



AY 2013 Program Evaluation Report

A summary of decision-making initiated at the January 2013 Annual Assessment Retreat and undertaken during the Spring 2013 semester.

December 1, 2013

Program: Counseling

Participating Faculty: Kristina Peterson, Dennis Frank, jasmine Knight, Renate Rohde, and Bruce Dykeman

Item 1 – Admission and Enrollment
<p>Data Reviewed:</p> <p>1. Fall 2012 admission and enrollment reports for the Clinical Mental Health and School Counseling Programs.</p>
<p>Discussion Summary:</p> <p>Enrollment data show consistent growth at both campuses in the Clinical Mental Health Counseling Program over the last four years. The growth has been substantial on the Chicago campus. The School Counseling data show modest growth over the last five years at the Chicago campus, but a significant decline over the last three years at the Schaumburg campus.</p> <p>Admission data show that student diversity has increased significantly over the last four years. The average GPA of students at admission is largely consistent with past findings, although a modest decline was noted at the Chicago campus during Fall 2012.</p>
<p>Program Modifications:</p> <p>None at this time. However, the program will continue to monitor the enrollment and admission trends, with the possibility that it may be strategically wise—especially given limited faculty resources—to focus the school counseling program on the Chicago campus.</p>
Item 2 – Engagement with Students
<p>Data Reviewed:</p> <p>Question: How might the program improve mentorship and engagement with students?</p>
<p>Discussion Summary:</p> <p>Definitive data about student engagement and satisfaction are not available until next academic year, when counselor candidate exit survey data will be reported by the College of Education. The faculty discussed current efforts to provide mentorship to students in the context of advising and instruction.</p>

Program Modifications:

None at this time. Faculty determined that they would continue their advising services to students and continue with classroom discussions of professional activities (e.g., ICA and ACA) until clear evidence is provided in the next academic year of student desire for enhanced mentorship or engagement activities.

Item 3 – Program Redesign/National Recognition

Data Reviewed:

1. Draft work to prepare Addendum for CACREP re-accreditation effort.
2. New State of Illinois rules for School Counseling Programs related to reading coursework in methods and content area instruction.

Discussion Summary:

1. Faculty focused on the development of the CACREP addendum, and reviewed responsibilities, progress, and support needed.
2. Faculty conferred with the Licensure Officer for the College of Education to identify updates to the ISBE reading requirements for Type 73 certification. Faculty also reviewed Standard 6 of the 2010 Illinois Professional Teaching Standards. Faculty approached READING faculty for support with the integration of content and methods into CHS course work.

Program Modifications:

1. Faculty made several enhancements to the existing TaskStream assessment system, including the development of rubrics for the assessment of the ability to plan support for learning.
2. The CHS Faculty recommended the infusion of Reading methods and Reading in the Content knowledge and skills into existing CHS courses (CHS 414 and CHS 498), and will work with faculty in the Language and Literacy Program to develop the online modules necessary to achieve this infusion.

Item 4 – Program and Candidate Performance

Data Reviewed:

1. Annual report submitted in November 2012 to the Illinois State Board of Education on behalf of the School Counseling Program.
2. Assessment data related to the Clinical Mental Health Counseling Program focused on candidate dispositions, grades in core courses, and performance on CPCE exams.

Discussion Summary:

Two sets of questions were discussed throughout the semester:

- a. What does the clinical mental health program need to do to be able to produce an assessment report of parallel breadth and depth to the School Counseling Program?
- b. In the school counseling program, what can be done to improve student performance in the assessment of environments and the use of assessment data to improve environments for student learning?

Program Modifications:

In response to the first question, the faculty decided they will continue the construction of a student skills development measure to assess impact upon clients seeking mental health counseling, parallel to the impact on student learning assessment in the School Counseling Program.

The second question continues to be a subject for discussion.

Item 5 - Community Impact

Data Reviewed:

1. Materials related to the process for proposing workshops for teachers in Chicago focused on conflict resolution strategies.

Discussion Summary:

Faculty discussed possible workshop proposals developed by a faculty member on the Chicago campus.

Program Modifications:

None. Continuing Education workshops are service oriented, and fall outside of the program curriculum.

Item 6 – Part-time and Full-Time Faculty Support

Data Reviewed:

Question: What support do part-time and full-time faculty need to improve student learning and engagement?

Discussion Summary:

Faculty discussed the need for basic supplies to provide instruction, including printing cartridges for printers, etc. Additional student assistance with Task Stream is needed.

Program Modifications:

None. Faculty have engaged support staff at the College level for support related to supplies

and assistance with TaskStream.