

ASSESSMENT REPORT 2018-2019

Counseling and Guidance

(Instructional Degree Program)

M.A.

(Degree Level)

Program Vision and Mission:

Vision

To be a premier counselor education program that prepares counselors as agents of social change who transform the lives of individuals and communities they serve.

Mission

The mission of the Highlands' Counselor Education Program is to train entry-level counselors who are prepared for positions in community service agencies as mental health counselors, in school systems as school counselors, and in rehabilitation settings as rehabilitation counselors. We are committed to continuous improvement of quality and excellence that fosters critical reflection, integrates theory and practice, and promotes advocacy through a culturally responsive and inclusive approach.

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

4. Mastery of content knowledge and skills

First Means of Assessment for Outcome 1:

The Counselor Preparation Comprehensive Exam (CPCE) is taken by 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. When disaggregating data by each of the 8 areas, meeting criteria is a score of 9. 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:	37	Number of Students Not Meeting Criterion:	19
Total Number of Students Assessed:	56	Percent of Students Meeting Criterion:	66%

DEMOGRAPHICS (N=56)

GENDER		
	F	M
# Students	48	8
Met	63%	88%

SITE					
	LV	RR	FM	SF	ONLINE
# Students	7	25	7	12	5
Met	29%	80%	43%	75%	60%

CONCENTRATION					
	CMHC	ClinReh	Rehab	School	DUAL
# Students	16	5	10	24	1
Met	69%	60%	40%	75%	100%

ETHNICITY						
	Hispanic	White	Asian	Native American	African American	2 or More
# Students	22	25	2	3	3	1
Met	39%	45%	4%	5%	5%	2%

2018-19 Disaggregated Scores (score of 9 meets criteria)

SITE	Development	Diversity	Helping	Group	Career	Assessment	Research	Orientation	N
Las Vegas	57%	57%	57%	43%	29%	57%	71%	43%	7
Rio Rancho	88%	60%	84%	76%	76%	80%	72%	88%	25
Farmington	57%	43%	57%	71%	14%	57%	43%	57%	7
Santa Fe	67%	83%	42%	83%	92%	58%	92%	67%	12
Online	80%	40%	60%	80%	60%	20%	80%	40%	5
OVERALL	71%	61%	66%	73%	64%	61%	73%	66%	56

2018-19 Disaggregated Scores (score of 7-9 **approaching/meets** criteria)

SITE	Development	Diversity	Helping	Group	Career	Assessment	Research	Orientation	N
Las Vegas	71%	71%	100%	86%	71%	86%	71%	57%	7
Rio Rancho	96%	88%	92%	92%	100%	96%	92%	96%	25
Farmington	57%	86%	86%	86%	71%	57%	100%	71%	7
Santa Fe	92%	100%	92%	100%	100%	83%	100%	83%	12
Online	80%	80%	60%	80%	100%	60%	80%	80%	5
OVERALL	86%	88%	89%	91%	93%	84%	91%	84%	56

COMPARISON WITH PREVIOUS YEAR

2017-18 Disaggregated Scores (score of 9 meets criteria)

SITE	Development	Diversity	Helping	Group	Career	Assessment	Research	Orientation	N
Las Vegas	33%	42%	50%	42%	42%	67%	42%	42%	12
Rio Rancho	92%	71%	92%	92%	58%	92%	71%	100%	24
Farmington	44%	56%	78%	78%	78%	67%	44%	56%	9
Santa Fe	75%	75%	100%	75%	25%	75%	50%	100%	4

OVERALL	66%	62%	80%	74%	54%	80%	58%	68%	49
----------------	-----	-----	-----	-----	-----	-----	-----	-----	-----------

Sixteen students during this time period did not meet their first/second attempt and were enrolled in the Alternative Test managed by the Counseling Department. The Alternative test is completed in a stress-free environment with no time limits. Students are able to use resources and take a rotating set of assessments until they meet a required score of 75% overall. The same areas as identified for the CPCE are covered with the Alternative Test. This test replaced the CPCE as the exit criteria for nine students.

Interpretation of Results for Outcome 1:

The percentage of students meeting the criterion again dropped significantly from 80% in 2017-18 to 66% this reporting year. Students who are completing this exit criteria are still more familiar with paper/pencil exams. The CPCE was changed from a paper and pencil format to an electronic testing format two years ago. Some students may have found this challenging and unfamiliar.

Other issues that may be impacting scores are similar to the previous year; 1) post-traditional student populations have many responsibilities/obligations outside of school, which makes it more difficult for students to find the time to study for a comprehensive exam; 2) lowest scores do come from students who struggle with English as a second language; 3) and, more courses are taught through non-traditional formats which might impact students' focus on requirements (peer support usually experienced with in-person classes; more natural opportunities to interact with faculty before and after class; and, expectations of more independent work). Students will be encouraged to form study groups and use each other for support. Faculty need to speak to the test early in the program to reinforce the content knowledge aspect of courses.

As an outside measure of content knowledge, it is extremely concerning that scores have dropped significantly. The Counseling Department will need to make a thorough assessment of textbooks and course expectations, and determine what areas need to be addressed in order to support students in successfully meeting this criterion.

In addition, the Counseling Department will explore providing CPCE prep classes or access to prep classes through an outside organization. The course should consist of an orientation to test taking in professional examination environments and a summary of each area of focus on the CPCE, and sample questions, along with explanations of the answers.

STUDENT LEARNING OUTCOME 2:

To demonstrate the effective use of counseling skills.

NMHU Traits Specifically Linked to Student Learning Outcome 2, First Means of Assessment

1. Critical and reflective thinking skills
2. Effective communication skills
3. Mastery of content knowledge and 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 provides supervisors with a 4 point scale. The target rating is 3. The Supervisor Evaluations are used to *demonstrate the effective use of counseling skills*.

Summary of Data

Number of Students Meeting Criterion:	64	Number of Students Not Meeting Criterion:	5
Total Number of Students Assessed:	69	Percent of Students Meeting Criterion:	93%

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 with the required knowledge, skills and abilities, in their field experiences.

Site supervisor evaluations remain consistently high. Students who do have difficulty with their field placements are monitored and communication between Faculty Supervisors and Site Supervisors is maintained.

There was a very high number of second semester Interns in the field Spring 2019; nearly twice the typical number.

DEMOGRAPHICS (N=69)

GENDER					
	F	M			
# Students	55	14			
Met	95%	86%			
SITE					
	LV	RR	FM	SF	ONLINE
# Students	14	34	4	10	7
Met	100%	97%	100%	90%	57%
CONCENTRATION					

	CMHC	ClinReh	Rehab	School	DUAL		
# Students	19	0	23	19	8		
Met	95%		87%	95%	100%		
ETHNICITY							
	Hispanic	White	Asian	Native American	African American	Other	Interntl
# Students	28	24	3	4	2	4	4
Met	93%	96%	33%	100%	100%	100%	100%

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	N
Las Vegas	3.9	3.9	3.8	3.9	3.8	3.7	3.8	3.9	3.9	3.7	3.9	3.9	3.5	3.7	3.9	3.4	3.6	3.4	3.75
Rio Rancho	3.7	3.8	3.8	3.9	3.9	3.7	3.8	3.9	3.8	3.9	3.8	3.8	3.9	3.8	3.9	3.8	3.7	3.7	3.83
Farmington	3.3	3.8	3.8	3.8	3.8	3.7	3.8	3.6	3.8	3.3	3.6	3.8	3.8	3.8	3.6	3.6	3.3	3.3	3.62
Santa Fe	3.8	3.9	3.9	3.9	3.9	3.8	3.8	3.8	3.7	3.9	3.9	3.9	3.7	3.9	3.9	3.4	3.7	3.4	3.80
Online	3.7	3.1	3.1	3.1	3.4	3.3	3.4	3.1	3.1	3.1	3.1	3.3	3.4	3.1	3.3	3.3	3.1	3.3	3.27
OVERALL	3.8	3.8	3.8	3.8	3.8	3.7	3.8	3.8	3.8	3.7	3.7	3.8	3.7	3.7	3.8	3.6	3.6	3.5	3.74

NMHU Traits Specifically Linked to Student Learning Outcome 2, Second Means of Assessment

2. Effective communication skills
4. Mastery of content knowledge and skills

Second Means of Assessment for Outcome 2:

The Counseling Department has developed inventories to help students and faculty evaluate the dispositions of students. These surveys are used to help students identify strengths and areas for improvement in their dispositions for their professions.

Each disposition (Empathy, Genuineness, Acceptance, Open-Mindedness, Cognitive Complexity, Psychological Adjustment, Competence, and Sensitive to issues of Diversity) is evaluated on a four point scale, where 3 – Proficient is the expected minimum rating for candidates when they exit the program. As a way of assessing the progression toward Proficient, the target for Practicum is 2.5 and Internship I is 2.75.

Summary of Data Practicum (Criterion Score = 2.5)

Number of Students Meeting Criterion:	24	Number of Students Not Meeting Criterion:	6
Total Number of Students Assessed:	30	Percent of Students Meeting Criterion:	80%

Summary of Data Internship I (Criterion Score = 2.75)

Number of Students Meeting	41	Number of Students Not Meeting	6
----------------------------	-----------	--------------------------------	----------

Criterion:		Criterion:	
Total Number of Students Assessed:	47	Percent of Students Meeting Criterion:	87%

Summary of Data Internship II (Criterion Score = 3)

Number of Students Meeting Criterion:	28	Number of Students Not Meeting Criterion:	3
Total Number of Students Assessed:	31	Percent of Students Meeting Criterion:	90%

Interpretation of Results for Outcome 2:

The Counseling Department has developed inventories to help students and faculty evaluate the dispositions of students. These surveys are used to help students identify strengths and areas for improvement in their dispositions for their professions.

Each disposition (Empathy, Genuineness, Acceptance, Open-Mindedness, Cognitive Complexity, Psychological Adjustment, Competence, and Sensitive to issues of Diversity) is evaluated on a four point scale, where 3 – Proficient is the expected minimum rating for candidates when they exit the program. As a way of assessing the progression toward Proficient, the target for Practicum is 2.5 and Internship I is 2.75.

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. Critical and reflective thinking skills
2. Effective communication skills
3. Effective use of technology
4. Mastery of content knowledge and 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:	47	Number of Students Not Meeting Criterion:	0
Total Number of Students	47	Percent of Students Meeting	100%

Assessed:		Criterion:	
-----------	--	------------	--

Interpretation of Results for Outcome 3:

The rubrics that have been created for this activity have not been fully implemented. Targeted assessment cannot be made without data from these rubrics. Student do well with this exercise; however, the implementation of the rubrics with data collected through the VIA by Watermark system will assist faculty in assessing this measure for both student and program outcomes.

In addition, the Department will consider returning to a committee style of assessment to provide an opportunity for students to receive more feedback.

NMHU Trait Summary

Dispositions have been added to the measures for assessment. Two measures (Supervisor Evaluation and Case Presentation) evaluate Critical and Reflective Thinking Skills. 130 of the 140 data points meet the established criterion (93%). Five of the six measures (Dispositions at three points during the program, Supervisor Evaluation, and Case Presentation) evaluate Effective Communication Skills. 292 of the 325 data points meet the established criterion (90%). The Case Presentation involves aspects that require the Effective Use of Technology. 65 of the 70 data points meet the established criterion (93%). Finally, all measures (CPCE, Dispositions at three points during the program, Supervisor Evaluation, and Case Presentation) evaluate Mastery of Content Knowledge and Skills. 330 of the 380 data points meet the established criterion (87%).

NMHU Trait	Data points =/> criteria	Data points below criteria	Total Data Points	% Data points =/> criteria
Critical and Reflective Thinking Skills	130	10	140	93%
Effective Communication Skills	292	33	325	90%
Effective use of Technology	65	5	70	93%
Mastery of Content Knowledge and Skills	330	50	380	87%

SUMMARY OF GOALS (2019-2020)

1. To enhance the clinical practice of students, the Counseling Department would like to explore collaboration with Social Work and possibly Psychology for ways to provide a more thorough and consistent training experience.
2. With the implementation of VIA by Watermark for gathering, storing and analyzing data, interrater reliability of rubric will need to occur. Although the target date for implementation of VIA was Spring 2019, it will just now become operational, Fall 2019. This system has the capacity to provide immediate feedback tied directly to Counseling Standards if rubrics have been properly

prepared and aligned.

3. Explore CPCE prep course or access to an outside prep course to help students focus on the content knowledge essential to the counseling profession.
4. Complete CAEP Accreditation process for School Counseling Concentration.
5. Complete CACREP Accreditation process for all four Counseling Concentrations (Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, Rehabilitation Counseling and School Counseling)..