ANNUAL PROGRAM EVALUATION REPORT

2022-2023

Counseling Program

# 2022-2023 Annual Program Evaluation Report

The Counselor education program faculty at NIU utilize a comprehensive approach to continuous and systemic program evaluation to ensure meeting our program objectives. As such, counseling faculty regularly discuss program updates, needs, and goals at bi-weekly program meetings, where reports are provided by the department chair, program coordinator, and program committee chairs. student outcome data points each year to determine modifications in program delivery design. Additionally, the faculty holds a review meeting at the end of each semester during finals week to assess program objectives, make program adjustments, and review the progress and dispositions of each student in both our masters and doctoral programs. At the end of the academic year, the faculty review guiding policies, discuss assessment data and review CACREP core area assessments and evaluate courses and curriculum changes necessary for the success of the program.

This is the Annual Program Evaluation Report for the Counseling Program. The following sections summarize the Counseling Program’s 2022-2023 assessment activities and changes informed by assessment results. The report contains 2 major sections, one summarizing assessment results for the MSED programs and another for the CES PHD program.

**In section I,** we provide information about student learning outcomes. Key performance indicators for CACREP core curricular and specialty standards are summarized.

**In section II,** we discuss evaluation results from stakeholders, including program advisory board, graduates, alumni, supervisors, and employers.

**In section III,** we outline how these data are used to inform program modifications and share illustrative examples of major program revisions and improvements based on our ongoing systematic evaluation efforts. Other significant program modifications are also outlined.

**In section IV,** we outline our 2023-2024 program goals .

This report is posted on our program website and stakeholders are notified by email about the availability of the report.

# Annual Program Evaluation Report 2022-2023

**COUN MSED**

# Section I: Summary of the Program Evaluation Results

## Student learning outcome(s) (SLOs)

During the 2022-2023 academic year, the counseling program faculty collected data on all five student learning outcomes **(**SLOs) below. Data was collected using Major Project from Core Courses, Counselor Competency Rating Rubric, Internship Site Supervisor Intern Evaluation, and results of National Professional Examinations (NCE & Content 181).

### SLO 1: Demonstrate knowledge of common core areas in counseling. SLO 1a: Ethics

* COUN 500 Fall 2023 = 23 students
* Students’ learning for this SLO was measured directly using the **Major Project from Core Course** COUN 500- Professional Identity & Ethics in Counseling course where the students’ average score was 100%. Overall, the course average score for students was 100%
* The following are the average scores for the CACREP standards covered by the course assignments:

|  |  |
| --- | --- |
| CACREP Standard | Average score |
| 02-F-01-a-history and philosophy of the counseling profession and its specialty areas | 100% |
| 02-F-01-b- the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration andconsultation | 100% |
| 02-F-01-d-the role and process of the professional counselor advocating on behalf of the profession | 100% |
| 02-F-01-e-advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients | 100% |
| 02-F-01-f-professional counseling organizations, including membership benefits, activities, services to members, and current issues | 100% |
| 2-F-01-g-professional counseling credentialing, including certification, licensure,and accreditation practices and standards, and the effects of public policy on these issues | 100% |
| 02-F-01-h-current labor market information relevant to opportunities for practice within the counseling profession | 100% |
| 02-F-01-i-ethical standards of professional counseling organizations andcredentialing bodies, and applications of ethical and legal considerations in professional counseling | 100% |
| 02-F-01-j-technology’s impact on the counseling profession | 100% |
| 02-F-01-m-the role of counseling supervision in the profession | 100% |

|  |  |
| --- | --- |
| 05-C-02-i-legislation and government policy relevant to clinical mental health counseling | 100% |
| 05-C-02-l-legal and ethical considerations specific to clinical mental health counseling | 100% |
| 05-G-02-n-legal and ethical considerations specific to school counseling | 100% |

### SLO 1b: Diagnosis

Students’ learning for this SLO was measured directly using Course Assignments from COUN 501, and

**The Counseling Competency Rating Rubric (CCRR).**

* Spring 2023 COUN 501: Diagnosis of MH Issues in Counseling = 24 students

|  |  |
| --- | --- |
| CACREP Standard | Average score |
| 2F3c - theories of normal and abnormal personality development | 105.5% |
| 2F3e - biological, neurological, and physiological factors that affect humandevelopment, functioning, and behavior | 107.8% |
| 2F3h - a general framework for understanding differing abilities and strategies for differentiated interventions | 95.9% |
| 2F5h - developmentally relevant counseling treatment or intervention plans | 98% |
| 2F7b - methods of effectively preparing for and conducting initial assessmentmeetings | 105.5% |
| 2F7e - use of assessments for diagnostic and intervention planning purposes | 96.9% |
| 2F7k - use of symptom checklists, and personality and psychological testing | 105.5% |
| 2F7l - use of assessment results to diagnose developmental, behavioral, and mental disorders | 112.7% |
| 5C1c - principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning | 105.5% |
| 5C2b - etiology, nomenclature, treatment, referral, and prevention of mental andemotional disorders | 105.5% |
| 5C2d - diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual ofMental Disorders (DSM) and the International Classification of Diseases (ICD) | 105.5% |
| 5C2g - impact of biological and neurological mechanisms on mental health | 97.3% |
| 5C2h - classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral andconsultation | 105.5% |
| 5G2h - common medications that affect learning, behavior, and mood in children and adolescents | 107.8% |

### SLO 1c: Career

* Spring 2023 COUN 511: Career Counseling = 2 students
* Summer 2023 COUN 511: Career Counseling = 15 students
* Student learning for this SLO was measured directly using the **Major Project from Core Course** COUN 511- Career Counseling where the students’ average score was 100%. Overall, the course average score for students was 100%

|  |  |
| --- | --- |
| CACREP Standard | Average score (spring; summer) |

|  |  |
| --- | --- |
| 2F4a - theories and models of career development, counseling, and decision making | 100%; 98.8% |
| 2F4b - approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors | 100%; 98.2% |
| 2F4c - processes for identifying and using career, avocational, educational,occupational and labor market information resources, technology, and information systems | 100%; 93.3% |
| 2F4d - approaches for assessing the conditions of the work environment on clients’ life experiences | 100%; 98.2% |
| 2F4e - strategies for assessing abilities, interests, values, personality and other factors that contribute to career development | 100%; 98.7% |
| 2F4f - strategies for career development program planning, organization,implementation, administration, and evaluation | 100%; 99.6% |
| 2F4g - strategies for advocating for diverse clients’ career and educationaldevelopment and employment opportunities in a global economy | 100%; 99.6% |
| 2F4h - strategies for facilitating client skill development for career, educational, and life-work planning and management | 100%; 95.8% |
| 2F4i - methods of identifying and using assessment tools and techniques relevant to career planning and decision making | 100%; 99.7% |
| 2F4j - ethical and culturally relevant strategies for addressing career development | 100%; 98.8% |
| 5G1c - models of P-12 comprehensive career development | 100%; 99.6% |

### SLO 1d: Theories

Students’ learning for this SLO was measured directly using course assignments in COUN 530. Fall 2022 COUN 530: Counseling Theories = 22 students

|  |  |
| --- | --- |
| CACREP Standard | Average score |
| 2F5a - theories and models of counseling | 91.2% |
| 2F5b - a systems approach to conceptualizing clients | 92.4% |
| 2F5f - counselor characteristics and behaviors that influence the counseling process | 87% |
| 2F5g - essential interviewing, counseling, and case conceptualization skills | 92.4% |
| 2F5j - evidence-based counseling strategies and techniques for prevention and intervention | 92.4% |
| 5C1b - theories and models related to clinical mental health counseling | 87% |

### SLO 1e: Group Work

* Fall 2022 COUN 540 = 12 students
* Spring 23 COUN 540 = 19 students (included 8 non-COUN students)
* Students’ learning for this SLO was measured directly using two major assignments from the core course COUN 540 - Group Counseling course where the students’ average score on the assignments ranged from 93.4-100%.
* The following are the average scores for the CACREP standards covered by the assignments:

|  |  |
| --- | --- |
| CACREP STANDRAD | AVERAGE SCORE (FALL ; SPRING) |

|  |  |
| --- | --- |
| 02-F-06-a-theoretical foundations of group counseling and group work | 98.8% ; 93.4% |
| 02-F-06-b-dynamics associated with group process and development | 98.6% ; 93.4% |
| 02-F-06-c-therapeutic factors and how they contribute to group effectiveness | 98.6% ; 93.4% |
| 02-F-06-d-characteristics and functions ofeffective group leaders | 100% ; 93.4% |
| 02-F-06-e- approaches to group formation,including recruiting, screening, and selecting members | 98.8% ; 93.4% |
| 02-F-06-f-types of groups and otherconsiderations that affect conducting groups in varied settings | 98.8% ; 93.4% |
| 02-F-06-g-Ethical and culturally relevant strategies for designing and facilitating groups | 98.8% ; 93.4% |
| 02-F-06-h-direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academicterm | 100% ; 93.4% |

### SLO 1f: Assessment

Students’ learning for this SLO was measured directly using Course Assignments in COUN 533x: Standardized Testing.

* Summer 2022 COUN 533x – 25 students
* Summer 2023 COUN 533x = 22 students

|  |  |
| --- | --- |
| CACREP Standard | Average score |
| 2F7a - historical perspectives concerning the nature and meaning of assessmentand testing in counseling | 100% ; 98.2% |
| 2F7b - methods of effectively preparing for and conducting initial assessmentmeetings | 100% ; 96.2% |
| 2F7c - procedures for assessing risk of aggression or danger to others, self- inflicted harm, or suicide | 100% ; NA |
| 2F7d - procedures for identifying trauma and abuse and for reporting abuse | 100% ; NA |
| 2F7e - use of assessments for diagnostic and intervention planning purposes | 100% ; 96.2% |
| 2F7f - basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments | 100% ; 96.2% |
| 2F7g - statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, andcorrelations | 100% ; 96.2% |
| 2F7h - reliability and validity in the use of assessments | 100% ; 96.2% |
| 2F7i - use of assessments relevant to academic/educational, career, personal,and social development | 100% ; 96.2% |
| 2F7j - use of environmental assessments and systematic behavioralobservations | 100% ; 96.2% |
| 2F7k - use of symptom checklists, and personality and psychological testing | 100% ; 96.2% |

|  |  |
| --- | --- |
| 2F7l - use of assessment results to diagnose developmental, behavioral, and mental disorders | 100% ; 96.2% |
| 2F7m - ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results | 100% ; 96.2% |
| 2F8c - needs assessments | NA ; 98.2% |
| 5C1e - psychological tests and assessments specific to clinical mental health counseling | NA ; 98.2% |
| 5G3n - use of accountability data to inform decision making | NA ; 98.2% |
| 5G3o - use of data to advocate for programs and students | NA ; 98.2% |

### SLO 1g: Crisis Intervention

* Summer 2022 COUN 593 = 14 students
* Students’ learning for this SLO was measured directly using the **Major Project from Core Course** COUN 593- Crisis Intervention.
* The following are the average scores for the CACREP standards covered by the project:

|  |  |
| --- | --- |
| CACREP STANDRAD | AVERAGE SCORE |
| 02-F-05-m-crisis intervention, trauma-informed, and community-basedstrategies, such as Psychological First Aid | 100% |
| 02-F-07-c-procedures for assessing risk of aggression or danger to others,self-inflicted harm, or suicide | 85% |
| 2-F-07-d-procedures for identifying trauma and abuse and for reporting abuse | 84.3% |
| 05-C-02-f-impact of crisis and trauma on individuals with mental healthdiagnoses | 90.6% |

### SLO 1h: Substance Use and Addiction

* Summer 22 COUN 567 = 25 students
* Spring 23 COUN 567 = 20 students
* Students’ learning for this SLO was measured directly using three major tests from COUN 567- Substance Use & Addictions in Counseling.
* The following are the average scores for the CACREP standards covered by the tests:

|  |  |
| --- | --- |
| CACREP STANDRAD | AVERAGE SCORE (22 ; 23) |
| 2F1l – self-care strategies appropriate to the counselor role | 98.2% ; 99.4% |
| 2F1m – the role of counseling supervision in the profession | 97.3% ; 98.3% |
| 2F2h – strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentionaloppression and discrimination | 98.4% ; 94.6% |
| 02-F-03-d-theories and etiology of addictions and addictivebehaviors | 96% ; 97.5% |
| 02-F-03-e-biological, neurological, and physiological factors that affect human development, functioning, and behavior | 84% ; 78.9% |
| 2F5j – evidence-based counseling strategies and techniques for prevention and intervention | 94% ; 95.4% |
| 05-C-01-d-neurobiological and medical foundation and etiology of addiction and co-occurring disorders | 95% ; 94.1% |

|  |  |
| --- | --- |
| 05-C-02-e-potential for substance use disorders to mimic and/or co- occur with a variety of neurological, medical, and psychologicaldisorders | 93.6% ; 94.4% |
| 05-G-02-i-signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a homewhere substance use occurs | 99.3% ; 95% |

### SLO 1i: Counseling Skills

* Fall 22 COUN 525 = 9
* Spring 23 COUN 525 = 11
* Students’ learning for this SLO was measured directly using six major projects from COUN 525- Counseling Skills.
* The following are the average scores for the CACREP standards covered by the course assignments:

|  |  |
| --- | --- |
| CACREP Standard | Average score (Fall 2022) |
| 02-F-01-m-the role of counseling supervision in the profession | 89.4% |
| 2F2c – multicultural counseling competencies | 89.4% |
| 2F3h - a general framework for understanding differing abilities and strategies for differentiated interventions | 89.4% |
| 2F3i - ethical and culturally relevant strategies for promoting resilience and optimumdevelopment and wellness across the lifespan | 89.4% |
| 2F5c - theories, models, and strategies for understanding and practicing consultation | 89.4% |
| 02-F-05-d-ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships | 89.4% |
| 02-F-05-e-the impact of technology on the counseling process | 89.4% |
| 2F5f - counselor characteristics and behaviors that influence the counseling process | 89.4% |
| 2F5g - essential interviewing, counseling, and case conceptualization skills | 89.4% |
| 2F5h - developmentally relevant counseling treatment or intervention plans | 89.4% |
| 2F5i - development of measurable outcomes for clients | 89.4% |
| 2F5j - evidence-based counseling strategies and techniques for prevention andintervention | 89.4% |
| 2F5l - suicide prevention models and strategies | 89.4% |

|  |  |
| --- | --- |
| CACREP Standard | Average score (Spring 2023) |
| 2F1k – strategies for personal and professional self-evaluation and implications forpractice | 89.6% |
| 2F1l – self-care strategies | 89.6% |
| 02-F-01-m-the role of counseling supervision in the profession | 89.6% |
| 2F2c – multicultural counseling competencies | 89.6% |
| 2F2e - the effects of power and privilege for counselors and clients | 89.6% |
| 2F2f - help-seeking behaviors of diverse clients | 89.6% |
| 2F5a - theories and models of counseling | 89.6% |
| 02-F-05-d-ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships | 89.6% |
| 2F5f - counselor characteristics and behaviors that influence the counseling process | 89.6% |
| 2F5g - essential interviewing, counseling, and case conceptualization skills | 89.6% |

|  |  |
| --- | --- |
| 2F5h - developmentally relevant counseling treatment or intervention plans | 89.6% |
| 2F5i - development of measurable outcomes for clients | 89.6% |
| 2F5n - processes for aiding students in developing a personal model of counseling | 89.6% |

### SLO 1j: Multicultural & Social Justice Counseling

|  |  |
| --- | --- |
| CACREP Standard | Average score |
| 2F1e - advocacy processes needed to address institutional and social barriers thatimpede access, equity, and success for clients | 100% |
| 2F2a - multicultural and pluralistic characteristics within and among diverse groups nationally and internationally | 96.7% |
| 2F2b - theories and models of multicultural counseling, cultural identity development, and social justice and advocacy | 100% |
| 2F2c - multicultural counseling competencies | 93.3% |
| 2F2e - the effects of power and privilege for counselors and clients | 100% |
| 2F2f - help-seeking behaviors of diverse clients | 100% |
| 2F2g - the impact of spiritual beliefs on clients’ and counselors’ worldviews | 100% |
| 2F2h - strategies for identifying and eliminating barriers, prejudices, and processesof intentional and unintentional oppression and discrimination | 100% |
| 2F3f - systemic and environmental factors that affect human development, functioning, and behavior | 100% |
| 2F3g - effects of crisis, disasters, and trauma on diverse individuals across the lifespan | 100% |
| 2F5b - a systems approach to conceptualizing clients | 93.3% |
| 2F5k - strategies to promote client understanding of and access to a variety ofcommunity-based resources | 96.7% |
| 5C2j - cultural factors relevant to clinical mental health counseling | 93.3% |

SLO 1k: Lifespan and Human Development

* Student learning for this SLO was measured directly using the **overall grade in** COUN 510- Counseling Interventions Across the Lifespan (Fall 2022; n=30) where the students’ average grade was 92.87%, median was 97.24%.

### SLO 2: Demonstrate effective counseling competencies.

Student learning for this SLO was measured directly using the Internship Site Supervisor Intern Evaluation.

* **Internship Site Supervisor Intern Evaluation.** From fall 2022-summer 2023, 39 end of semester final evaluations were completed by site supervisors on CMH and SC interns in the MSED program. The average score on this assessment was 94.28%, ranging from 69% to 100%.

### SLO 3: Demonstrate general dispositional awareness and behaviors regarding impact on others, professional identity and continuous growth , and ethics.

Students’ learning for this SLO was measured directly using the **Dispositions Evaluation.**

* The program faculty review each student's clinical skills, counseling dispositions, and development in the program at three gateway courses. Program faculty document any concerns and gather information to outline the appropriate plan of action when necessary. From fall 2022 to summer 2023, the faculty completed 52 disposition evaluations of MSED students. The average score on dispositions was 92.11%, ranging from 81% to 100%.

### SLO 4: Demonstrate knowledge and skills in a selected area of professional preparation (clinical mental health or school counseling).

Students’ learning for this SLO was measured directly using the spring 2023 course COUN 570 (n=9 students), spring 2023 COUN 523 course (n=7 students), **Content Exam 181 for school counseling students and the National Counselor Examination (NCE) for clinical mental health students; and Internship Site Supervisor Intern Evaluation.**

|  |  |
| --- | --- |
| CACREP Standard (COUN 570: Consultation & Management in School Counseling Programs) | Average score |
| 2F8a - the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice | 100% |
| 2F8b - identification of evidence-based counseling practices | 100% |
| 2F8d - development of outcome measures for counseling programs | 100% |
| 2F8e - evaluation of counseling interventions and programs | 100% |
| 2F8g - designs used in research and program evaluation | 100% |
| 2F8i - analysis and use of data in counseling | 100% |
| 5G1b - models of school counseling programs | 100% |
| 5G1d - models of school-based collaboration and consultation | 100% |
| 5G2a - school counselor roles as leaders, advocates, and systems change agents inP-12 schools | 100% |
| 5G2b - school counselor roles in consultation with families, P-12 andpostsecondary school personnel, and community agencies | 100% |
| 5G2d - school counselor roles in school leadership and multidisciplinary teams | 100% |
| 5G2j - qualities and styles of effective leadership in schools | 100% |
| 5G3a - development of school counseling program mission statements and objectives | 100% |
| 5G3b - design and evaluation of school counseling programs | 100% |
| 5G3d - interventions to promote academic development | 100% |
| 5G3e - use of developmentally appropriate career counseling interventions andassessments | 100% |
| 5G3g - strategies to facilitate school and postsecondary transitions | 100% |
| 5G3i - approaches to increase promotion and graduation rates | 100% |
| 5G3j - interventions to promote college and career readiness | 100% |
| 5G3k - strategies to promote equity in student achievement and college access | 100% |
| 5G3l - techniques to foster collaboration and teamwork within schools | 100% |
| 5G3m - strategies for implementing and coordinating peer intervention programs | 100% |
| 5G3n - use of accountability data to inform decision making | 100% |
| 5G3o - use of data to advocate for programs and students | 100% |

|  |  |
| --- | --- |
| CACREP Standard (COUN 523: School Counseling Programs: Issues and Practices) | Average score |
| 2F1h - current labor market information relevant to opportunities for practice within the counseling profession | 100% |
| 2F5j - evidence-based counseling strategies and techniques for prevention andintervention | 98.6% |
| 5G1a - history and development of school counseling | 97.1% |
| 5G1b - models of school counseling programs | 97.3% |
| 5G1c - models of P-12 comprehensive career development | 98.2% |
| 5G1e - assessments specific to P-12 education | 98.2% |
| 5G2a - school counselor roles as leaders, advocates, and systems change agents in P-12 schools | 98.2% |
| 5G2b - school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies | 98.2% |
| 5G2c - school counselor roles in relation to college and career readiness | 98.2% |
| 5G2d - school counselor roles in school leadership and multidisciplinary teams | 98.2% |
| 5G2e - school counselor roles and responsibilities in relation to the schoolemergency management plans, and crises, disasters, and trauma | 98.2% |
| 5G2f - competencies to advocate for school counseling roles | 98.2% |
| 5G2j - qualities and styles of effective leadership in schools | 98.2% |
| 5G2k - community resources and referral sources | 98.2% |
| 5G2l - professional organizations, preparation standards, and credentials relevantto the practice of school counseling | 97.1% |
| 5G2m - legislation and government policy relevant to school counseling | 97.2% |
| 5G2n - legal and ethical considerations specific to school counseling | 97.2% |
| 5G3c - core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies | 98.7% |
| 5G3d - interventions to promote academic development | 97.4% |
| 5G3e - use of developmentally appropriate career counseling interventions andassessments | 98.2% |
| 5G3f - techniques of personal/social counseling in school settings | 98.2% |
| 5G3g - strategies to facilitate school and postsecondary transitions | 98.2% |

## The National Board for Certified Counselors (NBCC) offers the National Counselor Examination (NCE).

The purpose of the NCE is to assess knowledge of helping theories and skills essential for providing effective counseling services. Content areas include Human Growth and Development, Social and Cultural Diversity, Helping Relationships, Group Work, Career Development, Assessment, Research and Program Evaluation, and Professional Orientation and Ethical Practice. The NCE is used for both national counselor certification and state counselor licensure. The NCE exam template is not available for inclusion.

* + NIU counseling students had an overall pass rate of 93.5% during the Fall 2021 exam period and 92.85% during the Spring 2022 exam period. The NCE includes eight CACREP-content areas and five Counselor Work Behavior Areas. NIU students pass rate was greater than the national pass rate (75%).
	+ NIU student mean percentage of correct responses students (*N* = 12) who took the NCE Fall 2021 are as follows:
	+ NIU student mean percentage of correct responses students (*N* = 18) who took the NCE Spring 2022 are as follows:

|  |  |  |
| --- | --- | --- |
| **Examination Date** | **Overall Pass Rate** | **Number of students** |
| Fall 2021 | 93.5% | 12 |
| Spring 2022 | 92.85 | 18 |
| *Average* | *93%* |  |

## The 181 PEL Exam

During the 2021-2022 exam year, NIU counseling students had an overall pass rate of 100%. NIU student mean percentage of correct responses students (*N* = 12) who took the 181 PEL Exam was 266. Below is a breakdown on the exam subareas and student average scores:

|  |  |  |
| --- | --- | --- |
|  | **Subarea** | **Average score** |
| 1 | Student Development Across Domains | 257 |
| 2 | Assessment, Instruction, and Services | 269 |
| 3 | The School Envirnmt & Counseling Program | 272 |
| 4 | The School Counseling Profession | 268 |

### SLO 5: Demonstrate engagement in social and cultural diversity growth opportunities.

Students’ learning for this SLO was measured directly using the **Dispositions Evaluation, Counselor Competency Rating Rubric** and the **Internship Site Supervisor Intern Evaluation.**

### Counselor Competency Rating Rubric

Students’ counseling skills are assessed at three datapoints using the Counselor Competency Rating Rubric (CCRR), during the Counseling Skills class, practicum, and internship. The *CCRR* assesses counselors’ and trainees’ skills development and professional competencies. Additionally, supervisors can use the assessment to provide counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions and behaviors.

The below table displays the results of the CCRR in the Skills course, practicum and internship. The results indicate that most students are rated either exemplary or meets expectations.

|  |
| --- |
| **CCRR 2022 - 2023** |
| **Assessment** | n | mean | median | standard deviation | Limited% | Below Expectations% | Meets Expectations% | Exemplary% |
| **Skills (CCRR) Counselor Competency Rating Rubric -** | 211 | 2.71 | 3.00 | 0.45 |  |  | 29 | 71 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Supervisor Evaluation** |  |  |  |  |  |  |  |  |
| **Supervisor Final CCRR Evaluation** | 1120 | 7.56 | 8.00 | 0.64 |  | 1 | 41 | 59 |
| **Supervisor Midterm CCRR Evaluation** | 1048 | 7.24 | 7.00 | 1.20 |  | 4 | 51 | 45 |

### Dispositions Evaluation

Program faculty evaluate student dispositions at multiple time points in the program: in COUN 525- Counseling Skills & Strategies, COUN 550 – Practicum in Counseling & COUN 586- Internship in Counseling, and during the program faculty bi-annual review meeting every fall and spring where faculty review each student's clinical skills, counseling dispositions, and development in the program. Program faculty document any concerns and gather information to develop the appropriate plan of action. The below table indicates that during the academic year 2022-2023 the overall average score of MSED students was 92%.

|  |  |  |
| --- | --- | --- |
|  | **Score** | **Percentage (%)** |
| **Average** | 6.223077 | 92.11538 |
| **Min** | 2 | 81 |
| **Max** | 7.9 | 100 |

### Internship Site Supervisor Intern Evaluation

Program faculty elicit feedback from internship site supervisors through the Final Evaluation. Th results indicate that MSED students have an overall average of 94% on their final evaluations. The following are the results of the evaluation:

|  |  |  |
| --- | --- | --- |
|  | **Score** | **Percentage %** |
| **Average** | 7.5 | 93.8 |
| **Min** | 1 | 69 |
| **Max** | 8 | 100 |
| **Median** | 7.9 | 99 |
| **SD** | 0.8 | 8.3 |

# Section II: Feedback from Stakeholders

## Program Advisory Board

Each year in April, the program faculty hold a meeting with our Program Advisory Board. During this annual meeting, program faculty provide a summary of the annual program evaluation report and highlight updates and modifications to the program. We also elicit feedback and recommendations from advisory board members on any changes or improvements they think are necessary for our department

and our program to best support the training of our students. Below is a summary of the Advisory Board feedback from April 28, 2023:

* Recommend one program updates meeting and an additional meeting for collaborative brainstorming.
* NIU students come in with strong clinical skills, need to highlight the awareness of understanding SPED laws and 504 laws/plans.
* School counseling students practicum/internships needing to be in schools more frequently to understand flow and culture of school.
* Need for bilingual counselors and by extension bilingual supervisors.
* Need to address burnout and good work boundaries (among supervisors)
* Desire for a focus on real-life, hands-on over theoretical orientation (especially in schools)
* Need to prepare students for higher acuity clients and ability to address mental health crisis management.
* Train students to work with Recovery Support Specialists
* More in-class exploration of settings and even on-site experiences (e.g., substitute teaching for future school counselors)
* Opportunity for NIU to distinguish itself by offering school counseling focused continuing education and/or classes for practitioners (e.g. Trauma-Informed Counseling, doc classes (e.g. supervision), gender & sexuality, social justice, substance use, at risk populations, specific disorders/populations)
* Opportunity to engage alumni and community partners with students (e.g., spotlights, webinars)

## Employer survey

Using a scale of 1-4, employers rated alumni’s overall performance at **3.65**, leadership skills **3.4**, professional demeanor **3.68**, and dependability **3.68** on a scale of 1-4. Furthermore, they rated them **3.3** on their basic skills and **3.4** on their advanced skills such as program development, program evaluation, multicultural competence, case conceptualization. Finally ,94% of employers responded “yes” when asked “Would you employ more NIU graduates if a position was available?”. One employer elaborated by saying: “I was very impressed with the competence and professionalism of our counseling intern and would welcome others like her from NIU.” Another shared “they are very solidly prepared to work in the counseling field and have been of very high quality in my opinion.”

## Exit Survey

Upon completion of the program, recent graduates provide valuable information regarding their experience in the program via the Exit Survey. In 2022-2023, 97% of graduates agreed that the program helped them increase their counseling skills and strategies, 97% agreed that the program helped them increase their knowledge of different counseling theories, 96% agreed that the program helped them understand the impact that their personal biases have on their work with clients, and recognize their own personal biases, and 97% agreed that the program helped them increase their knowledge of the ACA code of ethics. Overall, graduates were satisfied or very satisfied with faculty expertise (88%), quality of course instruction (89%), quality of practicum/internship (96%), diversity of students (92%), and program coverage of relevant content (91%). Furthermore, graduates highlighted specific components of the program that prepared them for working with clients including the quality of their courses, practicum experience and supervision, the availability of the Trauma- Informed Counseling certificate, experiential learning, and others.

## Alumni Survey

The program elicits alumni feedback via disseminating an “alumni survey”. The results indicated that 96% of participants were employed working full-time at the time of the survey, the majority (85%) working as counselors or school counselors. Majority of respondents (92%) were satisfied or very satisfied with faculty expertise, 85% were satisfied or very satisfied with the equality of instruction of courses, 93% were satisfied or very satisfied with quality of practicum and internship. Participants who completed the CMHC specialization, 95% indicated being satisfied that the program helped them develop effective counseling skills. Additionally, for respondents who completed the school counseling specialization, 100% responded “very satisfied” or “satisfied” to “I am satisfied that my program has helped me demonstrate a brief model for counseling clients” and 90% responded “very satisfied” or “satisfied” to “The program helped me understand the components of a developmental model for school counseling.”

# Section III: Subsequent Program Modifications

Counseling faculty used the results from a variety of assessment tools and different data points to assess student development throughout the program and implement modifications to support student progress.

* Based on program evaluation activities and feedback we received from stakeholders, the faculty have included the MCSJ framework within their curriculum. All courses in the program curriculum included intentional activities, readings, and lesson plans that aligned with the counseling and advocacy stage of the competencies while including all key CACREP competencies related to multiculturalism and social justice. Additionally, program faculty developed a plan to secure Graduate Assistantships for many students in an attempt to enhance recruitment and retention, and most importantly remove financial barriers to access to higher education.
* Counseling faculty used the results from the CCRR to focus on increasing student demonstration of Professional Counseling Skills, Professional Disposition, and Professional Behaviors. Although, majority of students in the program met or exceeded expectations on the CCRR, faculty incorporated Deliberate Practice (DP) in the counseling skills course to provide multiple opportunities for practice. Faculty secured an instructional grant where each student was granted access to Skillsetter ®.
* We have also decided to implement State of Illinois courses in holistic assessment and crisis response into clinical coursework to better prepare students for conducting thorough diagnostic interviews, treatment planning, and report writing. This change was made based on NCE data and data from our advisory board members (2021 and 2022).
* To further create a community and build connections among students which was highlighted through the alumni survey, the program adopted a cohort model in both the master’s level and doctoral level programs. The faculty worked diligently to create both a full-time and part-time course rotation for the CMHC master’s, SC master’s, and PhD CES programs. Additionally, in collaboration with CSI, the faculty hosted an end-of-the year gathering for all students in the different programs.
* We also implemented a new early advising process that was built into students’ first orientation course (COUN 500). This helped them develop relationships with advisors right away, and streamlined the program planning and registration process for new students. This freed up faculty time and eased student anxiety about program policies and timelines.
* We continue to offer courses in different modalities (i.e. online, f2f, and hybrid learning) to best meet the varied needs of our students.
* The ongoing offering of telemental health services through our Community Counseling Training Clinic means our students are being trained in multiple treatment modalities that are now widely offered in our profession. Students are able to move between modalities with ease, understanding the differing ethical considerations for each and modifying their clinical skills to appropriately connect with clients. We believe both we and our students have been successful in making this transition to more flexible offerings, and plan on making our attention to telemental health services permanent. Our community partners have been pleased with our students’ readiness to serve clients in flexible ways.

This year we also focused on revising our vision and mission statements.

## Vision

We envision a future where professional counselors and counselor educators:

* advance knowledge
* promote mental health and wellness
* engage in inclusive and socially just practice
* celebrate multicultural differences
* advocate for systemic change
* embody empathy and humility

## Mission

* The fundamental purpose of the master’s programs in clinical mental health and school counseling at NIU is to prepare culturally responsive, effective, and reflexive professional counselors.
* The fundamental purpose of the PhD program in Counselor Education & Supervision at NIU is to prepare culturally responsive, effective, and reflexive researchers, clinical

supervisors, educators, advocates, and leaders.

# Any other substantial program changes

No other substantial program changes were implemented.

# Section IV. 2023-2024 Program Goals

**Goal 1:** Infuse social justice actions in whole program curriculum. Measurable Outcomes:

* Create and implement a whole-program, year-long social justice advocacy project to be engaged in by all students and faculty.
* Support and maintain *Counselors of Color Connection & Community* group led by Drs. Hart, Isawi, and Guzman.

**Goal 2:** Create a sense of belonging within and across Counseling programs and cohorts. Measurable Outcomes:

* Create new socializing traditions for MSED and PHD programs.

**Goal 3:** More effectively capture and track outreach and recruitment efforts in order to attract a greater number of diverse, qualified applicants and admit larger cohorts while staying within student-faculty ratio limits required by CACREP.

Measurable Outcomes:

* See a 10% increase in applications to both MSED and PHD programs for fall 2024 admission.
* Conduct MSED and PHD open house sessions for fall 2024 admission cycle

**Goal 4:** Enhance scholarly exchange between students and faculty, research activities (e.g., publication, conference presentations) and research identity in program.

Measurable Outcomes:

* Support and maintain Dr. Zhu’s Methods Café for faculty and students.
* Formalize, grow, support, and market the COUN 500 poster conference event.
* Invite all PhD students on a faculty research collaboration.

# NIU Annual Program Evaluation Report 2022-2023

**CES PHD**

# Section I. Summary of the Program Evaluation Results

## Student learning outcome(s) (SLOs)

During the 2022-2023 academic year, the counseling program faculty collected data on all five student learning outcomes **(**SLOs) below.

SLO1: Demonstrate applied counseling skills and general dispositional behaviors regarding impact on others, professional identity and continuous growth and ethics

### CCRR

* Fall 2022 Mean = 7.8/8 (*n* = 3; “7” is the cutoff for “Meeting expectations”)
* Spring 2023 = N/A
* Summer 2023 = N/A

SLO2: Demonstrate teaching skills

|  |  |
| --- | --- |
| CACREP Standards (COUN 701 – Seminar in Teaching; n=3 students) | Average |
| 6B3a- roles and responsibilities related to educating counselors | 100% |
| 6B3b- pedagogy and teaching methods relevant to counselor education | 99.9% |
| 6B3c- models of adult development and learning | 100% |
| 6B3d- instructional and curriculum design, delivery, and evaluation methods relevant tocounselor education | 100% |
| 6B3e-effective approaches for online instruction | 100% |
| 6B3f- screening, remediation, and gatekeepingfunctions relevant to teaching | 100% |
| 6B3g- assessment of learning | 100% |
| 6B3h- ethical and culturally relevant strategies used in counselor preparation | 100% |
| 6B3i-the role of mentoring in counselor education | 100% |
| 6B4f- models and methods of program evaluation | 100% |

### Teaching Internship Evaluation

* Between summer 2022 and summer 2023, six doctoral teaching internships were completed with NIU counseling program faculty. All final evaluations of these six internships indicated 100% satisfactory completion.

### SLO3: Demonstrate clinical supervision skills

|  |  |
| --- | --- |
| CACREP Standards (COUN 752 – Supervision; n=3 students) | Average |
| *6.B.2.a.* purpose of clinical supervision | 100% |
| *6.B.2.b*. theoretical frameworks and models of clinical supervision | 100% |
| *6.B.2.c.* roles and relationships related to clinical supervision | 100% |
| *6.B.2.d.* skills of clinical supervision across multiple settings and delivery platforms | 100% |
| *6.B.2.e.* opportunities for developing a personal style of clinical supervision | 100% |
| *6.B.2.f.* assessment of supervisees’ developmental level and other relevant characteristics | 100% |
| *6.B.2.g.* modalities of clinical supervision,including individual, triadic, and group supervision | 100% |
| *6.B.2.h.* the use of technology in clinical supervision | 100% |
| *6.B.2.i.* administrative procedures andresponsibilities related to clinical supervision | 100% |
| *6.B.2.j.* evaluation, remediation, andgatekeeping in clinical supervision | 100% |
| *6.B.2.k.* legal and ethical issues and responsibilities in clinical supervision | 100% |
| *6.B.2.l.* culturally sustaining strategies for conducting clinical supervision | 100% |

SIT Evaluation

* Fall 2022 Mean = N/A
* Spring 2023 Mean = N/A
* Summer 2023 N/A

\*No students were conducting supervision during the report period due to the pause in PhD admissions for 2021-2022 academic year.

### SLO4: Demonstrate knowledge in professional leadership, advocacy, and service

|  |  |
| --- | --- |
| CACREP Standards (COUN 700 –; n=3 students) | Average |
| 6B1f-ethical and culturally relevant counseling inmultiple settings | 100% |
| 6B2c- roles and relationships related to clinical supervision | 100% |
| 6B2e- opportunities for developing a personal style of clinical supervision | 100% |
| 6B2f- assessment of supervisees’ developmental level and other relevant characteristics | 100% |
| 6B2h- administrative procedures andresponsibilities related to clinical supervision | 100% |
| 6B2i-evaluation, remediation, and gatekeeping in clinical supervision | 100% |
| 6B2j- legal and ethical issues and responsibilities in clinical supervision | 100% |
| 6B4g-research questions appropriate for professional research and publication | 100% |
| 6B3a-roles and responsibilities related to educating counselors | 100% |
| 6B3f-screening, remediation, and gatekeepingfunctions relevant to teaching | 100% |
| 6B3h- ethical and culturally relevant strategiesused in counselor preparation | 100% |
| 6B3i-the role of mentoring in counselor education | 100% |
| 6B4f- models and methods of program evaluation | 100% |
| 6B4h- professional writing for journal and newsletter publication | 100% |
| 6B4i- professional conference proposal preparation | 100% |
| 6B5a- theories and skills of leadership | 100% |
| 6B5b- leadership and leadership development in professional organizations | 100% |
| 6B5c- leadership in counselor education programs | 100% |
| 6B5d- knowledge of accreditation standards and processes | 100% |
| 6B5e- leadership, management, and administration in counseling organizations andother institutions | 100% |
| 6B5f- leadership roles and strategies for responding to crises and disasters | 100% |
| 6B5g- strategies of leadership in consultation | 100% |

|  |  |
| --- | --- |
| 6B5h- current topical and political issues in counseling and how those issues affect the dailywork of counselors and the counseling profession | 100% |
| 6B5i-role of counselors and counselor educators advocating on behalf of the profession andprofessional identity | 100% |
| 6B5j- models and competencies for advocatingfor clients at the individual, system, and policy levels | 100% |
| 6B5k- strategies of leadership in relation to current multicultural and social justice issues | 100% |
| 6B5l- ethical and culturally relevant leadership and advocacy practices | 100% |

Leadership Evaluation

* Fall 2022 N/A
* Spring 2023 N/A
* Summer 2023 N/A

\*No CES students enrolled in a leadership internship during the report period.

### SLO5: Demonstrate the ability to conduct independent scholarly research Research Evaluation

* The doctoral program in counselor education & supervision held 2 research internships (one in summer 2022, one in summer 2023). Both of the final evaluations for these experiences indicated 100% satisfactory completion.

# Section II: Feedback from Stakeholders

## Exit Survey

Upon completion of the program, recent graduates provide valuable information regarding their experience in the program via the Exit Survey. In 2022-2023, Doctoral level graduates provided positive feedback regarding their experience in the program. For instance, overall 100% agreed or strongly agreed that the program helped them develop and strong counselor educator identity, 100% agreed or strongly agreed that the program prepared them for teaching counseling skills courses, 85% agreed or strongly agreed that the program prepared them for their current job, and 86% agreed or strongly agreed that the program helped them understand clinical supervision models. In terms of recommendations one student suggested incorporating additional research methods and multicultural courses to further improve the program.

## Alumni Survey

Overall, program alumni felt that the program helped them develop a strong counselor educator identity, clinical supervision skills, and teaching skills. Whereas, the majority (88%) of participants agreed or strongly agreed that the program helped them create and complete original research, 13% disagreed.

## Employer survey

Using a scale of 1-4, employers rated alumni’s overall performance at **3.65**, leadership skills **3.4**, professional demeanor **3.68**, and dependability **3.68** . Furthermore, they rated them **3.3** on their basic skills and **3.4** on their advanced skills such as program development, program evaluation, multicultural competence, case conceptualization. Finally 94% of employers responded “yes” when asked “Would you employ more NIU graduates if a position was available?”. One employer elaborated by saying: “I was very impressed with the competence and professionalism of our counseling intern and would welcome others like her from NIU.” Another shared “they are very solidly prepared to work in the counseling field and have been of very high quality in my opinion.”

# Section III. Subsequent Program Modifications

Counseling faculty used the results from a variety of assessment tools and different data points to assess student development throughout the program and implement modifications to support student progress.

* During the 2020-2021 academic year, the Counseling program faculty decided not to accept applications for a 2021-2022 doctoral cohort. There were two reasons for this decision. One was an effort to right-size our student-faculty ratio to ensure compliance with CACREP standards. The second reason was that, due to faculty retirements and resignations, dissertation advising loads were untenable for a fully untenured faculty. Five doctoral students were admitted in fall 2022 since more faculty are able to chair dissertations, with new faculty beginning in the fall as well.
* The counseling faculty re-created a program of study that was more developmentally focused, that gives doctoral students more structured internship experiences, while also balancing faculty workloads required for mentoring doctoral students through these applied experiences in counseling, supervision, leadership, research, and teaching. Furthermore, to further create a community and build connections among students which was highlighted through the alumni survey, the program adopted a cohort model in both the master’s level and doctoral level programs. The faculty worked diligently to create both a full-time and part-time course rotation for the CMHC master’s, SC master’s, and PhD CES programs. Additionally, we also made changes to course progression with a full-time emphasis.
* Program faculty developed an updated policy for candidacy and dissertation process that clarifies and enforces reasonable deadlines for moving from one phase to another. We hope with these policies, we can enhance program completion rates.
* Program faculty developed a plan to secure Graduate Assistantships for each incoming doctoral student in an attempt to enhance recruitment and retention, and most importantly remove financial barriers to access to higher education.
* Several graduates indicated their wish to engage in meaningful, relevant, and practical research that will help them develop as researchers, as aa result, in spring 22, faculty voted to require two semesters of our research course for PhD students. This was after hearing student feedback and noticing a lack of preparation for dissertation work over several semesters. This change passed through our college curriculum committee and became effective in Fall 2023. We are hopeful this will result in students moving more efficiently through the dissertation process, with greater skills and self-efficacy in writing and research design.
* Additionally, faculty revised the Vision and Mission statements to reflect the values of the current faculty and program.

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