

QUINCY UNIVERSITY



MEC--ASSESSMENT REPORT 2023-2024

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Public Document

2023-2024 MEC Assessment Report

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

Executive Summary

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

School of Education Mission Statement

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

MEC Program Mission Statement

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

MEC Program Goals/Objectives

The Quincy University MEC program will:

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

Program Learning Outcomes

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

Graduates of the MEC program will demonstrate:

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

ADDITIONAL CACREP STANDARDS-RELATED ASSESSMENT:

THE LEARNING ENVIRONMENT: STRUCTURE AND EVALUATION

Evaluation

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;

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- 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

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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.

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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.

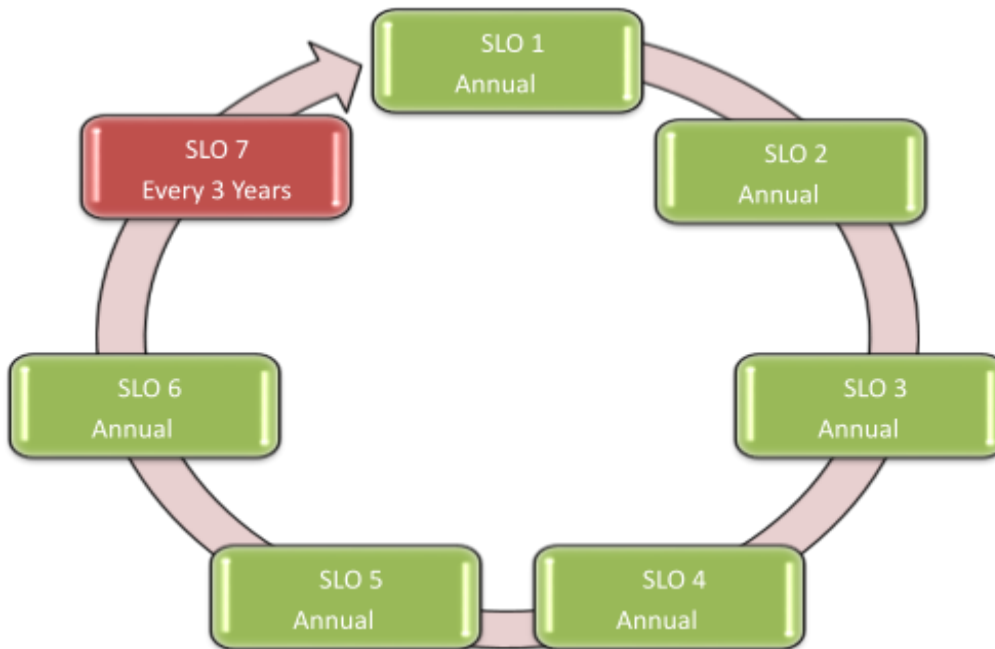
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1Q. Students have regular, systematic opportunities to evaluate their experience with and access to academic advising within the counselor education program.

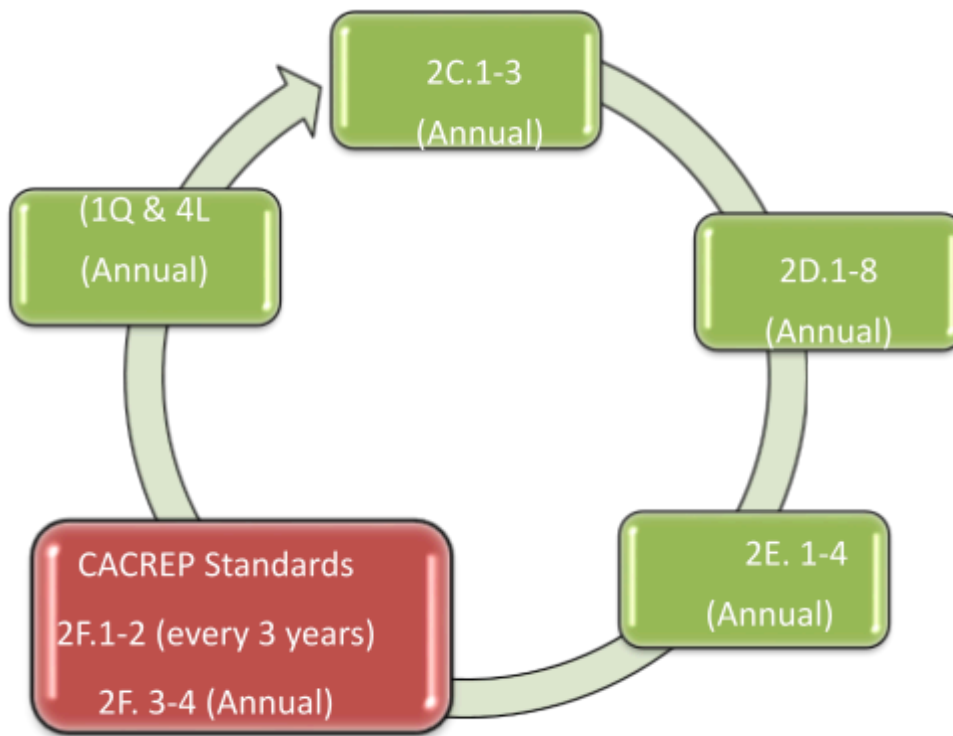
4L. Students have opportunities to evaluate their experience with the practicum and internship placement process.

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)**
- 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**

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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)

II. DESCRIPTION OF THE METHODS OF PROGRAM & CACREP

STANDARDS-RELATED ASSESSMENT USED THIS YEAR

SLO 1

The following methods were utilized to assess SLO 1:

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

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

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

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
Professional Orientation	Quiz Comprehensive Score	74% or greater
Social and Cultural	Personal Analysis Paper	74% or greater
Lifespan Development	Theory Presentation	74% or greater
Career Development	Personal Career Theory Paper	74% or greater
Counseling Practice and Relationships	Integrated Theory Paper	74% or greater
Group Counseling	Average Exam Score	74% or greater
Assessment	Assessment Evaluation	74% or greater
Research	Research Prospectus	74% or greater

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SLO 2

The following methods were utilized to assess SLO 2:

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

- Passing full-scale score on the National Counselor Examination

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

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

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

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

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

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

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During the 2012-2013 academic year, the MEC program modified program outcomes to better examine both knowledge-based competencies and dispositions befitting a professional counselor. Students are reviewed annually to explore overall dispositions, adherence to ethical guidelines, and their willingness to accept and utilize supervisor feedback. During 2013-2014, however, the process which typically involved a face-to-face meeting between faculty to discuss concerns and derive solutions was formalized to include an initial digital review (i.e., to reduce unintended bias) followed by the traditional meeting to plan remediation. The program director developed an e-form listing modified versions of dispositional elements from the program handbook, including professionalism, academic concerns, and adherence to ethical standards. While these elements are evaluated continually throughout the program and, in particular, as part of the practicum/internship evaluations, they are now also explicitly assessed within this digitized annual review format. Student concerns are identified and specific concerns may be discussed further in an expanded paragraph format toward the end of the form.

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

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

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In 2016, the program moved to digital data collection of the Practicum/Internship Student Evaluation (i.e., completed by the site-supervisor) form. The form was modified to capture both dispositional evaluations and numerous CACREP-related performance indicators that were previously unavailable to program faculty. The professionalism/dispositional elements of the Practicum/Internship Student Evaluation will be utilized to supplement the assessment of SLO 3. Additionally, faculty conduct annual reviews of student dispositions and identify concerns and remediation steps to effectively promote dispositions befitting entry-level counseling professionals.

SLO 4

The following methods were utilized to assess SLO 4:

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

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

Practicum and internship students' clinical skills (i.e., including conceptual ability, theoretical application, and use of techniques) are assessed using a variety of course-level assessments (e.g., Tape Review Forms, Clinical Competency Rubric, Case Conceptualization Worksheets, Role-Plays,

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Skills Critiques, Classroom Discussion, and several others) throughout the practicum/internship experience. Additionally, practicum and internship supervisors evaluate supervisees on these areas at the end of the practicum and internship experience using via the Practicum/Internship Student Evaluation. Items 3-5 under the Clinical Skills Evaluation section explore elements of theoretical application, conceptual ability, and appropriate skills/techniques usage.

SLO 5

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

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

The 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 list annually to assess student engagement in self-reflection:

MEC 512 Counseling Theories

Integrated Personal Theory Paper

MEC 527 Social and Cultural Issues

Personal Analysis Paper

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.

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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**

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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 6.5**
- **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;**

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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**

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 Program Brief Outcomes 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,

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- 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)**

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- **MEC Annual Brief Outcomes 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 Annual Brief Outcomes 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**

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- 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 Brief Outcomes 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.

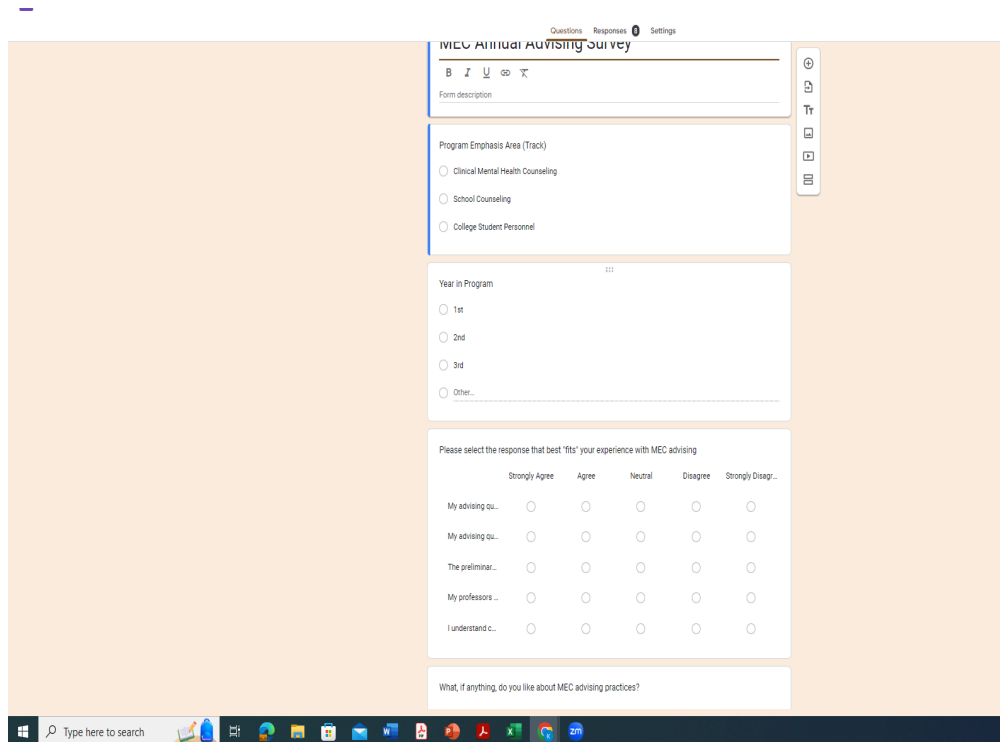
1Q. Students have regular, systematic opportunities to evaluate their experience with and access to academic advising within the counselor education program.

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

- **MEC Annual Advising Survey**

2023-2024 MEC Assessment Report

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.



The screenshot shows a web-based survey interface titled "MEC Annual Advising Survey". At the top, there are navigation links for "Questions", "Responses" (with a count of 0), and "Settings". Below the title is a "Form description" section. The main content area contains several sections:

- Program Emphasis Area (Track):** Three radio button options: "Clinical Mental Health Counseling", "School Counseling", and "College Student Personnel".
- Year in Program:** Four radio button options: "1st", "2nd", "3rd", and "Other...".
- Rating Scale:** A section titled "Please select the response that best 'fits' your experience with MEC advising". It features a five-point Likert scale with labels: "Strongly Agree", "Agree", "Neutral", "Disagree", and "Strongly Disagree". Below these labels are five rows of questions, each with a radio button corresponding to the scale points. The questions are: "My advising ou...", "My advising ou...", "The preliminar...", "My professors ...", and "I understand c...".
- Open-ended question:** "What, if anything, do you like about MEC advising practices?"

The interface includes a standard Windows taskbar at the bottom with various application icons and a search bar.

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

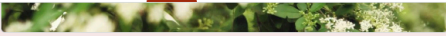
The following methods were utilized to assess 2F.1-4:

- **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.

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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



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III. RESULTS OF THIS YEAR’S ASSESSMENT

(SLO 1)

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

2018-2019		2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
Mean	79.67	Mean	84.83	Mean	88.38	Mean	88.71	Mean	86.9	Mean	77.7
Standard Error	2.04	Standard Error	3.99	Standard Error	3.69	Standard Error	6.51	Standard Error	3.18	Standard Error	3.08
Median	78	Median	85.5	Median	90.5	Median	81	Median	87	Median	75
Mode	95	Mode	n/a	Mode	93	Mode	108	Mode	n/a	Mode	73
SD	9.36	SD	9.79	SD	10.45	SD	17.22	SD	10.07	SD	11.91
N	21	N	6	N	8	N	7	N	10	N	15

While table 1 shows a clear decrease in CPCE scores during the 2023-2024 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 significant difference between the 2022-2023 and 2023- 2024 academic year’s scores, $t = 2.14$, $p < .05$. This difference, in isolation, would be significant. However, when taken considered against the national mean difference, it is likely that this particular administration saw lower scores nationally.

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Table 2 Test of Mean Difference in CPCE Scores

t-Test: Two-Sample Assuming Equal Variances

	<i>2021-22</i>	<i>2022-23</i>	<i>2023-2024</i>
Mean	88.71428571	86.9	77.73
Variance	296.5714286	101.4333333	141.92
Observations	7	10	15
Pooled Variance	179.4885714		
Hypothesized Mean Difference	0	0	
df	15	14	
t Stat	0.274796907		
P(T<=t) one-tail	0.393610529		
t Critical one-tail	1.753050356	1.76	
P(T<=t) two-tail	0.787221059		
t Critical two-tail	2.131449546	2.14	

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 2023-2024 scores were above the CPCE National Exit Exam Mean scores. While MEC mean scores (i.e., including student retakes) were lower than in 2021-2022 and 2022-2023 respectively, they still exceeded the national CPCE

2023-2024 MEC Assessment Report

average (i.e., MEC students, on average, score higher than the national average for the CPCE exit exam.

Figure 1

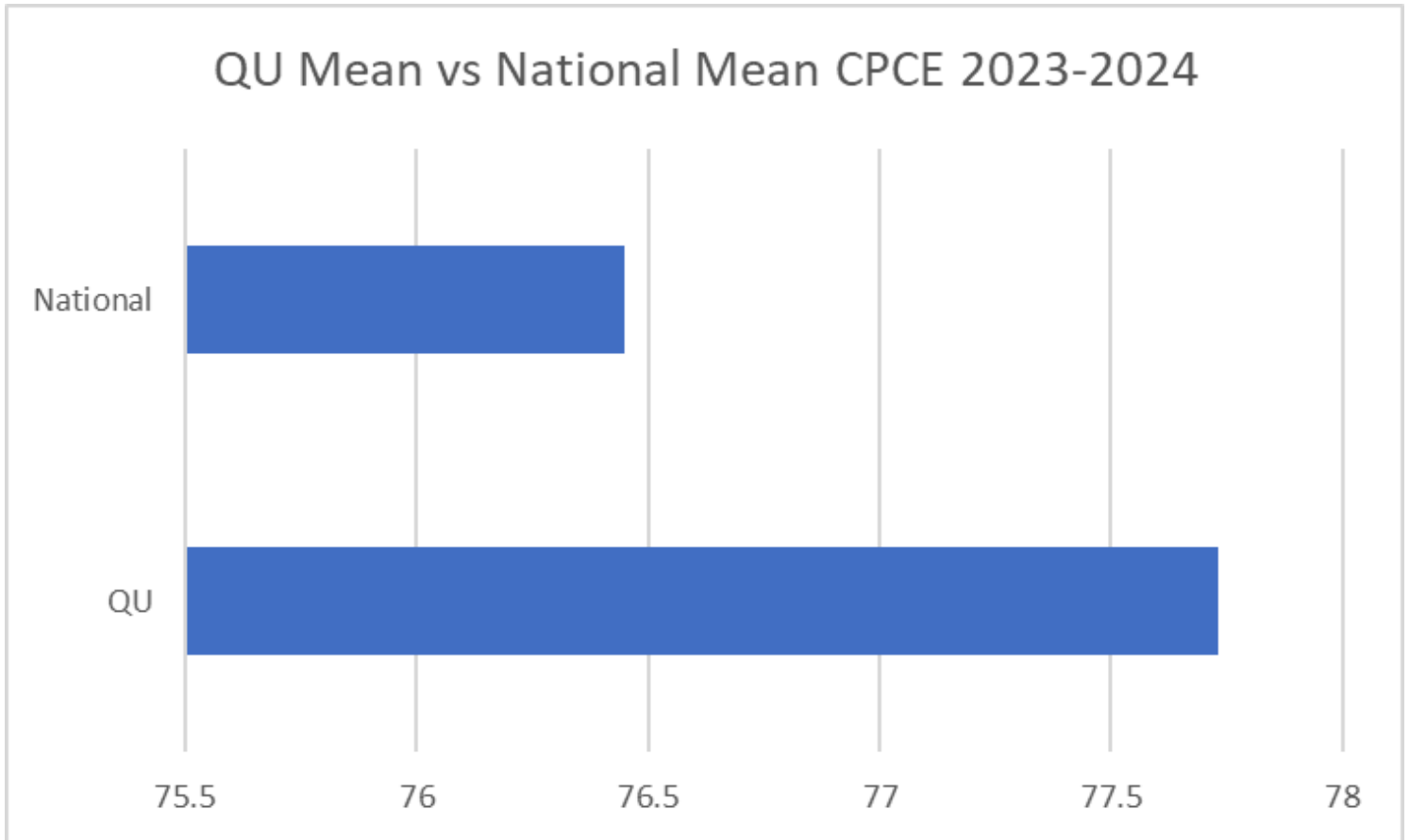
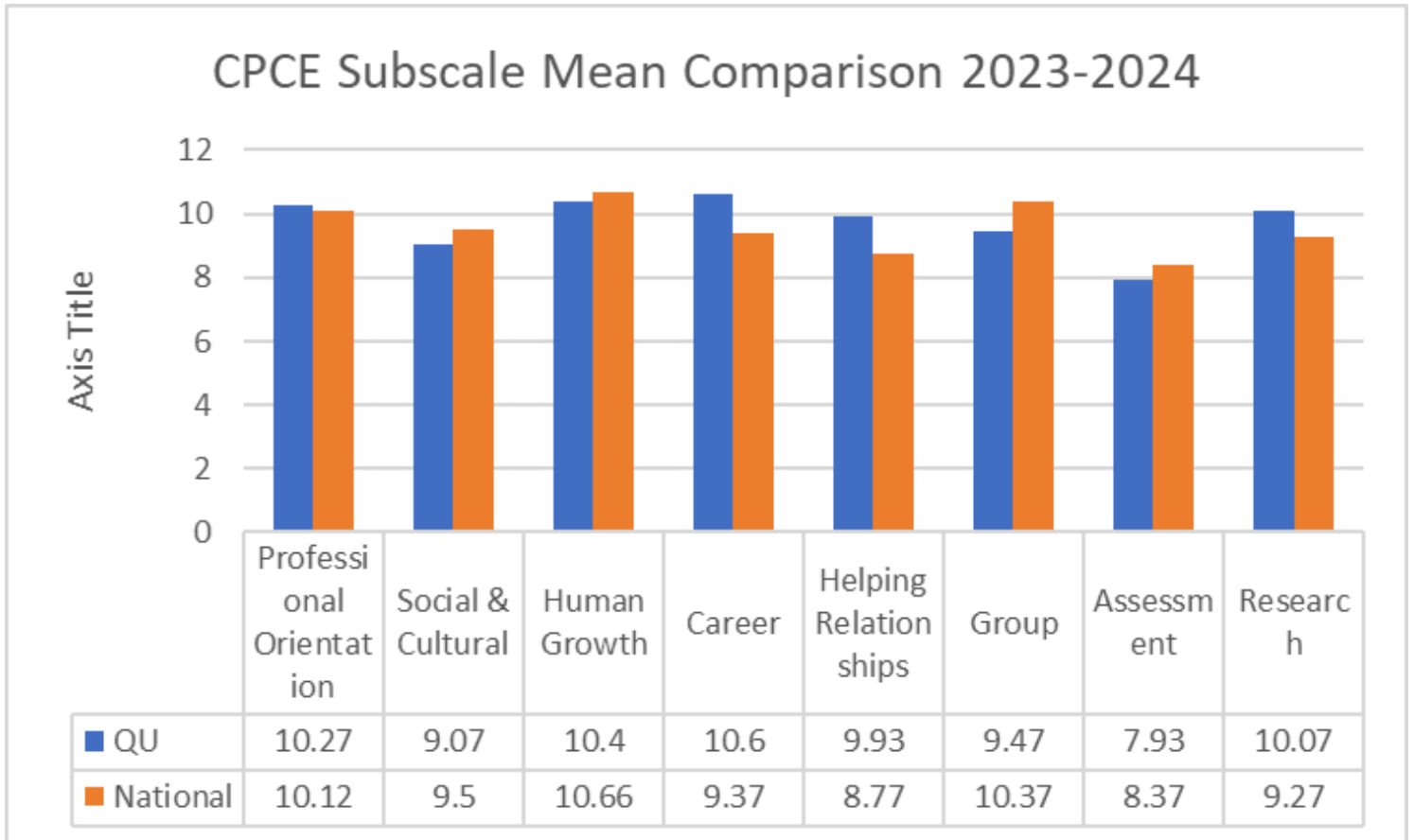


Figure 2



Analysis of CPCE subscale scores also offers program faculty a clear indication on which core subjects require more focus within the curriculum. More specifically, low subscales indicate a lack of content knowledge in specific core areas and may be an indication that modification is necessary. Based on results from the 2023-2024 academic year, no major discrepancies were noted. MEC Program Faculty were pleased to see continued improvement on the Career Subscale (i.e., Figure 2 Subscale #4). This focus has led to previous modifications in course-level content (i.e., the addition of

2023-2024 MEC Assessment Report

multiple choice exams) and an increased effort to promote infusion of Career-related concepts throughout the program.

Course-level assessments were evaluated regarding minimum thresholds. No course-level assessments were flagged for failure to meet minimum 74% average scores. A couple of the course-level assessments are still being integrated due to new faculty teaching the course(s) and modifying preferred assessment tools.

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

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(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	

2023-2024 MEC Assessment Report



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%

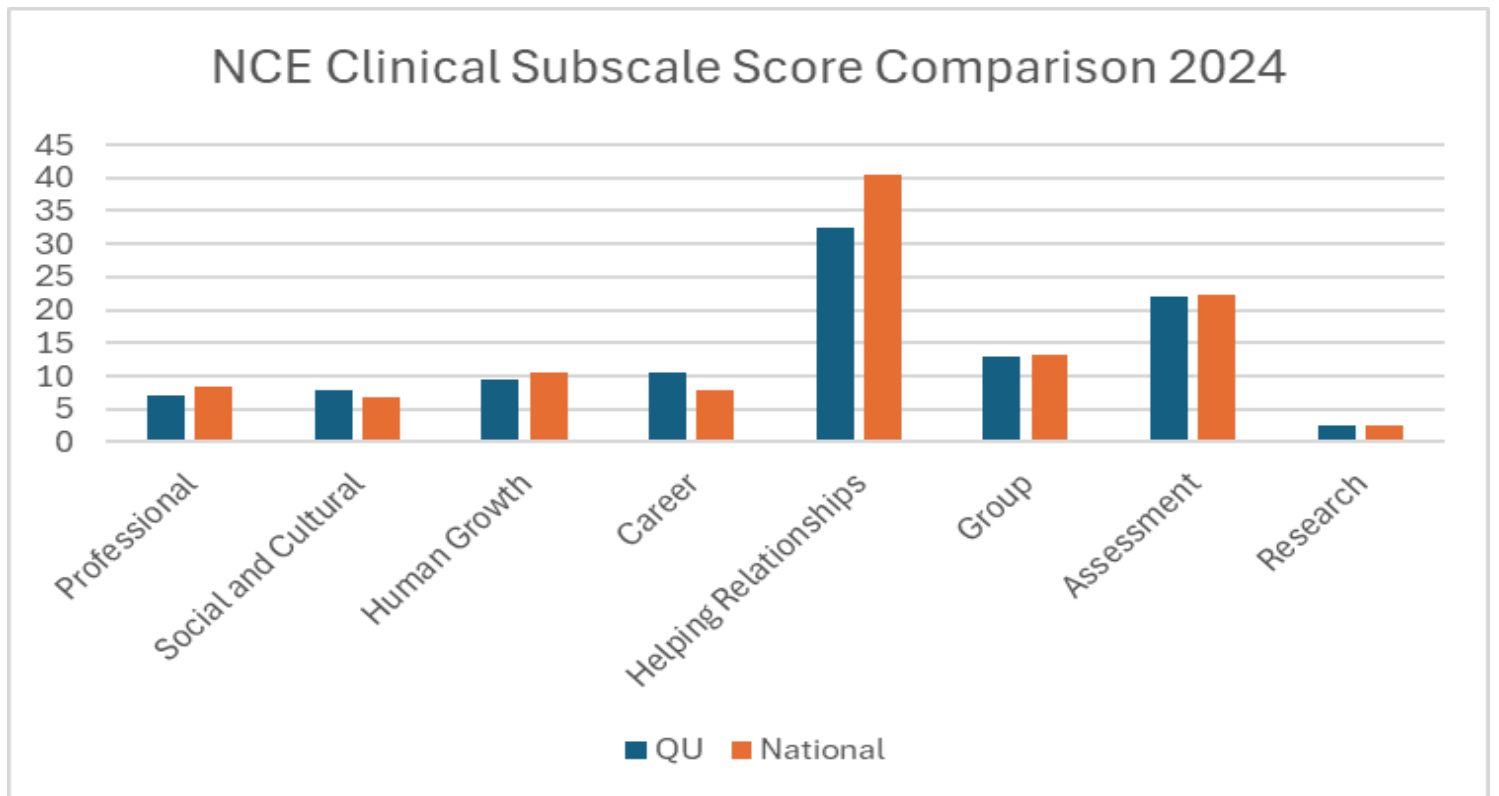
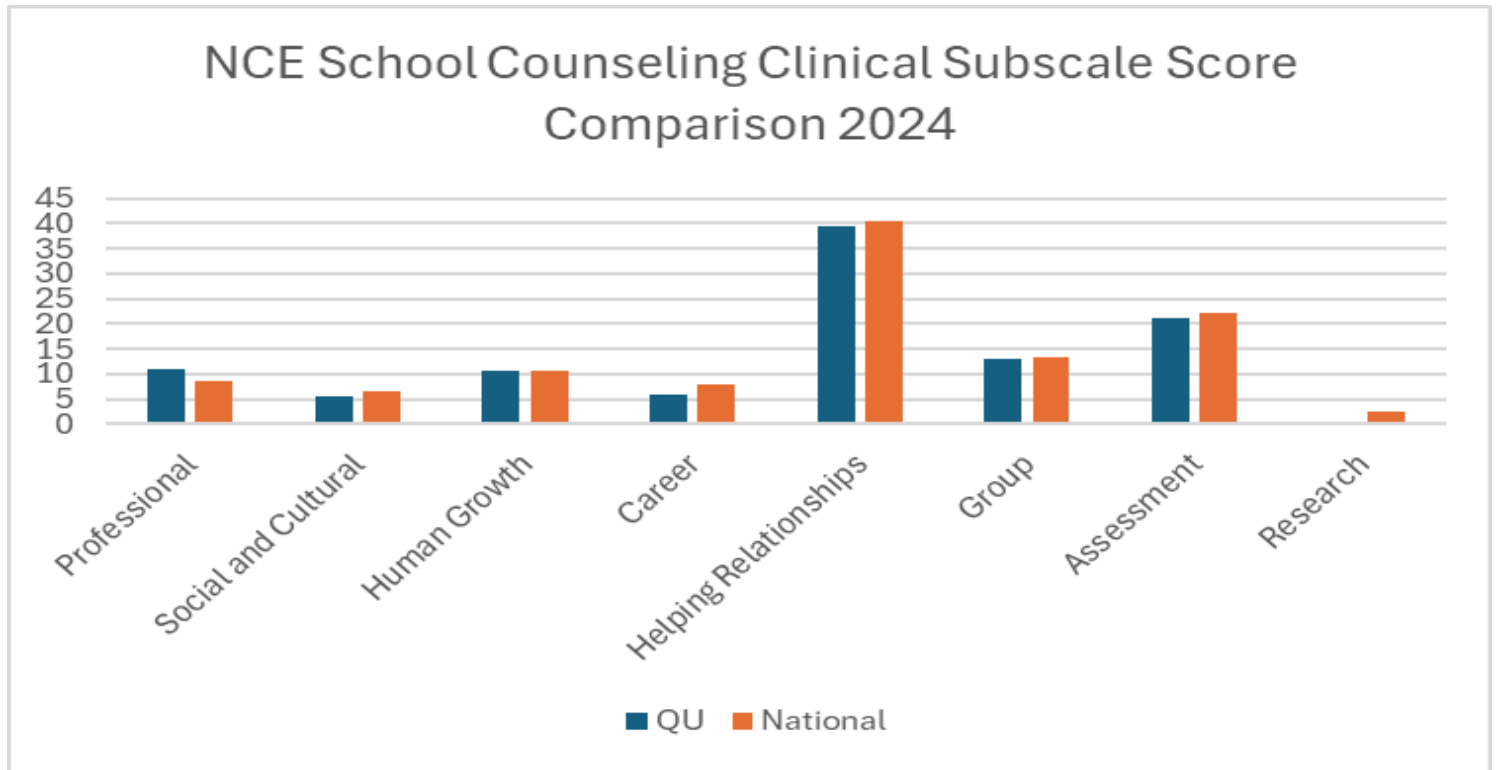
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Counseling Skills and Interventions	48	30.0	12.7	32.5	5.9
Core Counseling Attributes	13	9.5	2.1	9.7	2.0
Score	160	105.0	38.2	112.5	17.1

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

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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.



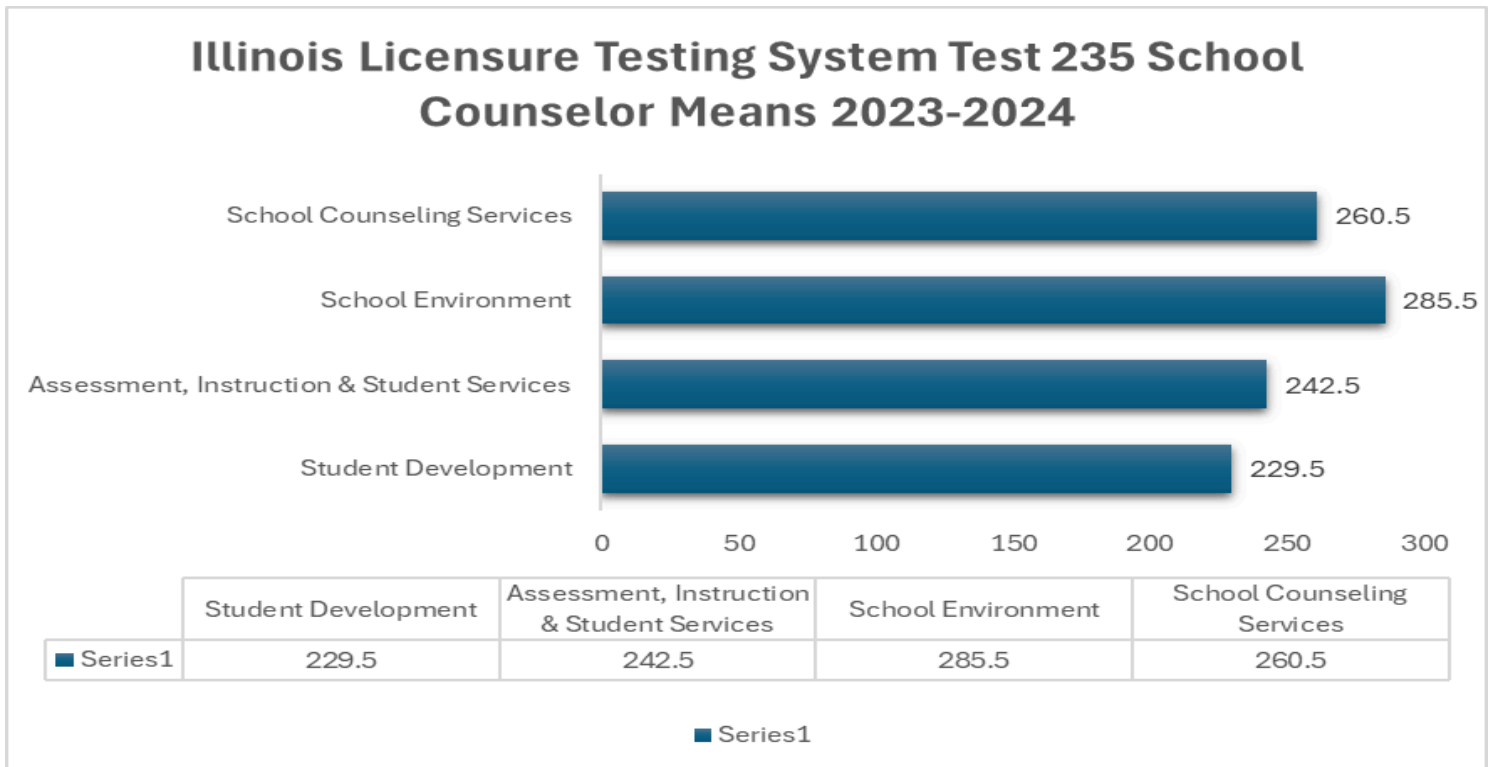
2023-2024 MEC Assessment Report

School Counseling Test 235 Results:

All 2023-24 School Counseling candidates took and passed the school counseling proficiency exam (#235) (Passing score chart example depicted in Figure 5). One student retook the exam once and one student retook the exam six times*. A passing score on this exam is required in the state of Illinois prior to a student beginning the school counseling practicum experience.

**Note-the student with multiple retakes had not taken all of the school counseling emphasis coursework prior to beginning practicum*

Figure 5.

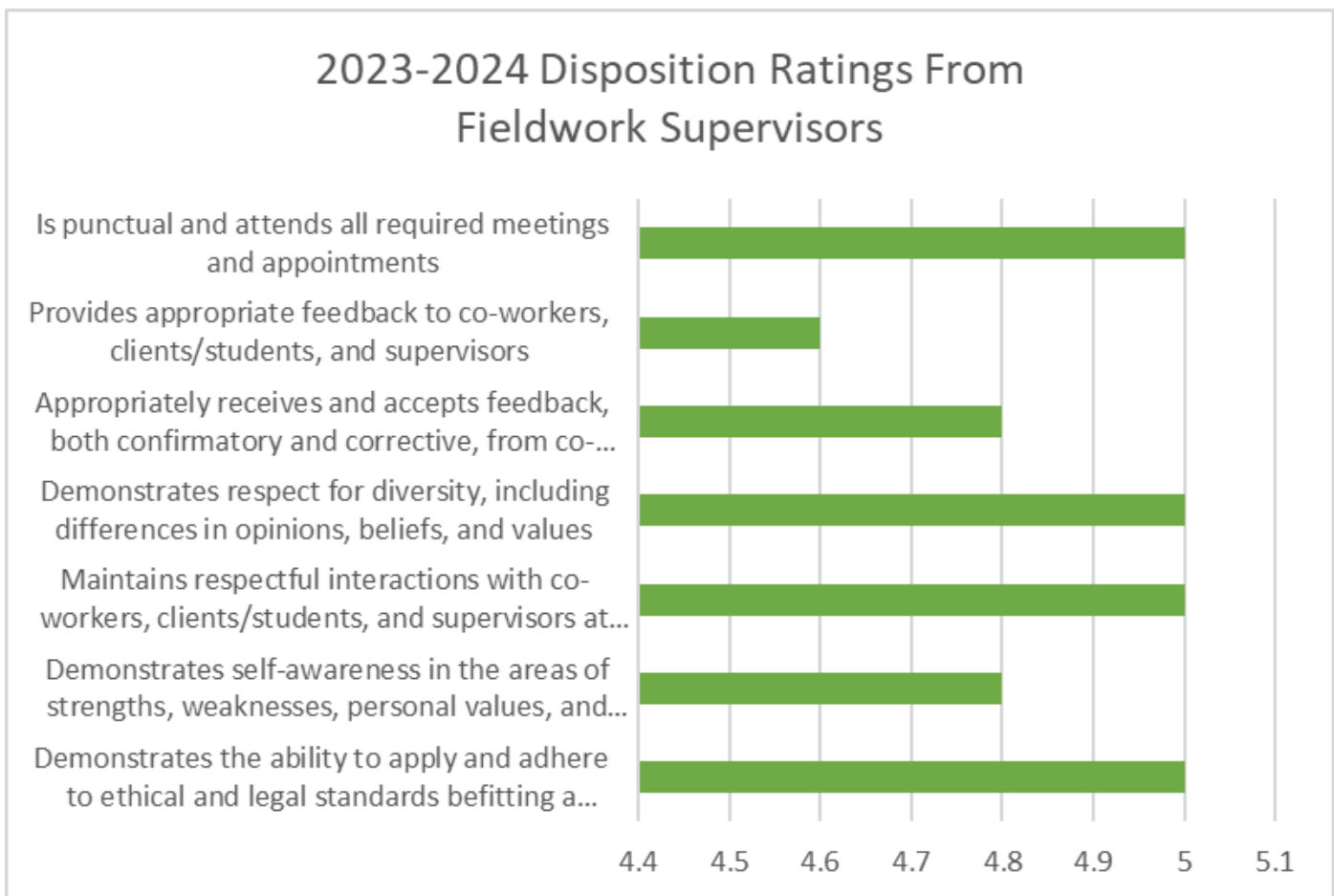


2023-2024 MEC Assessment Report

(SLO 3)

Results of the 2023-2024 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 2023-2024 AY are as follows:



2023-2024 MEC Assessment Report

No disposition ratings were below the 3 point minimum threshold for the 2023-2024 AY.

2023-2024 MEC Assessment Report

(SLO 4)

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

Practicum/Internship Student Evaluation Form Results 2023-2024						
N=5						
Item #	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unable to Determine/Evaluate
3. Applies, in a competent manner, her or his chosen theoretical orientation with clients/students she/he serves	3	2	0	0	0	0
4. Articulates the ability to conceptualize her/his chosen theoretical orientation	3	2	0	0	0	0
5. Uses appropriate techniques/skills when working with clients/students	3	2	0	0	0	0

2023-2024 MEC Assessment Report

(SLO 5)

Analysis: for the 2023-2024 AY, scores on the MEC 512 Integrated Personal Theory Paper were utilized to assess the SLO "...ability to engage in self-reflection..." Aggregate scores on the Integrated Personal Theory Paper were as follows:

8 Student Paper 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 2023-2024 N=5						
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	5	0	0	0	0	0

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

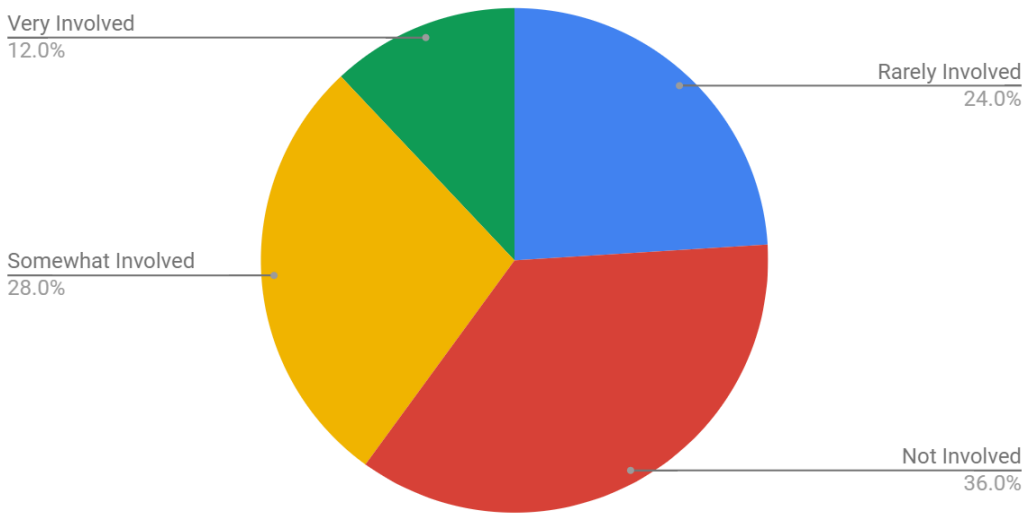
(SLO 7)

- 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:

2023-2024 MEC Assessment Report

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.

2023-2024 MEC Assessment Report

CACREP Standards Assessment

2C.1-3

CACREP Assessment for 2C.1-2 mirrors program SLO assessment results. The following summary table depicts results of 2C.1-2.

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

Gender Identification	Socio-Racial Identification	Undergraduate GPA	Undergrad Major
Female	White	3.52	Human Services
Female	White	3.43	Human Services
Female	Asian/Pacific Islander	3.85 (Master's)	Teacher Leader (Master's)
Male	white black	2.53	Sport Management
Female	White	3.72	Psychology
Female	Hispanic	2.16	Communication
Female	White	4	Aviation

2023-2024 MEC Assessment Report

Male	White	3.7	Human Services
Female	Asian/Pacific Islander	2.49	General Studies
Female	Hispanic	3.53	Human Services
Male	Black	2.46	Criminal Justice
Female	Hispanic	3.74	Criminal Justice
Female	Biracial Black and White	3.55	Psychology
Female	White	3.24	Health Services-Behavioral Science
Female	White	2.43	Psychology
Female	White	3.21	Early Childhood
Female	Biracial White and Asian	3.61	Psychology
Male	White	3.03	Social Work
Female	Asian/Pacific Islander		Communication
Female	White	3.63	Psychology
Male	Black	3.48	Exercise Science
Male	Black	2.63	Biology
Female	White	3.44	Psychology

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 23 applicants: 17 identified as female; 11 identified as White; the average applicant GPA was 3.24 on a 4.0 scale; and undergraduate majors were academically diverse.

2F.1-4

Standard 2F is met through the MEC Annual Brief Outcomes 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:

2023-2024 MEC Assessment Report

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

The screenshot also shows a Windows taskbar at the bottom with various application icons and a system tray on the right displaying the time as 3:48 PM on 10/28/2024.

IV. Analysis of assessment results

Results from the CPCE assessment indicate no significant change between scores in core CACREP & NBCC knowledge areas from previous years. While the CPCE results indicate no need for instructional modification, program faculty will still monitor course grades and student feedback in these courses to assist faculty in determining the most appropriate instructional methods. Regarding trends in scoring, program faculty 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). Results of the 2023-2024 CPCE scores showed improvement on this subscale and will continue to monitor fluctuations. Overall, program faculty members are encouraged by the current scores on the exit examination (CPCE) and the National Counselor Exam (NCE).

The school counseling content test (235) continues to yield positive results. Since changing from test 181 to test 235, program faculty have noticed that several students have had difficulty passing the exam on the first attempt. The program has considered 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 quite well. Tracking applicant characteristics, alumni feedback, and employer/supervisor, advising, and fieldwork

2023-2024 MEC Assessment Report

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 2023-2024 academic year.
2. Program faculty plan to offer more service activities via CSI and other program opportunities as a result of lower than minimum threshold scores on SLO 7 "...involvement with service activities."
3. While the NCE CMHC Helping Relationships score was under the minimum threshold, program faculty believed this was an anomaly mainly due to the low number of test takers and 1 or 2 non-passing scores.
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.

VI. PROGRAM ASPIRATIONS

Aspirations for the 2024-2025 academic year are:

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

2023-2024 MEC Assessment Report

3. Increase in program applicant pool
4. Increase in CSI and other program-sponsored service activities