

## M.Ed. - Counselor Education Program

<p><b>Learning Outcome</b>  <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p><b>Data Collection and Analysis</b>  <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>	<p><b>Results of Evaluation</b>  <i>What were the findings of the analysis? List any specific recommendations.</i></p>	<p><b>Use of Evaluation Results</b>  <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
<p>Counseling students will demonstrate an appropriate knowledge base in the eight core areas identified by the Commission on Accreditation of Counseling and Related Education Programs (CACREP). The eight areas are:</p> <ul style="list-style-type: none"> <li>Professional Identity</li> <li>Helping Relationships</li> <li>Assessment</li> <li>Group Work</li> <li>Career Development</li> <li>Human Growth and Development</li> <li>Social/Cultural Diversity</li> <li>Research and Program Evaluation</li> </ul>	<p><b>CPCE</b> (Counselor Preparation Comprehensive Exam)  <b>NCE</b> (National Counselor Exam)  The <b>CPCE</b> is offered every semester and students are eligible to sit for the exam after taking CED 609; the <b>NCE</b> is offered every spring semester and students are eligible to sit for the exam while they are in their last semester of coursework in the program.  The <b>CPCE</b> generates a score based on a national standard and the faculty determine a cut score, usually .5 standard deviations below the mean. This has been determined to represent minimal competency for exiting counseling</p>	<p>Data from the last three years indicate that DSU student pass rates are strong and means and standard deviations are at or slightly below national norms (CACREP and non CACREP programs).  [see summary tables at end of <b>Educational Program Learning Outcome Assessment Plan (Counselor Education Program)</b> table.</p> <p>Program faculty review results of the <b>CPCE</b> and the <b>NCE</b> in formal faculty meetings and discuss changes to curriculum within the program and in specific courses. Faculty determined that student acquisition in content areas remains stable and that practical application of student learning</p>	<p>Faculty have developed “Survival Skills” tutorial programs to assist students in preparation for the CPCE and NCE exams. Study guides are also made available to students through the IRC in the library.</p>

	<p>students. The <b>CPCE</b> is “NCE like” in that it has a .91 correlation with the NCE.</p> <p>The <b>NCE</b> generates a national counseling program and a national CACREP program score. The cut score is established semi annually by a national testing panel. The program tracks NCE results yearly as a corollary assessment source for program improvement</p>	<p>(skills, conceptualization, relationship building, theoretical orientation, ethical functioning, etc.) remains strong. While exact correlations between the CPCE and the NCE cannot be drawn from the current DSU data, national data indicates a .9 correlation between passing the CPCE and passing the NCE. Faculty anticipate that program students will also reflect this trend.</p>	
<p>Counseling Students will demonstrate a strong skills base in relationship building skills, theoretical orientation, basic therapeutic intervention, and case conceptualization.</p>	<p>Counseling students are observed closely in at least <b>five</b> clinical courses (CED 630, 601, 604, 609, and 610 or 619).</p> <p>Documented taped session reviews in 630 and 604 and site supervisor observations reflected in formal evaluations serve to monitor student progress.</p> <p>Competency checklists are used to document areas of weakness and to help remediate student performance as needed (See Appendix A)</p>	<p>For the fall 05 and spring 06 semesters, documented observations indicated that 10 students self-selected out in 630; 7 students self-selected out or were mandated to repeat the course in 604; 1 repeated 609; and all students moved successfully through 610 or 619. This process is determined by program faculty to be an effective “gate keeping” process. Results indicated that students exiting the program had numerous deficiencies in each of the competency checklists (See Appendix A). Faculty will continue to monitor which</p>	<p>Documented observations indicate that faculty maintain rigor in their assessment of student skill acquisition and that students who fail to meet established benchmarks self-select out of the program, are remediated, or advised out of the program. Faculty determined that no changes need to be made to this process.</p>

		students are struggling and how to best support them in skill acquisition.	
Counseling students display a disposition towards professional and ethical conduct, a sensitivity toward and ability to effectively work with diversity, and an acceptance of the personhood of those with whom they work.	As part of the clinical observations (Documented taped session reviews and site supervisor observations reflected in formal evaluations) faculty review and discuss student progress in the areas of professional and ethical conduct, and an appreciation for diversity; multicultural issues are covered in all coursework with the foundational course as CED 616. Students are evaluated by committee from use of the competency sheets and performance in the classroom.	Faculty and site supervisor observations have indicated that many students who self-select or who are advised out of the counseling program are those who also fail to develop the ability to work effectively with diverse populations, or develop professional and ethical conduct. Experiential and didactic experiences serve to develop a disposition toward appreciating diversity	Faculty continue to dialogue about didactic and experiential activities that will enhance the curriculum in student acquisition of knowledge of skills. Faculty teaching introductory courses (CED 600, 601, and 630) will keep other program faculty apprised of concerns about student ethical development.
Counseling students will have an appreciation for research and presentation at professional conferences and activity in professional organizations.	Students are required as part of their internship experiences (CED 610 or 619) to present at a professional conference. Many take the opportunity to present at the DSU Annual Spring Conference or the state's MCA conference. Students are observed and/or	All graduating students to date have fulfilled this requirement. Students generally present and co-present with other students and faculty. Recommendations are that faculty continue to encourage students to co-present.	This continues to be an ongoing requirement in the program. Faculty continue to dialogue about how to motivate students to become members of state and national professional organizations (MCA; ACA).

	required to submit documentation of these presentations.		
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**Summary Tables**  
**Counselor Preparation Comprehensive Exam (CPCE) Pass Rates**

<b>CPCE Administration Dates</b>	<b># of Students Tested</b>	<b># of Students Passed</b>
4/7/06 (Spring 06) retake	5	3
3/3/06 (Spring 06)	10	4
10/28/05 (Fall 05)	13	9
7/16/05 (Summer 05)	6	1
3/11/05 (Spring 05)	3	2

**National Counselor Exam (NCE) Pass Rates**

<b>NCE Administration</b>	<b># of Students Tested</b>	<b># of Students Passed</b>
Spring 06	9	unavailable
Spring 05	7	6
Spring 04	10	8
Spring 03	8	7
Spring 02	12	7