

Department of Counselor Education

M.S.Ed. in Counseling School Counseling Option

Annual Assessment Report of Student Progress for Teacher Education Programs

**2012-2013
Academic Year**

Overview of the Counselor Education Assessment Plan

The Department of Counselor Education's Six-Step Assessment Plan associated with the School Counseling option incorporates the following six elements: 1) program information, 2) faculty chart, 3) SPO learning outcomes for the program, 4) measurement of learning outcomes, 5) description of results, and 6) feedback on changes planned (or already implemented) in reaction to the 2011-2012 assessment of student learning data.

1. Program Information

The mission of the Department of Counselor Education's (CNED) School Counseling option informs our program objectives. 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 School Counseling objectives is to graduate competent and ethical 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 (SPO). The purpose of each assessment is to improve the quality of the School Counseling option 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 School Counseling option prepares students for work as elementary and/or secondary school counselors in both public and private school settings. Licensure/certification as an Illinois School Counselor requires that the candidate complete an approved program in counseling and possess a master's degree. Western Illinois University's approved program has been preparing candidates for licensure/certification since the 1940s. Further information about CNED and the School Counseling option can be found at wiu.edu/counselored.

2. Faculty Chart

Name	License Type	Expiration Date
Carrie Alexander-Albritton Assistant Professor	Licensed Professional Counselor (Idaho)	11/22/2013
	National Certified Counselor	11/15/2015
	Certified Alcohol and Other Drug Counselor	12/15/2014
Rebecca Newgent Professor and Chairperson	Licensed Clinical Professional Counselor (Illinois)	03/31/2015
	Licensed Professional Clinical Counselor - Supervision Designation (Ohio)	07/21/2015
	Licensed Professional Counselor - Supervision Endorsement (Arkansas)	06/30/2015
	National Certified Counselor	07/31/2017
Holly Nikels Professor	Licensed Clinical Professional Counselor (Illinois)	03/31/2015
Leslie W. O’Ryan Professor	Licensed Clinical Professional Counselor (Illinois)	03/31/2015
	National Certified Counselor	11/30/2014
Tiffany Stoner-Harris Assistant Professor	Licensed Clinical Professional Counselor (Illinois)	03/31/2015
	National Certified Counselor	05/31/2018

3. SPO Learning Outcomes for the Program

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>).

- 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)
- c. Common core curricular experiences and demonstrated knowledge in professional orientation and ethical practice (CACREP, II.G.1.a-j).
- d. Common core curricular experiences and demonstrated knowledge in social and cultural diversity (CACREP, II.G.2.a-f).
- e. Common core curricular experiences and demonstrated knowledge in human growth and development (CACREP, II.G.3.a-h).
- f. Common core curricular experiences and demonstrated knowledge in career development (CACREP, II.G.4.a-g).
- g. Common core curricular experiences and demonstrated knowledge in helping relationships (CACREP, II.G.5.a-g).
- h. Common core curricular experiences and demonstrated knowledge in group work (CACREP, II.G.6.a-e).

- i. Common core curricular experiences and demonstrated knowledge in assessment (CACREP, II.G.7.a-g).
- j. Common core curricular experiences and demonstrated knowledge in research and program evaluation (CACREP, II.G.8.a-f).

Additionally, the Illinois state Board of Education (ISBE) assesses student learning outcomes on the following four areas:

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

4. Measurement of Learning Outcomes

State Licensure Examinations of Content Knowledge

The Illinois Certification Testing System (ICTS) is taken by students in our School Counseling option who are interested in licensure/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

Additional Assessment of Content Knowledge

All internship students (including Clinical Mental Health Counseling 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

Assessment of Candidate Ability to Plan Instruction

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 area:

Comprehensive Counseling and Guidance Program Management

- a. Ability to plan and present developmental curriculum to students
- b. Ability to present counseling curriculum to school personnel
- c. Demonstrates the ability to design and implement preventative, developmental and organized systems for delivering responsive services

The Evaluation of Clinical 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

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 area:

Contextual Dimensions of School Counseling

- a. Advocates for all students

- b. Demonstrates the ability to plan, develop, implement, monitor and evaluate comprehensive school counseling programs in classrooms or school-wide settings
- c. Demonstrates the ability to recognize and assist children and adolescents who may use alcohol or other drugs or who may reside in homes where substance abuse occurs
- d. Demonstrates the ability to function in a consultative role

Assessment Demonstrating Candidate Effect on Student Learning

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 area:

Foundations of School Counseling

- a. Demonstrates an understanding of the relationship between school counseling to academic and student success
- b. Demonstrates knowledge of current issues, policies, laws, and legislation relevant to school counseling
- c. Demonstrates knowledge of current and emerging technology in school counseling, and implements appropriate new technologies

Assessment of Professional Dispositions

The Annual Graduate Student Review is conducted in the Spring. 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 either satisfactory or unsatisfactory on progress and GPA. Recommendations for improvement are provided to students.

5. Results of Direct Measures

State Licensure Examinations of Content Knowledge

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

Content Areas	CNED	Statewide Results
Student Development Across Domains	260	258
Assessment, Instruction, and Services	274	268
The School Environment & Counseling Program	268	267
The School Counseling Profession	257	261
Total	265	258

Combined overall mean scores for the period of September 1, 2012 – August 31, 2013 area as follows:

Student Development Across Domains:	265
Assessment, Instruction, and Services:	271
The School Environment & Counseling Program:	274
The School Counseling Profession:	258
Total:	267

Additional Assessment of Content Knowledge

Counselor Preparation Comprehensive Examination (CPCE) overall and content area results for Spring 2013 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 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.

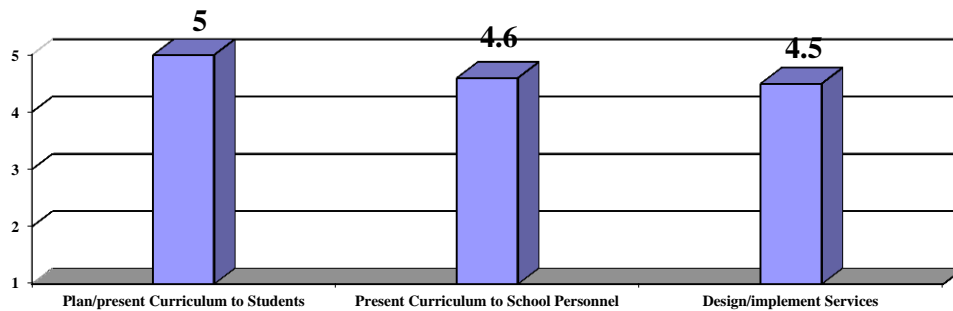
CMHC and School Counseling Options Combined

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	11.24 (1.92)	12.03 (2.68)	11.48 (2.35)
Total	81.1 (8.53)	83.87 (14.74)	84.91 (12.14)

Assessment of Candidate Ability to Plan Instruction

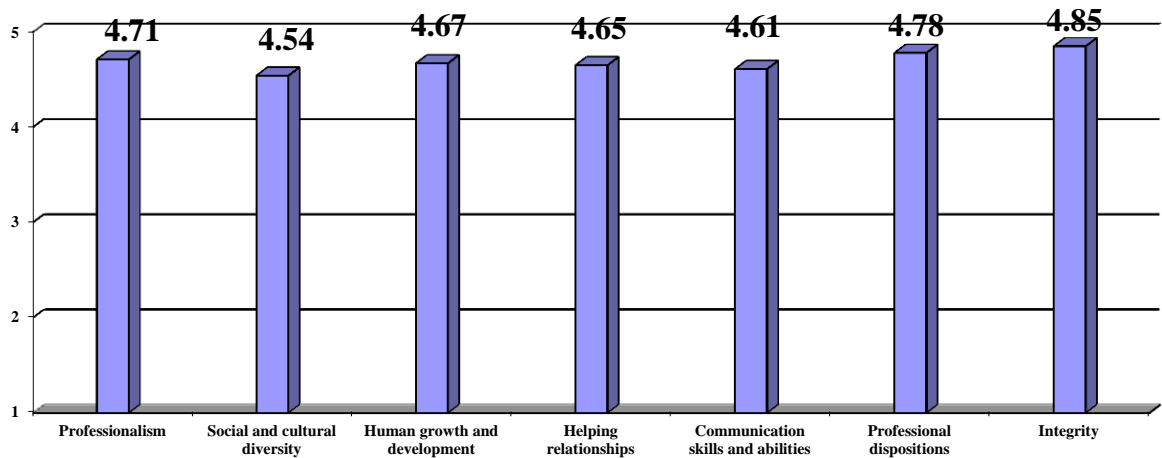
Counseling Internship Site-Supervisor Evaluation of Comprehensive Counseling and Guidance Program Management overall results for Spring 2013 indicate that School Counseling students are making good to excellent progress (*M* – 4.74 on a 1-5 scale).

Comprehensive Counseling and Guidance Program Management

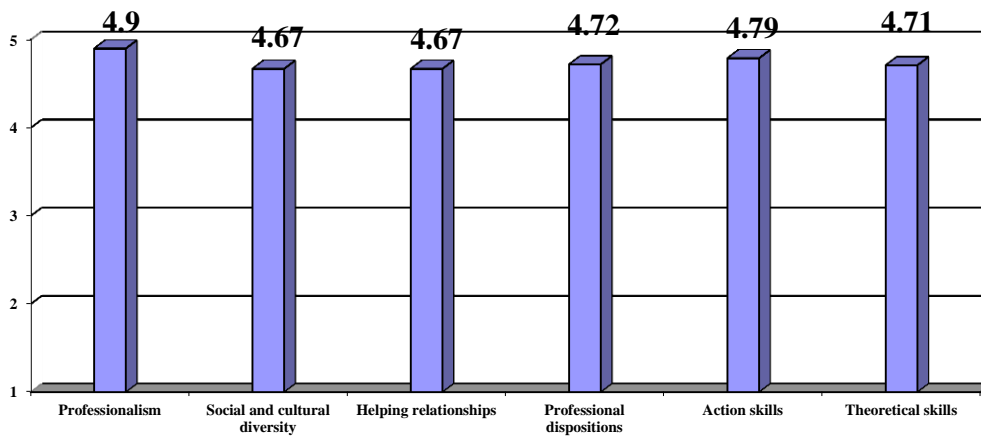


The Evaluation of Clinical Practice

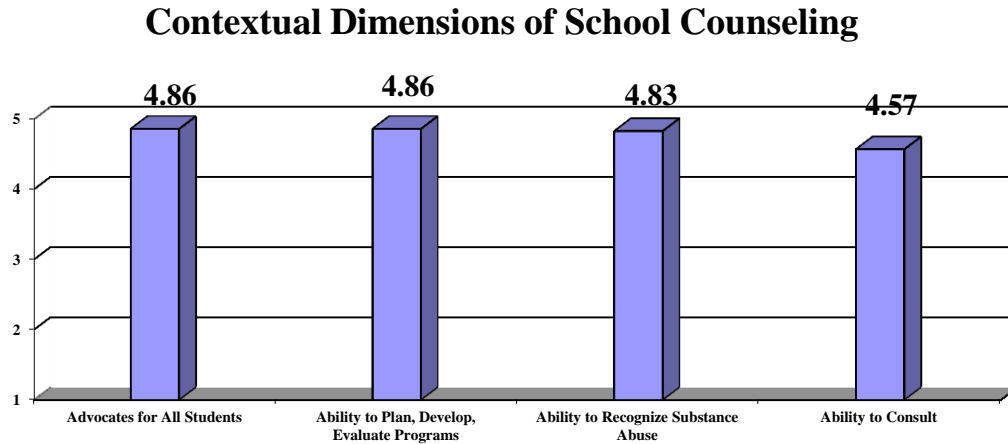
Counseling Practicum Site-Supervisor Evaluation overall results for Fall 2012 indicate that School Counseling students are making good to excellent progress ($M = 4.69$ on a 1-5 scale). Results for the seven (7) evaluation areas also show students are making good to excellent progress.



Counseling Internship Site-Supervisor Evaluation overall results for Spring 2013 indicate that 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.

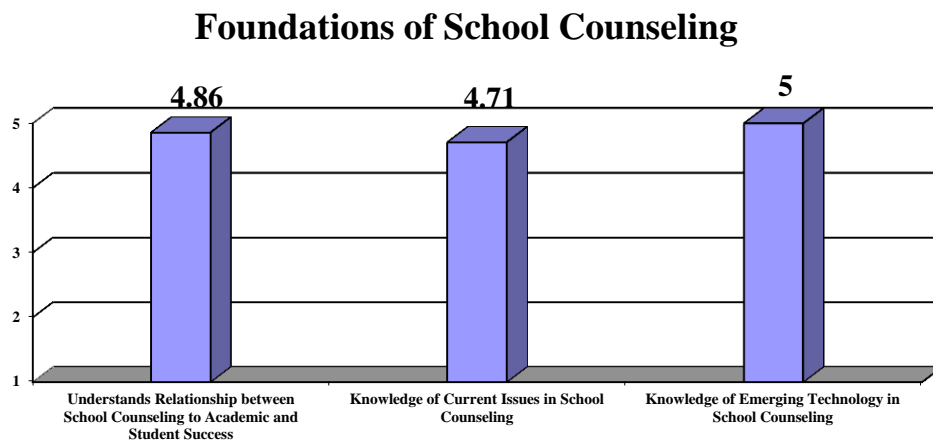


Counseling Internship Site-Supervisor Evaluation of Contextual Dimensions of School Counseling overall results for Spring 2013 indicate that School Counseling students are making good to excellent progress ($M = 4.76$ on a 1-5 scale).



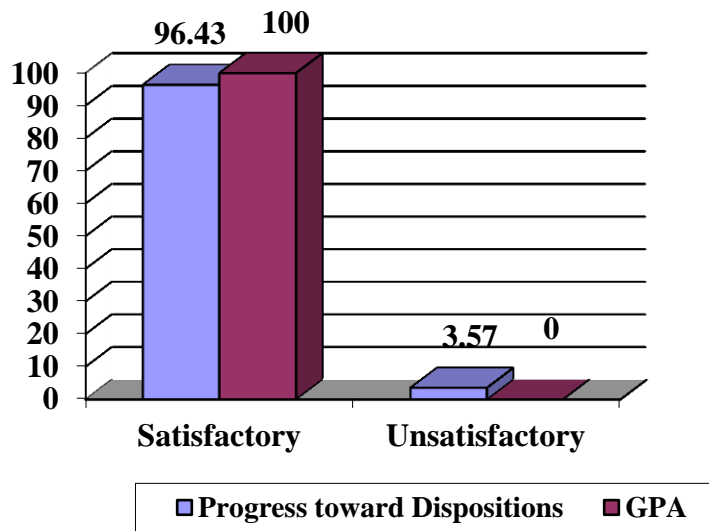
Assessment Demonstrating Candidate Effect on Student Learning

Counseling Internship Site-Supervisor Evaluation of Foundations of School Counseling overall results for Spring 2013 indicate that School Counseling students are making good to excellent progress ($M = 4.86$ on a 1-5 scale).



Assessment of Professional Dispositions

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



6. 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

State Licensure Examinations of Content Knowledge

Given that the 2012-2013 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, 2010-2011, and 2011-2012 Assessments of Student Learning Data and results at that time were consistent with this administration of the Illinois certification test.

Additional Assessment of Content Knowledge

The 2012-2013 preparation evaluation results were slightly lower (but not significantly lower) than 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. This preparation evaluation was included in the 2009-2010, 2010-2011, and 2011-2012 Assessment of Student Learning Data and results at that time were slightly higher (but so were the national exit and national non-exit exam results) with this administration of the preparation evaluation. This is the 4th 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 under the 2011-2012 catalog. 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. We have drafted a Comprehensive Exam Policy (see wiu.edu/counselored) and all students have been informed of this policy via the CNED listserv.

Assessment of Candidate Ability to Plan Instruction

Given that the 2012-2013 internship evaluation of comprehensive counseling and guidance program management resulted in the good to excellent range, we intend to ensure that we maintain the quality of our student preparation in this area. Note that there was an increase in plan/present curriculum to students. This evaluation was not included in the 2009-2010 Assessment of Student Learning Data but is consistent with the 2010-2011 and 2011-2012 administrations of this assessment.

The Evaluation of Clinical Practice

While the 2012-2013 practicum evaluations resulted in slightly lower (but not significantly lower) results, they were still 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 but is mostly consistent with the 2010-2011 and 2011-2012 administrations of this assessment.

While the 2012-2013 internship evaluations resulted in slightly lower (but not significantly lower) results, they were still 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 but is mostly consistent with the 2010-2011 and 2011-2012 administrations of this assessment.

Given that the 2012-2013 internship evaluation of contextual dimensions of school counseling results in the good to excellent range, we intend to ensure that we maintain the quality of our student preparation in this area. This evaluation was not included in the 2009-2010 Assessment of Student Learning Data but is consistent with the 2010-2011 and 2011-2012 administrations of this assessment.

Assessment Demonstrating Candidate Effect on Student Learning

Given that the 2012-2013 internship evaluation of foundations of school counseling results in the good to excellent range, we intend to ensure that we maintain the quality of our student preparation in this area. This evaluation was not included in the 2009-2010 Assessment of Student Learning Data but is consistent with the 2010-2011 and 2011-2012 administrations of this assessment.

Assessment of Professional Dispositions

Given that the 2012-2013 assessment of professional dispositions review resulted overall positive (satisfactory) results, we intend to ensure that we maintain the quality of our student preparation in this area. Students with unsatisfactory 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. It was noted that there was a slight increase in satisfactory progress and satisfactory GPA for the 2012-2013 review for School Counseling students when compared to the 2011-2012 review. Faculty reaction indicated that the plan to change the format of the written recommendations to address prior concerns appears to have worked well and may account for the improvement. This evaluation was not included in the 2011-2012 Assessment of Student Learning Data Results from the 2010-2011 and 2011-2012 administrations were slightly lower (but not significantly lower) than this evaluation.