

QUINCY UNIVERSITY



MEC--ASSESSMENT REPORT 2015-2016

8/1/2016

Public Document

2015-2016 MEC Assessment Report

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Master of Science in Education in Counseling (MEC) Degree Program

Executive Summary

The following report contains program-level assessment (along with course-level assessment results that inform program-level assessment) information including intentions, methods, and results related to the MEC program at Quincy University. Program strengths, deficits, needs, and aspirations are expressed throughout the report and function as a result of information gleaned from the assessment process. The report illustrates the MEC program's continued success at meeting initial program-level student learning outcomes while simultaneously outlining the need for modification of those outcomes to fall more in line with program objectives as a whole. In addition to traditional program assessment indicators, this report also includes several CACREP-specific indicators related to the 2009 standards intended to illustrate the MEC program's continuous, systematic assessment efforts.

Quincy University Mission Statement

Quincy University stands as a Catholic, independent, liberal arts institution of higher learning in the Franciscan tradition. Inspired by the spirit of Francis and Clare of Assisi, we respect each person as a sister or brother with dignity, value, and worth. We work for justice, peace and the integrity of creation. We prepare men and women for leadership and for the transformation of the world by educating them to seek knowledge that leads to wisdom. We welcome and invite all to share our spirit and our life.

School of Education Mission Statement

Embracing the Franciscan values of respect for the individual and service toward others, the Quincy University School of Education will personalize the development of **servant leaders**. These **ethical**, inspiring and **collaborative professionals** will be **reflective decision makers** who are committed to the academic and personal **success of all students**, particularly the marginalized, in responsive teaching and learning communities. (School of Education Teacher Education Handbook, 2002-2003, p. 1)

MEC Program Mission Statement

The mission of the Quincy University Master of Education in Counseling (MEC) program is to develop competent professional counselors by facilitating personal and professional growth via a combination of academic rigor, experiential learning, personal and professional reflection, and service to the community. The MEC program is committed to the development of counselors as ethical, reflective practitioners and Servant-Leaders, who exhibit an affinity for lifelong learning, a commitment to social justice, and an appreciation for the diverse world in which they live and practice.

MEC Program Goals/Objectives

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The Quincy University MEC program will:

1. Provide students with academically rigorous coursework in order to facilitate their knowledge and understanding in the following eight core areas:
 - a. Professional Orientation and Ethical Practice
 - b. Social and Cultural Diversity
 - c. Human Growth and Development
 - d. Career Development
 - e. Helping Relationships
 - f. Group Work
 - g. Assessment
 - h. Research and Program Evaluation
2. Provide students with special emphasis coursework (related to professional school counseling and clinical mental health counseling) that will enable them to work in a variety of settings.
3. Require students to regularly engage in personal and professional reflection in order to facilitate increased self-awareness, self-monitoring, and self-evaluation.
4. Regularly expose students to multicultural issues relevant to the counseling profession, and encourage students to reflect upon these issues in class activities, discussions, and/or written assignments.
5. Provide students with experiential learning opportunities ranging from classroom and service activities to field experience during practicum and internship.
6. Encourage and facilitate the development of student dispositions appropriate to the counseling profession.
7. Regularly evaluate student progress, and provide students with regular feedback regarding academic progress, dispositional performance, and clinical development.
8. When necessary, provide students with remediation opportunities when their progress through the program is hindered by academic, clinical, or dispositional difficulties.
9. Enforce departmental policies regarding student retention, remediation, and/or dismissal.
10. Keep students informed of departmental policies, and provide students with an appeal process regarding retention and dismissal decisions.

Program Learning Outcomes

MEC program outcomes were expanded in 2014-2015 to include additional outcomes that speak to the program, unit, and university mission. The latest version of MEC SLO's is as follows:

Graduates of the MEC program will demonstrate:

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1. Competency in each of the eight core counseling areas identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the National Board for Certified Counselors (NBCC)
2. Competency in each of the knowledge domains identified by state credentialing bodies (Illinois, Missouri, and Iowa) based on the student's/graduate's respective program emphasis (i.e., Clinical Mental Health or Professional School Counseling)
3. Dispositions befitting an entry-level counseling professional
4. Levels of counseling proficiency (i.e., conceptual ability, application of counseling theory, appropriate demonstration of techniques/skills) befitting an entry-level counseling professional
5. An ability to engage in self-reflection as a means of promoting self-awareness and personal growth
6. Proficiency in their ability to adhere to ethical standards and engage in ethical decision-making processes befitting an entry-level counseling professional
7. An understanding of how their role as a counseling professional encompasses service to the community, advocacy, and servant leadership in order to promote the empowerment of those they serve

Additionally, several CACREP-specific assessment indicators were added to the ongoing MEC assessment protocol in an effort to examine, in a more comprehensive manner, the program's ability to meet and/or exceed CACREP standards. Specific additions include assessment related to the following CACREP standards:

THE LEARNING ENVIRONMENT: STRUCTURE AND EVALUATION

Evaluation

AA. Program faculty members engage in continuous systematic program evaluation indicating how the mission, objectives, and student learning outcomes are measured and met. The plan includes the following:

1. A review by program faculty of programs, curricular offerings, and characteristics of program applicants.
2. Formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program.
3. Formal studies of site supervisors and program graduate employers that assess their perceptions and evaluations of major aspects of the program.
4. Assessment of student learning and performance on professional identity, professional practice, and program area standards.
5. Evidence of the use of findings to inform program modifications.
6. Distribution of an official report that documents outcomes of the systematic program evaluation, with descriptions of any program modifications, to students currently in the program, program faculty,

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institutional administrators, personnel in cooperating agencies (e.g., employers, site supervisors), and the public.

I. Program learning outcomes & CACREP Standards-related outcomes assessed this year

Program-Level Outcomes Assessed this year

- 1. Competency in each of the eight core counseling areas identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the National Board for Certified Counselors (NBCC) (SLO 1)**
- 2. Competency in each of the knowledge domains identified by state credentialing bodies (Illinois, Missouri, and Iowa) based on the student's/graduate's respective program emphasis (i.e., Clinical Mental Health or Professional School Counseling) (SLO 2)**
- 3. Dispositions befitting an entry-level counseling professional. (SLO 3)**
- 4. Levels of counseling proficiency (i.e., conceptual ability, application of counseling theory, appropriate demonstration of techniques/skills) befitting an entry-level counseling professional (SLO 4)**
- 5. Proficiency in their ability to adhere to ethical standards and engage in ethical decision-making processes befitting an entry-level counseling professional. (SLO 6)**

CACREP Standards-Related Assessment Outcomes Assessed this year

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1. CACREP Standard AA.1-6 (see Program Learning Outcomes section above for description)

II. DESCRIPTION OF THE METHODS OF PROGRAM & CACREP STANDARDS-RELATED ASSESSMENT USED THIS YEAR

SLO 1

The following methods were utilized to assess SLO 1:

SLO 1: Each graduate of QU's MEC program will demonstrate competency in each of the eight core counseling areas identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the National Board for Certified Counselors (NBCC) as evidenced by:

- Passing full-scale score on the Counselor Preparation Comprehensive Examination (CPCE)

The CPCE tests student knowledge in each of the eight CACREP core areas and provides a subscale score for each area as well as a total mean score which is compared to the national mean in order to make decisions on student pass/fail status on the exam. The CPCE is very similar in format to the National Counseling Examination taken by individuals who plan to pursue licensure in most states. The CPCE is also believed to be reflective of the content test taken by individuals who plan to pursue certification as school counselors both in content and format (i.e., multiple choice). Results of the CPCE have the potential to inform program faculty of several facets of program-related inquiry such as: course content in the core areas, flaws in admissions and/or retentions policies, remediation policies, and how well the program infuses core content, along with a host of other indicators.

Students must score at or above the national mean on the examination in order to receive a "passing score" and ultimately graduate from the MEC program. This "floating" mean, meaning means are

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determined by examining scores during specific periods of time on specific versions of the exam, is a higher criterion for passing the examination than used in many counseling programs across the nation. Instead, many programs, according to counseling list-serves and the testing publisher, use one-standard deviation below the mean as a decision-point for whether students pass or fail the exam. MEC Program faculty believe this standard to be much too low as, by adhering to normal distribution assumptions, approximately 84% of students would pass the exam. Instead, we want our students to be in the top 50th percentile for CPCE test takers. Program faculty members believe that this is a clear indicator that our students meet minimal proficiency in these areas.

SLO 2

The following methods were utilized to assess SLO 2:

SLO 2: Each graduate of MEC's counseling program will demonstrate competency in each of the knowledge domains identified by state credentialing bodies (Illinois, Missouri, and Iowa) based on the student's/graduate's respective program emphasis (i.e., Clinical Mental Health or Professional School Counseling) as evidenced by:

- Passing full-scale score on the National Counselor Examination

The National Counselor Exam (NCE) is the state licensure exam for entry-level clinical mental health counseling professionals for most states in the country. This holds true for Illinois, Missouri, and Iowa for the entry-level license as well. The National Board for Certified Counselors (NBCC) has allowed Quincy University's MEC program to participate in a pilot program that permits nearly graduated counselors-in-training the opportunity to take the exam prior to graduation. Typically, students must graduate from their respective programs prior to taking the exam. NBCC's allowance for QU students to take the exam early serves to streamline the licensure process within their respective states (i.e., it

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allows them to take the exam early and for the application to become a nationally certified counselor to occur much sooner than typical). By electing to take the NCE while still enrolled in the program students also allow the program to track the results of their initial exam attempt (i.e., currently, NBCC does not require graduates' scores to be accessible by their programs of study, therefore a disconnect between graduates and their NCE scores exists).

Similar to the CPCE, the NCE passing score "floats" depending on the particular test administration form. The NCE utilizes the same 8 core counseling areas as the CPCE exam (NCE and CPCE are both produced by the National Board for Certified Counselors (NBCC) and their affiliates.

- Passing score on the Illinois State Board of Higher Education (ISBE) School Counseling Content Test (181)

All Professional School Counseling candidates must pass the School Counselor Content Test (181) prior to beginning the practicum experience. The exam purports to measure school counselor knowledge and is mandated for all school counseling candidates, regardless of anticipated state of practice.

SLO 3

The following methods were utilized to assess SLO 3:

SLO 3: Each graduate of the MEC program will demonstrate dispositions befitting an entry-level counseling professional as evidenced by:

- Faculty ratings on the Annual Student Review Form
- Site-Supervisor Ratings on the Professionalism/Disposition portion of the Practicum/Internship Student Evaluation

During the 2012-2013 academic year, the MEC program modified program outcomes to better examine both knowledge-based competencies and dispositions befitting a professional counselor.

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Students are reviewed annually to explore overall dispositions, adherence to ethical guidelines, and their willingness to accept and utilize supervisor feedback. During 2013-2014, however, the process which typically involved a face-to-face meeting between faculty to discuss concerns and derive solutions was formalized to include an initial digital review (i.e., to reduce unintended bias) followed by the traditional meeting to plan remediation. The program director developed an e-form listing modified versions of dispositional elements from the program handbook, including professionalism, academic concerns, and adherence to ethical standards. While these elements are evaluated continually throughout the program and, in particular, as part of the practicum/internship evaluations, they are now also explicitly assessed within this digitized annual review format. Student concerns are identified and specific concerns may be discussed further in an expanded paragraph format toward the end of the form.

The Annual Student Review Form contains the option to identify concerns on each student enrolled in the MEC program on the following areas:

- Academic Concerns
- Ethics-Related Concerns
- Discrimination-Related Concerns
- Self-Awareness Concerns
- Problems Demonstrating Respect for Diversity
- Problems Receiving, Accepting, and/or Implementing Feedback
- Problems Providing Effective Feedback to Others
- Issues with Professionalism

The Spring 2016 Practicum/Internship Student Evaluation Process represents the first digital data collection of Practicum/Internship Student Evaluation (i.e., completed by the site-supervisor) form.

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The form was modified to capture both dispositional evaluations and numerous CACREP-related performance indicators that were previously unavailable to program faculty. The professionalism/dispositional elements of the Practicum/Internship Student Evaluation will be utilized to supplement the assessment of SLO 3.

SLO 4

The following methods were utilized to assess SLO 4:

SLO 4: Levels of counseling proficiency (i.e., conceptual ability, application of counseling theory, appropriate demonstration of techniques/skills) befitting an entry-level counseling professional as evidenced by:

- Practicum/Internship Student Evaluation
 - Clinical Skills Evaluation Item # 3: Applies, in a competent manner, her or his chosen theoretical orientation with clients/students she/he serves
 - Clinical Skills Evaluation Item # 4: Articulates the ability to conceptualize her/his chosen theoretical orientation
 - Clinical Skills Evaluation Item # 5: Uses appropriate techniques/skills when working with clients/students

Practicum and internship students' clinical skills (i.e., including conceptual ability, theoretical application, and use of techniques) is assessed using a variety of course-level assessments (e.g., Tape Review Forms, Clinical Competency Rubric, Case Conceptualization Worksheets, Role-Plays, Skills Critiques, Classroom Discussion, and several others) throughout the practicum/internship experience. Additionally, practicum and internship supervisors evaluate supervisees on these areas at the end of the practicum and internship experience using via the Practicum/Internship Student

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Evaluation. Items 3-5 under the Clinical Skills Evaluation section explore elements of theoretical application, conceptual ability, and appropriate skills/techniques usage.

SLO 6

The following methods were utilized to assess SLO 6:

SLO 6: Proficiency in their ability to adhere to ethical standards and engage in ethical decision-making processes befitting an entry-level counseling professional as evidenced by:

- Practicum/Internship Student Evaluation
 - Professionalism/Disposition Evaluation Item # 1: Demonstrates the ability to apply and adhere to ethical and legal standards befitting a counseling professional

Adherence to ACA ethical guidelines is assessed via the Practicum/Internship Student Evaluation. Item 1 under the Professionalism/Disposition section asks site-supervisors to rate each student on a Likert scale ranging from Strongly Agree to Strongly Disagree on their ability to apply and adhere to ethical and legal standards.

CACREP Standards-Related Assessments

The following methods were utilized to assess the MEC Program CACREP Standards-Related Outcomes:

AA. Program faculty members engage in continuous systematic program evaluation indicating how the mission, objectives, and student learning outcomes are measured and met. The plan includes the following:

1. A review by program faculty of programs, curricular offerings, and characteristics of program applicants.

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The following methods were utilized to assess AA.1:

- **MEC Program Applicant Tracking System**

In spring 2016, the MEC program began tracking characteristics of program applicants using the Program Applicant Tracking System. The process involves the Program Director entering relevant characteristics on each program applicant upon receipt of the applicant's admissions file. Since all applicant files go through the Director, all applicants will be evaluated in this manner. During the annual MEC review meeting, characteristics of program applicants are examined by MEC faculty and inform modifications promoting the recruitment of a diverse student body. MEC programs and curricular offerings are also discussed and informally assessed during this annual review meeting (typically held in May prior to Spring Commencement Ceremony).

2. Formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program.

The following methods were utilized to assess AA.2:

- **MEC Alumni Survey**

The MEC Alumni Survey serves as a formal assessment tool to evaluate perceptions and evaluations of program graduates as it relates to major aspects of the program. Students are asked to rate (via a Likert scale) their level of agreement with survey statements surrounding perception of competence, theoretical conceptualization and application, comparison to professional peers, self-efficacy as a clinician and others. Additional narrative feedback is solicited from graduates regarding perceived strengths and deficits of the program.

3. Formal studies of site supervisors and program graduate employers that assess their perceptions and evaluations of major aspects of the program.

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The following methods were utilized to assess AA.3:

- **MEC Employer/Supervisor Feedback Survey**

The MEC Employer/Supervisor Feedback Survey was developed to assess the perceptions and evaluations of MEC program graduate employers and supervisors. Survey respondents are asked to identify their current place of employment, employer/supervisory role, perception regarding the graduate's level of employment, perception regarding the graduate's performance (i.e., Counseling knowledge, adherence to ethical standards, respect for diversity, self-awareness, acceptance of feedback, and professionalism), along with narrative descriptions of perceived strengths and deficits of the program and its ability to prepare competent counseling professionals.

4. Assessment of student learning and performance on professional identity, professional practice, and program area standards.

The following methods were utilized to assess AA.4:

- **MEC Assessment Report**
- **Program-Level Assessments**
- **Course-Level Assessments**

Assessment of student learning and performance on major CACREP standard areas (i.e., professional identity, professional practice, and program area) has previously been evidenced via the MEC Annual Assessment Reporting Process. However, the general "program-level view" of the CACREP standards is inadequate as a means of providing evidence that all of the individual CACREP standards-related indicators are being met. In reality, many of the general curriculum (Standard G) CACREP Standards are best evidenced through course-level assessment and should be explicitly depicted via assignment descriptions and assignment scoring rubrics, when applicable.

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Many of the professional practice standards can be evaluated on the basis of establishment and adherence to program-related protocols. The program is currently progressing toward the creation of a detailed system for curriculum mapping that provides a more explicit layout as to how each of the professional identity, professional practice, and program area standards are assessed within the coursework. In fact, the program plans to complete this process by spring 2017, prior to an anticipated CACREP Site Visit.

5. Evidence of the use of findings to inform program modifications.

The following methods were utilized to assess AA.5:

- **MEC Assessment Report**

This report (MEC Assessment report 2015-2016) will be the first to include the CACREP-specific standards assessment (i.e., AA.1-6). Previously, evidence of program assessment findings and their use to inform program modifications has been demonstrated via the “planned program changes based on assessment results” section of the MEC Assessment Report. Present and future reports will include section AA.1-6 in the “planned program changes...” section of the MEC Assessment Report (See section V below “Planned Program Changes Based on Assessment Results”).

6. Distribution of an official report that documents outcomes of the systematic program evaluation, with descriptions of any program modifications, to students currently in the program, program faculty, institutional administrators, personnel in cooperating agencies (e.g., employers, site supervisors), and the public.

The following methods were utilized to assess AA.6:

- **MEC Assessment Report (available on the QU Website)**

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Each year, the MEC program participates in the Annual Assessment Reporting process for the university which culminates in the submission of the official MEC Assessment Report. The report is made publicly available on the Quincy University Website. The program director will also request (via the IT Department) that a link be added to the MEC program website that directly links to the MEC Assessment Report.

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III. RESULTS OF THIS YEAR'S ASSESSMENT

(SLO 1)

Table 1. Total CPCE Mean Score and Summary Statistics (Years Varied)

2009-2010		2010-2011		2013-2014		2015-2016	
Mean	93.53	Mean	100.17	Mean	83.57	Mean	85.92
Standard Error	3.24	Standard Error	4.53	Standard Error	2.39	Standard Error	3.28
Median	92	Median	97.50	Median	84	Median	87.5
Mode	109	Mode	99	Mode	88	Mode	80
SD	12.56	SD	11.09	SD	10.98	SD	11.38
N	15	N	6	N	21	N	12

While table 1 shows a clear increase in CPCE scores during the 2015-2016 academic year, one must use caution in assuming that the change demonstrates any statistical significance. In fact, table 2 shows results of a t-test which depicts no statistically significant difference between the 2014-2015 and 2015-2016 academic year's scores, $t = .88$, $p > .05$.

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Table 2 Test of Mean Difference in CPCE Scores

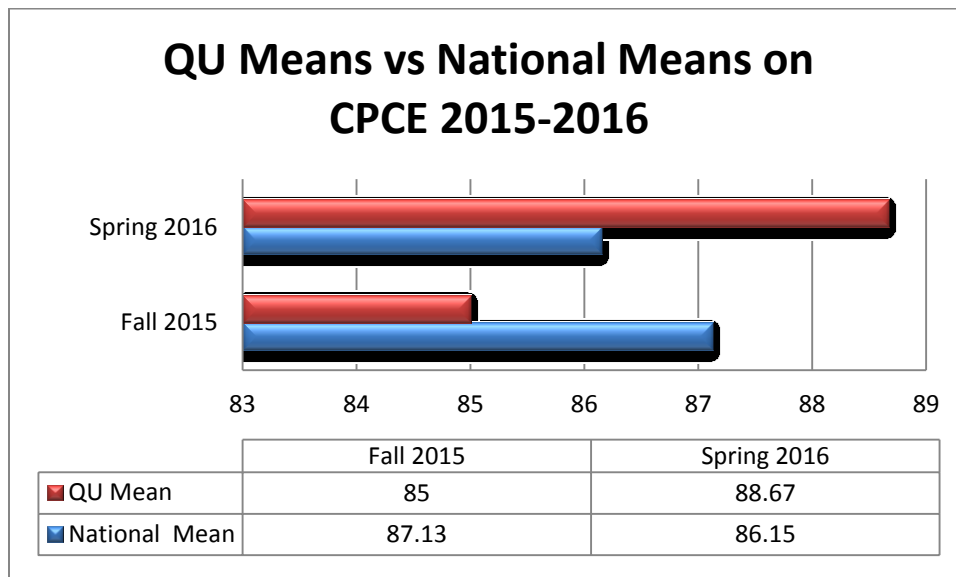
t-Test: Two-Sample Assuming Equal Variances

	2014-15	2015-16
Mean	82.8	85.91666667
Variance	72.90526316	129.3560606
Observations	20	12
Pooled Variance	93.60388889	
Hypothesized Mean Difference	0	
df	30	
	-	
t Stat	0.882214196	
P(T<=t) one-tail	0.192337714	
t Critical one-tail	1.697260887	
P(T<=t) two-tail	0.384675428	
t Critical two-tail	2.042272456	

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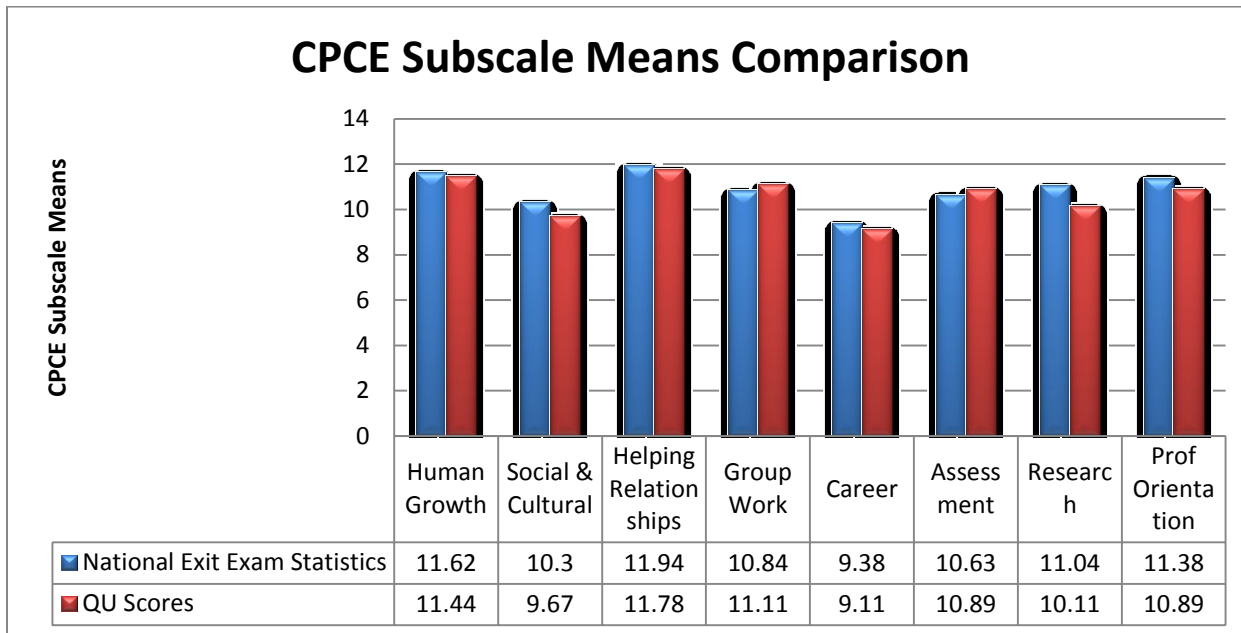
In order to assess how our students fared on each subscale in comparison to national means, the program director examined each subscale score mean for QU students and compared it to the national mean for the corresponding subscale. This can be illustrated when one views the apparent variation in scores during the fall 2015 and spring 2016 semesters. As mean scores on the CPCE “float” depending on the particular test administration form, along with the higher standard of 50th Percentile equaling a passing score (i.e., rather than one standard deviation below the mean as for most counseling programs), MEC faculty members were pleased to see that the 2015-20216 scores were near or above the CPCE National Exit Exam Mean scores for both the fall and spring exam administration.

Figure 1



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Figure 2



Analysis of CPCE subscale scores also offers program faculty a clear indication on which core subjects require more focus within the curriculum. More specifically, low subscales indicate a lack of content knowledge in specific core areas and may be an indication that modification is necessary. Based on results from the 2015-2016 academic year, no major discrepancies were noted. MEC program faculty continue to recognize lower subscale scores on the Career subscale. This trend has led to previous modifications in course-level content (i.e., the addition of multiple choice exams) and an increased effort to promote infusion of Career-related concepts throughout the program.

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(SLO 2)

NCE Score Results

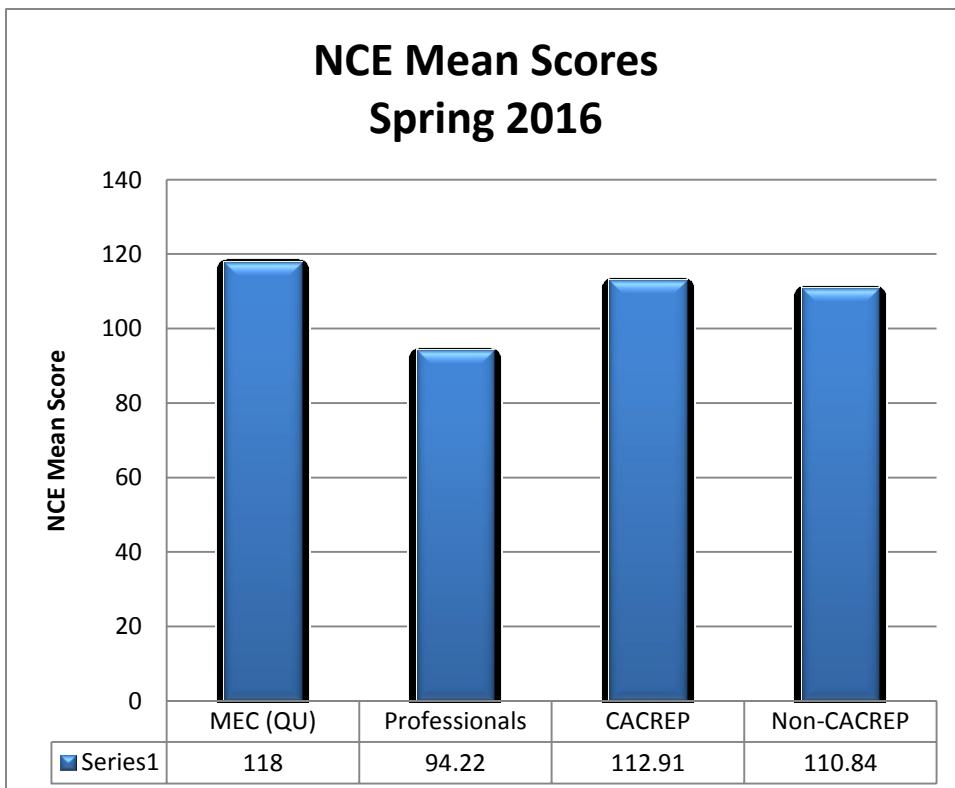
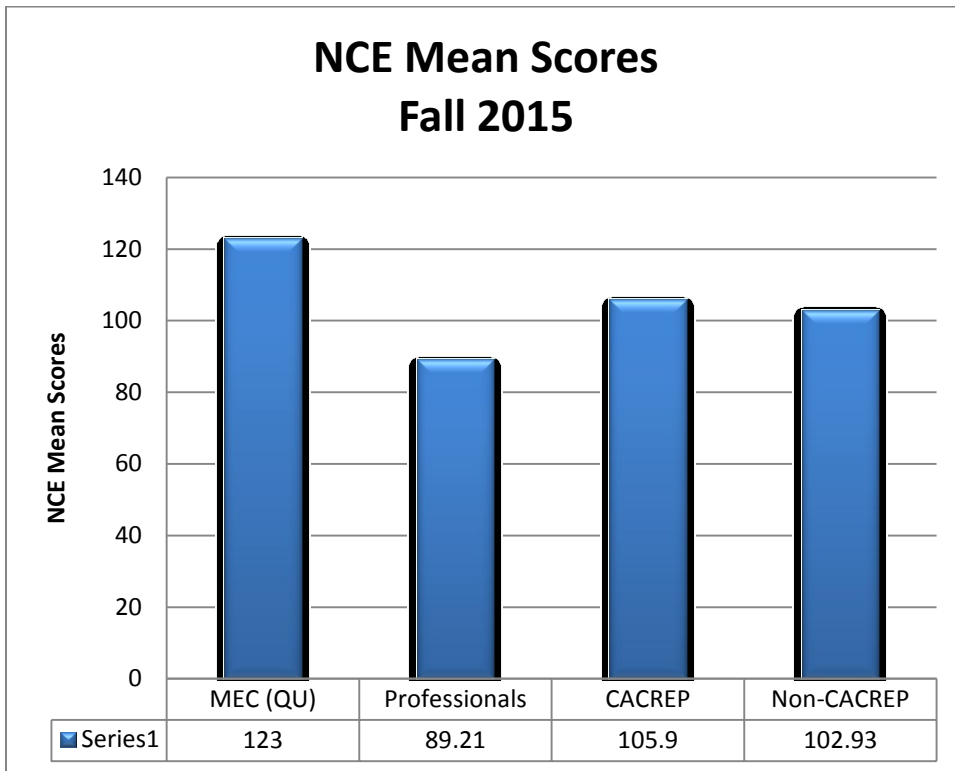
Table 3. Subscale & Mean Comparison Between QU, National, CACREP, & Non-CACREP

Subject Area	MEC (QU)	Professionals	CACREP	Non-CACREP
Human Growth	12	6.85	8.57	8.48
Social & Cultural	11	5.6	7.08	6.89
Helping Relationships	36	21.3	25.42	24.89
Group Work	16	10.19	11.85	11.69
Career	20	13.11	14.63	14.51
Assessment	20	11.65	14.43	14.21
Research	16	7.65	9.98	9.63
Prof Orientation	29	17.88	20.96	20.54

Table 3 depicts score (i.e., subscale and full-scale mean) comparisons between QU and National Scores on the National Counselor Examination (NCE). While only 4 students took the exam (i.e., spring 2016), it should be noted that QU students' scores far exceeded the national average and was in excess of both CACREP and Non-CACREP programs throughout the country. This trend holds true for both aggregate NCE scores and on each individual subscale. Figure 3(a(fall) & b(spring)) represents the mean score comparison visually. Figure 4 illustrates the discrepancy between subscale scores on the NCE between QU students and counterparts from other institutions.

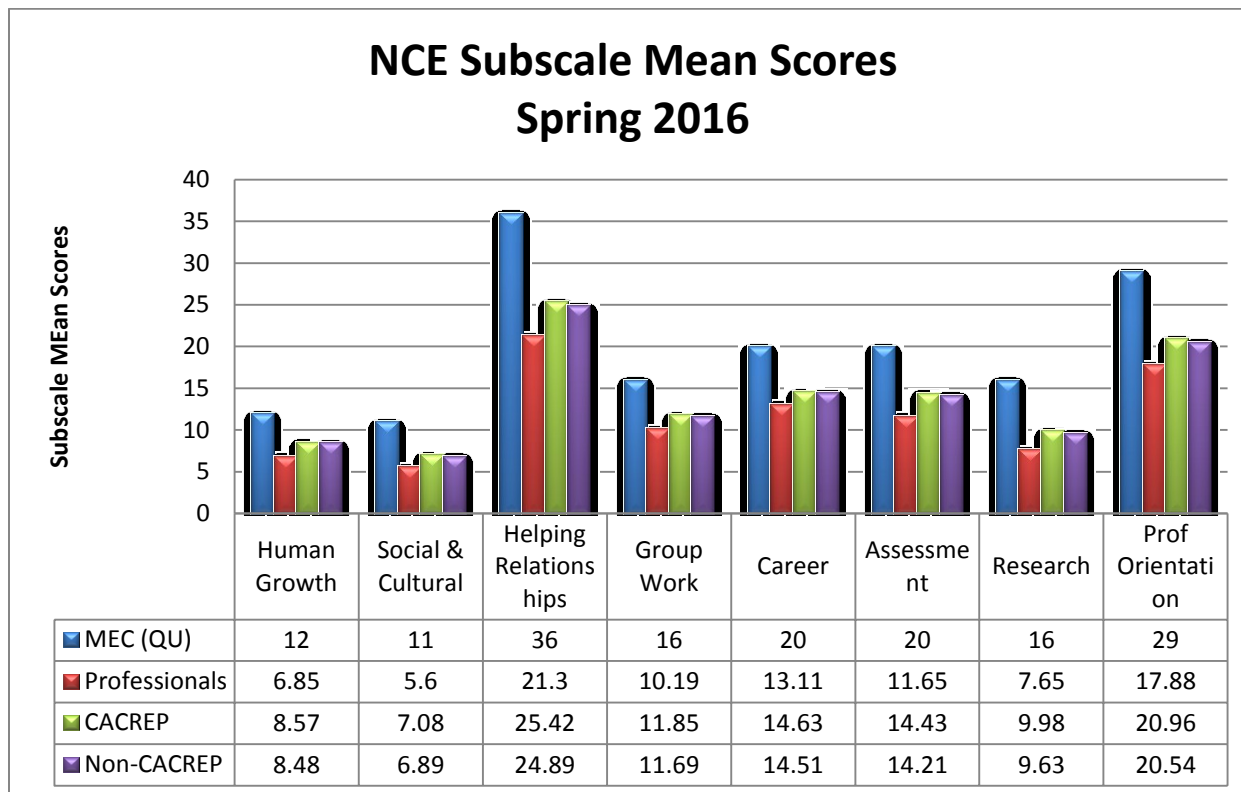
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Figure 3a & 3b.



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Figure 4.



School Counseling Test 181 Results:

Four School Counseling candidates took and passed the school counseling proficiency exam (#181). A passing score on this exam is required in the state of Illinois prior to a student beginning the school counseling practicum experience. **Specific scores are forthcoming.**

(SLO 3)

Results of the 2015-2016 Annual Student Review e-form indicated several student concerns that need attention. Faculty met within a few weeks of the report to discuss appropriate plans of remediation for the students in question. Remediation plans ranged from verbal acknowledgement of

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concern (i.e., feedback) to recommendations for continued monitoring and follow-up (i.e., check-ins) with the students in question. No Disposition Alerts were filed. One student was identified by 2 of 3 MEC faculty for concerns surrounding the student's "Self-Awareness." Several professionalism issues were identified, but none by multiple faculty members. The form results are not included in this report in order to protect anonymity of the students in question. This report is currently stored on the Program Director's "Google Drive" and in hard copy duplicate. No concerns regarding adherence to ethical standards were reported.

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(SLO 4)

Results from the Practicum/Internship Student Evaluation Form for Clinical Skills Evaluation Items 3-5 are as follows:

Practicum/Internship Student Evaluation Form Results Spring 2016						
N=6						
Item #	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unable to Determine/Evaluate
3. Applies, in a competent manner, her or his chosen theoretical orientation with clients/students she/he serves	2	4	0	0	0	0
4. Articulates the ability to conceptualize her/his chosen theoretical orientation	3	3	0	0	0	0
5. Uses appropriate techniques/skills when working with clients/students	4	2	0	0	0	0

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(SLO 6)

Results from the Practicum/Internship Student Evaluation Form for Professionalism/Disposition
Evaluation Item 1 is as follows:

Practicum/Internship Student Evaluation Form Results Spring 2016						
N=6						
Item #	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unable to Determe/Evaluate
1. Demonstrates the ability to apply and adhere to ethical and legal standards befitting a counseling professional	3	3	0	0	0	0

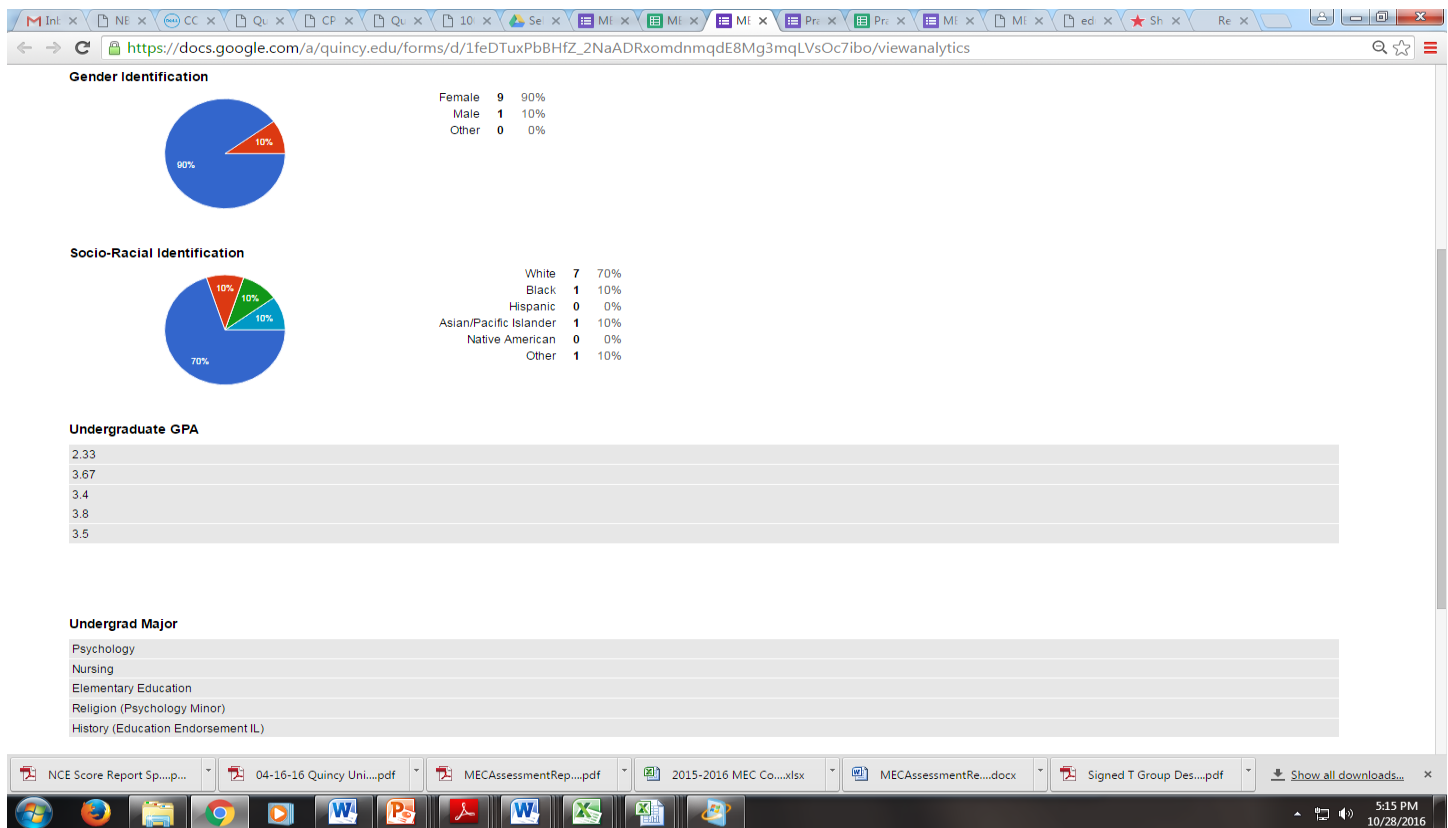
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CACREP Standards Assessment

(AA.1)

MEC Applicant Tracking System Results:

Screenshot of MEC Applicant Tracking System Form



The MEC Applicant Tracking System yielded key information regarding characteristics of program applicants that were subsequently reviewed by MEC program faculty at the Annual Review Meeting. Specific demographic information revealed that out of 10 applicants: 9 identified as female; seven identified as White, one Black, one Asian/Pacific Islander, and one “other;” the average applicant GPA was 3.34 on a 4.0 scale; and undergraduate majors were academically diverse.

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(AA.2)

MEC Alumni Survey Results:

Thirty (31) respondents completed the initial alumni survey in spring 2016. Length of time since graduation was varied: Less than one year (3, 9.7%), 1-2 years (5, 16.1%), 3-4 years (5, 16.1%), 5-6 years (6, 19.4%), and 7+ years (12, 38.7%). Most (21, 67.7%) graduated with a Clinical Mental Health Counseling degree, 10 (32.3%) were School Counseling graduates, and 0 (0%) were College Student Personnel Graduates (i.e., that program emphasis began in 2015). Twenty-four (77.4%) of the 30 respondents are currently employed in a counseling or related position, two (6.5%) stated that they are not currently employed in such a position, and five (16.1%) stated that they are employed in a position best described as “other.” Twenty-one (67.5%) of the 31 respondents state that they currently earn a salary at or above \$35,000 and an overwhelming majority (29, 93.5%) state that the MEC program prepared them either well or very well for work as a counseling professional. Thirty of the 31 respondents (96.8%) state that they would recommend the MEC program to someone considering a counseling career. Additionally, when the graduates were asked to rate themselves against non-MEC peers, they rated themselves as equal to or more advanced than peers (95% + on all categories) in several areas: Theoretical Conceptualization (100%), Theoretical Application (96.8%), Clinical Case Conceptualization (100%), Focus on Service (100%), Empathy for Clients (96.8%), Leadership (96.8%), Self-Efficacy (100%).

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Perceived Comparison against Non-MEC Professional Peers

Topic	More Advanced	Equal to Peers	Less Advanced	Total
Theoretical Conceptualization	32.3%	67.7%	0%	100%
Theoretical Application	32.3%	64.5%	3.2%	96.8%
Clinical Case Conceptualization	35.5%	64.5%	0%	100%
Focus on Service	41.9%	58.1%	0%	100%
Empathy for Clients	64.5%	32.3%	3.2%	96.8%
Leadership	38.7%	58.1%	3.2%	96.8%
Self-Efficacy	54.8%	45.2%	0%	100%

(AA.3)

MEC Employer/Supervisor Feedback Survey Results:

Seven MEC program graduate employers (i.e., or direct supervisors of graduates) completed the MEC Employer/Supervisor Feedback survey in spring 2016. Several area schools (42.9%) and mental health agencies/organizations (57.1%) were represented. All respondents (100%) stated that the MEC program graduate at their site was either “Well Prepared” (71.4%) or “Adequately Prepared” (28.6%) for his/her current role. Program graduates were rated as either “Outstanding” or “Satisfactory” on all indicators except two (i.e., Self-Awareness and Diversity received one score of “Fair” on each). Items measured employer perception of the program graduate on areas of: Counseling Knowledge, Adherence to Ethical Standards, Respect for Diversity, Self-Awareness,

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Acceptance of Feedback, and Professionalism. Narrative responses of perceived program strengths and deficits were also provided.

(AA.4)

MEC Assessment Report, Program & Course-Level Assessments

Results for standard AA.4 are currently “in progress.” The program is steeped in the process of making the process of assessing Professional Identity, Professional Practice, and Program Area Standards more explicit by way of curriculum mapping. The program is modifying course-level assessment tools to explicitly identify CACREP standards and is modifying the cross-walk depiction previously submitted as part of the CACREP Self-Study Application to explicitly link directly to assignment descriptions, relevant rubrics, exams, and student sample products. The program plans to complete the modification prior to the anticipated visit of the CACREP site team in spring 2017.

(AA.5)

MEC Assessment Report (Section V)

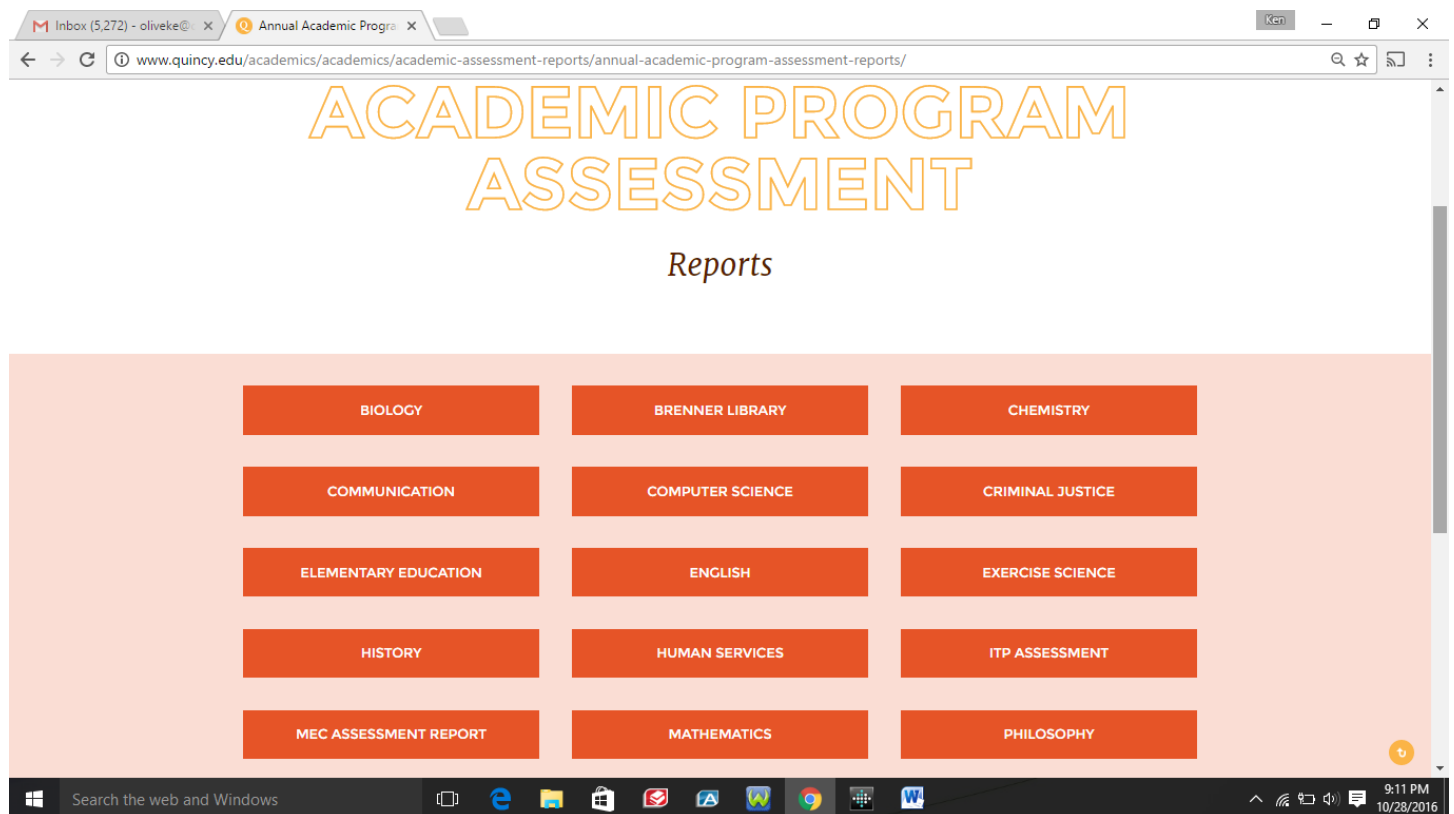
Section V of the 2015-2016 MEC Assessment Report outlines “Planned Program Changes Based on Assessment Results” which speaks directly to CACREP Standard AA.5 regarding evidence of the program’s use of assessment results to inform program modifications. Please see section V for the results.

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(AA.6)

MEC Assessment Report (online web availability) results:

Assessment Webpage Screenshot



While MEC faculty believe that the dissemination of the Annual MEC Assessment Report on the QU website is appropriate (i.e., this form of dissemination is congruent with other program reports at QU), it would be better utilized as a link on the MEC program webpage. This additional link will be requested during the fall 2016 semester.

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IV. ANALYSIS OF ASSESSMENT RESULTS

Results from the CPCE assessment indicate no significant change between scores in core CACREP & NBCC knowledge areas from previous years. While the CPCE results indicate no need for instructional modification, program faculty will still monitor course grades and student feedback in these courses to assist faculty in determining the most appropriate instructional methods. Regarding trends in scoring, program faculty have recognized the trend toward lower scores on the Career CPCE subscale. This trend corresponds to national scores on the CPCE, therefore program faculty have retained a cautious oversight of the course (i.e., via course and program-level assessment). The program may wish to make modifications to explore whether the summer offering has an impact on career subscale scores. Overall, program faculty members are encouraged by the current scores on the exit examination (CPCE) and the National Counselor Exam (NCE).

The school counseling content test (181) continues to yield positive results. The MEC program has not yet had a student fail the exam. Specific feedback on the Practicum/Internship Student Evaluation was promising and no major program modifications are warranted at this time. Site-Supervisors rated QU students high on adherence to ethical standards and clinical skills (conceptual ability, theoretical application, and techniques usage).

Regarding the CACREP-specific assessment results, the program appears to be doing quite well. The program began tracking applicant characteristics, alumni feedback, and employer/supervisor perspectives in spring 2016 and the results were promising on all three assessment tools. Applicant tracking will assist the program in implementing its diversity plan along with keeping the program abreast of application trends and market needs. The alumni feedback provided the program with a wealth of information related to alumni perceptions of the program. Of particular note was the number

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of applicants who identified the program's focus on theoretical conceptualization as a strength. The employer/supervisor feedback survey was beneficial in providing MEC faculty with previously unknown perspectives on the program by current employers.

V. PLANNED PROGRAM CHANGES BASED ON ASSESSMENT RESULTS

1. Based on a consensus desire to improve content knowledge on Career-related concepts, the MEC faculty have decided to move the MEC 528 Lifestyles and Career Counseling course from the summer session (i.e., since the program's inception) to the fall session beginning in fall 2017.
2. Based on the desire to adequately disseminate the official program report outlining systemic, continuous assessment results and corresponding program modifications, the program will add a link to the Annual MEC Assessment Report to the MEC webpage on the QU Website.
3. Based on the perceived deficit in the MEC program's ability to demonstrate evidence for CACREP standard AA.4, the program will work on explicitly identifying and depicting evidence for CACREP standards at the course-level. This will be accomplished via the development of a curriculum mapping process (i.e., currently an expansion of the curriculum crosswalks developed during the CACREP self-study application process)

VI. PROGRAM ASPIRATIONS

Aspirations for the 2016-2017 academic year are:

1. Development of new MEC Strategic Program Plan (2017-2022)
2. Attainment of a 55% first-time pass rate on CPCE and 90% pass rate on NCE.
3. Continued assessment of CACREP-specific standards along with MEC program-specific indicators