

## ASSESSMENT REPORT 2016-2017

**Counseling and Guidance**  
(Instructional Degree Program)

**M.A.**  
(Degree Level)

### **Program Mission:**

The mission of the NMHU Counseling and Guidance Program is to train entry-level counselors and prepare them for positions in community service agencies as mental health counselors, in school systems as school counselors, or in rehabilitation settings as rehabilitation counselors. Throughout their training program the emphasis is on the growth and development of each student to promote a positive self-concept and to maximize individual potential in all domains, personal and professional. The program is student-centered and outcome-based, seeking to train individuals who are skilled in working with culturally diverse populations and who are ethical, competent, and reflective practitioners. Proactive knowledgeable professional counselors are crucial to the growth of the profession.

### **Student Learning Outcome 1:**

To demonstrate a comprehensive understanding of the knowledge base of the Counseling profession.

### **NMHU Trait Specifically Linked to Student Learning Outcome 1**

1. Mastery of content knowledge and skills

### **First Means of Assessment for Outcome 1:**

The Counselor Preparation Comprehensive Exam (CPCE) is given to each student in their first or second semester of their Internship. This exam is a standardized exam constructed by the Center for Credentialing and Education, a branch of the National Board for Certified Counselors (NBCC). The CPCE measures students' mastery of eight areas of the counseling knowledge base including Human Growth and Development, Social and Cultural Foundations, The Helping Relationship, Group Work, Career and Lifestyle Development, Appraisal, Research, and Professional Orientation and Ethics. These eight areas also constitute the content areas on the licensing exams for the Licensed Mental Health Counselor as well as for the School Counselor. The passing score on the CPCE is a raw score of 70. The CPCE is used to *demonstrate a comprehensive understanding of the knowledge base of the Counseling profession.*

### **Summary of Data:**

Number of Students Meeting Criterion:	<b>40</b>	Number of Students Not Meeting Criterion:	<b>3</b>
Total Number of Students Assessed:	<b>43</b>	Percent of Students Meeting Criterion:	<b>93%</b>

### **Interpretation of Results for Outcome 1:**

The percentage of students meeting the criterion is higher than it has been in the past.

The Department believes that two things could be resulting in this higher rate: 1) The Counseling Department has had to depend less on contingent faculty for teaching courses. Two fulltime, tenure-track faculty were hired in the fall of 2016. In addition, full-time faculty have been able to take on overloads rather than turning those courses over to contingent faculty. We believe this stability and consistency from professional counselor educators provides a more rigorous program; and, 2) Most faculty now use the learning platform of D2L which provides more opportunities for using quizzes to reinforce content, and gives students practice with test-taking.

## DEMOGRAPHICS

GENDER				
F	M			
84%	16%			
ETHNICITY				
Hispanic	White	Intl		
26%	67%	7%		
SITE				
LV	RR	FM	SF	
21%	40%	14%	25%	
CONCENTRATION				
Clinical	ClinReh	Rehab	School	Clinical/School
44%	13%	12%	26%	5%

Taking the opportunity to look more closely at the scores and comparing across sites, the Counseling Program has disaggregated the test results into the eight areas of counseling knowledge. A comparable score of 9 would be required in each area to meet the criterion. This analysis reveals that the Department should evaluate and monitor curriculum in the areas of Diversity, Career, and Assessment, in particular, Farmington and Santa Fe in the area of Diversity; Las Vegas and Farmington in the area of Assessment; and, Farmington in the area of Career. Farmington is the only site with no consistent access to fulltime faculty. This is an issue that may be impacting the success of Farmington students.

SITE	Development	Diversity	Helping	Group	Career	Assessment	Research	Orientation
Las Vegas	78%	78%	89%	100%	78%	56%	78%	89%
Rio Rancho	88%	82%	94%	100%	82%	82%	100%	100%
Farmington	100%	67%	83%	100%	50%	33%	83%	67%
Santa Fe	91%	64%	100%	100%	91%	82%	82%	91%
OVERALL	88%	74%	93%	100%	79%	70%	88%	91%

### **Student Learning Outcome 2:**

To demonstrate the effective use of counseling skills.

### **NMHU Traits Specifically Linked to Student Learning Outcome 2**

1. Mastery of content knowledge and skills
2. Effective communication skills
3. Critical and reflective thinking skills

**First Means of Assessment for Outcome 2:**

Internship evaluations are completed by the student’s Internship site supervisor at midterm and at the end of each semester in which the student is enrolled in the Internship. The evaluations measure professionalism and the effective and appropriate use of the interactive skills that comprise the essence of counseling. The evaluation instrument has been revised to provide supervisors with a 5 point scale allowing for a midpoint score. The minimum rating as we test this scale will continue to be 3 until we have gathered some supporting data. The Supervisor Evaluations are used to *demonstrate the effective use of counseling skills.*

**Summary of Data**

Number of Students Meeting Criterion:	<b>41</b>	Number of Students Not Meeting Criterion:	<b>4</b>
Total Number of Students Assessed:	<b>45</b>	Percent of Students Meeting Criterion:	<b>91%</b>

**Interpretation of Results for Outcome 2:**

The Internship site supervisors’ evaluations measure the assessment of our students’ abilities in the counseling setting as seen by the site supervisor. Since they generally have high professional standards, the fact that our students all pass these evaluations with relatively high scores indicates that they are perceived as having the same standards as their supervisors. By manifesting such standards of practice, our students reveal that they have been adequately trained.

Although the results are consistently positive, with our students meeting criterion, it continues to be an important measure from an outside evaluator to insure that our students are performing appropriately in their field experiences.

**DEMOGRAPHICS**

GENDER					
F	M				
34	5				
ETHNICITY					
Hispanic	White	Native Am	Intl		
9	24	3	3		
SITE					
LV	RR	FM	SF		
10	13	5	11		
CONCENTRATION					
Clinical	ClinReh	Rehab	School	Clinical/School	Clin/Reh/Sch
13	5	3	12	5	1

Taking the opportunity to look more closely at the scores and comparing across sites, the Counseling Program has disaggregated the Site Supervisor results into the 18 areas of counseling practice. The same score of 3 is used in each area to meet the criterion. This analysis reveals that the Department should evaluate preparation of Interns in Farmington. As was noted on the previous measure, Farmington is the only site with no consistent access to fulltime faculty. This is an issue that may be impacting the success of Farmington students.

SITE	Time Commitment	Ethical awareness and conduct	Demonstrates open-mindedness	Response to supervision	Interaction with clients and coworkers.	Clear, concise documentation	Seeks new challenges; works independently	Flexibility	Follows policies and procedures.	Professional skills	Sensitive to needs of diverse groups.	Adds value to your program.	Coordinate educational planning	Work with consultant and experts.	Dependable	Use referral sources	Individual counseling	Group counseling
Las Vegas	90%	90%	100%	100%	100%	80%	90%	100%	100%	100%	100%	100%	100%	100%	90%	88%	86%	100%
Rio Rancho	92%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Farmington	100%	100%	100%	80%	100%	100%	80%	80%	60%	80%	100%	100%	75%	80%	75%	75%	100%	100%
Santa Fe	100%	100%	91%	91%	91%	91%	100%	100%	91%	91%	100%	100%	89%	100%	91%	100%	100%	89%
OVERALL	95%	97%	97%	95%	97%	92%	95%	97%	92%	95%	100%	100%	94%	97%	92%	94%	97%	97%

**Student Learning Outcome 3:**

To demonstrate the appropriate application of a counseling theory to a specific problem.

**NMHU Traits Specifically Linked to Student Learning Outcome 3**

1. Mastery of content knowledge and skills
2. Effective communication skills
3. Critical and reflective thinking skills

**First Means of Assessment for Outcome 3:**

The student verbally gives a Case Presentation in the final semester of Internship. The Case Presentation derives from the student’s Internship and consists of 1) a brief demographic description of a client with whom the student worked, 2) a brief diagnostic description of the problem the client presented with, 3) an overview of the theoretical approach used by the student, 4) a treatment plan formulation, 5) a summary of the sessions, and 6) the treatment outcome. This is a verbal presentation only and it is assessed simply as pass or fail. The Case Presentation is used to *demonstrate the appropriate application of a counseling theory to a specific problem.*

**Summary of Data**

Number of Students Meeting Criterion:	<b>43</b>	Number of Students Not Meeting Criterion:	<b>0</b>
Total Number of Students Assessed:	<b>43</b>	Percent of Students Meeting Criterion:	<b>100%</b>

**Interpretation of Results for Outcome 3:**

All of our students continue to pass this outcome measure. Students are fully prepared to present their case in the seminar portion of their Internship. They have an outline to follow and they work up a thorough case presentation to show that they've mastered the knowledge base of the counseling profession.

A rubric and score will be implemented for this criterion. It is likely students will continue to pass and meet this criterion, but scoring will give faculty more information to evaluate the program.

**Additional comments:**

The three measures used for Outcomes Assessment all evaluate students at the end of their programs. The Department will add a scored exercise from the Professional Orientation course related to using the NMHU online research library. This will provide both an evaluation early in the program and a measure for the NMHU Trait, Effective Use of Technology.

**NMHU Trait Summary**

All three measures (CPCE, Supervisor Evaluation, and Case Presentation) evaluate Mastery of Content Knowledge and Skills. 94.7% of the 131 data points meet the established criterion. Both the Supervisor Evaluation and the Case Presentation evaluate Critical and Reflective Thinking Skills and Effective Communication Skills. With each measure, of the 88 data points, 95.5% meet the established criterion.

NMHU Trait	Data points =/> criteria	Data points below criteria	Total Data Points	% Data points =/> criteria
Mastery of Content Knowledge and Skills	124	7	131	94.7%
Critical and Reflective Thinking Skills	84	4	88	95.5%
Effective Communication Skills	84	4	88	95.5%

The Counseling Program does not currently have a specific measure for Effective Use of Technology. Graduate students in the program are expected to come in with a solid foundation in the use of technology. Students write research papers using our online library. They present information using PowerPoint, video, and multimedia. Most instructors use the online learning platform (D2L) to support classes and students must be able to negotiate the system in order to access information, take quizzes, upload documents and assignments, and receive feedback from instructors. A number of our courses are taught online using ZOOM technology. This requires students -to login and participate using video and audio. They participate in the class and conduct presentations through sharing their desktops.

**Summary of Goals (2017-2018)**

- 1) Prepare and implement use of Counselor Dispositions Review at Practicum and Internship II, as a second and third means of assessment with Student Learning

Outcome 2 - *To demonstrate the effective use of counseling skills.*

- 2) Prepare and implement use of rubric for the Case Presentation as a more thorough means of assessment with Student Learning Outcome 3 - *To demonstrate the appropriate application of a counseling theory to a specific problem.*
- 3) Prepare and implement use of Research Activity with rubric as the first means of assessment with a new Student Learning Outcome 4 – *To demonstrate the effective use of research tools.*
- 4) Evaluate data from Supervisor Evaluation (Outcome 2), to determine if a score of 3 is appropriate with the change from a 4-point scale to a 5-point scale.
- 5) Assess need and determine feasibility of full-time faculty assigned to Farmington Center.