**Learning Goals for the M.S. in Counseling**

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| --- | --- | --- | --- | --- |
| What are the learning objectives? | How, where, and when are they assessed? | What are the expectations? | What are the results? | Committee/ person responsible? How are results shared? |
| 1. Candidates will display the required academic preparation and professional dispositions necessary to succeed in the graduate program in Counseling and Student Development. | How: Admission Rating SheetWhere:Department of Counseling and Student DevelopmentWhen:During Admission Process | 1. Top Scores in GPA, Experience, References, Writing Sample, and Group Interview rubric | Spring 2017 Admissions:(beginning admissions Summer or Fall 2017)**School Counseling**Expectation 1:26 Total Applicants Applied21 Invited to InterviewExpectation 2:18 Accepted for Admission\_3 Denied Admission\_0 Withdrew Admission**Clinical Counseling**Expectation 1:47 Total Applicants Applied40 Invited to InterviewExpectation 2:19 Accepted for Admission 13 Denied Admission\_8 Withdrew Admission | Counseling Admission Committee will compute composite scores and select the top 15 scores for admission.Each admitted student will be tracked to compare admission score to performance in the program. |
| 2. Candidates will display evidence of a depth of content knowledge.3. Candidates will display evidence of maintaining professional dispositions. | How:1) Overall GPA2) Assessment Rubrics - Where:2) Fall: CSD 5500, 5510, 5520, 5530, 5600, 5640, 5942Spring: CSD 5600, 5620, 5630, 5900, 5920, 5930/5940, 5960, 5970, 5980, 6900/203) Passing Score School Certification Exam4) Comprehensive Exam5) Internship Presentation6) NCE Exam7) Exit Surveys of students8) Internship Supervisory Survey9) Alumni and Employee SurveyWhen:1) Student Review (Fall and Spring)How:Student Review RubricWhere:Department of Counseling and Student DevelopmentWhen:Every Semester (Student Review Conference) | 1) Maintain overall 3.0 GPA2) 80% of students surveyed indicate course objectives were met - rating each objective at an average of 4 out of 63) 90% Pass rate4) 90% Pass rate5) 90% completion of Presentations6) 90% pass rate on exam7) 80% of surveyed indicate students are prepared or well-prepared Meet expectations as established by Rubrics  | **1) Overall GPA:**99% Expectations Met1% Expectations Not Met**2) Assessment Rubrics:**97% Overall Expectations Met (N=247)3% Overall Expectations Not Met (N=7)CSD 5510: Professional Orientation - 100% Expectations MetCSD 5520: Theories of Counseling - 100% Expectations MetCSD 5530: Basic Counseling Skills - 100% Expectations MetCSD 5600: Cross-Cultural Counseling - 100% Expectations MetCSD 5610: Human Development for Counselors - 100% Expectations MetCSD 5620: Group Counseling - 100% Expectations MetCSD 5630: Practicum - 100% Expectations MetCSD 5640: Play Therapy - 100% Expectations MetCSD 5900: Appraisal - 86% Expectations MetCSD 5920: Career Counseling - 100% Expectations MetCSD 5930: Foundations of Clinical Mental Health Counseling - 100% Expectations MetCSD 5400: Special Topics in Clinical Counseling - 100% Expectations MetCSD 5942: School Counseling: Collab., & Consultation - 100% Expectation MetCSD 5943: Foundations and Mtg. of School Counseling Program - 100% Expectations MetCSD 5960: Family Counseling - 100% Expectations Met**CSD 5970: Addictions Counseling - 56% Expectations Met**CSD 5980: Clinical Diagnosis and Treatment Planning - 100% Expectations MetCSD: 6900, 6920: Supervised Clinical Experience - 100% Expectations Met**3) School Certification Exam:**100% Expectations Met0% Expectations Not Met**4) Comprehensive Exam:**100% Pass 0% Fail **5) Internship Presentation:**100% Pass 0% Fail **6) Passing Score on NCE: (N=17)**76% Expectations Met24% Expectations Not Met**Clinical Mental Health Counseling NCE Exam Results (Fall 2016)---Mean Scores**

|  |  |
| --- | --- |
|  | **Results** |
| **CACREP****Areas** | EIU | National | CACREP | Non CACREP |
| **Human Growth & Development** | 9.33 | 7.64 | 8.61 | 8.38 |
| **Social & Cultural Diversity** | 8.11 | 7.98 | 8.47 | 8.15 |
| **Helping Relationships** | 26.00 | 22.83 | 25.43 | 24.81 |
| **Group Work** | 12.44 | 10.55 | 11.86 | 11.61 |
| **Career Development** | 11.44 | 11.08 | 12.29 | 11.68 |
| **Assessment** | 13.56 | 12.00 | 13.61 | 13.44 |
| **Research & Program Evaluation** | 8.67 | 8.51 | 9.68 | 9.53 |
| **Professional Orientation & Ethical Practice** | 23.11 | 20.22 | 22.10 | 21.71 |
| **Total** | **112.70** | 100.81 | 112.05 | 109.31 |

**Clinical Mental Health Counseling NCE Exam Results (Fall 2016)---Mean Scores**

|  |  |
| --- | --- |
|  | **Results** |
| **Counselor Work Behavior Areas** | EIU | National | CACREP | Non CACREP |
| **Fundamental Counseling Issues** | 21.00 | 19.60 | 21.62 | 21.26 |
| **Counseling Process** | 35.33 | 30.53 | 33.97 | 33.11 |
| **Diagnostic & Assessment Services** | 16.44 | 15.12 | 16.58 | 16.13 |
| **Professional Practice** | 24.67 | 22.24 | 25.14 | 24.48 |
| **Professional Development, Supervision, and Consultation** | 15.22 | 13.32 | 14.74 | 14.35 |
| **Total** | **112.70** | 100.81 | 112.05 | 109.31 |

  **School Counseling NCE Exam Results (Fall 2016)---Mean Scores**

|  |  |
| --- | --- |
|  | **Results** |
| **CACREP****Areas** | EIU | National | CACREP | Non CACREP |
| **Human Growth & Diversity** | 9.40 | 7.64 | 8.61 | 8.38 |
| **Social & Cultural Diversity** | 7.80 | 7.98 | 8.47 | 8.15 |
| **Helping Relationships** | 26.80 | 22.83 | 25.43 | 24.81 |
| **Group Work** | 13.40 | 10.55 | 11.86 | 11.61 |
| **Career Development** | 11.60 | 11.08 | 12.29 | 11.68 |
| **Assessment** | 13.40 | 12.00 | 13.61 | 13.44 |
| **Research & Program Evaluation** | 10.20 | 8.51 | 9.68 | 9.53 |
| **Professional Orientation & Ethical Practice** | 22.80 | 20.22 | 22.10 | 21.71 |
| **Total** | **115.40** | 100.81 | 112.05 | 109.31 |

**School Counseling NCE Exam Results (Fall 2015)---Mean Scores**

|  |  |
| --- | --- |
|  | **Results** |
| **Counselor Work Behavior Areas** | EIU | National | CACREP | Non CACREP |
| **Fundamental Counseling Issues** | 21.20 | 19.60 | 21.62 | 21.26 |
| **Counseling Process** | 34.00 | 30.53 | 33.97 | 33.11 |
| **Diagnostic & Assessment Services** | 15.20 | 15.12 | 16.58 | 16.13 |
| **Professional Practice** | 29.00 | 22.24 | 25.14 | 24.48 |
| **Professional Development, Supervision, and Consultation** | 16.00 | 13.32 | 14.74 | 14.35 |
| **Total** | **115.40** | 100.81 | 112.05 | 109.31 |

**7) Exit Survey:** 100% Professional Identity 100% Social/Cultural Identity100% Human Growth/Develop.83% Career Development 100% Helping Relationships100% Group Work92% Assessment83% Research/Program Eval.100% Foundations/Practice100% Management/Coordination of Agency100% Knowledge/Skills 100 % Overall Knowledge/Skills100% Satisfaction with Self-performance100% Satisfaction with faculty assistance100% Overall evaluation of professional preparation**Strengths of the program reported on 2016-2017 Counseling Exit Survey, *N=14****Note.* Faculty Characteristics belief in students, available, accountability, dedication to student success, and encouraging**Weaknesses of the program reported on 2016-2017 Counseling Exit Survey, *N=14***Note. Weaknesses were not significant with any characteristic indicated by more than one student.**Internship Supervisor Survey:**Quality of Intern based on Program Preparation: **Adequately Prepared – Well Prepared**100% Professional Identity 95% Social and Cultural Diversity100% Human Growth and Development100% Career Development 100% Helping Relationships100% Group Work100% Assessment100% Research and Program Evaluation100% Foundations of Professional Practice95% Knowledge of Management/Coordination of Agency/Schools100% Knowledge/Skills required for Clinical Mental Health/ Schools100% Overall Knowledge/Skills for Treatment/Practice100% Overall Skills Essential for Professional Practice100% Satisfaction with Performance of Intern100% Satisfaction with University Coordinator/Supervisor Assistance100% Overall evaluation of Intern’s preparation**Strengths of the program reported on 2016-2017 Internship Supervisor Survey****School (N= 10)*** **Competence – well prepared**
* **Effective interns and professors**
* **Solid counseling skills base**
* **Knowledgeable in counseling, ethics, and practice**
* **Professionalism**
* **Intern’s openness to learn**

**Clinical (N = 10)*** **Clinically strong—Well prepared**
* **Focus on cultural competency**
* **Supportive of student(s) and agencies**
* **Professionalism**
* **Knowledgeable in counseling, ethics, and practice**
* **Supervision and consultation**

**Weaknesses of the program reported on 2016-2017 Internship Supervisor Survey****School (N = 10)*** **Needs more accommodations for students who work full-time**
* **Not enough communication with University supervisor**
* **More supervisory visits**

**Clinical (N = 10)*** **Class conflicts with adolescent population**
* **Needs more accommodations for students who work full-time**
* **Split internships causes conflict; hinders learning**
* **Selection in course reading material**

**No surveys were conducted this year****1) Fall 2016****School Counseling:**26 Good Standing \_1Concern**Clinical Counseling:**28 Good Standing\_1Concern**2) Spring 2017****School Counseling:**27 Good Standing\_0 Concern**Clinical Counseling:**26 Good Standing\_3 Concern  | The data for Learning Objective 2 will be collected by the Department Chair and summarized for review (see end of report).The data for Learning Objective 3 is collected during Student Review (Fall/Spring).Students identified for the first time receive a warning and participate in an informal discussion with their advisor. Students identified a second time enter a formalized retention process targeting needed change. |
| 4. Candidates will display evidence of effective critical thinking and problem solving skills. | How:Assessment RubricWhere:1) Fall: CSD 5510, 5530, 5610, 6900-01-02, 6920-212) Spring: CSD 5620, 5630, 6900-01-02, 6920-21 | 80% surveyed indicate all objectives were met by rating each objective at an average of 4 out of 6 | 1) Fall 201698% Expectations Met (N=83)2% Expectations Not Met (N=2)2) Spring 201795% Overall Expectations Met (N=166)5% Overall Expectations Not Met (N=9)**CSD 5510: Professional Orientation -** 100% Expectations Met**CSD 5520: Theories of Counseling -** 100% Expectations Met**CSD 5530: Basic Counseling Skills -** 100% Expectations Met**CSD 5600: Cross-Cultural Counseling -** 94% Expectations Met**CSD 5610: Human Development for Counselors -** 100% Expectations Met**CSD 5620: Group Counseling -** 100% Expectations Met**CSD 5630: Practicum -** 88% Expectations Met**CSD 5640: Play Therapy -** 100% Expectations Met**CSD 5900: Appraisal -** 95% Expectations Met**CSD 5920: Career Counseling -** 100% Expectations Met**CSD 5930: Foundations of Clinical Mental Health Counseling -** 100% Expectations Met**CSD 5400: Special Topics in Clinical Counseling -** 100% Expectations Met**CSD 5942: School Counseling: Collaboration & Consultation -** 100% Expectations Met**CSD 5943: Foundations and Mgt of School Counseling Programs -** 92% Expectations Met**CSD 5960: Family Counseling -** 100% Expectations Met**CSD 5970: Addictions Counseling -** 70% Expectations Met **CSD 5980: Clinical Diagnosis and Treatment Planning -** 94% Expectations Met**CSD: 6900, 6920 Supervised Clinical Experience -** 96% Expectations Met | The data for Learning Objective 4 will be collected by the Department Chair and summarized for review (see end of report). |
| 5. Candidates will display evidence of effective oral and written communication skills. | How:Assessment RubricWhere: 1) Fall: CSD 5500, 5510, 5600, 5640, 5960, 6900-01-01, 6920-212) CSD 5600, 5630, 5900, 5920, 5960, 5980, 6900-01-02, 6920-21 | 100% surveyed indicate all objectives were met by rating each objective at an average of 4 out of 6 | 1) Fall 201695% Expectations Met (N=81)5% Expectations Not Met (N=4)2) Spring 201794% Overall Expectations Met (N =150)6% Overall Expectations Not Met (N=10)**CSD 5510: Professional Orientation -** 100% Expectations Met**CSD 5520: Theories of Counseling -** 88% Expectations Met**CSD 5530: Basic Counseling Skills -** 94% Expectations Met**CSD 5600: Cross-Cultural Counseling -** 94% Expectations Met**CSD 5610: Human Development for Counselors -** 100% Expectations Met**CSD 5620: Group Counseling -** 100% Expectations Met**CSD 5630: Practicum -** 100% Expectations Met**CSD 5640: Play Therapy -** 100% Expectations Met**CSD 5900: Appraisal -** 75% Expectations Met**CSD 5920: Career Counseling -** 88% Expectations Met – **CSD 5930: Foundations of Clinical Mental Health Counseling -** 100% Expectations Met**CSD 5400: Special Topics in Clinical Counseling -** 100% Expectations Met**CSD 5942: School Counseling: Collaboration & Consultation -** 100% Expectations Met**CSD 5943: Foundations and Mgt of School Counseling Program -** 100% Expectations Met**CSD 5960: Family Counseling -** 100% Expectations Met**CSD 5970: Addictions Counseling -** 70% Expectations Met**CSD 5980: Clinical Diagnosis and Treatment Planning -** 94% Expectations Met**CSD: 6900, 6920: Supervised Clinical Experience -** 97% Expectations Met | Students are surveyed each semester to determine if course objectives are met. Results are collected by the Department Chair and summarized for review. |
| 6. Candidates will display evidence of advanced scholarship through research and/or creative activity. | How:Research RubricWhen: First Year, First semester(CSD 5500) | 100% surveyed indicate all objectives were met by rating each objective at an average of 4 out of 6 | Fall 2016100% Expectations Met0% Expectations Not Met | Students are surveyed each semester to determine if course objectives are met. Results are collected by the Department Chair and summarized. |

**PART TWO**

Describe your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

The major change in the assessment report is the adoption of student evaluations of course objectives. We surveyed the students in each class to have them rate how effective the class met syllabi objectives. Overall the assessment data indicates we are producing graduates who are well-prepared to enter the profession based on exit and internship supervisor surveys. The Department of Counseling and Student Development is currently accredited through 2021 by the Council of Accreditation of Counseling and Related Programs (CACREP).

**PART THREE**

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

Changes and/or improvements in curriculum, instruction, and learning will be implemented as a result of discussing the data collected over the last year.

1. The following will be shared with faculty at the upcoming fall retreat based on the latest data collected in 2016-2017:
* Recruitment strategies that were discussed during Retreat and implemented in the Fall resulted in successful admission yield. Both programs saw increases in admitted students for Fall 2017.
1. In addition the following data will be shared with faculty at the upcoming fall retreat:
* Objective 1: Based on the data, our admission process is working well. Using the admission rubrics and extensive interview process, we are able to select candidates that meet our objectives and ensure our learning community thrives. As indicated earlier, both programs saw increased admission yields. However, more work is needed to increase the number of applicants for the School Counseling program.
* Objective 2: Depth of Content was measured using GPA, Course Assessment Rubrics, NCE/School Cert. Exams, Comprehensive Exams, Internship Presentations, Exit and Supervisory surveys (Alumni and Employer surveys will be conducted this year). The following data was collected:
1. 3.0 GPA was maintained by students currently enrolled in the counseling program with one exception. The identified student was

 required to leave the program.

1. Data collected indicated that 97% of all students surveyed thought courses are meeting syllabi objectives. Some discussion will occur

this year on changes to Addiction Counseling.

1. 76% pass rate on the NCE national exam and 100% pass rate on the School Certification Exam. Mean scores for all content areas were

 higher than the national average.

4) 100% pass rate on the Comprehensive Exam;

5) 100% pass rate on Internship presentations;

6) Overall Exit survey results were positive. None of categories fell below the 75% threshold on the student exit survey: Career

 Development (83%) and Research/Program Evaluation (83%) were the lowest among the listed categories. However, as the NCE

mean scores indicate, these content areas, albeit lower than desired, were higher than the national average mean scores.

Strengths include supportive faculty, class size, and faculty characteristics. Areas of concern were minimal.

7) Data indicate the following: Internship Supervisors were 100% satisfied and reported that students are highly prepared;

School (*N= 10)* Strengths include:

**Competence – well prepared; Effective interns and professors; Solid counseling skills base; Knowledgeable in counseling, ethics, and practice; Professionalism; Intern’s openness to learn**

Clinical (N = 10) Strengths include: **Clinically strong—well prepared; Focus on cultural competency; Supportive of students and agency; Professionalism; Knowledgeable in counseling, ethics, and practice; Supervision and consultation.**

School (N = 10) Areas to improve: **Needs more accommodations for students who work full-time; Not enough communication with University supervisor; More supervisory visits**

Clinical (N = 10) Areas to improve: **Needs more accommodations for students who work full-time; Class conflicts with adolescent population Split internships cause conflict/hinders learning; Selection in course reading material**

* Objective 3: We spend considerable time ensuring our students maintain a professional disposition throughout the program. The remedial process we have in place is working given that most of the students flagged with a warning were asked to enter our retention phase and only three were put on a formal remedial plan;
* Objective 4: New rubrics were utilized in this assessment cycle and 98% of students surveyed in the Fall and 95% of the students surveyed in the Spring indicated they were satisfied with efforts to meet critical thinking objectives.
* Objective 5: New rubrics were utilized in this assessment cycle and 95% of students surveyed in the Fall and 94% of the students surveyed in the Spring indicated they were satisfied with their efforts to meet oral and written communication objectives.
* Objective 6: New rubrics were utilized in this assessment cycle and 100% of students surveyed in the Fall indicated they were satisfied with their efforts to meet advanced research course objectives.