

## ASSESSMENT REPORT 2020-2021

### 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.

#### **Counseling Department DEMOGRAPHICS (N=268 over three semester period) Degree-Seeking Graduate Students**

<b>GENDER</b>							
	F	M	NonBinary				
# Students	217	50	1				
<b>SITE</b>							
	LV	RR	FM	SF	*Distance		
# Students	36	128	55	41	8		
<b>CONCENTRATION</b>							
	CMHC	ClinReh	Rehab	School	DUAL		
# Students	129	20	31	71	17		
<b>ETHNICITY</b>							
	Hispanic	White	Native American	African American	Asian/Pacific Islander	2 or More	International
# Students	94	110	38	8	3	7	7

The average age of Counseling students is 37. Approximately 128 attended fulltime and 140 part-time.

\*The Counseling Program does not use the term "online" for distance students. Traditional online programs are primarily conducted in an asynchronous modality. The NMHU Counseling Program is primarily conducted in "real time" through ZOOM and on-ground.

#### **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:**

Total Number of Students Assessed:	<b>32</b>	Number of Students Not Meeting Criterion:	<b>8</b>
Number of Students Meeting Criterion:	<b>24</b>	Percent of Students Meeting Criterion:	<b>75%</b>

**Exit Exam CPCE DEMOGRAPHICS N=31 (students meeting overall test score criteria of 70 pts)**

SITE					
	LV	RR	FM	SF	Distance
% Students	100%	74%	80%	80%	N/A
CONCENTRATION					
	CMHC	ClinReh	Rehab	School	DUAL
% Students	78%	50%	100%	80%	75%
ETHNICITY					
	Hispanic	White	Native American	All Others	
% Students	72%	88%	67%	100%	

**2020-2021 Disaggregated Scores (score of 9 meets criteria)**

SITE	Development	Diversity	Helping	Group	Career	Assessment	Research	Orientation	N
Las Vegas	50%	50%	100%	100%	100%	50%	50%	50%	2
Rio Rancho	95%	63%	74%	68%	63%	100%	58%	58%	19
Farmington	100%	20%	60%	80%	40%	80%	40%	60%	5
Santa Fe	80%	80%	80%	60%	80%	80%	40%	80%	5
Distance									0
<b>OVERALL</b>	90%	58%	74%	68%	65%	90%	52%	61%	<b>31</b>

**PREVIOUS YEAR**

**2019-2020 Disaggregated Scores (score of 9 meets criteria)**

SITE	Development	Diversity	Helping	Group	Career	Assessment	Research	Orientation	N
Las Vegas	33%	83%	67%	83%	83%	50%	67%	67%	6
Rio Rancho	67%	50%	50%	78%	67%	72%	72%	78%	18
Farmington	46%	31%	23%	31%	31%	38%	38%	62%	13
Santa Fe	86%	71%	71%	100%	86%	71%	71%	57%	7
Distance	100%	83%	67%	100%	67%	50%	67%	50%	6
<b>OVERALL</b>	64%	56%	52%	72%	62%	58%	62%	66%	<b>50</b>

Eight 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 15 students (includes students from earlier semesters) who successfully completed the Alternative Test by Spring 2021.

### Second Means of Assessment for Outcome 1:

The Counseling program is grounded on a professional counseling curriculum as determined by CACREP (Council for the Accreditation and Related Education Programs). An identified assignment that measures each KPI (Key Performance Indicator) is selected. The assignment is assessed as a percentage with a score of 80% or better meeting the criteria.

AREA	KPI/Identified Assignment	2020-21 % MET/N	2019-20 % MET/N	Registered
AREA 1: Professional Counseling Orientation and Ethical Practice	Applies ethical and legal considerations in professional counseling. <b>Assignment: Ethical Dilemma Analysis</b>	100%/89	98%/190	89
AREA 2: Social and Cultural Diversity.	Articulates awareness of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others. <b>Assignment: Experiential Learning Excursion</b>	100%/72	99%/167	75
AREA 3: Human Growth and Development	Demonstrates knowledge and application of human growth & development in ethical and culturally relevant strategies in counseling. <b>Assignment: Developmental Analysis</b>	93%/54	85%/71	62
AREA 4: Career Development	Demonstrates knowledge and application of career development, analyzing data and using data in counseling. <b>Assignment: Personal Career-Focused Assessment</b>	100%/44	96%/143	85
AREA 5: Counseling and Helping Relationships	Demonstrates knowledge demonstrate knowledge and application of ethical and culturally relevant strategies in counseling. <b>Assignment: Theory Paper (Compare &amp; Contrast)</b>	97%/69	95%/125	88
AREA 6: Group Counseling and Group Work	Demonstrates knowledge and application of group counseling and group work. <b>Assignment: Self-Assessment of Facilitator</b>	100%/36	95%/125	49
AREA 7: Assessment and Testing	Demonstrates demonstrate knowledge and application of assessment and testing, analyzing data and using data in counseling. <b>Assignment: Review of Instruments</b>	95%/25	96%/115	83
AREA 8: Research and Program Evaluation	Analyzes and uses data in counseling. <b>Assignment: Action Research Proposal</b>	86%/42	90%/82	48
Specialty AREA CMHC	Demonstrates knowledge and application of clinical mental health counseling. <b>Assignment: Advocacy Project</b>	100%/29	0	32

Specialty AREA ClinREHAB	Demonstrates knowledge and application of clinical rehabilitation counseling. <i>Assignment: Paper</i>	100%/7	100%/6	7
Specialty AREA REHAB	Demonstrates knowledge and application of rehabilitation counseling. <i>Assignment: Job Analysis</i>	93%/14	100%/28	18
Specialty AREA SCHOOL	Demonstrates knowledge needed to design and evaluate school counseling programs using a developed model (i.e. ASCA). <i>Assignment: RAMP Application Review</i>	90%/31	20	31

### Interpretation of Results for Outcome 1:

**First Means of Assessment:** For the first means of assessment of Outcome 1, the standardized test (CPCE) shows the percentage of students meeting the criterion (75%) which is up from 66% from the previous reporting period 2019-20.

As was mentioned in the 2019-2020 Outcomes Assessment Report, many courses utilize project-based learning in our program and we have been trending away from rote-learning assessments. Many of our students have been far removed from these types of assessments and may struggle due to anxiety and performance issues and lack of comfort with this type of assessment. In addition, some students may simply struggle with retaining the comprehensive knowledge required to pass the exam.

Notably, the percentage of students meeting overall passing scores on the CPCE improved compared to the previous reporting period 2018-2019 (by 9%) despite the ongoing global pandemic COVID-19. The increase in Farmington CPCE scores was especially evident. Dissaggregated scores increased on 5 of the 8 content areas assessed and decreased on Research, Orientation, and Group.

The increase in percentage of students meeting the criterion during this period is a strength considering that student responsibilities/obligations increased and were disturbed by the pandemic. In addition to students being more comfortable to the distance format of learning, perhaps faculty are more experienced with this modality which improves outcomes.

### ***Suggestions for future use of CPCE:***

- Encourage students to prepare for the CPCE, including practice tests, at the beginning of each semester.
- Determine if there is a correlation between students who do poorly and their level of non-school obligations as compared to other students.
- Determine if SES is correlated to test scores.
- Survey students who have completed the CPCE on strategies to assist in preparing for the CPCE.
- Consider adding an exam prep seminar.
- Courses that address areas with lower scores on the test should be evaluated for ways to improve outcomes.

**Second Means of Assessment:** The assessment of the Key Performance Indicators

through specific assignments in each curriculum area indicates that students are able to consistently and effectively apply concepts, theory, and the information they are learning in the courses. Again, this shows a strength of resiliency and fortitude as students were able to do this during early pandemic.

Current teaching practices successfully foster student learning; however, some students are in need of more individualized help. Review of students performance by the team can help us identify those students who need more support.

***Suggestions for future use of KPI Scores:***

- Review of individual student’s performance by the team can help us identify those students who need more support.
- Review assignment used to measure the KPI for Rehabilitation students to determine if it is the best measure for this specialty area KPI.

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**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 on the final evaluation of the 2<sup>nd</sup> internship. The Supervisor Evaluations are used to *demonstrate the effective use of counseling skills*.

**Summary of Data**

Total Number of Students Assessed:	<b>32</b>	Number of Students Not Meeting Criterion:	<b>1</b>
Number of Students Meeting Criterion:	<b>31</b>	Percent of Students Meeting Criterion:	<b>97%</b>

**DEMOGRAPHICS (N = 41)**

GENDER		
	F	M
# Students	29	3
Met	97%	100%

SITE					
	LV	RR	FM	SF	Distance
# Students	3	20	5	4	0
Met	67%	100%	100%	100%	
CONCENTRATION					
	CMHC	ClinReh	Rehab	School	DUAL
# Students	18	3	0	7	4
Met	94%	100%		100%	100%
ETHNICITY					
	Hispanic	White	Native American	African American	Two or More
# Students	15	11	2	2	2
Met	93%	100%	100%	100%	100%

AVG scores 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	3.33	3.67	3.67	3.67	3.33	3.67	3.33	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3
Rio Rancho	3.60	3.65	3.85	3.90	3.80	3.58	3.75	3.70	3.60	3.75	3.85	3.95	3.65	3.85	3.80	3.65	3.55	3.47	20
Farmington	3.20	3.40	3.80	3.20	3.60	3.20	3.60	3.40	3.40	3.40	3.60	3.60	3.20	3.20	3.40	3.60	3.40	3.20	5
Santa Fe	3.50	3.50	3.50	3.25	3.50	2.75	3.00	3.00	3.00	3.50	3.50	3.25	3.25	3.50	3.50	3.25	3.00	3.00	4
Distance																			0
<b>OVERALL</b>	3.50	3.59	3.78	3.69	3.69	3.42	3.59	3.56	3.50	3.66	3.75	3.78	3.53	3.69	3.69	3.59	3.47	3.39	32

### 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, an initial self-assessment with faculty input is done during COUN 6050 Essential Interviewing. The score below is the average with no target indicated. The target for Practicum is 2.5, Internship I is 2.75, and Internship II is 3.0.

**Summary of Data Essential Interviewing Skills (No Criterion Established)**

Total Number of Students Assessed:	<b>73</b>	Average Score for Assessment:	<b>3.41</b>

**Summary of Data Practicum (Criterion Score = 2.5)**

Total Number of Students Assessed:	<b>28</b>	Number of Students Not Meeting Criterion:	<b>0</b>
Number of Students Meeting Criterion:	<b>28</b>	Percent of Students Meeting Criterion:	<b>100%</b>

**Summary of Data Internship I (Criterion Score = 2.75)**

Total Number of Students Assessed:	<b>26</b>	Number of Students Not Meeting Criterion:	<b>2</b>
Number of Students Meeting Criterion:	<b>24</b>	Percent of Students Meeting Criterion:	<b>92%</b>

**Summary of Data Internship II (Criterion Score = 3)**

Total Number of Students Assessed:	<b>39</b>	Number of Students Not Meeting Criterion:	<b>2</b>
Number of Students Meeting Criterion:	<b>37</b>	Percent of Students Meeting Criterion:	<b>95%</b>

**Interpretation of Results for Outcome 2:**

**First Means of Assessment:** 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. It is the experience of some that site supervisors are not hesitant to express concern or give evaluations that reflect where a student may be falling short so the consistent high scores in the evaluations show that students are meeting and exceeding expectations and standards.

***Suggestions for future use of Site Supervisor Evaluation of Internship II:***

- Review and assess how this evaluation criteria relate to CACREP criteria and how these criteria are measured in other areas in the program.
- Identify students who are hired at the end of their Internship experience and get feedback on what made them attractive candidates to be employed.

- Hold information meeting for site supervisors and clinical faculty at the beginning of the semester.

**Second Means of Assessment:** The ratings on the dispositions at various points in a student's program appear to be serving as a screening for the few students that need intervention. To safeguard clients/students and the profession, instructors in the program know it is important to accurately evaluate a student's forming dispositions. The high number of students meeting criterion shows that student development in these areas are strong.

The percentage of student meeting criteria for Practicum remained the same (100%) and increased for Internship I and II. Gathering data from Essential Interviewing Skills is a new addition and therefore no comparative data exists. Comparisons will begin for the 2021-2022 Outcomes Assessment Report.

The first disposition is assessed at the end of the first year of the counseling program. This helps identify students' strengths or areas or improvement. The first disposition will allow the opportunity to mentor students before they enter Practicum.

***Suggestions for future use of Dispositions ratings throughout the program:***

- Faculty should review the dispositions with the student's field site supervisor and the student to identify strengths and areas in need of improvement and plan for strengthening dispositions.
- New site supervisors could be provided with more extensive training before they begin their first clinical supervision experience to review contract details, evaluation standards, etc.

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**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**

Total Number of Students Assessed:	<b>57</b>	Number of Students Not Meeting Criterion:	<b>0</b>
Number of Students Meeting Criterion:	<b>57</b>	Percent of Students Meeting Criterion:	<b>100%</b>

**Interpretation of Results for Outcome 3:**

**First Means of Assessment:** The capstone is a way to verify that students who get to this culmination point have been vetted. Results of this assessment show that students are effectively able to apply theory and skills to real life clients/students/situations. Again, the fact that students were able to successfully do this during the pandemic when so many aspects of their internship experiences were uncertain and stressful is a testament to their resilience and fortitude.

**Suggestions for future use of Capstone Presentation:**

- Inconsistent application/expectation and evaluation of student performance on this outcome is likely occurring. This needs to be determined and adjustments made if there are inconsistencies from class to class/faculty to faculty.
- Success rates are high, but improvements may be made by discussing this assignment earlier in the program of study. Perhaps mini-case formulations could be done in other classes to better prepare students for the capstone project.

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**NMHU Trait Summary**

Two measures (Supervisor Evaluation and Case Presentation) evaluate Critical and Reflective Thinking Skills. Five of the six measures (Dispositions at three points during the program, Supervisor Evaluation, and Case Presentation) evaluate Effective Communication Skills. The Case Presentation involves aspects that require the Effective Use of Technology. Finally, all measures (CPCE, KPI's, Dispositions at three points during the program, Supervisor Evaluation, and Case Presentation) evaluate Mastery of Content Knowledge and Skills.

NMHU Trait	Critical and Reflective Thinking Skills		Effective Communication Skills		Effective use of Technology		Mastery of Content Knowledge and Skills	
	# Assessments	% Met	# Assessments	% Met	# Assessments	% Met	# Assessments	% Met
CPCE (Exit Exam)							32	75%
KPI'S (Core Curriculum)							388	95%

Supervisor Evaluation	32	97%	32	97%			32	97%
Dispositions: Practicum			28	100%			28	100%
Dispositions: Internship I			26	92%			26	92%
Dispositions: Internship II			39	95%			39	95%
Case Presentation	57	100%	57	100%	57	100%	57	100%

## SUMMARY OF GOALS (2020-2021)

1. Attain full 8-year CACREP Accreditation. Follow-up report to CACREP due 10/22.  
Monitoring eight identified areas of concern to be addressed.
  - a. Standard 1-S: Ensure combined number of course credit hours taught by noncore faculty does not exceed the number of credit hours taught by core faculty at each site and delivery method.
  - b. Standard 1-T: Ensure the ratio of full-time equivalent (FTE) students to FTE faculty does not exceed 12:1 at each site and delivery method.
  - c. Standard 1-X: Ensure all full-time faculty participate in ongoing research and scholarly activity.
  - d. Standard 2-C: Ensure students actively identify with the counseling profession.
  - e. Standard 3-P: Ensure that documentation indicates that all site supervisors meet minimum requirements.
  - f. Standard 4-A: Further clarify empirically based plan for systematically evaluating the program objectives, including student learning. (Aggregate student assessment data; demographic data; and, follow-up studies.)
  - g. Standard 4-G: Ensure assessment of professional dispositions includes review/analysis of data.
  - h. Standard 4-H: Ensure use of systematic process for the use of individual student assessment data in relation to retention, remediation, and dismissal.
2. Grow program with certificates in substance use disorder, psychological trauma, child and adolescents, marriage and family therapy, vocational evaluation.
3. Develop counseling clinics for our practicum students at all sites (RR, SF, FM and LV). Explore partnerships with Social Work and Psychology.
4. Use data from KPIs which focus on diversity and social justice to improve program.
5. Improve KPIs/ Outcomes/Objectives from skills classes, foundation/orientation class, research class and internship class. Key Performance Indicators will be tied to assignments in foundational courses have been added to the measures for assessment.