

Counseling MEd

College of Education

Counseling and Higher Education

Counseling

M.S.Ed

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Suzanne Degges-White, Professor and Chair

## **1. Student Learning Outcomes**

MSEd in Counseling

Students will:

(1) Demonstrate knowledge of common core areas in counseling.

(The common core includes the following major domains that all Counseling students are exposed to: Ethics, diagnosis of mental health, career, theories, group work, assessment, crisis intervention, substance use and addiction, counseling skills and strategies, multicultural and social justice issues, lifespan and development).

(2) Demonstrate effective counseling competencies.

(3) Demonstrate general dispositional awareness and behaviors regarding impact on others, professional identity and continuous growth, and ethics.

(4) Demonstrate knowledge and skills in a selected area of professional preparation (Clinical Mental Health or School Counseling specialization).

(5) Demonstrate engagement in social and cultural diversity growth opportunities.

## **2. Program-by-Baccalaureate Learning Outcomes Matrix**

**N/A**

### 3. Curriculum Map

The third section of the assessment plan is a curriculum map (and is required). A curriculum map outlines the scope and sequence of courses students will take and aligns them with the degree program student learning outcomes. The curriculum map is an effective tool for not only sequencing the curriculum and instruction, but also identifying strategic places for formative and summative assessment of student learning outcomes. Required courses are listed along the vertical axis of a matrix in chronological order. Degree program student learning outcomes are listed on the horizontal axis. For each course determine: (1) which outcomes are the *primary* focus of the course, and (2) the degree to which the course supports the outcome (i.e., at a beginning (B), developing (D), or proficient (P) level). Place a B, D, or P in the corresponding cell. This will map out the degree to which each course supports the development of each program student learning outcome. The Four-Year Degree Path supported by the Office of Student Academic Success may be helpful (<http://www.niu.edu/osas/DegreePaths/>). Look for strengths and gaps in the curriculum. Ideally all outcomes should be supported with coursework through the proficient level. Below is an example of a curriculum map you can modify or model. Note that each course should address at least one outcome, but does NOT have to support all learning outcomes.

Course	1. Demonstrate knowledge of common core areas in counseling.	2. Demonstrate effective counseling competencies	3. Demonstrate general dispositional awareness and behaviors regarding impact on others, professional identity and continuous growth, and ethics.	4. Demonstrate knowledge and skills in a selected area of professional preparation.	5. Demonstrate engagement in social and cultural diversity growth opportunities.
CAHC 500	B		B	B	B
CAHC 501	D	B	B	D	B
CAHC 510			B	B	D
CAHC 511	D	D	D		
CAHC 521	B	D	B	P	D
CAHC 525	D	D	D	D	D
CAHC 530	D	D	B	B	D
CAHC 533X	D	B		D	D
CAHC 540	D	D	D	D	B
CAHC 550	D	P	P	D	P
CAHC 565	D	D	D		P
CAHC 567	D	D		D	
CAHC 586	P	P	P	P	P
CAHC 593	D	D	D	D	B
ETR 520				B	B

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Course	1. Demonstrate knowledge of common core areas in counseling.	2. Demonstrate effective counseling competencies	3. Demonstrate general dispositional awareness and behaviors regarding impact on others, professional identity and continuous growth, and ethics.	4. Demonstrate knowledge and skills in a selected area of professional preparation.	5. Demonstrate engagement in social and cultural diversity growth opportunities.
CAHC 513*		D		P	
CAHC 523	D	D	B	P	
CAHC 570		D		P	D
CAHC 524	D	D	B	P	
CAHC 784X	D	D	B	b	D

\*This table is for specialization courses only. They are in numerical order according to the school specialization (first 3 courses), followed by those pursuing a clinical mental health specialization

**4. Assessment Methods**

This final section of the assessment plan describes the assessment methods your degree program is using to measure how well students are meeting program student learning outcomes. See the *UAP Academic Program Assessment Plan and Status Report Checklist-Rubric* for a description of characteristics seen in well-functioning assessment methods. You will want to make sure the first seven criteria are addressed.

*Assessment Methods-by-Outcomes Matrix*

The assessment methods section begins with an assessment methods-by-outcomes matrix mapping which assessments will measure a given student learning outcome. Use your curriculum map as a starting place. Outcomes are listed in the first row, and each assessment method is listed in the first column. It is useful if assessments are listed in chronological order, from the first students will see, to the last. For each assessment method determine: (1) which outcome(s) it *primarily* measures, (2) if it is being used for formative (F) or summative (S) purposes, and (3) whether it is an indirect (I) or direct (D) measure of the student learning outcome. Place an F or S and I or D in the corresponding cell. This will map out where your degree program is planning formative and/or summative and direct and/or indirect assessment of each outcome. Look for opportunities and gaps. Capitalize on what you are already doing. See how it aligns with the curriculum map. Below is an example of an assessment methods-by-outcomes matrix you can modify or model. Note that each assessment method does NOT have to measure ALL student learning outcomes.

Assessment Method	1. Demonstrate knowledge of common core areas in counseling.	2. Demonstrate effective counseling competencies	3. Demonstrate general dispositional awareness and behaviors regarding impact on others, professional identity and continuous growth, and ethics.	4. Demonstrate knowledge and skills in a selected area of professional preparation.	5. Demonstrate engagement in social and cultural diversity growth opportunities.
Major project from core courses	F, D			F, D	F, D
Dispositions Evaluation			F, D		F, I
Counselor Competency Rating Rubric	S, D	F, D	S, D		F, D

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Assessment Method	1. Demonstrate knowledge of common core areas in counseling.	2. Demonstrate effective counseling competencies	3. Demonstrate general dispositional awareness and behaviors regarding impact on others, professional identity and continuous growth, and ethics.	4. Demonstrate knowledge and skills in a selected area of professional preparation.	5. Demonstrate engagement in social and cultural diversity growth opportunities.
Multicultural and Social Justice Counseling Competency (MSJCC) workshop series Survey			F, I		S, D
Internship site supervisor intern evaluation	S, I	S, I	S, I	S, I	S, I
Content Exam 181				S, D	
Program Portfolio	S, D	S, D	S, D	S, D	S, D
Graduate Exit Survey	S, I		S, I	S, I	S, I
Alumni Survey	S, I		S, I	S, I	S, I
Employer Survey	S, I	S, I	S, I	S, I	S, I

*Explanation of Assessment Methods*

Assessment Method	Explanation				
	Description	Student-Level Target <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible
Major project from core courses	Each core course has a major project designed to help the student build and demonstrate their counseling skills, knowledge, and dispositions. Each project has Key Performance Indicators of meeting CACREP standards. Students submit their projects to the Faculty for evaluation. The evaluation of projects help Faculty assess how well students are progressing in core course competency areas as well as in their personal professional development.	A student must receive a score of meets expectations or exceeds expectations on each dimension of the portfolio	At least 90% of all students will earn a passing grade on the respective projects and be rated as meets or exceeds expectations on the corresponding CACREP standard Key Performance Indicators.	Each instructor of record is responsible for completing evaluation of submitted core course projects and providing feedback.	Course instructor
Dispositions Evaluation	The counseling program disposition evaluation is used to assess and monitor student demonstration of professional dispositions and provide feedback about student progress. Professional dispositions include the attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students.	A student must receive a score of meets expectations or exceeds expectations on each dimension of the Dispositions Evaluation	100% of students will be assessed at meeting or exceeding expectations.	Annually during counseling faculty student progress review meetings; and at the conclusion of program courses, CAHC 500, 550, and 586.	Counseling faculty group; CAHC 550 Course instructor; Internship site supervisor in coordination with CAHC 586 University Supervisor

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Assessment Method	Explanation				
	Description	Student-Level Target <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible
Counselor Competency Rating Rubric (CCRR)	The Counselor Competency Rating Rubric is used to assess student's demonstration of counseling skills and professional competencies.	A student must receive a rating of meets or exceeds expectations on each dimension of the CCRR before they can pass the respective course.	100% of students will receive ratings of meets or exceeds expectations in all assessed skill areas.	Evaluation is conducted toward the end of CAHC 525 and 550 as summative assessments; (Fall and Spring semesters) and midterm of each CAHC 550 and 586 enrollment semester as formative assessment.	CAHC 525 Instructor; CAHC 550 Practicum Supervisors; and Internship Site Supervisor in coordination with CAHC 586 University Supervisor
Multicultural and Social Justice Counseling Competency (MSJCC) workshop series Survey	This survey is used to track student engagement in multicultural and social justice counseling competency content at developmental levels.	Students must obtain a satisfactory completion rating.	100% of students will demonstrate engagement in at minimum of three MCSJCC workshops prior to practicum.	January 15 and September 15 each year in conjunction with student practicum applications.	Assessment Coordinator
Internship Site-Supervisor	The purpose of this evaluation is to acquire feedback from internship site supervisors regarding various student (intern) competencies. Supervisors rate interns on counseling knowledge, skills, and dispositions.	A student must receive a rating of meets or exceeds expectations on each dimension of the final internship evaluation.	100% of students will receive ratings of meets or exceeds expectations on all skill areas.	Toward the end of each semester a student is enrolled in CAHC 586.	Internship site supervisor in coordination with Field-Experience Coordinator



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Assessment Method	Explanation				
	Description	Student-Level Target <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible
Content 181	This is an Illinois state exam designed to assess student knowledge in the major foundational School Counseling. School Counseling student achievement on the Content 181 provides regular external feedback to Faculty on how well students perform on an exam focused on the specialty content.	Students must obtain a passing score.	Students eligible for the exam will take it. At least 90% of the students who take it will pass.	The exam is monthly and students take it as part of their application for school counseling internship. Results are provided by the NIU licensure office to the Counseling program faculty.	Content 181 is administered by Illinois Licensure Testing System (ILTS). Assessment Coordinator is responsible for monitoring, interpreting, and sharing results of content 181 student outcomes.

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Assessment Method	Explanation				
	Description	Student-Level Target <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible
Program Portfolio	<p>The portfolio is a demonstration of students' integration of skills, knowledge and dispositions in a final program completion project. Major competencies from core courses (CAHC 500, 501, 521, 530, 511, 525, 540 533x, and 550) and specialty content (CAHC 523 and 524) are used as the basis for developing the portfolio artifacts. These artifacts are demonstrations of CACREP Key Performance Indicators and include: (1) self-reflections; (2) student philosophy of counseling and personal/professional development; (3) cultural exploration activities; (4) case conceptualizations; (5) group projects; and (6) administration of assessments and write-ups. Elements of the final portfolio project include: resume/vita, counseling theory/philosophy paper, multicultural development self-critique, and program reflections. Students are expected to present their portfolio in their final internship class.</p>	<p>A student must receive a score of meets expectations or exceeds expectations on each dimension of the portfolio.</p>	<p>100% of students will receive a rating of meets expectations or Exceeds expectations for satisfactory completion of their final CAHC 586 course enrollment and approval or graduation.</p>	<p>Data is collected during the last semester of a student's internship.</p>	<p>Each University Internship Supervisor is responsible for completing an evaluation of submitted portfolios, and providing feedback.</p>

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	Description	Student-Level Target <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible
Graduate Exit Survey	This survey is designed for our graduation candidates to assess our degree programs in regards to our objectives and learning outcomes. Survey results help inform faculty regarding how well the program prepares graduates for their profession.	90% of graduates believe the program helped them prepare for a job relevant to their degree.	80% of graduates will have secured employment.	Annually	Assessment Coordinator
Alumni Survey	This survey is designed for our alumni (6, 12, and 18 months post-graduation) to assess our degree programs in regards to our objectives and learning outcomes. Survey results help inform faculty regarding how well the program prepares graduates for their profession.	90% of graduates believe the program helped them prepare for a job relevant to their degree.	90% of graduates will have secured employment.	Annually	Assessment Coordinator
Employer Survey	The Counseling Faculty administer an Employer Survey of program graduates' employers. This survey assesses employer rating of graduate knowledge in 21 areas, skills in 22 areas and attributes in 8 areas, as well as asking two open-ended questions on program strengths and areas for improvement.	85% of employers believe they would hire another NIU counseling graduate.	85% of employers believe the graduates of the program are well prepared for roles and responsibilities relevant to their degree.	Annually	Assessment Coordinator
<p><i>Note.</i> <sup>a</sup> Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. <sup>b</sup> Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.</p>					