

Form 201BC: Assessment Report Form for Instructional Programs 2010-2011

Program Clinical Mental Health Counseling Graduate Program

Department Psychology

Outcomes

List the outcome(s) being assessed.

Upon Graduation from the School Counseling Track:

1. Students will demonstrate knowledge in the relationship between human growth and development and counseling.
2. Students will demonstrate knowledge in assessment, research, and evaluation.
3. Students will understand the dynamics of the helping relationship and be able to apply this understanding in counseling and group guidance.
4. Students will understand educational and career planning and be able to apply this understanding effectively in school counseling settings, including settings with the complex challenges of urban youth, families and communities.
5. Students will demonstrate a professional orientation and knowledge of professional and ethical issues.
6. Students will understand how to assess a client, including urban youth, as well as develop and implement an appropriate plan of intervention to use in effectively teaching the client.
7. Students will demonstrate knowledge of social and cultural issues relevant to counseling and be able to apply this knowledge in counseling school settings.
8. Students will be prepared for employment as a school counselor.
9. Students will demonstrate a high level of knowledge in school guidance and counseling.

Upon Graduation from the Clinical Mental Health Counseling Track:

1. Students will demonstrate knowledge in the relationship between human growth and development and counseling.
2. Students will demonstrate knowledge in assessment, research, and evaluation.

3. Students will understand the dynamics of the helping relationship and be able to apply this understanding in individual and group counseling with clients including urban youth and their families..
4. Students will understand educational and career planning and be able to apply this understanding effectively in urban and other clinical mental health counseling settings.
5. Students will demonstrate a professional orientation and knowledge of professional and ethical issues.
6. Students will understand how to assess a client, including urban youth and their families, as well as develop and implement an appropriate plan of intervention to use effectively with the client(s).
7. Students will demonstrate knowledge of social and cultural issues relevant to counseling and be able to apply this knowledge in clinical mental health counseling settings.
8. Students will be prepared for employment as a clinical mental health counselor.
9. Students will demonstrate a high level of knowledge in clinical mental health counseling.

Method of Assessment

List the assessment instrument(s) and explain the administration procedures. Unless stated and explained otherwise, all instruments in the assessment plan must be administered and reported.

- a. **First Assessment—(Content Based Assessment)** Illinois Type 73 in School Counseling Certification Exam Results: This exam is administered by the Illinois State Certification Testing System
- b. **Second Assessment--Content Assessment #2** - Comprehensive Examination – Part One Objective Exam Results: This objective exam is administered by the Counseling Graduate Program faculty to students enrolled in Practicum (assesses outcomes # 1,2,3,4,5,6,7,8,9).
- c. **Third Assessment--Assessment of Planning** - Comprehensive Examination – Part Two Case Conceptualization and Treatment Planning Essay Results: This essay exam is administered by the Counseling Graduate Program faculty to students enrolled in Internship and involved the conceptualization of a case study and the development of a theoretically based, appropriate plan of assessment and treatment (assesses outcomes # 1,2,3,4,5,6,7,8,9).
- d. **Fourth Assessment--Clinical Assessment** - Practicum Assessment (Field Supervisor Rating Form): This evaluation form is completed by the field supervisor during practicum (assesses outcomes # 3,4,5,6,7,8,9).

- e. **Fifth Assessment--Assessment of Impact on Student Learning or Providing a Supporting Learning Environment - Internship Assessment (Field Supervisor Rating Form):** This evaluation form is completed by the field supervisor during internship (assesses outcomes # 3,4,5,6,7,8,9).
- f. **Sixth Assessment (Determined by Program, Unit or SPA) - Portfolio and Faculty Supervisor Form Exit Rating:** This evaluation is completed at the end of the program and involves and rating of the portfolio and an exit survey (assesses outcomes # 1,2,3,4,5,6,7,8,9).
- g. **Seventh Assessment (Determined by Program, Unit or SPA) -- Candidacy Evaluation Results:** Program faculty evaluate the academic performance, written skills, verbal skills, ethical behavior, emotional maturity, professional development, and personal stability of all students during Pre-Practicum (assesses # 3,5,7,8).
- h. es # 3,5,7,8).

Assessment Findings/Interpretations/Conclusion (Answer all questions.)

Actual assessment data for the 09/08 through and 10/11 year cycle are reported on the attached Form 201C. The data suggest that students are performing well on the required program assessments. Since the institution of an objective comprehensive examination, which prepares students for the Type 73 Certification Exam in School Counseling and the National Counselor Examination, students have performed better on these exams. In addition, study and practice for the exam is incorporated into the Practicum class, so all students are prepared as they matriculate through the program. A small number of students (N = 2) failed the exam, but passed prior to taking internship and completing the program. Most students report that they are more than adequately prepared for this exam by the course content of PSYC 5760. Similarly, students' scores on Part One of the comprehensive examination have also continued to improve. Only one student did not pass the exam in the last academic year. Item analysis of Part One of the comprehensive examination has demonstrated specific content areas in which students struggle. Faculty are given the results of the analysis and asked to improve student mastery of this content. Students continue to have more difficulty in the areas of research/statistics and career. This has been discussed with faculty, who are examining the material that is not adequately mastered and are developing additional strategies for discussing and reviewing this material. In addition, there are plans to apply more research tools and career planning during practicum and internship.

A new Study Guide was developed in the internship classes to prepare students for Part Two of the comprehensive examination. In addition, students are required to write case reports, requiring the same conceptualization and planning skills in all of the clinical courses leading up to internship. Student writing and planning have continued to improve over the last few years as a result.

During Practicum, students are also starting to actually use their applied practice skills. Supervisors rating these skills over the last three academic years have given satisfactory ratings to the students. Faculty are starting to have bi-weekly consultation with site supervisors during practicum to better assess and strengthen student performance. Faculty are continuing to enhance strategies for application in clinical courses. Students are now developing a Developmental Counseling Plan in PSYC 5760, which they are expected to implement with appropriate revisions during their internship. This allows the internship supervisors to better assess the impact on student learning in more

direct ways. The complete evaluation process for of the Developmental Counseling Plan was implemented last year, when the plans of at least some internship students will have been already assessed using the appropriate rubric while taking PSYC 5760.

Finally, the logs and forms always required in clinical courses have been expanded and formalized into student portfolios, allowing a comprehensive representation of student work in their final semester. As appropriate rubric addressing standards were developed to assess these portfolios, better assessment data will be available in the future to examine more specific areas of student learning.

Trend data does suggest that the previous improvements to the program are paying off. The program recently completed the Self-Study for the CACREP re-accreditation and the site visit was completed in the Fall of 2010. A two-year accreditation was granted and the program is currently providing more evidence that a standard has been met to receive eight-year accreditation. Feedback from this process was further used to make improvements in the program. The program has already changed program curriculum and added emphasis on emergency preparedness, addictions, and psychopathology to better meet the 2009 accreditation standards. In addition, the Community Counseling Program has been modified and increased to 54 hours to meet the standards for Clinical Mental Health Counseling as required in the new standards.

Decision-making Using Findings

Additional outcome measures are being developed for use in individual courses to better assess the many CACREP standards. CACREP now is requiring evidence of assessment of every standard. To this end, a comprehensive system of student outcome measures was developed for each course in all programs. Following the re-accreditation when additional curriculum changes can be made in the program, it is likely that the two courses addressing school counseling will be consolidated to allow students to take a course in Counseling Children and Adolescents as a requirement. As a result, students will create a Developmental Counseling Program in the first year of the program. The increased emphasis on outcome assessment is expected to improve student performance and understanding of research, career, and appraisal – including content knowledge as well as application. More technology is used in all of the program courses, but increases in budget are needed to update equipment in the Counseling Laboratory and make Smart Classrooms available to all students in every class. The equipment in the lab is particularly dated and having performance issues. Requests for such funding have been discussed and administrators have been notified.

Demonstrating Improved Learning

Student learning continues to improve. Students are more consistently receiving high ratings from their supervisors and the employer/supervisor program evaluation ratings have improved. Although there were no serious areas of concern in the present trend data report, past reports indicated some problem areas. The current assessment process is much more comprehensive at this point and the student performance is higher and more consistent. Fewer students are failing the certification exam or the comprehensive examinations. Feedback

from field supervisors continues to get higher over time. In addition, all faculty have a better understanding of the CACREP and IBSE standards and how these are assessed in their specific courses, allowing them to track student performance and make curriculum adjustments as indicated.

Publicizing Student Learning

A brief summary of assessment results is available to students and prospective students on our website. Assessment requirements and results are also presented in New Student Orientation and Clinical Course Orientation. Results are e-mailed to faculty and a summary is now going to also be sent to students. Brochures mention assessment and give instructions for obtaining more information. In addition, the report is published along with all of the other CSU assessment data on the web.

Accomplishments and Challenge

The program assessment plan has been extensive for years and has been repeatedly revised. Significant changes have been made in program curriculum and examination preparation in response to the plan. Completion of the self-study for re-accreditation was a massive accomplishment. The program was granted two-year accreditation and anticipates that eight year will granted following the next CACREP board meeting this June. Limited budget for supportive software or clerical assistance as well as continued decrease in reimbursement for the assessment coordinators are very challenging. The program has been trying to hire additional faculty for three years, but timely provision of offers and hiring freezing have resulted in no hires. Although quality has been maintained, less is provided each year and more is asked of the assessment process. More resources and release time should be provided to assure that the process has depth and meaning. Without adequate support of assessment, there is inherent risk that the process will become perfunctory.

CHICAGO STATE UNIVERSITY

COUNSELING GRADUATE PROGRAM

Graduate Studies

2010-2011 Clinical Mental Health Counseling Program Alumni Survey Results

Directions: Please indicate, using the following scale, the extent that the program prepared you to meet the following objectives. Comments would be helpful to the department.

	Inadequate	Adequate	Exceptional	
	1	2	3	4 5
3.83	1. Understand basic principles of human behavior.			
3.83	2. Understand developmental concepts of childhood, adolescence and adulthood.			
4.17	3. Demonstrate an understanding of the dynamics of mental health and abnormal behavior.			
3.82	4. Understand principles of motivation and learning theory.			
4.5	5. Understand and apply techniques of assessment, research, and evaluation within school and community settings.			
4.0	6. Utilize statistical concepts in test construction, interpretation, and application of test results.			
4.17	7. Develop proficiency in application of appraisal techniques in counseling.			
4.0	8. Assist individuals in making career and educational decisions based on test results, occupational information, and changing gender roles.			
4.33	9. Understand concepts of group dynamics for the purpose of assessment and counseling in groups.			
4.17	10. Understand fundamental principles of educational, social, personal, and vocational counseling of both individuals and groups.			

- 4.33 11. Become proficient in interview and individual case reports.
- 4.50 12. Be able to analyze and prepare individual case study reports.
- 4.00 13. Function as a behavioral specialist/consultant to education and community agencies.
- 3.83 14. Develop an awareness of special needs populations including high risk and exceptional individuals as well as multicultural populations.
- 4.0 15. Demonstrate an understanding of the helping process and its application in counseling.
- 4.33 16. Utilize various counseling intervention techniques and procedures in crisis situations.
- 4.33 17. Understand and apply knowledge of legal and ethical principles to individual and group counseling.
- 3.83 18. Continue their professional orientation and development through familiarization with professional organizations, journals and professional credentialing.

Overall Average – 4.11

N = 22

FORM 201C: SUMMARY OF TREND [COE/CAS Education Programs]

Program & Department Community/Clinical Mental Health Counseling, Psychology **Assessment Coordinator** Lindsay Bicknell-Hentges

Directions: Assessment trend data is recorded in 3-year cycles. Provide the information requested in each column along with a summary of actions taken.

	May 2010 Report		May 2011 Report		May 2012 Report		
Instruments	2008/2009 Results	Actions Taken	2009/2010 Results	Actions Taken	2010/2011 Results	Actions Taken	Summary of Actions Taken
Indirect Required Assessments							
Graduation Rates / Program Completer Rates [UG/PB/MAT]							
1 st Year Retention Rates							
COE/CAS Education Program Self-Survey Report							
Student Exit Survey					4.11/5.0 Avg.	Faculty will review results and bolster related content in courses	Areas which students indicate they are less confident will be presented to faculty to assist in course enhancement
Direct Key Unit/Program Required Assessments							
COE 1 – Licensure Basic Skills, Content, APT: IL Type 73 in School Counseling Certification Exam Results for Program Completers	NA		NA		NA		
COE 2 – Content Knowledge: Comprehensive Exam Objective Part One	Fail – 3 Pass – 16 Pass Hi – 6 88% PASS	Study materials for the NCE (the model for this exam) are now required texts for practicum	Fail – 1 Pass-19 Pass Hi – 4 96% PASS	Students will take practice tests in Practicum.	Not yet Available		
COE 3 – Planning: Comprehensive Exam Part 2	Fail – 0 Pass – 25 Pass Hi – 4	New review materials were developed for Part 2	Fail – 0 Pass- 13 Pass High - 7	Theoretical emphasis on case conceptualization in	Not yet Available		

Essay- conceptualization & treatment planning	100% PASS		100% PASS	all clinical courses.			
COE 4 – Effective Practice: Practicum Field Supervisor Rating Form	Satisfactory= 10 Unsatisfactory = 1 91 % Satisfactory	Faculty discussed individual student concerns during formal meeting with practicum field supervisors and addressed these concerns with the student	Satisfactory = 17 Unsatisfactory = 0 100% Satisfactory	Faculty will have biweekly consultation with site supervisors through e-mail and phone contact.	3.44/4.0 Avg. 100% = Good/Satisfactory Unsatisfactory = 0	Faculty will help establish internship goals based on these evaluations	The specific results of these ratings are being used more to work individually with student to help improve weaker clinical and other professional skills.
COE 5 – Impact on Student Learning/ Learning Environment: Internship Field Supervisor Rating Form	Satisfactory = 22 Unsatisfactory = 0 100% Satisfactory	Data from these forms will be also analyzed across sections in the future to better assess areas of strengths and weaknesses	Satisfactory = 46 Unsatisfactory = 0 100% Satisfactory	Plan for improvement for students will be developed following first internship.	3.56/4.0 75% = Excellent 25% = Good	Faculty will review Practicum results to set specific goals for internship	Ratings are being used to both assist in individual development and to identify any general areas that are noted across students to modify program curriculum.
COE 6 – Professional Portfolio & Dispositions: and Exit Survey	Satisfactory = 21 Unsatisfactory = 0 100% Satisfactory	Portfolio scoring rubrics were developed to assess all of the school and clinical mental health standards	Satisfactory = 49 Unsatisfactory = 0 100% Satisfactory	Exit Survey will be added as an indirect measure with the portfolio remaining in this category.	Satisfactory = 22 Unsatisfactory = 0 100% Satisfactory	Students will review the related CACREP standards that are expected to be met by internship	This comprehensive assessment of student performance across the program and at the end assures that all ISBS and CACREP standards are adequately met.
7- Candidacy Evaluation Results	Accepted = 13 Accepted w/ intervention = 5 Denied = 0 100% Satisfactory	Faculty will modify the candidacy review form to better fit the CACREP 2009 standards	Accepted = 23 Accepted w/intervention = 4 Denied = 2 93% Satisfactory	Faculty in precandidacy courses will intentionally examine assessed variables in course.	Accepted = 17 Accepted w/ intervention = 2 Denied = 0 100% Satisfactory	The candidacy forms and process will be presented in the introductory classes.	The candidacy process is being used at the start of the program to give students goals and to help them better understand comprehensive expectations for emotional and professional development and performance.
8 – Supervisor/Employer Survey			4.95/5.0 100% Satisfactory	Faculty will review these results and identify areas that are rated lower to address in courses.	4.7/5.0 100% Satisfactory	Faculty in clinical courses will specific address areas of underperformance	The specific results of these ratings are being used more to work individually with student to help improve weaker clinical and other professional skills.

Employer Survey (2009-10)

SD = Strongly Disagree (1)

D = Disagree (2)

N = Neutral or NA (3)

A = Agree (4)

SA = Strongly Agree (5)

Average Score	
5.0	A. Counselor possesses sufficient knowledge and organizational skills to adequately perform the tasks of a counselor.
4.95	B. Counselor is able to work well with clients, co-workers, administrators, students, and/or parents.
4.85	C. Counselor demonstrates effective counseling skills and implements individuals and/or group counseling effectively in your setting.
4.95	D. Counselor effectively intervenes in crises.
5.0	E. Counselor demonstrates a commitment to clients and improving their behavior or learning environment.
4.95	F. Counselor is sensitive to aspects of ethnicity, culture, and special needs.

Overall Average = 4.925

N = 19

Assessment Trend Data for Counseling Graduate Program 2006/07 through 2008/09

Instruments	2006/2007 Results	Actions Taken	2007/2008 Results	Actions Taken	2008/2009 Results	Actions Taken	Summary of Actions Taken
COE 1 – Licensure Basic Skills, Content, APT: IL Type 73 in School Counseling Certification Exam Results for Program Completers	Fail – 0 Pass – 3 100% PASS	Study material for this exam is integrated into the content of the required course PSYC 5760.	14 Pass 0 Fail 100% PASS	Additional study materials are being developed and collected for students who struggle with exam content.	Fail – 0 Pass – 11 100% PASS	Faculty examined study materials from other states to supplement the limited materials provided by Illinois	Individualized instruction and materials are being collected and developed for poor performers to supplement basic preparation materials already in use.
COE 2 – Content Knowledge: Comprehensive Exam Objective Part One	Fail – 1 Pass – 8 Pass Hi – 9 94.1 % PASS	Item analysis conducted to improve psychometric properties of instrument	14 Pass 1 Fail 93.3% PASS	Students must now submit results of the pre-test to practicum instructor to identify struggling students for individual assistance.	Fail – 3 Pass – 16 Pass Hi – 6 88% PASS	Study materials for the NCE (the model for this exam) are now required texts for practicum	Strategies for identifying students who need more assistance are being put into place to supplement the comprehensive preparation already integrated into Practicum.
COE 3 – Planning: Comprehensive Exam Part 2 Essay- conceptualization & treatment planning	Fail – 1 Pass – 9 90% PASS	Written case conceptualization assignments are now required in more courses	16 Pass 0 Fail 100% PASS	Students must submit practice case conceptualizations for instructor review during internship.	Fail – 0 Pass – 25 Pass Hi – 4 100% PASS	New review materials were developed for Part 2	New review materials and increased case conceptualization requirements have improved student performance.
COE 4 – Effective Practice: Practicum Field Supervisor Rating Form	Satisfactory= 12 Unsatisfactory = 0 100% Satisfactory	Faculty planned to increase contact with the field supervisors for practicum students	Satisfactory: Y = 15; N = 0 100% Satisfactory	A new evaluation tool was developed, which addresses the ISBE objectives more comprehensively.	Satisfactory= 10 Unsatisfactory = 1 91 % Satisfactory	Faculty discussed individual student concerns during formal meeting with practicum field supervisors and addressed these concerns with the student	The new student evaluation form provides a comprehensive assessment of student performance with practicum.
COE 5 – Impact on Student Learning/ Learning Environment: Internship Field Supervisor Rating Form	Satisfactory= 28 Unsatisfactory = 0 100% Satisfactory	Faculty asked field supervisors to provide feedback on the supervisory process	Satisfactory: Y = 17; N = 1 94.4% Satisfactory	The new evaluation tool was instituted that allows for assessment of the comprehensive roles of the counselor in addition to applied counseling skills.	Satisfactory = 22 Unsatisfactory = 0 100% Satisfactory	Data from these forms will be also analyzed across sections in the future to better assess areas of strengths and weaknesses	The evaluation addresses all roles of the counselor and provides a more comprehensive assessment of performance concerning the impact on student learning.
COE 6 – Professional Portfolio & Dispositions: and Exit Survey	Satisfactory= 28 Unsatisfactory = 0	Rubrics assessing required standards were developed	Satisfactory: Y = 17; N = 1 94.4% Satisfactory	Students were given samples of certain sections of the portfolio in addition to	Satisfactory = 21 Unsatisfactory = 0 100% Satisfactory	Portfolio scoring rubrics were developed to assess all of the school and	The new portfolio process provides a comprehensive, yet easily accessible tool for reviewing student performance

	100% Satisfactory			the scoring rubrics.		clinical mental health standards	on all critical variables.
7- Candidacy Evaluation Results	Accepted = 19 Denied = 0 100% Satisfactory	The graduate committee will restructured the candidacy approval process in Fall 2007	Accepted = 15 Accepted w/Intervention =4 Denied = 1 95% Satisfactory	An instrument for sharing candidacy review feedback with identified students was developed and instituted.	Accepted = 13 Accepted w/ intervention = 5 Denied = 0 100% Satisfactory	Faculty will modify the candidacy review form to better fit the CACREP 2009 standards	The candidacy process now includes identification of any problem areas for all program students, along with an objective form for giving students feedback.