

2014-2015 MEC Assessment Report

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

Executive Summary

The following report contains 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 outlining the need for continuous, systematic assessment, along with continued integration of alumni data to inform assessment. As the program prepares to partake in the CACREP accreditation process, it is apparent that several key resources remain "pressing" while significant strengths remain a constant counterbalance to the program's deficits.

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.

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MEC Program Goals/Objectives

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.

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Program Learning Outcomes

To date, the counseling program focuses on four program-level learning outcomes. These 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:

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

I. Program learning 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)**

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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)**
3. **Proficiency in their ability to adhere to ethical standards and engage in ethical decision-making processes befitting an entry-level counseling professional. (SLO 6)**

II. Description of the methods of program assessment used this year

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

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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 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.

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

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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 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

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counselor knowledge and is mandated for all school counseling candidates, regardless of anticipated state of practice.

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

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:

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- 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

Other assessments:

In 2009, the CACREP audit form was created to assess the level of resources should it ever pursue CACREP accreditation. Several program modifications including, but not limited to, the anticipated addition of a third faculty member in fall 2015, the addition of a new program emphasis in college student personnel anticipated for fall 2015, and continued work toward aligning program requirements to CACREP standards, have made the pursuit of CACREP much more reasonable. The program plans to submit initial application for CACREP accreditation during the 2015-2016 academic year. The process involves completion of a “self-study” which allows the program to assess adherence to each CACREP standard and provide accompanying evidence of such adherence.

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III. Results of this year's assessment

(SLO 1)

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

	2013-2014	2014-2015	2014-2015 (w/o re-takes)
Mean	83.57	Mean 82.8	Mean 86.83
St.Error	2.39	St. Error 1.91	St. Error 2.33
Median	84	Median 80.5	Median 88
Mode	88	Mode 80	Mode 80
SD	10.98	SD 8.54	SD 8.09
N	21	N 20	N 12

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While table 1 shows a decrease in CPCE scores during the when compared to the 2013-2014 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 2013-2014 and 2014-2015 academic year's scores, $t = .47$, $p > .05$. Since students are allowed to retake the CPCE, those scores are also included in overall program analysis. Table 1 depicts descriptive statistics from 2014-2015 without the inclusion of students who retook the exam (which may have resulted in repeatedly lower scores, thus skewing the average). This may be a better indicator of how students actually perform year to year as it effectively removes the influence of retakes.

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Table 2

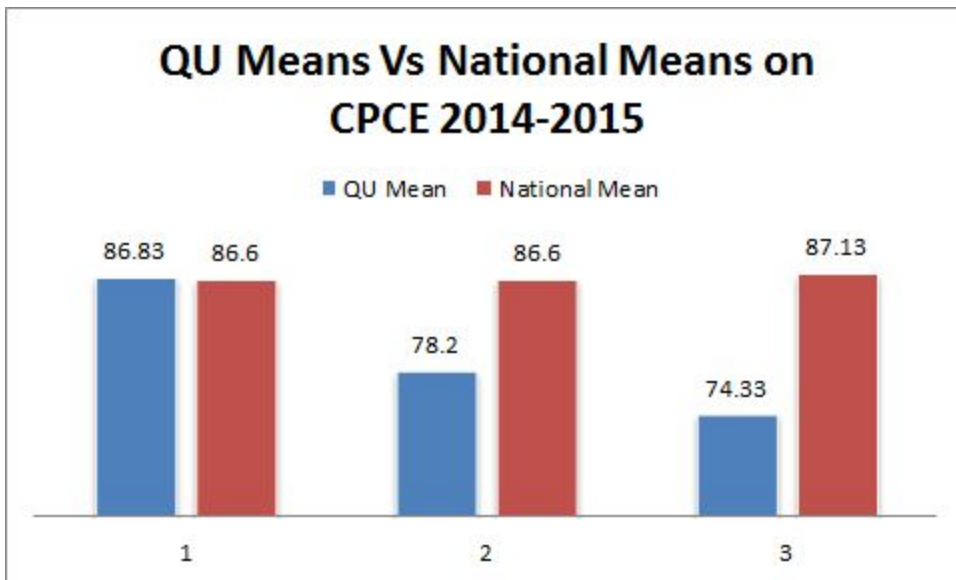
t-Test: Two-Sample Assuming Equal Variances

	<u>2013-14</u>	<u>2014-15</u>
Mean	84.375	82.8
Variance	138.5166667	72.90526316
Observations	16	20
Pooled Variance	101.8514706	
Hypothesized Mean Difference	0	
df	34	
t Stat	0.465286707	
P(T<=t) one-tail	0.322346349	
t Critical one-tail	1.690924255	
P(T<=t) two-tail	0.644692699	
t Critical two-tail	2.032244509	

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 for all CPCE administrations during the 2014-15 academic year. When factoring in the lower scores on administration 2 and 3 may be due to all students taking the exam during those administrations were “retakers”, it becomes clear that the issue may have little to do with academic preparation and more to do with individual student preparation.

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Figure 1.



Analysis of 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 2014-2015 academic year, no major changes were deemed necessary.

(SLO 2)

Figure 2

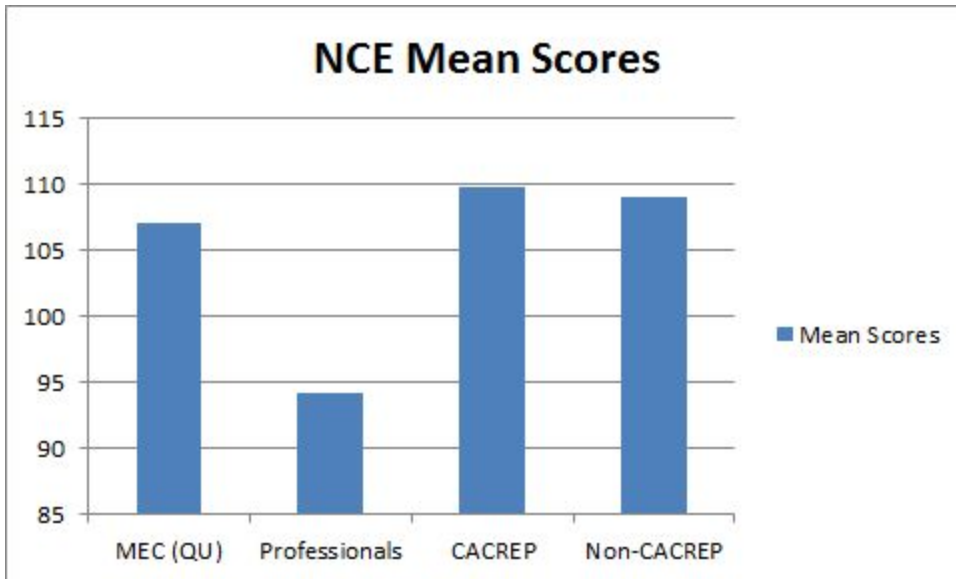
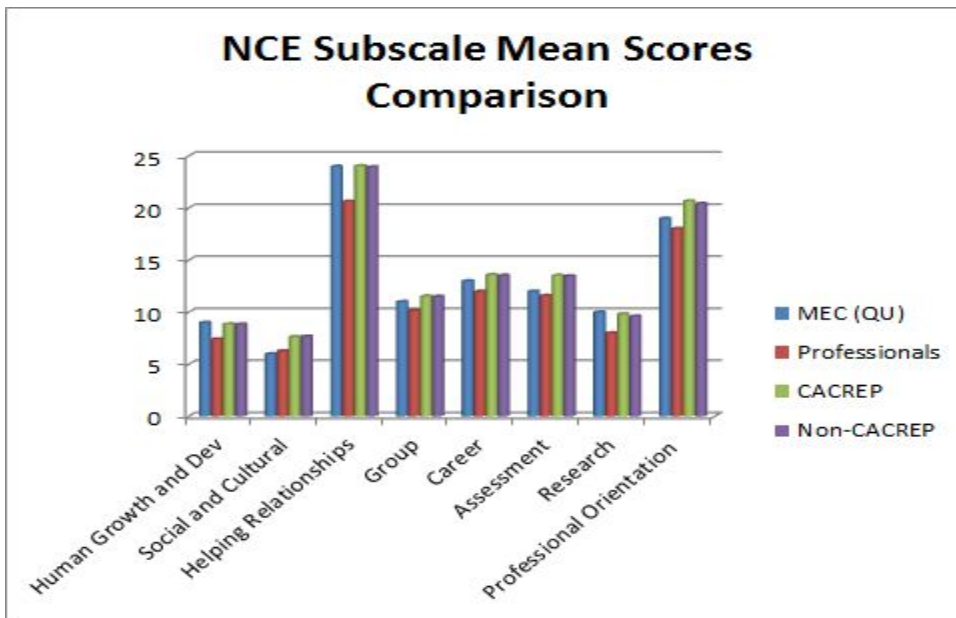


Figure 3



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Figures 2 and 3 depict 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, it should be noted that QU students' all passed the exam and scores were well in line with other groups of testers throughout the country. QU student scores far exceeded scores from new professionals taking the exam as part of their requirements for state-level licensure.

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(SLO 3)

Results of the Annual Review 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. Specific plans ranged from verbal acknowledgement of concern (i.e., feedback) to, in more extreme cases, disposition alerts. 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. Two concerns regarding adherence to ethical standards were reported but were later deemed to be more related to academics.

IV. Analysis of assessment results

(SLO 1 & 2)

Results from the CPCE assessment indicate no significant change between scores in core CACREP & NBCC knowledge areas from previous semesters. 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. Overall, program faculty members are encouraged by the current scores on the exit examination and the National Counselor Exam. Faculty members were aware of the growing concern regarding the ability to retake the CPCE. In 2012, the program implemented a policy that mandated students engage in formal remediation after 3 failed CPCE attempts. Students taking the exam this year were all still operating under the previous policy which allowed for unlimited attempts.

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(SLO 3)

The Annual Review process seems to be effective at identifying student concerns and resulting process. When broken down, however, it is clear that additional clarity is needed in order to promote inter-rater validity related to the criterion under review. For example, as a program it would be helpful to define adequate acceptance of feedback.

While knowledge indicators inform faculty of a wide array of potential concerns, they serve as only a baseline indicator of successful completion of the program and of predicted success as a counseling professional. Program faculty members have incorporated more deliberate utilization of Bloom's Taxonomy into coursework. This attempt at promoting higher-order thinking is an aspect that program faculty believe to be an important part of counselor development and reflective practice. Thus, both it and more intention related to clinical performance need to become more explicitly assessed at the program level. Discussion surrounding these program attributes will be had in the near future and may serve to shape the direction of program assessment in the coming years.

V. Planned program changes based on assessment results

While content knowledge tells us a great deal regarding student's ability to grasp information relayed in class, it does not tell us at what level they understand or conceptualize the information. While this basic level of knowledge does suffice for state and national licensure, certification, and other professional credentialing bodies, MEC program faculty believe counseling students must learn in much deeper ways in order to be effective in clinical practice.

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This has led to program faculty to agree to employ Bloom's taxonomy of learning to our conceptual framework regarding teaching, learning, and assessment of student learning outcomes. Both full-time faculty members are familiar with Bloom and believe it to be a valuable tool in promoting varied degrees of learning within the classroom. Both faculty members also state that they currently utilize Bloom's taxonomy in their instruction, and while it has been evaluated consistently at the course-level, it has not been incorporated into program-level assessment at this time.

Additional modifications for the upcoming year revolve around improving program objectives, outcomes, and initiatives to, at minimum, satisfy CACREP standards of practice. Based on the program audit, it is clear that several areas are in need of attention prior to the submission of the CACREP application and accompanying self-study.

VI. Program Aspirations

Aspirations for the 2015-2016 academic year are: (results indicated in parentheses)

1. Continued integration of course-level assessment into formal program assessment process
2. Attainment of a 70% first-time pass rate on CPCE (in 2014-15 it was 58%) and NCE (in 2014-15 it was 100%).
3. Drafting and Submission of CACREP Application (i.e., including completed Self-Study)
4. Successful integration of College Student Personnel (Student Affairs) Program Emphasis (Launched in fall 2015) into MEC assessment plan

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VII. Possible changes (additions/modifications) in assessment methods for the future

In line with CACREP standards, a clear process for disseminating program report data must be developed. Also, an efficient and informative process for exploring alumni information (i.e., employment status, perceived program benefit, professional involvement) must be developed and utilized.

VIII. Other Pertinent Information

Summary of MEC Strategic Planning Goals

The Strategic Plan for MEC includes several key action items:

Action Program/Task	Implementer(s)	Anticipated Completion
1. Alignment of program goals and procedures to meet or exceed 2009 CACREP standards and Regional (IL, MO, IA) Licensure/Certification Standards	Faculty	Began Fall 2014 Ongoing
2. Alignment of program resources to meet or exceed 2009 CACREP standards (i.e., academic, clinical setting, and others)	Faculty Administration	Fall 2015

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3.	Devise applicable 2-year rotation based on current and CACREP-aligned program resources	Faculty	Spring 2011
4.	Completion of CACREP Self Study	CACREP Liaison Faculty	Spring 2016
5.	Hire and retain 3 full-time faculty members in counselor education as required by CACREP	Administration	Fall 2015
6.	Increase program exposure through enhancement of website and increased faculty/student involvement in recruiting efforts	Faculty Student Representatives	Fall 2010 Ongoing
7.	Conduct formal examination of current program/university resources		Fall 2010 Ongoing

IX. MEC CACREP Program Audit Results

In keeping with the effort to ensure the MEC program's ability to meet CACREP standards, the program director has conducted a CACREP standards program audit to serve as an exploratory measure leading to the CACREP Self-Study. The results are as follows:

2009 CACREP Standard	Currentl y Met by MEC?	Remediation Plan
SECTION I THE LEARNING ENVIRONMENT: STRUCTURE AND EVALUATION		
THE INSTITUTION		

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<p>A. The institutional media accurately describe the academic unit and each program offered, including admissions criteria, accreditation status, delivery systems used for instruction, minimum program requirements, matriculation requirements (e.g., examinations, academic-standing policies), and financial aid information.</p>	Y	
<p>B. The academic unit is clearly identified as part of the institution's graduate degree offerings and has primary responsibility for the preparation of students in the program. If more than one academic unit has responsibility for the preparation of students in the program, the respective areas of responsibility and the relationships among and between them must be clearly documented.</p>	Y	
<p>C. The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program's learning environments.</p>	Y	
<p>D. The institution provides encouragement and support for program faculty to participate in professional organizations and activities (e.g., professional travel, research, and leadership positions).</p>	Y	
<p>E. Access to learning resources is appropriate for scholarly inquiry, study, and research by program faculty and students.</p>	Y	
<p>F. The institution provides technical support to program faculty and students to ensure access to information systems for learning, teaching, and research.</p>	Y	
<p>G. The institution provides information to students in the program about personal counseling services provided by professionals other than program faculty and students.</p>	Y	

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<p>H. A counseling instruction environment (on or off campus) is conducive to modeling, demonstration, supervision, and training, and is available and used by the program. Administrative control of the counseling instruction environment ensures adequate and appropriate access by faculty and students. The counseling instruction environment includes all of the following:</p>	<p>In Progress</p>	<p>Plans to merge space with American Sign Language lab in place for fall 2015.</p>
<p>1. Settings for individual counseling, with assured privacy and sufficient space for appropriate equipment.</p>	<p>In Progress</p>	<p>See Above</p>
<p>2. Settings for small-group work, with assured privacy and sufficient space for appropriate equipment.</p>	<p>In Progress</p>	<p>See Above</p>
<p>3. Necessary and appropriate technologies and other observational capabilities that assist learning.</p>	<p>In Progress</p>	<p>See Above</p>
<p>4. Procedures that ensure that the client's confidentiality and legal rights are protected.</p>	<p>Y</p>	
<p>THE ACADEMIC UNIT</p>		

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<p>I. Entry-level degree programs in Career Counseling, School Counseling, and Student Affairs and College Counseling are comprised of approved graduate-level study with a minimum of 48 semester credit hours or 72 quarter credit hours required of all students. Entry-level degree programs in Addiction Counseling and in Marriage, Couple, and Family Counseling are comprised of approved graduate-level study with a minimum of 60 semester credit hours or 90 quarter credit hours required of all students.</p> <p>Beginning July 1, 2009, all applicant programs in Clinical Mental Health Counseling must require a minimum of 54 semester credit hours or 81 quarter credit hours for all students. As of July 1, 2013, all applicant programs in Clinical Mental Health Counseling must require a minimum of 60 semester credit hours or 90 quarter credit hours for all students.</p>	Y	<p>Program faculty plan to submit revised program plan and course matriculation requirements to academic programs committee. CACREP-aligned program requirements were submitted for inclusion in the 2012-2013 university catalog. Increased clinical mental health program to 60 hours and decreased school counseling program to 48 hours. Recently added College Student Personnel Program (Student Affairs) and in discussion about possibly developing a specialist degree program in counseling; will undergo further exploration.</p>
<p>J. The counselor education academic unit has made systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.</p>	Y	<p>Focus on diversity written into revised program mission</p>
<p>K. Admission decision recommendations are made by the academic unit's selection committee and include consideration of the following:</p>		
<p>1. Each applicant's potential success in forming effective and culturally relevant interpersonal relationships in individual and small-group contexts.</p>	In Progress	<p>Admissions procedures will be amended to reflect this important change.</p>
<p>2. Each applicant's aptitude for graduate-level study.</p>	Y	

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3. Each applicant's career goals and their relevance to the program.	Y	However, this can be made to be more explicit
L. Before or at the beginning of the first term of enrollment in the academic unit, the following should occur for all new students:		
1. A new student orientation is conducted.	Y	Improvement needs to be made regarding consistency
2. A student handbook is disseminated that includes the following: a. mission statement of the academic unit and program objectives; b. information about appropriate professional organizations, opportunities for professional involvement, and activities potentially appropriate for students; c. written endorsement policy explaining the procedures for recommending students for credentialing and employment; d. student retention policy explaining procedures for student remediation and/or dismissal from the program; and e. academic appeal policy.	Y	Developed in 2012
M. For any calendar year, the number of credit hours delivered by noncore faculty must not exceed the number of credit hours delivered by core faculty.	Y	
N. Institutional data reflect that the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 10:1.	Y	
O. Students have an assigned faculty advisor at all times during enrollment in the program. Students, with their faculty advisor, develop a planned program of study within the first 12 months of graduate study.	Y	We implemented this change during the 2010-2011 academic year. Students have reported significant decreases in ambiguity.

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<p>P. The program faculty conducts a systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development.</p> <p>Consistent with established institutional due process policy and the American Counseling Association's (ACA) code of ethics and other relevant codes of ethics and standards of practice, if evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study.</p>	Y	
<p>Q. The practicum and internship experiences are tutorial forms of instruction; therefore, when individual and/or triadic supervision is provided by program faculty, the ratio of six students to one faculty member is considered equivalent to the teaching of one 3-semester-hour course. Such a ratio is considered maximum per course.</p>	Y	Graduate course load is reduced to meet this standard
<p>R. Group supervision for practicum and internship should not exceed 12 students.</p>	Y	
<p>S. Programs provide evidence that students are covered by professional liability insurance while enrolled or participating in practicum, internship, or other field experiences.</p>	Y	
<p>T. Opportunities for graduate assistantships for program students are commensurate with graduate assistantship opportunities in other clinical training programs in the institution.</p>	Y	
FACULTY AND STAFF		
<p>U. The academic unit has made systematic efforts to recruit, employ, and retain a diverse faculty.</p>	Y	
<p>V. The teaching loads of program faculty members are consistent with those of the institution's other graduate level units that require intensive supervision as an integral part of professional preparation, and incorporate time for supervising student research using formulae consistent with institutional policies and practices.</p>	Y	
<p>W. The academic unit has faculty resources of appropriate quality and sufficiency to achieve its mission and objectives. The academic unit has an identifiable core faculty who meet the following requirements:</p>		

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1. Number at least three persons whose full-time academic appointments are in counselor education.	Y	Hired new faculty member fall 2015
2. Have earned doctoral degrees in counselor education and supervision, preferably from a CACREP-accredited program, or have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013.	Y	
3. Have relevant preparation and experience in the assigned program area.	Y	
4. Identify with the counseling profession through memberships in professional organizations (i.e., ACA and/or its divisions), and through appropriate certifications and/or licenses pertinent to the profession.	Y	
5. Engage in activities of the counseling profession and its professional organizations, including all of the following: a. development/renewal (e.g., appropriate professional meetings, conventions, workshops, seminars); b. research and scholarly activity; and c. service and advocacy (e.g., program presentations, workshops, consultations, speeches, direct service).	Y	
6. Have the authority to determine program curricula within the structure of the institution's policies and to establish the operational policies and procedures of the program.	Y	

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<p>X. The academic unit has clearly defined administrative and curricular leadership that is sufficient for its effective operation. A faculty member may hold more than one of the following positions:</p>		
<p>1. A faculty member is clearly designated as the academic unit leader for counselor education who</p> <ul style="list-style-type: none"> a. is responsible for the coordination of the counseling program(s); b. receives inquiries regarding the overall academic unit; c. makes recommendations regarding the development of and expenditures from the budget; d. provides or delegates year-round leadership to the operation of the program(s); and e. has release time from faculty member responsibilities to administer the academic unit. 	Y	Applicable as of Fall 2015
<p>2. A faculty member or administrator is identified as the practicum and internship coordinator for the academic unit and/or program who</p> <ul style="list-style-type: none"> a. is responsible for the coordination of all practicum and internship experiences in each counselor education program for which accreditation is sought; b. is the person to whom inquiries regarding practicum and internship experiences are referred; and c. has clearly defined responsibilities. 	Y	
<p>Y. The academic unit may employ noncore faculty (e.g., adjunct, affiliate, clinical) who support the mission, goals, and curriculum of the program and meet the following requirements:</p>		
<p>1. Hold graduate degrees, preferably in counselor education from a CACREP accredited program.</p>	Y	
<p>2. Have relevant preparation and experience in the assigned area of teaching.</p>	Y	
<p>3. Identify with the counseling profession through memberships in professional organizations, appropriate certifications, and/or licenses pertinent to the profession.</p>	Y	
<p>Z. Clerical assistance is available to support faculty/program activities and is commensurate with that provided for similar graduate programs.</p>	Y	Other programs receive little to no assistance

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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.	Y	
2. Formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program.	In Progress	Process currently being developed
3. Formal studies of site supervisors and program graduate employers that assess their perceptions and evaluations of major aspects of the program.	In Progress	Advisory committees have been utilized for such matters in the past, yet they have not been formally studied
4. Assessment of student learning and performance on professional identity, professional practice, and program area standards.	Y	
5. Evidence of the use of findings to inform program modifications.	Y	
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.	In Progress	Public dissemination of evaluation results has not occurred. University-wide discussion of increased faculty web-management privileges continue to circulate, however nothing has come to fruition at present time. Website management capability will allow for such public dissemination in a seamless fashion.
BB. Students have regular and systematic opportunities to formally evaluate faculty who provide curricular experiences and supervisors of clinical experiences.	Y	
CC. Annual results of student course evaluations are provided to faculty.	Y	
DD. Written faculty evaluation procedures are presented to program faculty and supervisors at the beginning of each evaluation period and whenever changes are made in the procedures.	Y	

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