

# QUINCY UNIVERSITY



## MEC--ASSESSMENT REPORT 2022-2023

9/1/2023

Public Document

# 2022-2023 MEC Assessment Report

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# 2022-2023 MEC Assessment Report

## 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

*The Quincy University MEC program will:*

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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

## **ADDITIONAL CACREP STANDARDS-RELATED ASSESSMENT:**

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

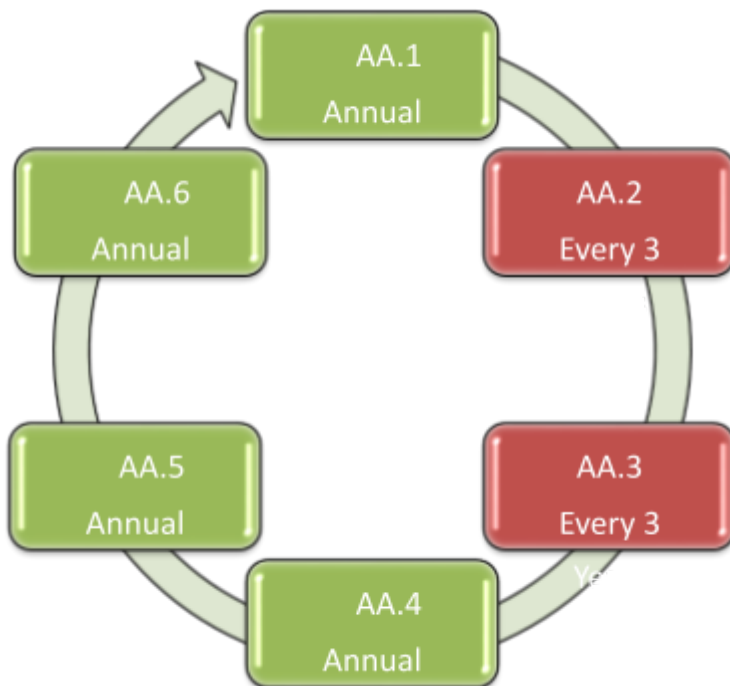
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## MEC Assessment Cycle

### Student Learning Outcomes Cycle



### CACREP Standards Assessment Cycle



# 2022-2023 MEC Assessment Report

## **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. An ability to engage in self-reflection as a means of promoting self-awareness and personal growth (SLO 5)
6. 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**

1. CACREP Standard AA.1, 2, 3, 4, 5, & 6 (see Program Learning Outcomes section above for description)

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## 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.

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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 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

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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 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

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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. 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

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In 2016, the program moved to digital data collection of the Practicum/Internship Student Evaluation (i.e., completed by the site-supervisor) form. 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. Additionally, faculty conduct annual reviews of student dispositions and identify concerns and remediation steps to effectively promote dispositions befitting entry-level counseling professionals.

## **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) are assessed using a variety of course-level assessments (e.g., Tape Review Forms, Clinical Competency Rubric, Case Conceptualization Worksheets, Role-Plays,

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

### **SLO 5**

**The following method(s) was utilized to assess SLO 5:**

SLO 5: An ability to engage in self-reflection as a means of promoting self-awareness and personal growth as evidenced by:

The CACREP Curriculum Crosswalk outlines specific points of self-reflection and identifies several specific assignments assigned throughout the curriculum that focus on the promotion of self-awareness and personal growth. A screenshot of the Core Coursework Crosswalk is depicted below:

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
1		Courses & Syllabi	500	505	510	512	513	516	517	520	521	526	527	528	530	531	540	541	545	546	551	555
2	CACREP STANDARD																					
3	G. Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.																					
4																						
5	1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:																					
6	a. history and philosophy of the counseling profession;																					
7	b. professional roles, functions, and relationships with other human service providers, including strategies for interagen																					
8	c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team du																					
9	d. self-care strategies appropriate to the counselor role;																					
10	e. counseling supervision models, practices, and processes;																					
11	f. professional organizations, including membership benefits, activities, services to members, and current issues;																					
12	g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effect																					
13	h. the role and process of the professional counselor advocating on behalf of the profession;																					
14	i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for c																					
15	j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal consid																					
16																						
17	2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:																					
18	a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;																					
19	b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally																					
20	c. theories of multicultural counseling, identity development, and social justice;																					
21	d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;																					
22	e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote o																					
23	f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.																					

## 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
  - o 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

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and legal standards.

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## **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.

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

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**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. Many of the professional practice standards can be evaluated on the basis of establishment and adherence to program-related protocols.

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

**The following methods were utilized to assess AA.5:**

- **MEC Assessment Report**
- **MEC Program Review Report (Latest Version 2017-2018)**

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”). The MEC Program Review Report also depicts relevant changes based on program and assessment review.

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4. 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 MEC Page)**
- **CACREP Vital Statistics Report (available on the QU Website MEC Page)**

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. Additionally, per CACREP requirements, the MEC Program completes the CACREP Vital Statistics Report. Both reports are made publicly available on the Quincy University Website.

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## III. RESULTS OF THIS YEAR'S ASSESSMENT

### (SLO 1)

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

2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
Mean	87.40	Mean	79.67	Mean	84.83	Mean	88.38	Mean	88.71	Mean	86.9
Standard Error	4.90	Standard Error	2.04	Standard Error	3.99	Standard Error	3.69	Standard Error	6.51	Standard Error	3.18
93											
Median		Median	78	Median	85.5	Median	90.5	Median	81	Median	87
		Mode									
Mode	96		95	Mode	n/a	Mode	93	Mode	108	Mode	n/a
		SD									
SD	15.49		9.36	SD	9.79	SD	10.45	SD	17.22	SD	10.07
N	10	N	21	N	6	N	8	N	7	N	10

While table 1 shows a clear increase in CPCE scores during the 2022-2023 academic year, one must use caution in assuming that the change demonstrates any statistical significance. This is, in part due to the fact that the CPCE, like most standardized instruments, utilizes alternate forms of the test to assess knowledge. This is particularly important because the CPCE, unlike tests with standardized criterion scores, has a “floating mean” based on the particular exam version. In fact, table 2 shows results of a t-test which depicts no statistically significant difference between the 2021-2022 and 2022- 2023 academic year’s scores,  $t = -.64$ ,  $p > .05$ .

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Table 2 Test of Mean Difference in CPCE Scores

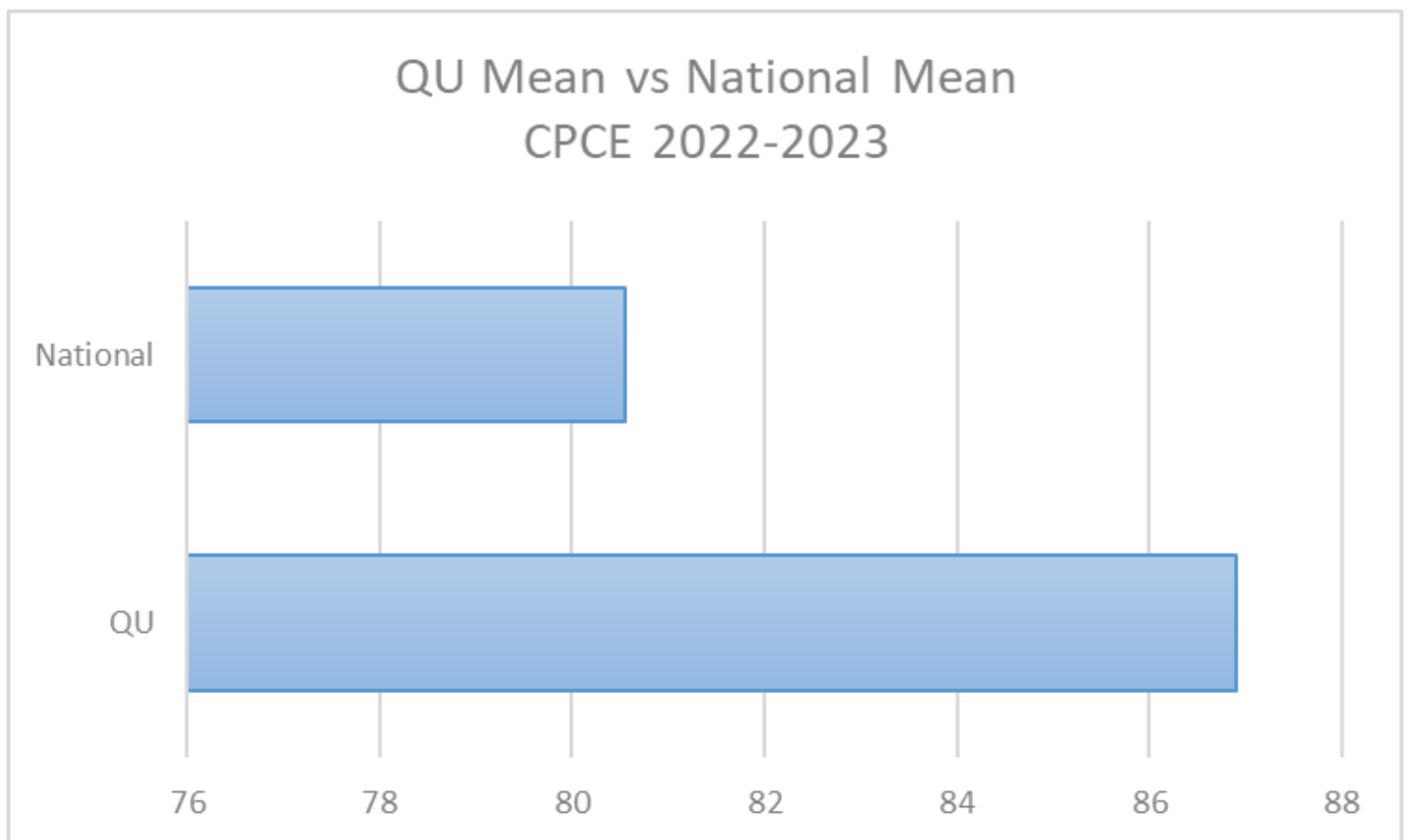
t-Test: Two-Sample Assuming Equal Variances

	2021-22	2022-23
Mean	88.71428571	86.9
Variance	296.5714286	101.4333333
Observations	7	10
Pooled Variance	179.4885714	
Hypothesized Mean Difference	0	
df	15	
t Stat	0.274796907	
P(T<=t) one-tail	0.393610529	
t Critical one-tail	1.753050356	
P(T<=t) two-tail	0.787221059	
t Critical two-tail	2.131449546	

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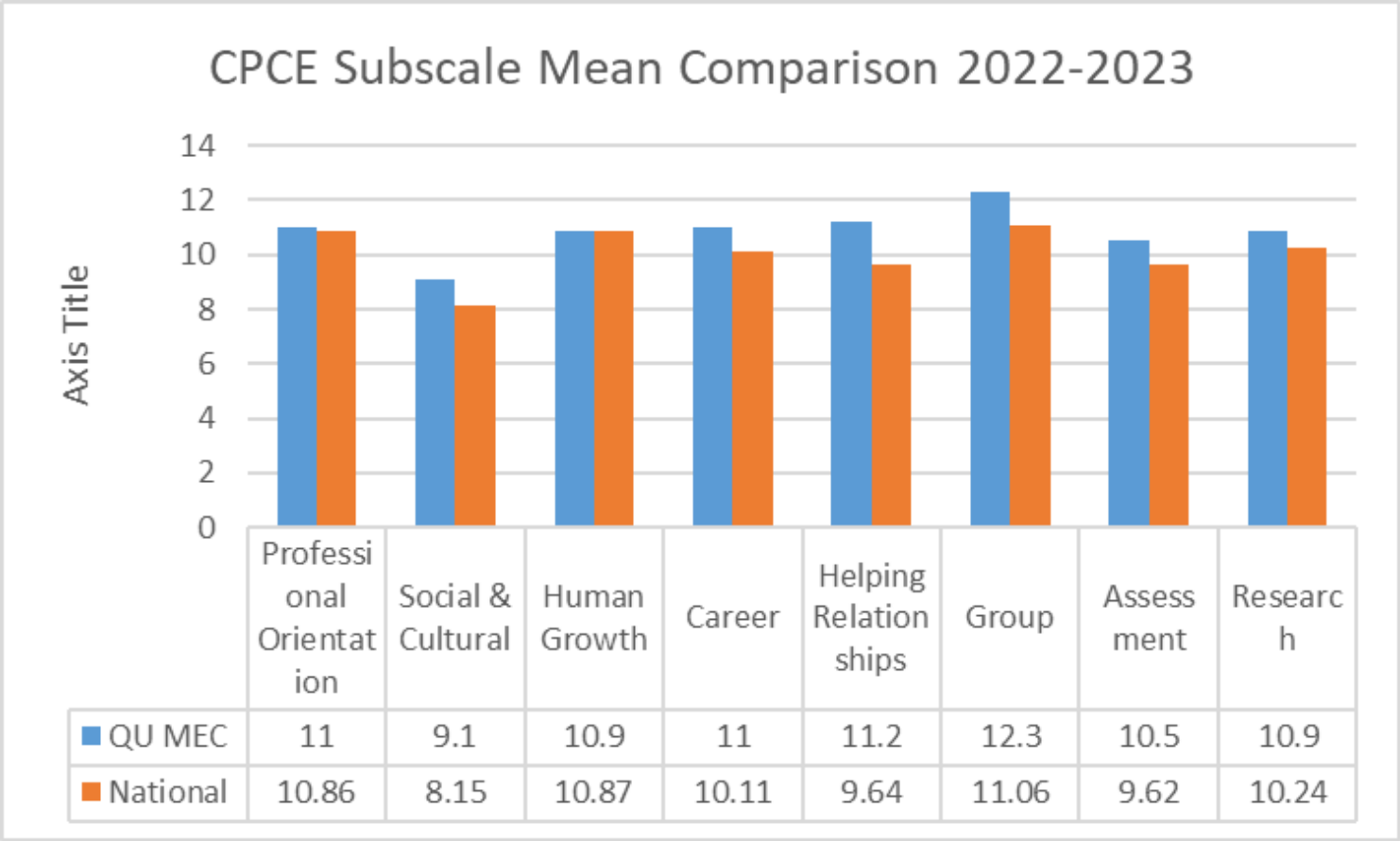
In order to assess how our students faired on each subscale in comparison to national means, the program director examined each subscale score mean for QU students and compared it to the national mean for the corresponding subscale. As mean scores on the CPCE “float” depending on the particular test administration form, along with the higher standard of 50<sup>th</sup> 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 2022-2023 scores were above the CPCE National Exit Exam Mean scores.

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 2022-2023 academic year, no major discrepancies were noted. MEC Program Faculty were pleased to see continued improvement on the Career Subscale (i.e., Figure 2 Subscale #5). This focus has led to previous modifications in course-level content (i.e., the addition of

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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 QU (MEC) vs National

Descriptive Statistics on Quincy University					
Program:	CACREP - School Counseling(60 Hours)				
Examination Date:	Spring 2022	Number Tested:	2		
National Count for Certification:	8177	Number Passed:	2		
National Pass Rate	63%				
Form Number:	146219				
Minimum Criteria:	84.00				
	Items	University Results		National Results	
		Mean	Std Dev	Mean	Std Dev
Professional Counseling Orientation and Ethical Practice	10	8.00	2.00	7.35	1.57
Social and Cultural Diversity	4	3.00	1.00	2.61	0.92
Human Growth and Development	13	10.00	0.00	8.87	2.12
Career Development	18	12.50	0.50	12.05	2.27
Counseling and Helping Relationships	56	45.50	0.50	39.10	7.52
Group Counseling and Group Work	25	18.00	0.00	17.32	3.13
Assessment and Testing	27	18.00	3.00	16.23	4.50
Research and Program Evaluation	7	4.50	1.50	5.13	1.28
Score	160	119.50	3.50	108.65	18.60
Professional Practice and Ethics	19	12.00	2.00	11.51	3.32
Intake, Assessment and Diagnosis	19	13.00	1.00	12.20	3.10
Areas of Clinical Focus	47	35.50	0.50	32.99	5.43
Treatment Planning	15	11.50	0.50	11.11	2.14
Counseling Skills and Interventions	48	38.00	1.00	32.84	6.32
Core Counseling Attributes	12	9.50	1.50	8.01	1.94
Score	160	119.50	3.50	108.65	18.60

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## Descriptive Statistics on Quincy University

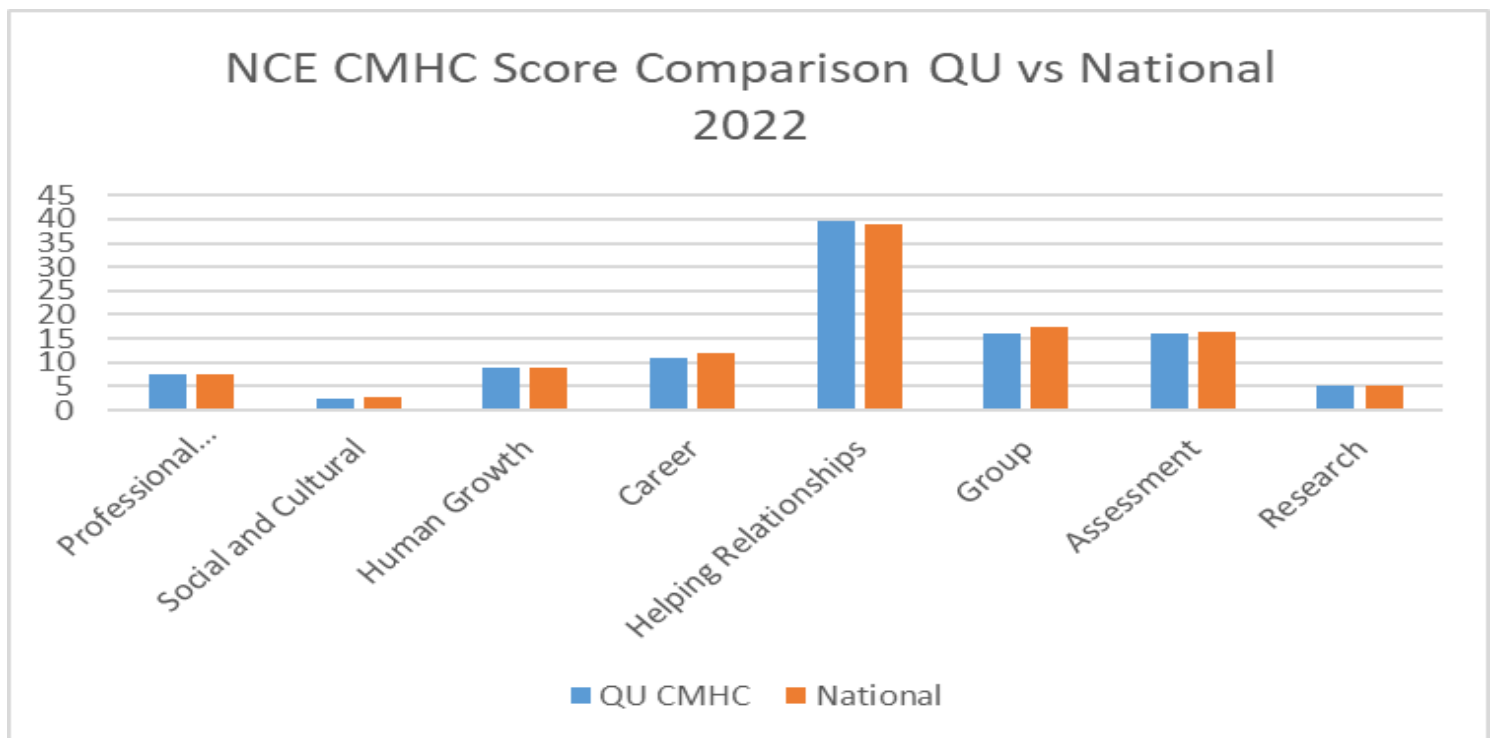
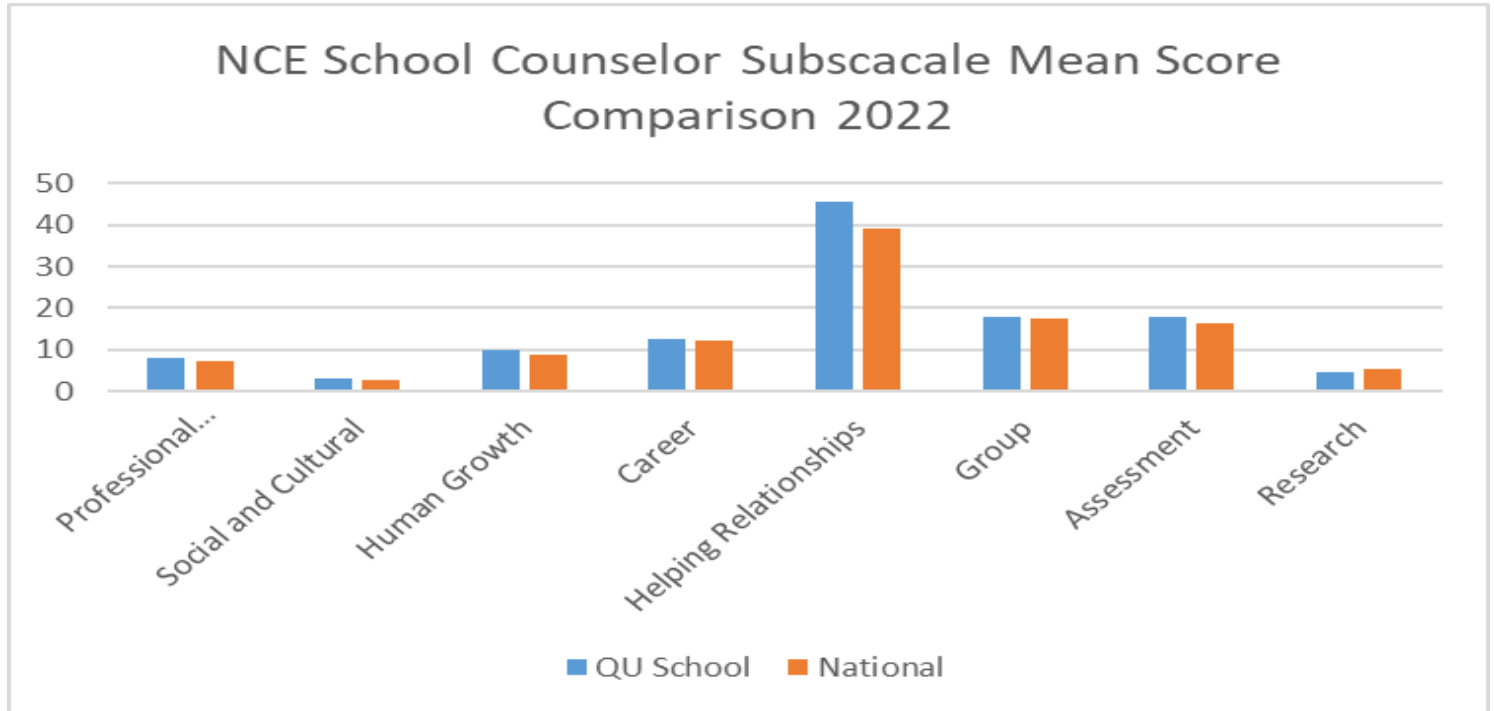
Program:	CACREP - Clinical Mental Health Counsel(60 Hours)		
Examination Date:	Spring 2022	Number Tested:	2
National Count for Certification:	8177	Number Passed:	2
National Pass Rate	63%		
Form Number:	146219		
Minimum Criteria:	84.00		

	Items	University Results		National Results	
		Mean	Std Dev	Mean	Std Dev
Professional Counseling Orientation and Ethical Practice	10	7.50	0.50	7.35	1.57
Social and Cultural Diversity	4	2.50	0.50	2.61	0.92
Human Growth and Development	13	9.00	2.00	8.87	2.12
Career Development	18	11.00	0.00	12.05	2.27
Counseling and Helping Relationships	56	39.50	3.50	39.10	7.52
Group Counseling and Group Work	25	16.00	2.00	17.32	3.13
Assessment and Testing	27	16.00	4.00	16.23	4.50
Research and Program Evaluation	7	5.50	0.50	5.13	1.28
Score	160	107.00	12.00	108.65	18.60
Professional Practice and Ethics	19	12.50	1.50	11.51	3.32
Intake, Assessment and Diagnosis	19	13.00	2.00	12.20	3.10
Areas of Clinical Focus	47	33.50	1.50	32.99	5.43
Treatment Planning	15	12.00	2.00	11.11	2.14
Counseling Skills and Interventions	48	29.00	7.00	32.84	6.32
Core Counseling Attributes	12	7.00	2.00	8.01	1.94
Score	160	107.00	12.00	108.65	18.60

Table 3 depicts the latest available 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 202 \*Note: no 2023 results were reported by NBCC), it should be noted that QU students' scores often exceeded the national average. Figure 4 illustrates the discrepancy between subscale scores on the NCE between QU students and counterparts from other institutions.

## 2022-2023 MEC Assessment Report

Figure 4.



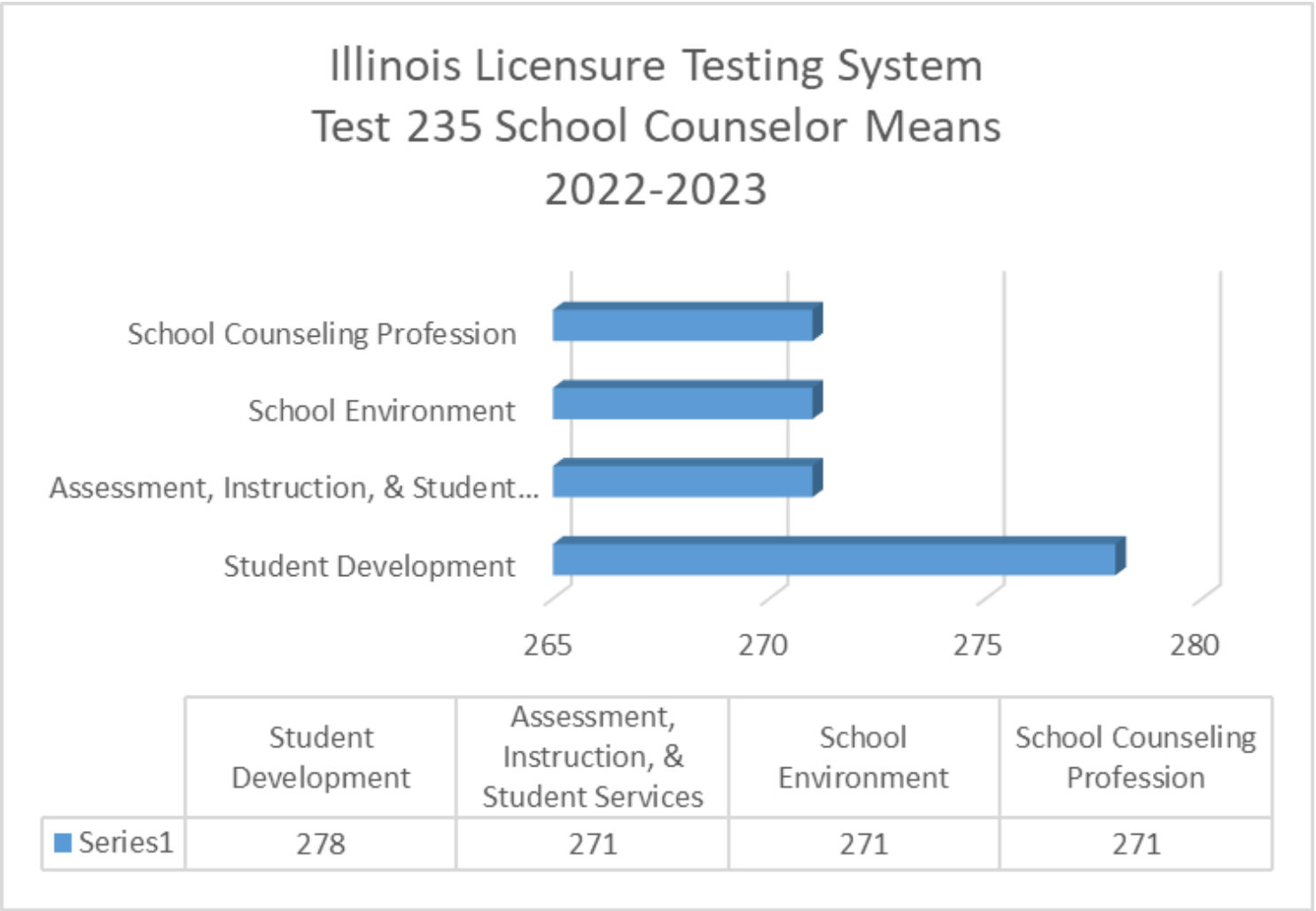
# 2022-2023 MEC Assessment Report

## **School Counseling Test 235 Results:**

All 2022-23 School Counseling candidates took and passed the school counseling proficiency exam (#235) (Passing score chart example depicted in Figure 5). A passing score on this exam is required in the state of Illinois prior to a student beginning the school counseling practicum experience.

# 2022-2023 MEC Assessment Report

Figure 5.



**(SLO 3)**

Results of the 2022-2023 Annual Student Review e-form indicated no student concerns that need attention. Faculty met within a few weeks of the report to discuss appropriate plans of remediation for

## **2022-2023 MEC Assessment Report**

the students in question. No Remediation Plans or Disposition Alerts were necessary. A few professionalism issues were identified, with no students being flagged 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.

# 2022-2023 MEC Assessment Report

## (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 2022-2023						
N=9						
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	4	5	0	0	0	0
4. Articulates the ability to conceptualize her/his chosen theoretical orientation	4	5	0	0	0	0
5. Uses appropriate techniques/skills when working with clients/students	5	4	0	0	0	0

# 2022-2023 MEC Assessment Report

## (SLO 5)

Assessed via course assignments. See description above.

## (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 2022-2023						
N=						
Item #	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unable to Determine/Evaluate
1. Demonstrates the ability to apply and adhere to ethical and legal standards befitting a counseling professional	8	0	1	0	0	0

# 2022-2023 MEC Assessment Report

## CACREP Standards Assessment

### (AA.1)

#### MEC Applicant Tracking System Results:

##### Response Table of MEC Applicant Tracking System Form

Gender Identification	Socio-Racial Identification	Undergraduate GPA	Undergrad Major
F	White	Averaged	Human Services
F	White	Averaged	Human Services
F	Asian/Pacific Islander	Averaged	Teacher Leadership (Master's)
M	Biracial	Averaged	Sport Management
F	White	Averaged	Psychology
F	Hispanic	Averaged	Communication
F	White	Averaged	Aviation
M	White	Averaged	Human Services
F	Asian/Pacific Islander	Averaged	General Studies
		3.26	

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 9 applicants: 7 identified as female; 5 identified as White; the average applicant GPA was 3.26 on a 4.0 scale; and undergraduate majors were academically diverse.

# 2022-2023 MEC Assessment Report

## **(AA.4)**

### **MEC Assessment Report, Program & Course-Level Assessments**

The program has worked diligently to make the process of assessing Professional Identity, Professional Practice, and Program Area Standards more explicit by way of curriculum mapping. The program modified course-level assessment tools to explicitly identify CACREP standards and explicitly linked assignment descriptions, relevant rubrics, exams, and student sample products for the purpose of meeting the 2009 CACREP Accreditation standards. An example of this assessment linkage is demonstrated in the use of the Clinical Competency Rubric during the Practicum/Internship experience. Clinical competency is evaluated as part of the field experience by the Faculty Supervisor, Site Supervisor, and is a clear component of student reflection and self-assessment via tape reviews and case conceptualization assignments.

## **(AA.5)**

### **MEC Assessment Report (Section V)**

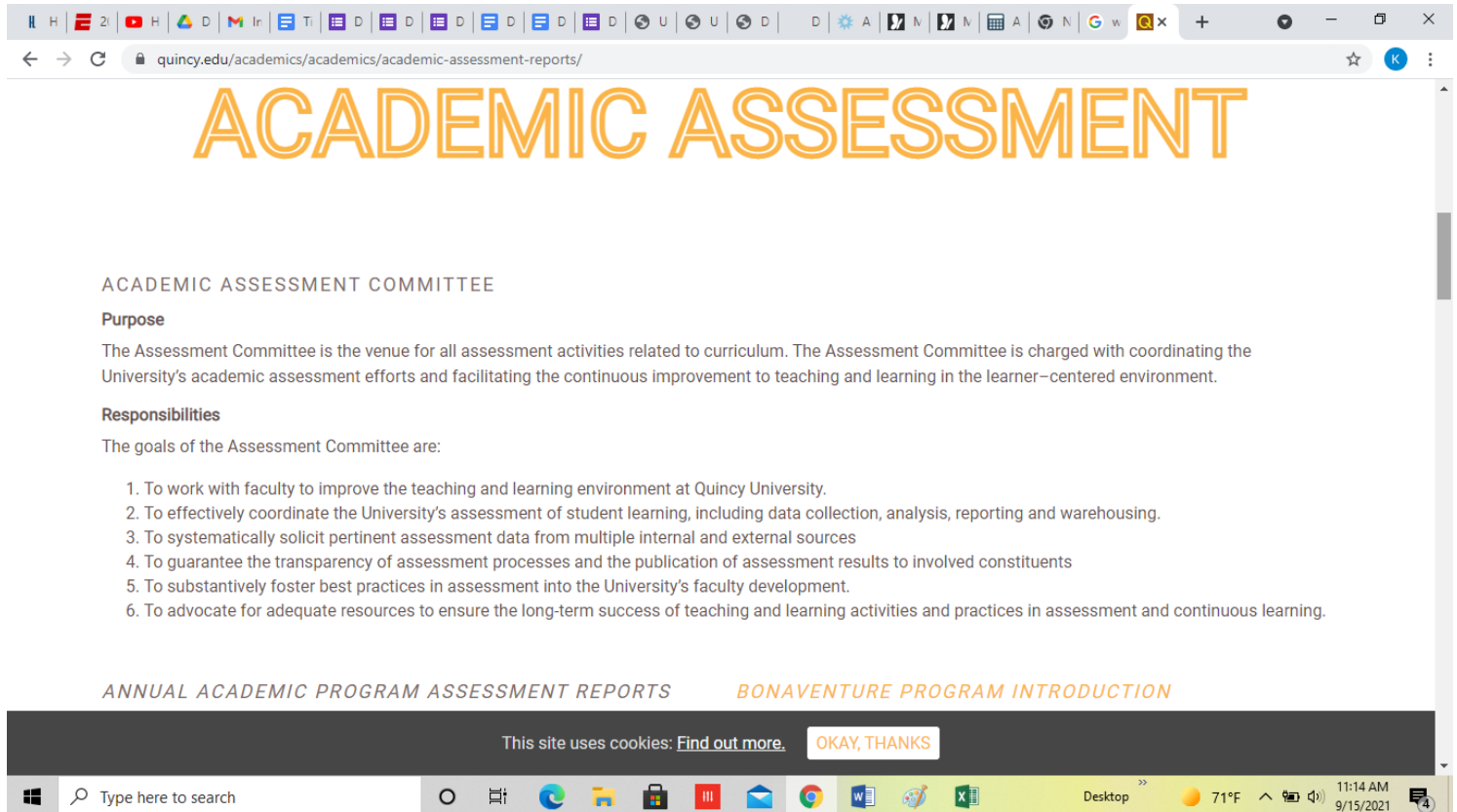
Section V of the annual MEC Assessment Report outlines “Planned Program Changes Based on Assessment Results” which speaks directly to CACREP Standard AA.5 regarding evidence of the program’s use of assessment results to inform program modifications. Please see section V for annual results.

# 2022-2023 MEC Assessment Report

(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 is also updated annually as a link directly on the MEC webpage along with the CACREP Vital Statistics Report Link.

# 2022-2023 MEC Assessment Report

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The Counseling Program Admissions Committee reviews each person's application. As there are several measures that are used in the application process, there is no one single factor that would qualify or disqualify a person. In some cases, in addition to the written application and supporting documentation, an applicant may be required to have an in person interview with the Counseling Program Admissions Committee or its representative(s).

## LICENSURE

The Counseling Program meets the criteria set forth by the State of Illinois Department of Professional and Financial Regulation for those seeking licensure as a Licensed Clinical Professional Counselor (LCPC). The counseling program also meets requirements for licensure as a Professional School Counselor in the state of Illinois.

Graduates who choose the emphasis in Clinical Mental Health Counseling will be eligible to take the examination to become a Licensed Professional Counselor (LPC). Upon completion of post-graduate clinical experience, these graduates will be eligible to take the examination for licensure as a Licensed Clinical Professional Counselor (LCPC).

Graduates who choose the emphasis in School Counseling will follow a curriculum approved by the Illinois State Board of Education. Successful graduates can be recommended by QU for licensure with an endorsement in the area of School Counseling.

## ACCREDITATION

The Master of Science in Education in Counseling Program offers programs in Clinical Mental Health Counseling and School Counseling that are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

## ANNUAL ASSESSMENT REPORT

[Download pdf](#)

## ANNUAL CACREP VITAL STATISTICS

**For more information about the Counseling program, feel free to contact:**

Dr. Kenneth Oliver, Professor of Counseling and Program Director  
[oliveke@quincy.edu](mailto:oliveke@quincy.edu)

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# 2022-2023 MEC Assessment Report

## 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). As an exploratory measure, program faculty decided to explore whether moving the course from summer to fall will have any 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 (235) continues to yield positive results. Since the program's inception, 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 have been consistently helpful in assisting faculty decision-making as a response to data collected using all three assessment tools. Applicant tracking has assisted the program in implementing its diversity plan along with keeping the program abreast of

# 2022-2023 MEC Assessment Report

application trends and market needs.

## V. PLANNED PROGRAM CHANGES BASED ON ASSESSMENT RESULTS

1. Program faculty met and decided upon no significant program changes based on assessment data collected during the 2022-2023 academic year.
2. CACREP Accreditation continues to allow the program to promote specific grant funding for student scholarships and fellowships through the National Board for Certified Counselors along with other counseling organizations/associations (e.g., Chi Sigma Iota). The program will increase promotion of these opportunities for current and future students as well as seek out additional streams of revenue to support student success (i.e., recruitment, persistence, and graduation).

## VI. PROGRAM ASPIRATIONS

Aspirations for the 2023-2024 academic year are:

1. Attainment of a 65% (marked increase) first-time pass rate on CPCE and 90% pass rate on NCE
2. Continued assessment of CACREP-specific standards along with MEC program-specific indicators
3. Program modifications to align with 2024 CACREP Standards