integrity

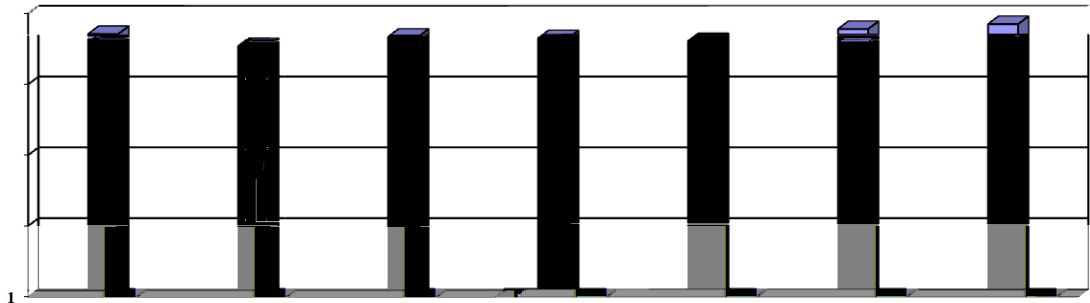
A formal evaluation of student progress at the completion of internship (by the site supervisor) using a likert-type scale (1 = poor; 5 = excellent) is conducted on the following areas:

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

2c. Results of Direct Measures (Professional Practice)

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

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



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

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

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

Counseling Practicum Site-Supervisor Evaluation. The 2012-2013 practicum evaluation resulted in the fair to good range. This is lower than previous years. This evaluation was included in the 2010-2011 and the 2011-2012 Assessment of

- 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

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

Counselor Preparation Comprehensive Examination (CPCE) overall and content area results for Spring 2013 indicate that WIU- are consistent with national averages (within 1 standard deviation) for both exit and non-exit exams. NOTE: Results are for all CNED students (CMHC and School Counseling combined). Of the 21 WIU-QC CNED students who took the exam, 20 (95.24%) had scores that would meet or exceed what would be used as a passing score should this have been used as *our* exit exam.

CMHC and School Counseling Options Combined

Content Area	CNED	National Exit	National Non-Exit
Human Growth and Development	12.38 (1.79)	12.34 (2.48)	12.60 (2.42)
Social & Cultural Foundations	7.71 (2.05)	8.56 (2.40)	8.70 (2.23)
Helping Relationships	10.43 (1.59)	10.27 (2.21)	10.78 (1.87)
Group Work	10.62 (2.5)	10.53 (2.75)	11.05 (2.18)
Career & Life Style Development	9.9 (2.09)	10.49 (2.48)	10.30 (2.76)
Appraisal	9.14 (1.88)	10.06 (2.07)	10.45 (1.88)
Research & Program Evaluation	9.67 (1.83)	9.60 (2.76)	9.57 (2.40)
Professional Orientation & Ethics	1109.41 €		

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

CMHC Option

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

School Counseling Option

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

CPCE. The 2012-2013 preparation evaluation results fell slightly below (but not significantly below)

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

ICTS. Given that the Fall 2012 Illinois certification test results for our School Counseling students were again consistent with state averages we intend to ensure that we maintain the quality of our student preparation for program areas standards. This Illinois certification test was included in the 2009-2010, the 2010-2011, and the 2011-2012 Assessment of Student Learning Data and results at that time were consistent with this administration of the Illinois certification test. A change in State Law now requires school counseling students to take and pass this test prior to beginning internship.