

QUINCY UNIVERSITY



MEC--ASSESSMENT REPORT 2024-2025

9/1/2025

Public Document

CONTENTS

I. Program learning outcomes & CACREP Standards-related outcomes assessed this year	11
Program-Level Outcomes Assessed this year	11
CACREP Standards-Related Assessment Outcomes Assessed this year	12
II. DESCRIPTION OF THE METHODS OF PROGRAM & CACREP STANDARDS-RELATED ASSESSMENT USED THIS YEAR	16
III. RESULTS OF THIS YEAR'S ASSESSMENT	33
CPCE Subscale Mean Scores 2024-2025	36
V. PLANNED PROGRAM CHANGES BASED ON ASSESSMENT RESULTS	51
VI. PROGRAM ASPIRATIONS	52

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 2024 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.~~

Revised University Mission Statement (Implemented Fall 2025)

Quincy University is a Franciscan, Catholic, and liberal arts institution emphasizing the development of servant-leaders.

School of Education and Human Services 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)~~

Revised Mission Statement (Adopted January 2026)

The School of Education and Human Services prepares compassionate, knowledgeable, and reflective servant leaders who are committed to empowering individuals and communities through education, advocacy, and care. Grounded in the Franciscan Catholic tradition, we educate professionals to serve with integrity, respect, and purpose in diverse learning and service environments.

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:

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:

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

2C. Counselor education program faculty continuously and systematically assess how students individually demonstrate progress toward and mastery of the knowledge, skills, and professional dispositions as required for program graduates.

1. The counselor education program faculty systematically assess each student's progress throughout the program by examining student acquisition of both knowledge and skills. The assessment process includes the following:

- a) key performance indicators in each of the eight foundational curricular areas and each CACREP specialized practice area (for doctoral programs, each of the five doctoral curriculum areas);
 - b) minimum performance expectations for each of the key performance indicators;
 - c) measurement of each key performance indicator must be conducted (1) using multiple measures and (2) across multiple points in time;
 - d) for a minimum of one KPI, one measurement must be taken during fieldwork; and
 - e) review or analysis of individual student data for the purpose of retention, remediation, and dismissal.
2. The counselor education program faculty systematically assess each student's professional dispositions throughout the program. The assessment process includes the following:
 - a) identify and define professional dispositions to be assessed;
 - b) measurement of student professional dispositions over multiple points in time; and
 - c) review or analysis of individual student data for the purpose of retention, remediation, and dismissal.
 3. The counselor education program has a systematic process in place for communicating feedback to students on their individual assessments of knowledge, skills, and professional dispositions.

2D. CONTINUOUS AND SYSTEMATIC IMPROVEMENT OF THE PROGRAM

The counselor education program has a written comprehensive evaluation plan for systematically evaluating, monitoring, and reporting achievement of program objectives on an annual basis. The plan includes:

1. academic quality indicators aligned with program objectives;
2. minimum thresholds for academic quality indicators, as determined by counselor education program faculty;
3. the data that will be collected;
4. a procedure for how and when data will be collected;

5. a method for how and when data will be reviewed or analyzed;
6. a process for addressing unmet minimum thresholds;
7. a procedure for identifying and analyzing trends in the data across multiple years; and
8. an explanation for how data will be used for curriculum and program improvement.

2E. ACADEMIC QUALITY INDICATORS

At minimum, programs must collect and analyze the following data annually as part of their comprehensive evaluation process:

1. Aggregate Assessment of Student Success:

The program provides trend analysis of student learning outcome data and reports in aggregate the achievement of minimum thresholds across multiple points in time for:

- a) all key performance indicators for entry-level programs for which data were collected that year,
- b) (if applicable) all key performance indicators for doctoral programs for which data were collected that year,
- c) professional dispositions for entry-level students, and
- d) (if applicable) professional dispositions for doctoral students.

2. Graduate Outcomes:

The program analyzes graduate outcomes and reports in aggregate, by program delivery type and CACREP specialized practice area, the achievement of minimum thresholds determined by the program for each of the following:

- a) pass rates on credentialing examinations,
- b) degree completion rates, and
- c) employment and doctoral admission rates.

3. Diverse Learning Community:

As part of identifying underrepresented populations and the continuous and systematic efforts to recruit, enroll, and retain a diverse group of students and faculty, the counselor education program analyzes, by program delivery type and CACREP specialized practice area, demographic data with regard to:

- a) Students:
 - 1) applicants,

- 2) enrolled students, and
- 3) degree completion rates.
- b) Full-Time Faculty:
 - 1) (if applicable) applicants for open faculty positions,
 - 2) employed faculty, and
 - 3) retention rates.
4. Fieldwork:

The program reports in aggregate the achievement of minimum thresholds for student placement rates at practicum and internship sites.

2F. COMMUNITY PARTNER ENGAGEMENT AND ACCOUNTABILITY

The purpose of community partner engagement is to solicit and use feedback from parties outside of the counselor education program faculty who are knowledgeable about the counseling profession and the communities the program serves.

1. The program collects and analyzes systematic follow-up studies to analyze the extent to which the program is achieving its program objectives by collecting data from community partners that include:
 - a) graduates,
 - b) fieldwork site supervisors, and
 - c) employers of program graduates.
2. The counselor education program solicits feedback from a designated advisory committee regarding proposed curriculum modification and program improvement. The advisory committee comprises representatives from the program and community partners with diverse identities and perspectives.
3. Counselor education program faculty create an annual report for entry and doctoral (if applicable) levels that includes:
 - a) a summary of the program evaluation results, including achievement of academic quality indicators;
 - b) subsequent curriculum modifications and program improvement informed by program evaluation; and
 - c) any other significant program changes.

4. The annual report is published on the program website in a location accessible to the public.

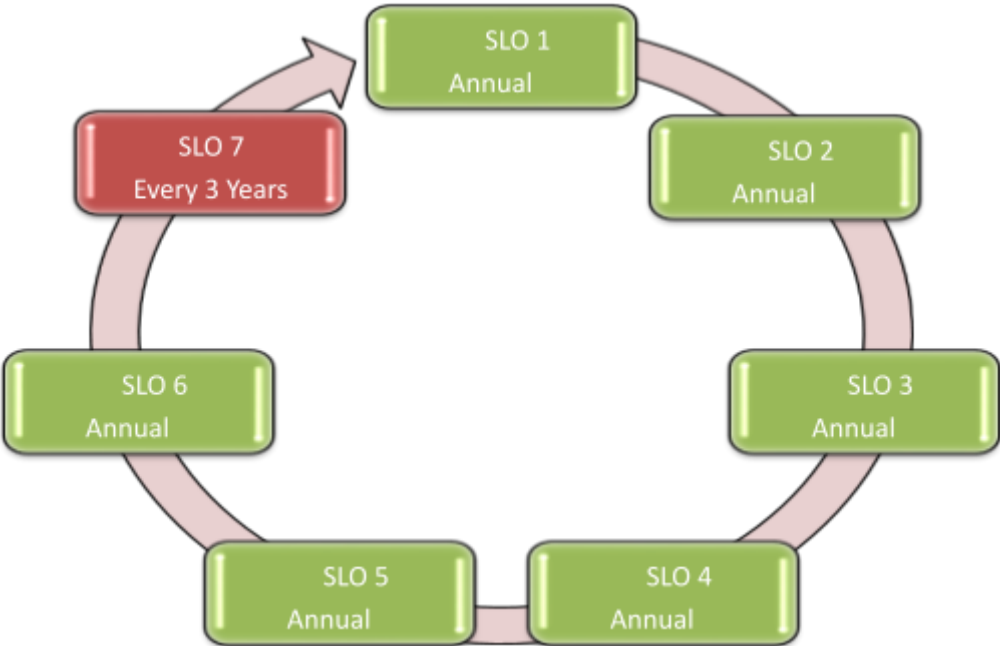
Standard 1Q and 4L

1Q. Students have regular, systematic opportunities to evaluate their experience with and access to academic advising within the counselor education program.

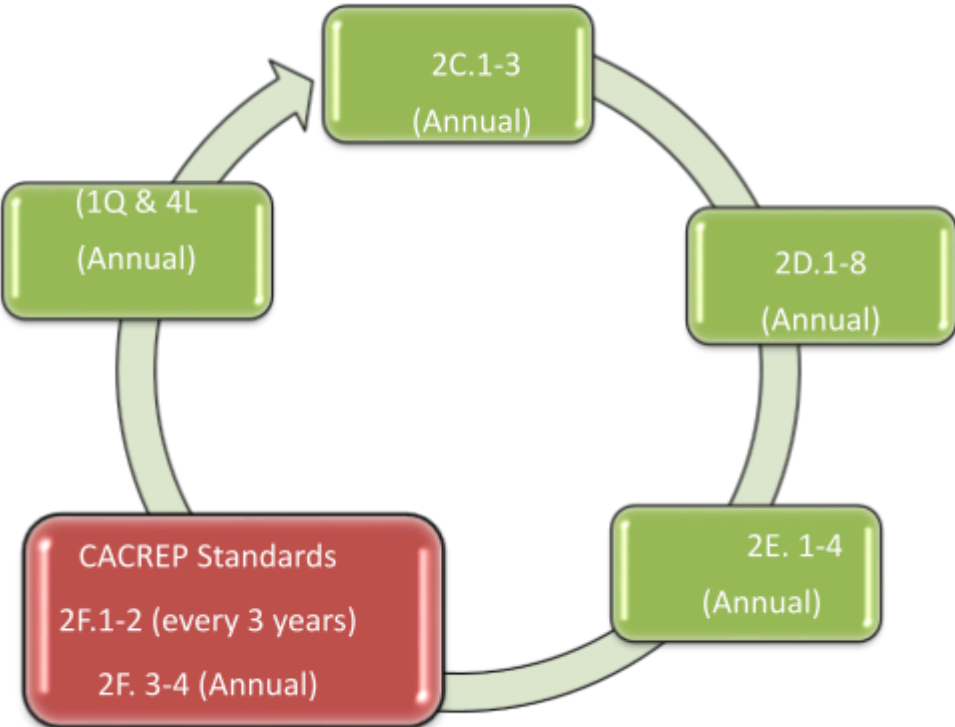
4L. Students have opportunities to evaluate their experience with the practicum and internship placement process.

MEC Assessment Cycle

Student Learning Outcomes Cycle



CACREP Standards Assessment Cycle



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) (KPI)**
- 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)**
- 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. (SLO 7)

CACREP Standards-Related Assessment Outcomes Assessed this year

1. CACREP Standard 2C, 2D, 2E, and 2F and 1Q and 4L (see Program Learning Outcomes section above for description)

- CACREP utilizes the terms Key Performance Indicators (KPI's) and Academic Quality Indicators (AQI's) to universalize an assessment lexicon for programs
- The MEC Program

KPI (Standard 2C.1 & 2)	Assessment Points	Assessments	Performance Expectations (Minimum Thresholds)
8 Core Curricular Areas			
Professional Orientation	MEC 500 Course Comprehensive Exam	MEC 500 Cumulative Quiz Score and CPCE Subscale Score	Minimum C- (74%) Grade and mean greater than or equal to 8 on CPCE subscale
Social and Cultural	MEC 527 Course Comprehensive Exam	MEC 527 Cultural Enlightenment Presentation & CPCE Subscale Score	Minimum C- (74%) Grade and mean greater than or equal to 8 on CPCE subscale
Lifespan Development	MEC 516 Course Comprehensive Exam	MEC 516 Developmental Theory Presentation & CPCE Subscale Score	Minimum C- (74%) Grade and mean greater than or equal to 8 on CPCE subscale
Career	MEC 528 Course Comprehensive Exam	MEC 528 Career Development Paper & CPCE Subscale Score	Minimum C- (74%) Grade and mean greater than or equal to 8 on CPCE subscale
Counseling Practice and Relationships	MEC 512 Course Comprehensive Exam	MEC 512 Integrated Theory Paper & CPCE Subscale Score	Minimum C- (74%) Grade and mean greater than or equal to 8 on CPCE subscale

Group Counseling	MEC 521 Course Comprehensive Exam	MEC 521 Cumulative Mid-Term & Final Exam Score & CPCE Subscale Score	Minimum C- (74%) Grade and mean greater than or equal to 8 on CPCE subscale
Appraisal (Assessment)	MEC 526 Course	MEC 526 Comprehensive	Minimum C- (74%) Grade and mean greater than or equal to 8 on CPCE subscale

	Comprehensive Exam	Assessment Report & CPCE Subscale Score	
Research	MEC 517 Course Comprehensive Exam	MEC 517 Research Prospectus & CPCE Subscale Score	Minimum C- (74%) Grade and mean greater than or equal to 8 on CPCE subscale
			Minimum C- (74%) Grade and mean greater than or equal to 8 on CPCE subscale
2 Specialized Areas			
CMHC	MEC 545 Personal Analysis Paper Practicum/Internship Student Evaluation	Personal Analysis Paper and Practicum/Internship Student Evaluation CMHC Clinical Skills Assessment	Minimum C- (74%) Grade and scores 3 or better on clinical competency supervisor ratings

School Counseling	MEC 556 Cumulative Mid-Term and Final Exam Score Practicum/Internship Student Evaluation	Mid-Term Exam & Final Exam and Practicum/Internship Student Evaluation School Counseling Clinical Skills Assessment	Minimum C- (74%) Grade and scores 3 or better on clinical competency supervisor ratings
-------------------	--	--	---

Standard 2.E Academic Quality Indicator Assessment Process			
AQI	Minimum Threshold(s)	When Collected?	By Whom?
Student Success			
KPI's (2.E.1.a)	74% on course-level KPI assessments (see KPI Table above)	Annual	Faculty
Dispositions (2.E.1.c)	One faculty member or less identify similar student concerns during annual student review 80% or higher aggregate scores on disposition evaluation (site supervisor evaluation)	Annual Each Semester	Faculty Faculty Supervisor
Graduate Outcomes			

Pass Rates (2.E.2.a)	100% Pass Rate Minimum on CPCE	Annual	Program Director
	and School Counseling Test 70% Pass Rate on NCE		
Degree Completion Rate (2.E.2.b)	80% Degree Completion Rate	Annual	Program Director
Employment and Doc Admission Rates (2.E.2.c)	85% Minimum Placement Rate within 6mos of graduation	Every 3 Years	Program Director
Diverse Learning			
Student Demographics and Completion	80% Degree Completion Minimum Threshold	Annual	Program Director
Faculty Demographics and Retention	67% Retention Minimum Threshold	Annual	Program Director
Fieldwork		Annual	Program Director
Placement Rates	90% Minimum Threshold		

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 (KPI 1–CACREP Standard 2C.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)
- Greater than 74% on average on selected standards-related core coursework assessments

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 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. Additionally, the program utilizes minimum mean threshold scores of 7 on each CPCE subscale to serve as an indicator of necessary curriculum review and/or modification.

Core coursework assessments were selected by program faculty to illustrate relationships between core competencies and classroom assignments to promote overall progress toward Program Student Learning Outcomes (SLO's). The course assignments are as follows:

Course-Level KPI's to inform Program SLO's			
CACREP Core Area	MEC Course & Assignment (KPI)	Minimum Threshold	CPCE Mean Minimum Threshold
Professional Orientation	Quiz Comprehensive Score	74% or greater	7
Social and Cultural	Cultural Enlightenment Presentation	74% or greater	7
Lifespan Development	Theory Presentation	74% or greater	7
Career Development	Personal Career Theory	74% or greater	7

	Paper		
Counseling Practice and Relationships	Integrated Theory Paper	74% or greater	7
Group Counseling	Average Exam Score	74% or greater	7
Assessment	Assessment Evaluation	74% or greater	7
Research	Research Prospectus	74% or greater	7

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 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 (235)

All Professional School Counseling candidates must pass the School Counselor Content Test (235) 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 (KPI-CACREP Standard 2C.2):

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. 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

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. Average disposition scores of 3 on each disposition area serve as the minimum threshold for program-level review and/or modification. Individual student dispositions are reviewed, at minimum, annually by program faculty and each semester by practicum and internship site supervisors.

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,

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 MEC program utilizes various assessments of self-reflection and identifies several specific assignments assigned throughout the curriculum that focus on the promotion of self-awareness and personal growth. Faculty prefer to look at one assignment from the following (sample) list annually to assess student engagement in self-reflection:

MEC 512 Counseling Theories	Integrated Personal Theory Paper
MEC 527 Social and Cultural Issues	Cultural Enlightenment Presentation
MEC 580 Counseling Practicum	Counseling Skills Critique Paper...

Aggregate scores must meet 74% minimum threshold or higher. If aggregate scores fall below the minimum threshold, faculty members meet to discuss whether program remediation is warranted.

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.

SLO 7

The following methods were utilized to assess SLO 7:

SLO 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 as evidenced by:

- Alumni Survey Scores on CSI Service Item (Every 3 Years)
- Scores on MEC 540 Leadership and Advocacy Project (When Offered)--Aggregate scores at or above 74% in order to meet minimum program threshold.

CACREP Standards-Related Assessments

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

2C. Counselor education program faculty continuously and systematically assess how students individually demonstrate progress toward and mastery of the knowledge, skills, and professional dispositions as required for program graduates.

- 1. The counselor education program faculty systematically assess each student's progress throughout the program by examining student acquisition of both knowledge and skills. The assessment process includes the following:**
 - a) key performance indicators in each of the eight foundational curricular areas and each CACREP specialized practice area (for doctoral programs, each of the five doctoral curriculum areas);**
 - b) minimum performance expectations for each of the key performance indicators;**
 - c) measurement of each key performance indicator must be conducted (1) using multiple measures and (2) across multiple points in time;**
 - d) for a minimum of one KPI, one measurement must be taken during fieldwork; and**
 - e) review or analysis of individual student data for the purpose of retention, remediation, and dismissal.**
- 2. The counselor education program faculty systematically assess each student's professional dispositions throughout the program. The assessment process includes the following:**
 - a) identify and define professional dispositions to be assessed;**
 - b) measurement of student professional dispositions over multiple points in time; and**
 - c) review or analysis of individual student data for the purpose of retention, remediation, and dismissal.**
- 3. The counselor education program has a systematic process in place for communicating feedback to students on their individual assessments of**

knowledge, skills, and professional dispositions.

The following methods were utilized to assess 2C.1-3:

- **74% on Course Assessments for 3A-H; 5C; 5H**
- **Clinical Competency Evaluation (General and Specialty Area)**
- **50th Percentile on Comprehensive Exam (CPCE)**
- **No CPCE Average Subscale Scores below 7**
- **NCE Subscale Scores below National Average are “flagged” for analysis**
- **Disposition scores equal 3+ (on average) for any question**
- **Clinical Skill Evaluation scores equal 3+ (on average) for any question**
- **74% on Course Assessments (Key Reflection Papers)**
- **Scores equal 3+ (on average) for “adherence to ethical standards” evaluation**
- **74% on Course Assessments (Key Assessments)**
- **70% or Higher Perceived CSI Involvement with Service Activities Question on Alumni Survey**

Per the MEC Annual Student Review, students where a consensus (i.e., 2 of 3 faculty members) of faculty report a concern automatically triggers a Disposition Alert. The Disposition Alert process involves notifying the student of the concern, meeting with the faculty to formally discuss the concern, and developing a formal remediation plan which the student must sign. If the student refuses to sign the remediation plan or is unsuccessful in completing the plan, the case becomes grounds for program dismissal. Ethical violations do not require a remediation plan for program dismissal.

2D. CONTINUOUS AND SYSTEMATIC IMPROVEMENT OF THE PROGRAM

The counselor education program has a written comprehensive evaluation plan for systematically evaluating, monitoring, and reporting achievement of program objectives on an annual basis. The plan includes:

1. **academic quality indicators aligned with program objectives;**
2. **minimum thresholds for academic quality indicators, as determined by counselor education program faculty;**
3. **the data that will be collected;**

4. a procedure for how and when data will be collected;
5. a method for how and when data will be reviewed or analyzed;
6. a process for addressing unmet minimum thresholds;
7. a procedure for identifying and analyzing trends in the data across multiple years; and
8. an explanation for how data will be used for curriculum and program improvement.

The following methods were utilized to assess 2D.1-8:

- **MEC Assessment Report**
- **MEC CACREP Annual Report**

The MEC program publishes two annual assessment reports on the MEC website (i.e., available to the public). The MEC Assessment report serves as the annual program report and includes all information regarding program data and includes analysis of trends and an explanation of how the data is used for curriculum and program improvement. Additional academic quality indicators (i.e., related to CACREP Standard 2E & 2F) can be found in the MEC CACREP Annual Report

2E. ACADEMIC QUALITY INDICATORS

At minimum, programs must collect and analyze the following data annually as part of their comprehensive evaluation process:

1. Aggregate Assessment of Student Success:

The program provides trend analysis of student learning outcome data and reports in aggregate the achievement of minimum thresholds across multiple points in time for:

- a) all key performance indicators for entry-level programs for which data were collected that year,
- b) (if applicable) all key performance indicators for doctoral programs for which data were collected that year,

- c) professional dispositions for entry-level students, and
 - d) (if applicable) professional dispositions for doctoral students.
2. **Graduate Outcomes:**
- The program analyzes graduate outcomes and reports in aggregate, by program delivery type and CACREP specialized practice area, the achievement of minimum thresholds determined by the program for each of the following:
- a) pass rates on credentialing examinations,
 - b) degree completion rates, and
 - c) employment and doctoral admission rates.
3. **Diverse Learning Community:**
- As part of identifying underrepresented populations and the continuous and systematic efforts to recruit, enroll, and retain a diverse group of students and faculty, the counselor education program analyzes, by program delivery type and CACREP specialized practice area, demographic data with regard to:
- a) **Students:**
 - 1) applicants,
 - 2) enrolled students, and
 - 3) degree completion rates.
 - b) **Full-Time Faculty:**
 - 1) (if applicable) applicants for open faculty positions,
 - 2) employed faculty, and
 - 3) retention rates.
4. **Fieldwork:**
- The program reports in aggregate the achievement of minimum thresholds for student placement rates at practicum and internship sites.

Evidence of the use of findings to inform program modifications.

The following methods were utilized to assess 2E.1-4:

- **MEC Annual Assessment Report (published annually on website)**

- **MEC CACREP Annual Report (published annually on website)**
- **MEC Assessment Plan**
- **MEC Applicant Tracking Form**

The MEC comprehensive data analysis process can be summarized via three separate, but related documents. The MEC Annual Assessment Report serves as the comprehensive assessment mechanism for assessment and analysis of program outcomes and resulting recommendations for curricular or program modifications. The MEC CACREP Annual Report provides a snapshot of annual summary data intended for public consumption. Graduation rates, KPI scores, alumni data, program demographics, fieldwork placement rates, and other summary data are provided. The MEC Assessment Plan outlines all policies and procedures for program-wide data collection and analysis, including minimum thresholds that trigger automatic program-level review.

Applicant tracking data is collected and analyzed annually to inform recruiting efforts and adherence to the Diversity Action Plan. 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).

2F. COMMUNITY PARTNER ENGAGEMENT AND ACCOUNTABILITY

The purpose of community partner engagement is to solicit and use feedback from parties outside of the counselor education program faculty who are knowledgeable about the counseling profession and the communities the program serves.

- 1. The program collects and analyzes systematic follow-up studies to analyze the extent to which the program is achieving its program objectives by collecting**

- data from community partners that include:
- a) graduates,
 - b) fieldwork site supervisors, and
 - c) employers of program graduates.
2. The counselor education program solicits feedback from a designated advisory committee regarding proposed curriculum modification and program improvement. The advisory committee comprises representatives from the program and community partners with diverse identities and perspectives.
 3. Counselor education program faculty create an annual report for entry and doctoral (if applicable) levels that includes:
 - a) a summary of the program evaluation results, including achievement of academic quality indicators;
 - b) subsequent curriculum modifications and program improvement informed by program evaluation; and
 - c) any other significant program changes.
 4. The annual report is published on the program website in a location accessible to the public.

The following methods were utilized to assess 2F.1-4:

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

The MEC program administers regular surveys for the purpose of soliciting community partner feedback. An Alumni Survey (i.e., Graduates) and an Employer and Site Supervisor Survey are administered. The program solicits feedback from the MEC Advisory Board on a regular basis and summary reports including academic indicators and curriculum modifications are published on the MEC website in a location accessible to the public.

1Q. Students have regular, systematic opportunities to evaluate their experience with and access to academic advising within the counselor education program.

The following methods were utilized to assess 2F.1-4:

- **MEC Annual Advising Survey**

In transition to the 2024 CACREP Standards, the MEC program began administering an annual Advising Survey. The survey asks students to rate their MEC advising experience on several areas and provide written comments related to strengths and weaknesses of current MEC advising practices.

MEC Annual Advising Survey

Form description

Program Emphasis Area (Track)

Clinical Mental Health Counseling

School Counseling

College Student Personnel

Year in Program

1st

2nd

3rd

Other...

Please select the response that best "fits" your experience with MEC advising

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagr...
My advising ou...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advising ou...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The preliminar...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professors ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand c...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What, if anything, do you like about MEC advising practices?


4L. Students have opportunities to evaluate their experience with the practicum and internship placement process.

The following methods were utilized to assess 2F.1-4:




- **Practicum/Internship Placement Evaluation (4L)**

In transition to the 2024 CACREP Standards, the MEC program began administering an annual Practicum/Internship Placement Evaluation to address CACREP Standard 4L. The survey asks questions about placement and preference to choose versus placement by the program. In future years, program faculty will decide whether to include these questions as part of one of the practicum/internship surveys.

Questions Responses 0 Settings



Practicum/Internship Placement Evaluation (4L)

B I U   

This form is anonymous. Please provide no identifying information.

Type of Practicum/Internship Site






- Clinical Mental Health Setting
- School Setting
- Higher Education Setting
- Other...

Number of placements (sites) to date
Include practicum and internship placement sites

- 1
- 2
- 3
- More than 3

Level of Satisfaction with Current Placement

- Highly Satisfied
- Satisfied
- Neutral
- Unsatisfied
- Highly Unsatisfied

Type here to search

84°F Windy ^ v 2:24 PM 10/29/2024

III. RESULTS OF THIS YEAR’S ASSESSMENT

(SLO 1)

Table 1. Total CPCE Mean Score and Summary Statistics (Multi-Year Comparison)

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Mean	84.83	Mean 88.38	Mean 88.71	Mean 86.9	Mean 77.7	Mean 83.22
Standard Error	3.99	Standard Error 3.69	Standard Error 6.51	Standard Error 3.18	Standard Error 3.08	Standard Error 3.44
Median	85.5	Median 90.5	Median 81	Median 87	Median 75	Median 82
Mode	n/a	Mode 93	Mode 108	Mode n/a	Mode 73	Mode 77
SD	9.79	SD 10.45	SD 17.22	SD 10.07	SD 11.91	SD 10.32
N	6	N 8	N 7	N 10	N 15	N 9

While table 1 shows a clear increase in CPCE scores during the 2024-2025 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. Table 2 shows results of a t-test which depicts statistically non-significant difference between the 2023-2024 and 2024-2025 academic year’s scores, $t = *1.04, p > .05$.

Table 2 Test of Mean Difference in CPCE Scores

t-Test: Two-Sample Assuming Equal Variances

	2021-22	2022-23	2023-2024	2024-2025
Mean	88.71428571	86.9	77.73	83.22
Variance	296.5714286	101.4333333	141.92	106.44
Observations	7	10	15	9
Pooled Variance	179.4885714			
Hypothesized Mean Difference	0	0	0	0
df	15	14		20
t Stat	0.274796907			-1.04
P(T<=t) two-tail	0.787221059			.31

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. 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 2024-2025 scores were generally near the CPCE National Exit Exam Mean scores. While MEC mean scores (i.e., including student retakes) were generally lower than the national CPCE average (i.e., MEC students, on average, the mean scores included student retakes).

Figure 1

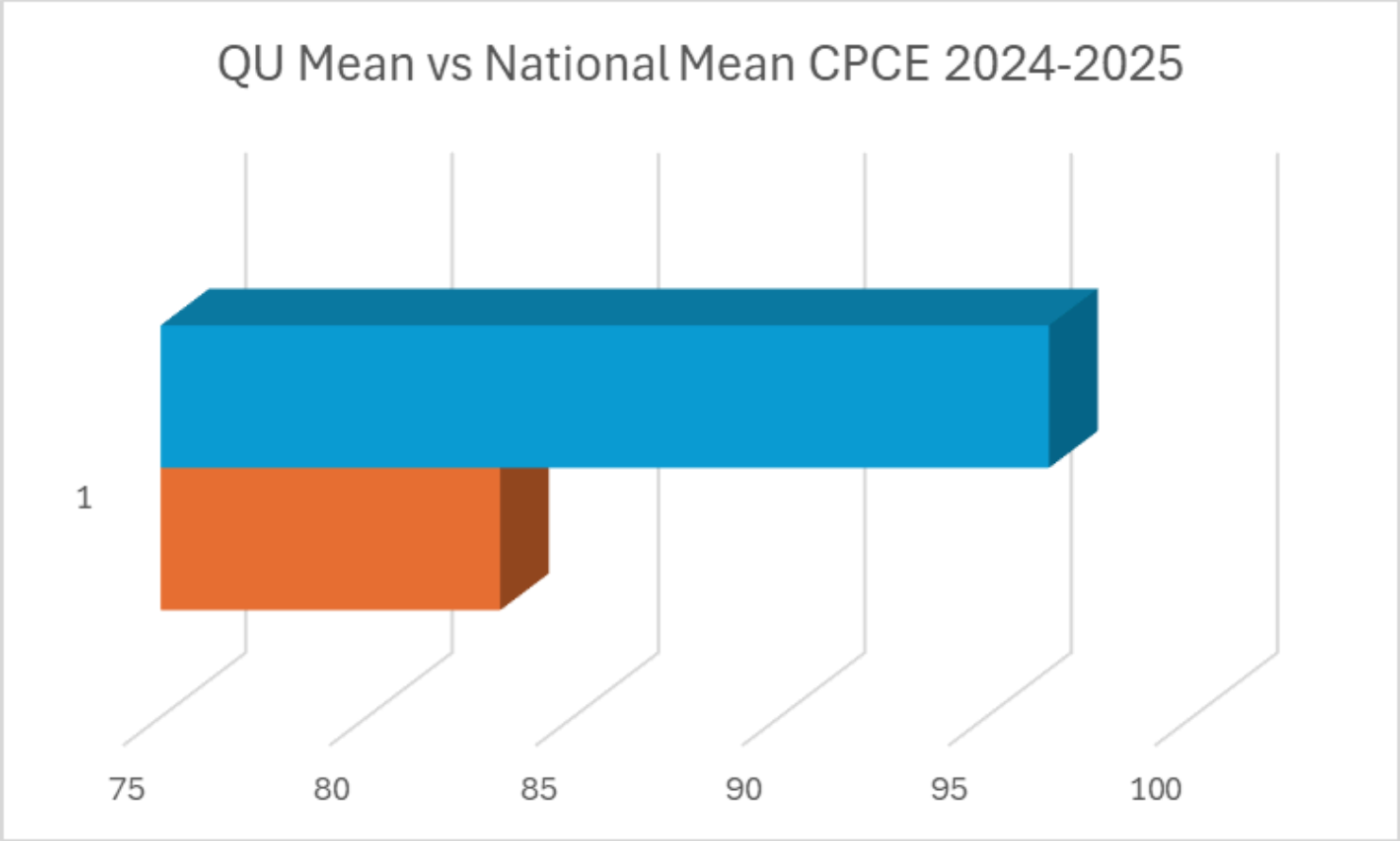


Figure 2

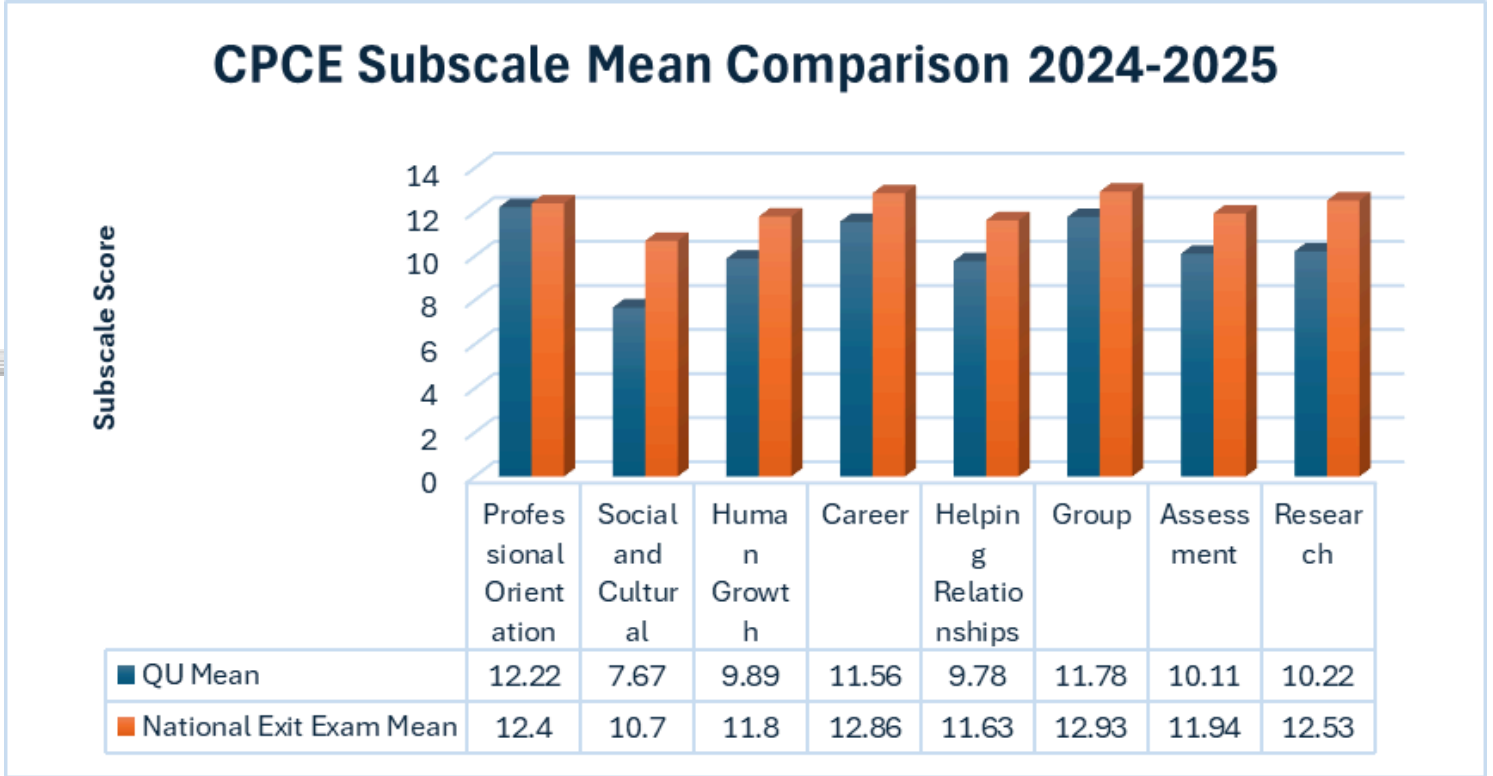


Table 3

CPCE Subscale Mean Scores 2024-2025								
Professional Orientation	Social and Cultural	Human Growth	Career	Helping Relationships	Group	Assessment	Research	Total
12.22222	7.66667	9.88889	11.55556	9.77778	11.77778	10.11111	10.22222	83.22222

Analysis of CPCE subscale scores (KPI 1) 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 2024-2025 academic year, no major discrepancies were noted. While above the minimum threshold (i.e., subscale score of 7), MEC Faculty will closely monitor scores on Social and Cultural Subscale and discuss course ideas for possible course modifications.

Course-level assessments (KPI 1) were evaluated regarding minimum thresholds. No course-level assessments were flagged for failure to meet minimum 74% average scores. A more detailed analysis of KPI minimum threshold scores is available in the MEC KPI Data Analysis document.

Course-Level KPI's to inform Program SLO's (See KPI Data Analysis for detail)		
CACREP Core Area	MEC Course & Assignment (KPI)	Result
Professional Orientation	Quiz Comprehensive Score	Exceeded Threshold
Social and Cultural	Cultural Enlightenment Presentation	Exceeded Threshold
Lifespan Development	Developmental Theory Presentation	Exceeded Threshold
Career Development	Personal Career Theory Paper	Exceeded Threshold
Counseling Practice and Relationships	Integrated Theory Paper	Exceeded Threshold
Group Counseling	Average Exam Score	Exceeded Threshold
Assessment	Assessment Report Evaluation	Exceeded Threshold
Research	Research Prospectus	Exceeded Threshold

(SLO 2)

NCE Score Results

Table 3. Subscale & Mean Comparison QU (MEC) vs National



Descriptive Statistics for Quincy University

Program: School Counseling

National Counselor Examination			
Examination Cycle:	Spring 2024		
Number Tested Nationally:	3960	Number Tested in Program:	2
Number Passed Nationally:	3662	Number Passed in Program:	2
National Pass Rate:	92%	Program Pass Rate:	100%

Work Behaviors and Domains					
	Items	University Results		National Results	
		Mean	Std Dev	Mean	Std Dev
Professional Practice and Ethics	19	11.0	1.4	12.0	3.2
Intake, Assessment and Diagnosis	19	11.5	2.1	13.8	2.7
Areas of Clinical Focus	47	34.5	3.5	33.9	5.4
Treatment Planning	14	11.0	2.8	10.2	2.0
Counseling Skills and Interventions	48	31.5	6.4	32.5	5.9
Core Counseling Attributes	13	7.5	0.7	9.7	2.0
Score	160	107.0	14.1	112.5	17.1

CACREP Content Areas					
	University Results		National Results		
	Mean	Std Dev	Mean	Std Dev	
Professional Counseling Orientation and Ethical Practice	11.0	0.0	8.5	2.1	
Social and Cultural Diversity	5.5	2.1	6.7	1.9	
Human Growth and Development	10.5	0.7	10.6	2.6	
Career Development	6.0	1.4	8.0	2.7	
Counseling and Helping Relationships	39.5	3.5	40.4	7.5	
Group Counseling and Group Work	13.0	2.8	13.2	3.1	
Assessment and Testing	21.0	2.8	22.3	4.4	
Research and Program Evaluation	0.5	0.7	2.5	1.2	
Score	107.0	14.1	112.5	17.1	



Descriptive Statistics for Quincy University

Program: Clinical Mental Health Counseling

National Counselor Examination			
Examination Cycle:	Spring 2024		
Number Tested Nationally:	3960	Number Tested in Program:	2
Number Passed Nationally:	3662	Number Passed in Program:	1
National Pass Rate:	92%	Program Pass Rate:	50%

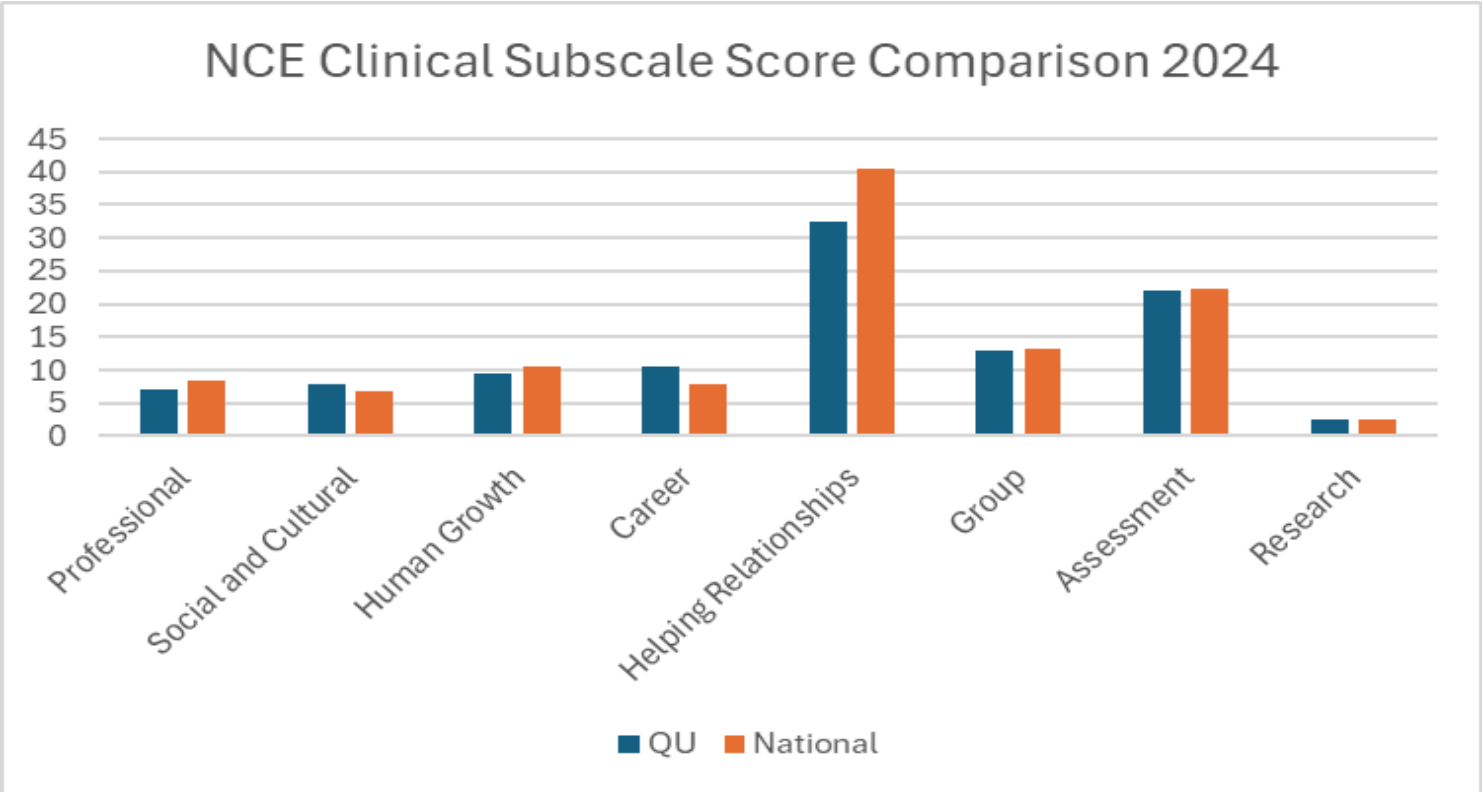
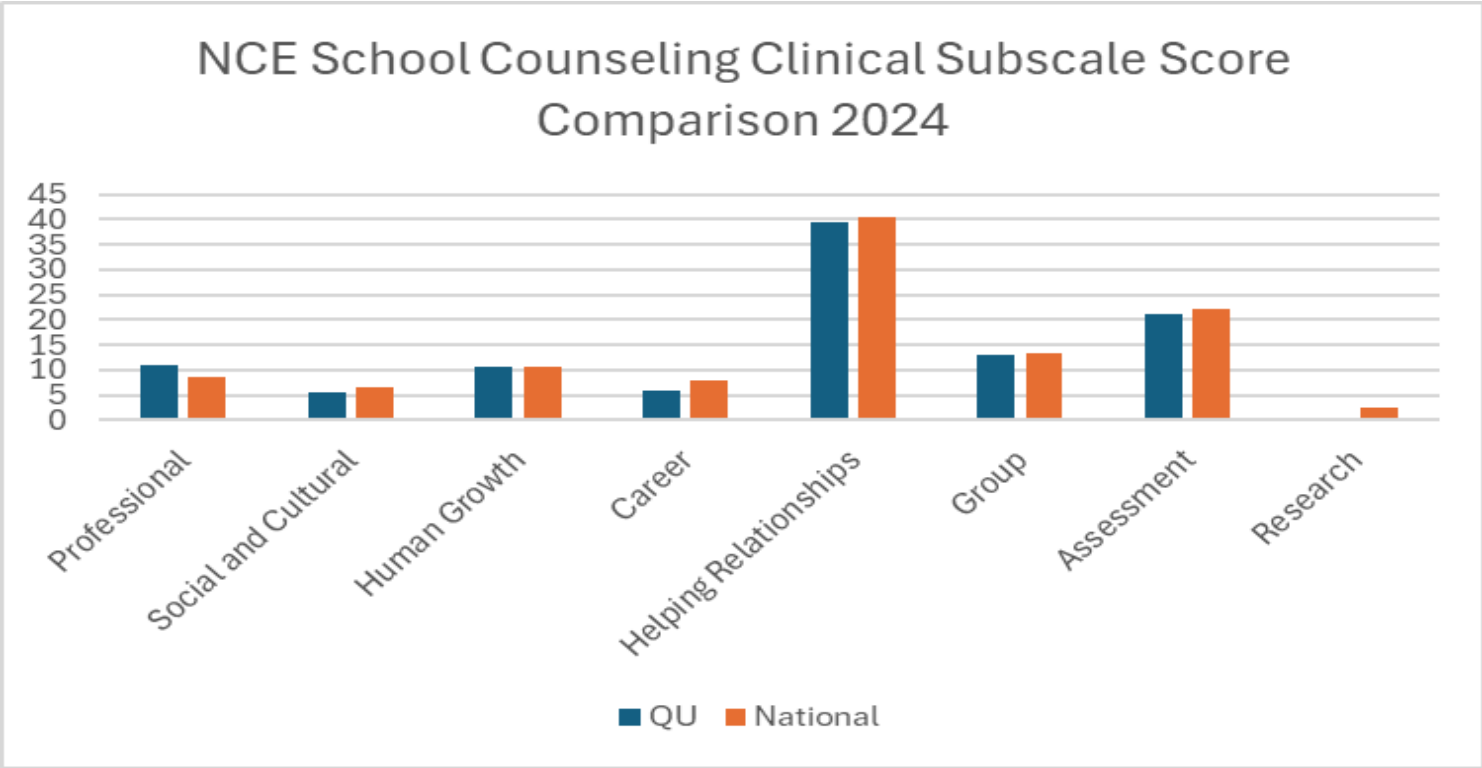
Work Behaviors and Domains					
	Items	University Results		National Results	
		Mean	Std Dev	Mean	Std Dev
Professional Practice and Ethics	19	12.0	4.2	12.0	3.2
Intake, Assessment and Diagnosis	19	12.0	5.7	13.8	2.7
Areas of Clinical Focus	47	32.0	9.9	33.9	5.4
Treatment Planning	14	9.5	3.5	10.2	2.0
Counseling Skills and Interventions	48	30.0	12.7	32.5	5.9
Core Counseling Attributes	13	9.5	2.1	9.7	2.0
Score	160	105.0	38.2	112.5	17.1

CACREP Content Areas				
	University Results		National Results	
	Mean	Std Dev	Mean	Std Dev
Professional Counseling Orientation and Ethical Practice	7.0	4.2	8.5	2.1
Social and Cultural Diversity	8.0	1.4	6.7	1.9
Human Growth and Development	9.5	3.5	10.6	2.6
Career Development	10.5	3.5	8.0	2.7
Counseling and Helping Relationships	32.5	14.8	40.4	7.5
Group Counseling and Group Work	13.0	5.7	13.2	3.1
Assessment and Testing	22.0	4.2	22.3	4.4
Research and Program Evaluation	2.5	0.7	2.5	1.2
Score	105.0	38.2	112.5	17.1

Copyright 2024 NBCC - Not for publication, reproduction, or distribution. The National Counselor Examination may not be used as a comprehensive examination.

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, the program faculty still reflect upon the scores, particularly when students fail the exam. The previous year’s exam also had four test-takers and all four passed. Thus, in the past two years of assessment, 7 of 8 students, or 87.5% of students passed the NCE. Figure 4 illustrates the discrepancy between subscale scores on the NCE between QU students and counterparts from other institutions. The Helping Relationships subscale was below the 3 pt minimum threshold for the CMHC NCE score. However, with only 2 testers, faculty believe that this is an anomaly and not an accurate reflection of aggregate scores for the year.

Figure 4.

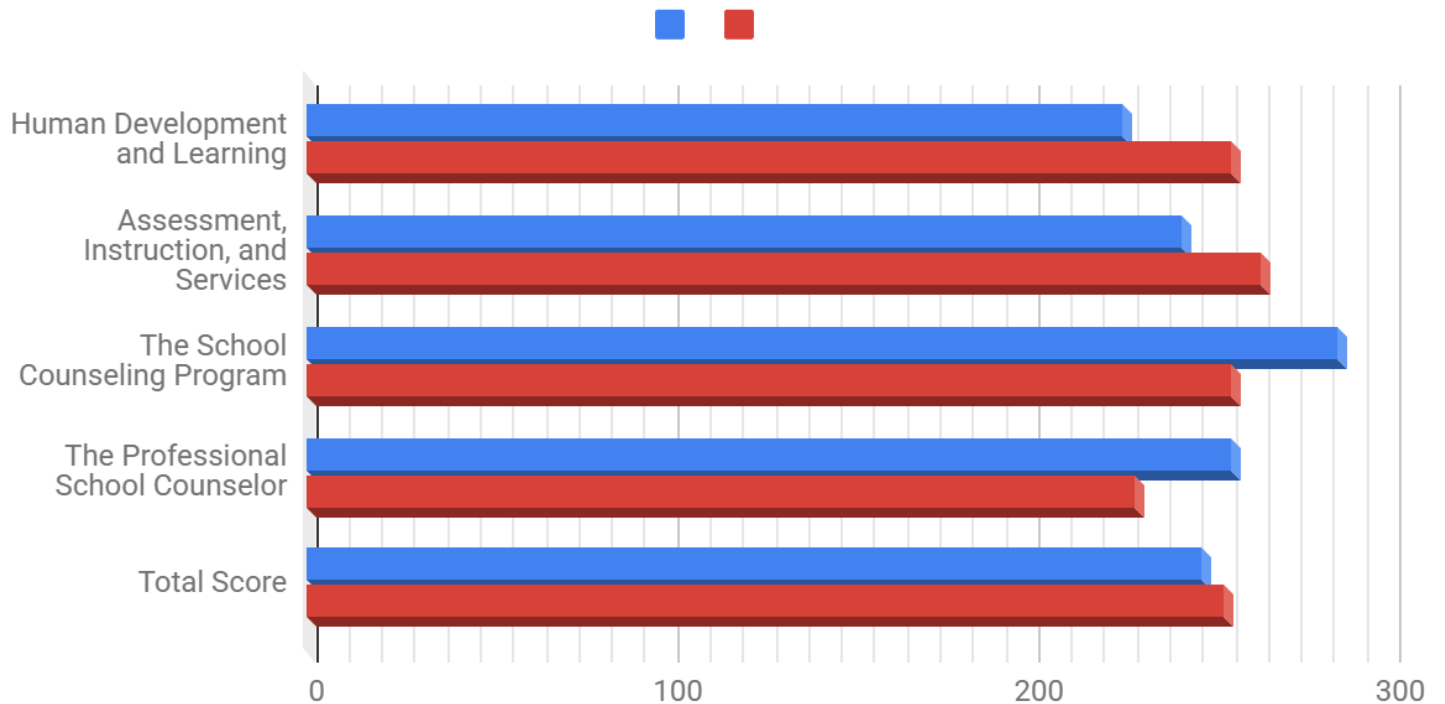


School Counseling Test 235 Results:

All 2024-25 School Counseling candidates took and passed the school counseling proficiency exam (#235) (Passing score chart example depicted in Figure 5). All 2024-2025 examinees passed on the first attempt. A passing score on this exam is required in the state of Illinois prior to a student beginning the school counseling practicum experience.

Figure 5.

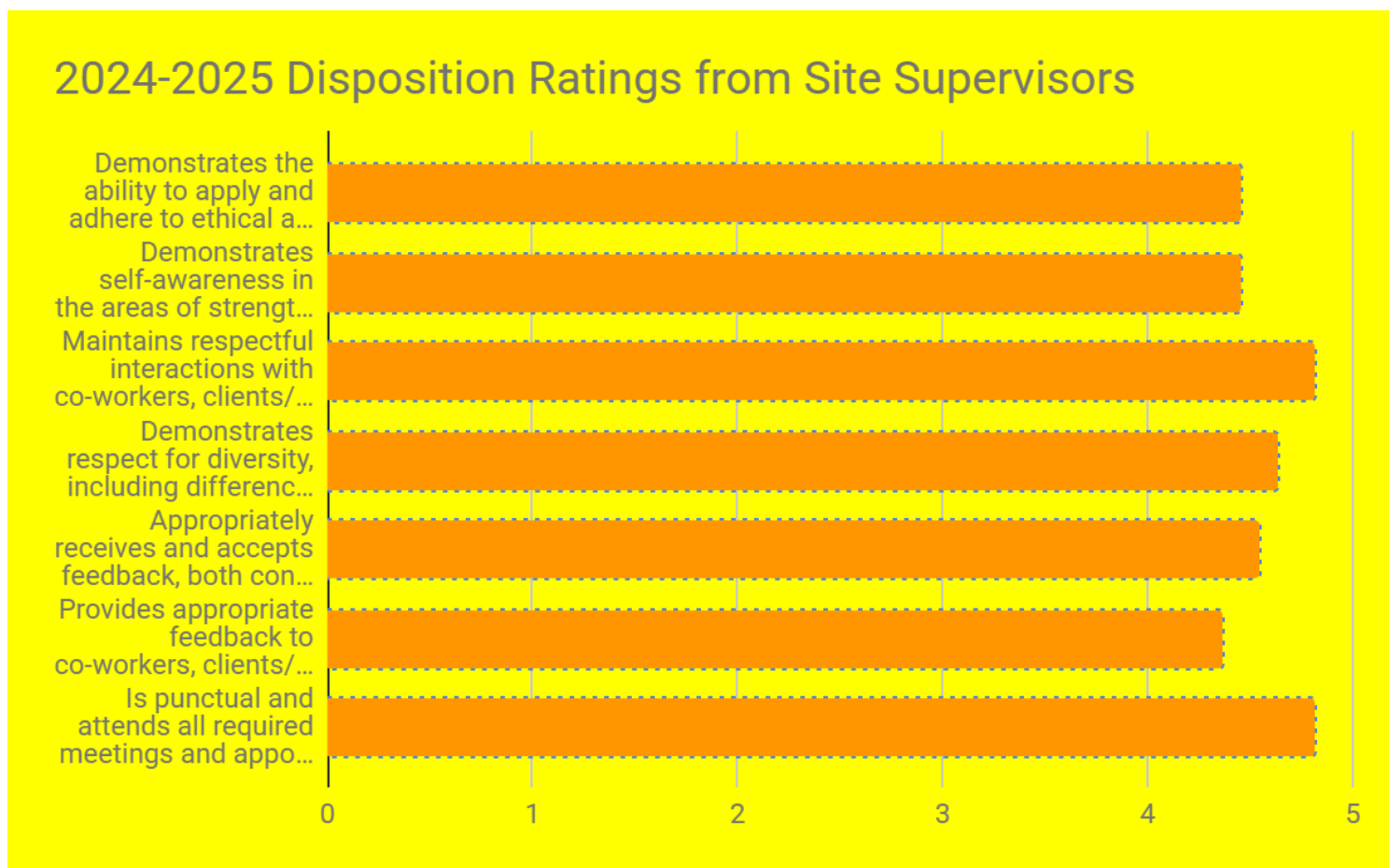
IL Licensure Testing System Test 235 School Counselor Means 2024-2025



(SLO 3)

Results of the 2024-2025 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 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.

Practicum Internship Site Supervisors rate supervisees each semester on dispositions via the Practicum/Internship Student Evaluation. Results from the 2024-2025 AY are as follows:



No disposition ratings were below the 3 point minimum threshold for the 2024-2025 AY.

(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 2023-2024	
N=16	
Item #	Mean Score
3. Applies, in a competent manner, her or his chosen theoretical orientation with clients/students she/he serves	Mean = 4.2
4. Articulates the ability to conceptualize her/his chosen theoretical orientation	Mean = 4.3
5. Uses appropriate techniques/skills when working with clients/students	Mean = 4.5

* All clinical skills mean scores meet or exceed minimum thresholds (3)

(SLO 5)

Analysis: for the 2024-2025 AY, scores on the MEC 527 Cultural Enlightenment Presentation were utilized to assess the SLO "...ability to engage in self-reflection..." Aggregate scores on the Presentation were as follows:

4 Presentation Submissions
Aggregate scores > 90%

(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 2024-2025 N=16 Mean = 4.53						
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	8	0	0	0	0

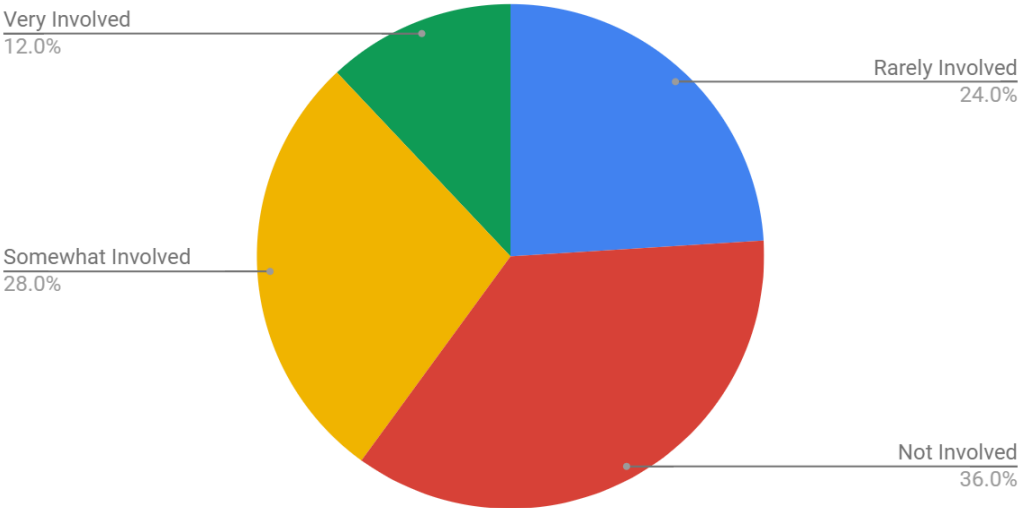
Analysis: Exceeds the minimum threshold of 3+ on proficiency regarding ethical decision making.

(SLO 7)

- Alumni Survey Scores on CSI Service Item (Every 3 Years)
- Scores on MEC 540 Leadership and Advocacy Project (When Offered)--Aggregate scores at or above 74% in order to meet minimum program threshold.

The MEC Alumni Survey CSI Service Item Results are as follows:

Describe your involvement with CSI activities [Participated in Service Projects]



The 64% perceived involvement rate is lower than the 70% minimum threshold for the program. Failure to meet this threshold could be a result of perception of participants (i.e., they may have actually been involved and not perceived it to reflect involvement) or lack of representation in the sample. Program faculty will need to examine whether the 70% threshold is a realistic goal. The program will focus on increasing service activities via CSI and follow-up to see if results on the next survey reflect the increase.

No MEC 540 Leadership and Advocacy Project scores were collected this academic year.

CACREP Standards Assessment

2C.1-3

CACREP Assessment for 2C.1-2 mirrors program SLO assessment results.

KPI Data Analysis Table (Green depicts KPI's meeting minimum thresholds. Red indicates failure to meet minimum threshold and flags for review/remediation)

Course/Assessment	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Mean	Cumulative Quiz
MEC 500 Fall 2024 Cumulative Quiz Grad	7.84				7.84	78%
MEC 527 Cultural Enlightenment Presentation		100%				
MEC 516 Developmental Theory Presentation	10	100%				
MEC 528 Career Development Paper	34.29	85.70%				
MEC 512 Spring 2025 Integrated Theory Paper	96.63	95.63%				
MEC 521 Fall 2024 Cumulative Mid-Term & Midterm		Final	Cumulative Mean		18.25	91.25%
MEC 526 Fall 2024 Comprehensive Assessment Report	29.88	85.30%				
MEC 517 Spring 2025 Research Prospectus	42.4	84.8				
MEC 545 Summer 2025 Personal Analysis Paper	46.13	92.25%				
CMHC Practicum/Internship Clinical Skills Assessment Scores						

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z			
28		46.13	92.25%																										
29	CMHC Practicum/Internship Clinical Skills Assessment Scores																												
30	CMHC																												
31	Please identify your level of agreement regarding the Mental Health Counselor-in-Train																												
32	4	4	4	4	4	4	5	5	5	4	4	4	4	3.909090909															
33	5	5	5	5	5	5	5	5	5	5	5	5	5	4.909090909															
34	4	4	4	4	4	5	4	4	3	4	4	4	4	3.909090909															
35	3	3	3	4	4	4	4	5	4	3	1	4	4	3.909090909															
36	4	4	4	4	4	4	5	3	4	4	4	4	4	3.909090909															
37	4	3	3	3	4	4	4	4	3	4	4	4	4	3.545454545															
38																				Cumulative Mean	4.015151515	80.40%							
39																													
40	MEC 556 Spring 2024 Mid-Term and Final Exam												Guidance Units																
41													25	100%															
42																													
43	SC Practicum/Internship Clinical Skills Assessment Scores																												
44	SC																												
45	Please identify your level of agreement regarding the Student Counselor-in-Train																												
46	5	5	5	5	5	5	5	3	3	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5	3				
47	5	5	4	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5				
48	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4				
49	4	3	3	3	4	5	3	3	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3				
50																													
51																													
52	CPCE Subscale Scores AY 2024-2025																												
53		Professional Ori	Social and Cultu	Human Growth	Career	Helping Relation	Group	Assessment	Research	Total																			
63		12.22222	7.866667	9.888889	11.55556	9.777778	11.77778	10.11111	10.22222	83.22222																			
64																													
65																													
66																													

2C.3 processes are described in the MEC Assessment Plan.

2D.1-8

The MEC Assessment Plan and MEC Assessment Report contain processes and data analysis that meet or exceed requirements outlined in the standard.

2E.1-4

The Annual Brief Outcomes Report, MEC Assessment Plan, and MEC Tracking Form provide detailed information that meets the requirements of standard 2E. A summary table of the MEC Applicant Tracking Form Results is below:

MEC Applicant Tracking System Results:

Response Table of MEC Applicant Tracking System Form

16 applicants: 11 identified as female; 10 identified as White; the average applicant GPA was 3.51 on a 4.0 scale; undergraduate majors were academically diverse

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 16 applicants: 11 identified as female; 10 identified as White; the average applicant GPA was 3.51 on a 4.0 scale; and undergraduate majors were academically diverse.

2F.1-4

Standard 2F is met through the MEC CACREP Annual Report and the MEC Assessment Report, both published by the annually on the MEC website. A screenshot of the webpage with links to both documents is below:

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](#)

[ANNUAL BRIEF OUTCOMES REPORTS](#)

PROGRAM COST:

Tuition cost per MEC credit hour:	\$475.00
Graduate Fee per semester:	\$ 15.00 per credit hour

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

Dr. Kenneth Oliver, Professor of Counseling and Program Director
oliveke@quincy.edu

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, minimum KPI thresholds, and student feedback in these courses to assist faculty in determining the most appropriate instructional methods. Regarding trends in scoring, program faculty had previously recognized the trend toward lower scores on the Career CPCE subscale. This trend corresponded to national scores on the CPCE, therefore program faculty retained a cautious oversight of the course (i.e., via course and program-level assessment). This year's assessment raised some question about subscale scores on the Social and Cultural CPCE subscale that warrants further attention. Results of the 2023-2024 CPCE scores showed a decrease on this subscale and faculty will continue to monitor fluctuations. Overall, program faculty members are encouraged by the current fullscale and subscale scores on the exit examination (CPCE) and the National Counselor Exam (NCE).

The school counseling content test (235) continues to yield positive results. Since changing from test 181 to test 235, program faculty has previously noticed that several students have had difficulty passing the exam on the first attempt. However, this year's exam results did not reflect this trend as all examinees passed on the first attempt. The program is still considering investing in study materials for the exam and holding them either in the School of Education and Human Services Office or on reserve at the Brenner Library.

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 well overall. Tracking applicant characteristics, alumni feedback, and employer/supervisor, advising, and fieldwork placement perspectives, among the other assessment processes outlined in the MEC Assessment Plan, have been helpful in assisting faculty decision-making as a response to data collected using a variety of assessment tools. For example, applicant tracking has assisted the program in implementing its diversity plan along with keeping the program abreast of 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 2024-2025 academic year.
2. Program faculty has worked to increase service-related activities via CSI and other program opportunities as a result of previous year's lower than minimum threshold scores on SLO 7 "...involvement with service activities."
3. While the NCE CMHC Social and Cultural subscale score was near the minimum threshold, program faculty suspect that this may have been an anomaly and will monitor scores during the 2025-2026 year before deciding on curriculum modification.
- ~~4. The program needs to engage in "grassroots" recruiting efforts both for the purpose of recruiting and retaining a diverse student population, but also for overall program robustness within cohort groups. With CACREP's 12-1 student-to-faculty ratio, there is capacity for program growth in the near future. This improvement is paused due to CACREP's pause on diversity-specific standards as a result of government intervention.~~

VI. PROGRAM ASPIRATIONS

Aspirations for the 2025-2026 academic year are:

1. Attainment of a 65% 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. Increase in program applicant pool
4. Increase in CSI and other program-sponsored service activities

Appendix

2024-2025 MEC Assessment Report

For Public View

No personal/identifiable information is included in the following analysis
 Several Rows/Columns have been hidden for efficiency reasons

	A	B	C	D	E	F	G	H	I	J	V	W	X	Y	Z
1	KPI Data Analysis														
2															
3	MEC 500 Fall 2024 Cumulative Quiz Grad	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Mean	7.84	Cumulative Quiz	78%						
4	MEC 527 Cultural Enlightenment Presentation		100%												
5															
6															
7															
8															
9	MEC 516 Developmental Theory Presentation		100%												
10		10													
11															
12	MEC 528 Career Development Paper		34.29	85.70%											
13															
14															
15	MEC 512 Spring 2025 Integrated Theory Paper		96.63	95.63%											
16															
17															
18	MEC 521 Fall 2024 Cumulative Mid-Term & Midterm	Final	Cumulative Mean												
19		Class Cumulative	18.25	91.25%											
20															
21	MEC 526 Fall 2024 Comprehensive Assessment Report		29.88	85.30%											
22															
23	MEC 517 Spring 2025 Research Prospectus		42.4	84.8											
24															
25															
26															
27	MEC 545 Summer 2025 Personal Analysis Paper		46.13	92.25%											
28															
29	CMHC Practicum/Internship Clinical Skills Assessment Scores														
30	CMHC														
31	Please identify your level of agreement reea Please identify v Please identify v Please identify v Please identify v Please identify v Please identify v Please identify v Please identify v Please identify v Please identify your level of agreement regarding the Mental Health Counselor-in-Train														

2024-2025 MEC Assessment Report

2C.1 KPI Data Analysis

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	
28		46.13	92.25%																								
29	CMHC Practicum/Internship Clinical Skills Assessment Scores																										
30	CMHC																										
31	Please identify your level of agreement regarding the Mental Health Counselor-in-Training																										
32	4	4	4	4	4	4	5	5	5	4	4	4	4	3.909090909													
33	5	5	5	5	5	5	5	5	5	5	5	5	5	4.909090909													
34	4	4	4	4	4	5	4	4	3	4	4	4	4	3.909090909													
35	3	3	3	4	4	4	4	5	4	3	1	4	4	3.909090909													
36	4	4	4	4	4	4	5	3	4	4	4	4	4	3.909090909													
37	4	3	3	3	4	4	4	4	3	4	4	4	4	3.545454545													
38													Cumulative Mean	4.015151515	80.40%												
39																											
40	MEC 556 Spring 2024 Mid-Term and Final Exam																										
41	Guidance Units																										
42		25	100%																								
43	SC Practicum/Internship Clinical Skills Assessment Scores																										
44	SC																										
45	Please identify your level of agreement regarding the Student Counselor-in-Training																										
46	5	5	5	5	5	5	5	3	3	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	3	
47	5	5	4	5	5	5	4	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	
48	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
49	4	3	3	4	5	3	3	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
50																											
51																											
52	CPCE Subscale Scores AY 2024-2025																										
53		Professional Ori	Social and Cultu	Human Growth	Career	Helping Relation Group	Assessment	Research	Total																		
63		12.22222	7.66667	9.88889	11.55556	9.77778	11.77778	10.11111	10.22222	83.22222																	
64																											
65																											
66																											

Sum: 166,44444