

Marywood University
Counselor Education Program
Graduate Program Evaluation Report
Summer 2022



Clinical Mental Health Counseling
&
School Counseling

Psychology and Counseling Department
McGowan Center for Graduate and Professional Studies
College of Health and Human Services
Scranton, Pennsylvania

Accreditations:

Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

M.A. Clinical Mental Health Counseling
M.S. Counselor Education, Pre-K-12 School Counseling

Pennsylvania Department of Education (PDE)

M.S. Counselor Education, Pre-K-12 School Counseling

Executive Summary

The summary for this section will be added after program faculty have had an opportunity to review this report in detail, in the early fall semester.

Preface

Marywood program faculty would like to thank the Dean(s) of the College of Health and Human Services (CHHS), and university administration for the continued support of the graduate counseling program, and all those alumni, graduating students, site supervisors, and employers of our program graduates. It was quite generous for each who took the time to respond to the surveys used to gather data. Also, this program evaluation report was facilitated by a series of diligent counseling students that served as graduate assistants. We would also like to thank the support staff such as Ms. Karen Rossmell and Denise Cocco and colleagues in the neighboring Psychology program(s). Without all of those mentioned, a report such as this would not be possible.

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Basic table of contents stuff I guess...

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Introduction

This report is drafted to meet CACREP (Council for Accreditation of Counseling and Related Educational Programs) standards associated with [Section 4](#) of the 2016 standards. As such, it is arranged in multiple parts. **Part I** references what data will be collected, methods used for data collection, how data will be analyzed, with whom the data will be shared, and how data is used to inform program and curricular improvements. **Part II** contains aggregate data used to assess current (i.e., pre graduation) and recent graduate student knowledge and professional dispositions using standardized assessments, and program-constructed surveys. **Part III** describes how this report is shared with administration, current students and alumni, and the public. At the end of this report are **Appendices** with all disaggregated data obtained from each data source, including qualitative comments from students and stakeholders.

PART I

This report contains data from a number of sources, each of which assess the eight core CACREP curricular areas common to all CACREP accredited programs regardless of specialization (i.e., Clinical Mental Health, School Counseling).

These domains include Professional Counseling Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth and Development, Career Development, Counseling and Helping Relationships, Group Counseling and Group Work, Assessment and Testing, and Research and Program Evaluation.

The assessments are as follows:

Standardized Assessments

The Counselor Preparation Comprehensive Examination (CPCE) is a standardized multiple choice test with 160 items, published by the [Center for Credentialing and Education](#). It is *“designed to measure a student's level of mastery of the requisite knowledge and skills identified by the Council for Accreditation of Counseling and other Educational Professions (CACREP) for the preparation of professional counselors.”* As such, it is widely used across the country as a standardized exit examination for students nearing graduation from an often CACREP accredited counseling program.

It is administered via computer at a local commercial testing site, and the national sample is composed of respondents close to finishing their graduate degrees in counseling. In order for students to be eligible to graduate, Marywood program students must achieve a score that is within the standard error of the mean taken from the national sample of each version of the CPCE. Program policy encourages students to sit for this exam one semester before they intend to apply for graduation. Thus testing dates are variable, and scores are reported to students and the program on the 15th of every month. This schedule generates data that is analyzed longitudinally using overall and domain specific means from the program, compared to national means that are provided by the testing company in each monthly report.

Also included in this report are pass rates for the The National Counselor Examination (NCE). This exam is optional and encouraged for students near graduation, but is not required and cannot be used as an exit exam. However, since it covers the same CACREP curricular areas, and data is reported to graduate counseling programs, overall means can be used as a validity check of other measures. Similar to the CPCE, it is a 200-item multiple-choice examination designed to assess knowledge, skills and abilities determined to be important for providing effective counseling services.

The NCE is published by the National Board of Certified Counselors ([NBCC](#)) and is a requirement for counselor licensure in many states. It is also one of two examination options for the National Certified Counselor (NCC) certification. The national sample includes counseling students nearing graduation, and post-masters clinicians seeking the NCC credential. Like the CPCE data, Marywood scores and pass rates are examined longitudinally.

Stakeholder Surveys

The program uses four related surveys of program stakeholders including 1. graduating students, 2. field placement supervisors, 3. recent program alumni, and 4. employers of our recent graduates. Each survey collects quantitative and qualitative data and takes about 15 minutes to complete using the online platform “Google Forms.” Quantitative survey items are set forth from the eight core CACREP domains outlined previously and stated in the survey(s) so they can be assessed, using a 1-5 likert ratings scale. Though not reported here, additional data is collected that is of interest to program faculty such as semesters to complete the program, utility of advisement methods, supervision on campus and at field placements, number of graduates from each program track, etc. At the end of the survey, each stakeholder group is given the opportunity to respond to open-ended questions about their experiences either in the program, or with our program graduates. Data is gathered from graduating students each fall and spring semesters. Other stakeholders are surveyed on a biennial schedule. Data is examined biennially, and compared to data collected in the previous evaluation cycle. In the case of this report, survey data from the 2021-22 academic year, will be compared to data gathered in 2019-20.

Program Evaluation Report Distribution

Each program evaluation is made available to the public via the Counseling Program Webpage. It is also shared with the following constituents:

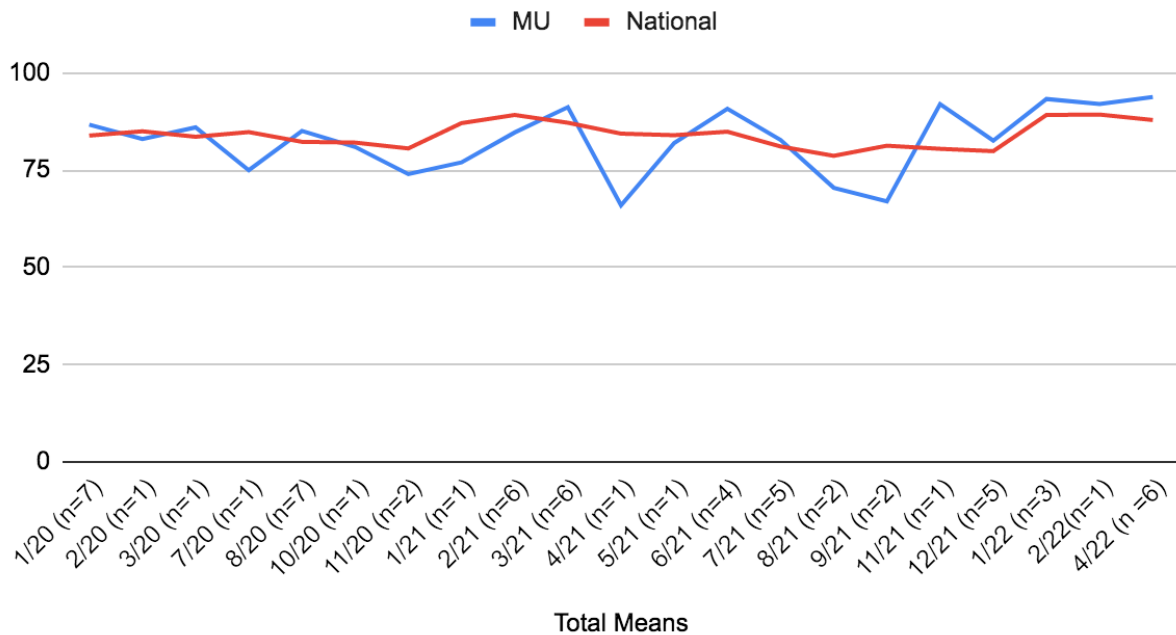
- Marywood Counseling Program Advisory Council
- Prospective students.
- Current students
- Counseling program alumni
- University administration
- CACREP board of directors and site visitors.

PART II

Counselor Preparation Comprehensive Examination (CPCE)

Results from the Counselor Preparation Comprehensive Examination (CPCE) are tracked in three year cycles, which in this report, covers Fall 2019 to Spring 2022. The following chart tracks overall Marywood student means to that of the national CPCE sample:

MU and National



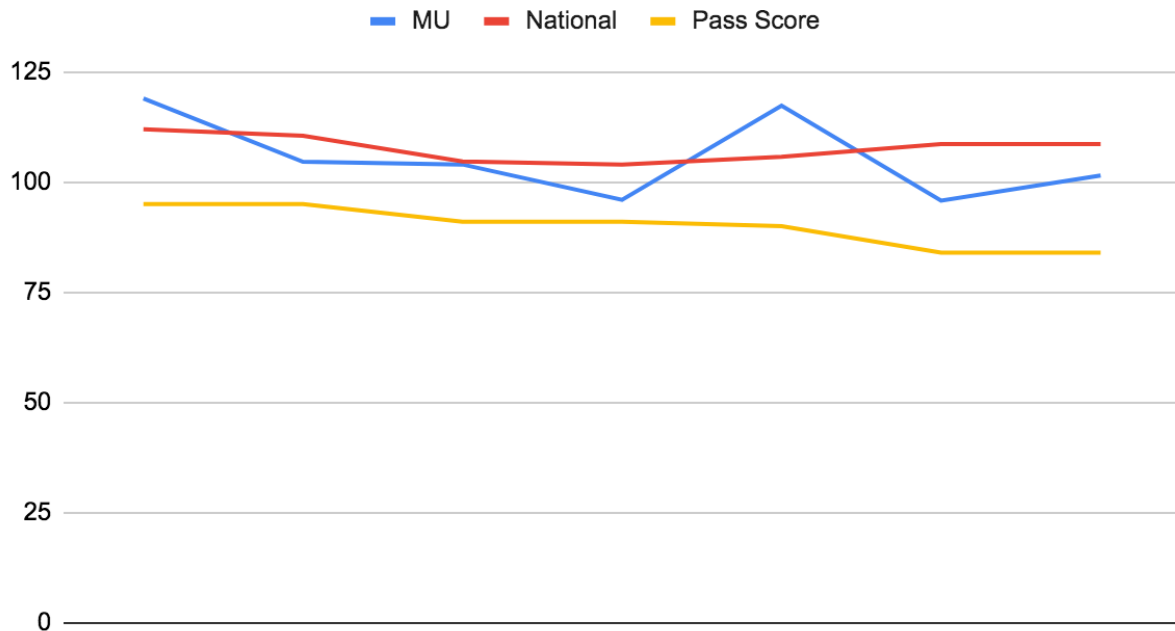
As illustrated in the chart above, scores on the CPCE have tracked reasonably closely to the national mean for the last three years, with a few exceptions. Specifically April, and September of 2021. Readers will note that sample sizes for these months were 1-2 students, who failed to achieve passing scores on the first administration and were required to take the exam a second time.

Means charting scores for each of the eight (8) CACREP areas are in [Appendix I](#)

National Counseling Exam (NCE)

The chart below illustrates mean (average) total scores on the National Counselor Exam for Marywood Counseling students compared to the national mean, in relation to passing scores for each exam version and administration. The time periods covered are Spring 2020 to Spring 2022:

Marywood, National & Pass Scores: NCE



This chart shows that Marywood students (blue) compare reasonably well to the national average (red) for the NCE, and we are maintaining a 100% pass rate for this examination (yellow).

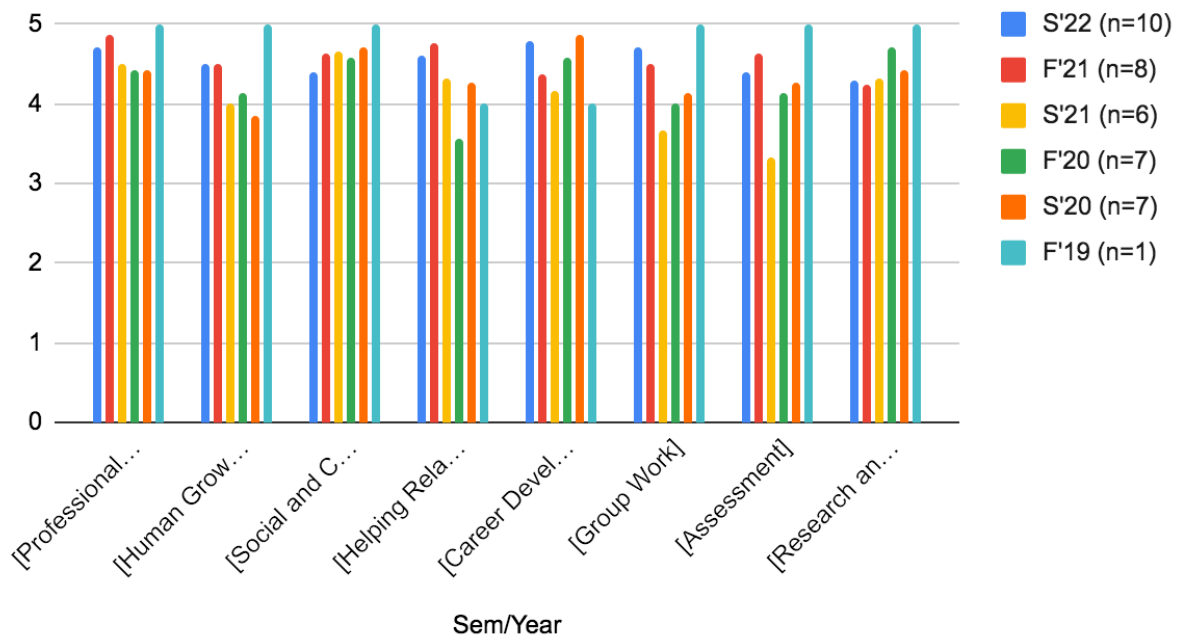
Stakeholder Surveys

Student Exit Survey

Data for the Student Exit Survey is gathered every fall and spring, and quantitative data is examined using a three year time horizon, which results in data from six (6) consecutive semesters. Students are asked how well prepared they think they are according to the eight (8) curricular CACREP domains, using a ratings scale from 1 (Not well) to 5 (Exceptionally well).

Responses are graphed below:

S'22 (n=10), F'21 (n=8), S'21 (n=6), F'20 (n=7), S'20 (n=7)...

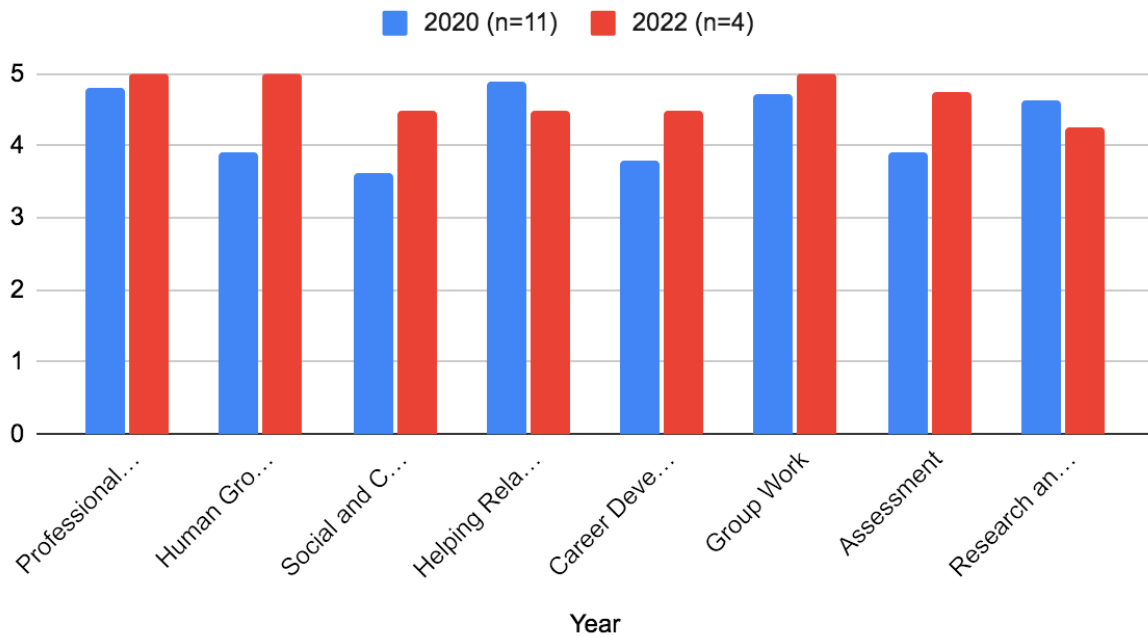


As illustrated above, graduating students rate their preparedness at or near “exceptionally well.” A review of qualitative data from open questions asking about “*what contributed the most to your educational experience*” suggests that the counseling program’s greatest strength is its faculty. In response to “What was the biggest challenge to your learning experience?” responses were more varied. There were many comments about the difficulty of transitioning to online learning during the Covid-19 closures, the departure of a full time faculty member, and preparing for comprehensive examinations. Interested readers may wish to access detailed results for each semester in which survey data was collected in [Appendix II](#).

Alumni Survey

The sample for the Alumni survey includes graduates that have been working in the field for two years after their graduation date. Quantitative data assessing their impressions of their preparedness to work as counselors, according to the eight (8) CACREP curricular areas is charted below. Response range is the same scale as previously described: 1 (Not well) to 5 (Exceptionally well)

Preparation for...



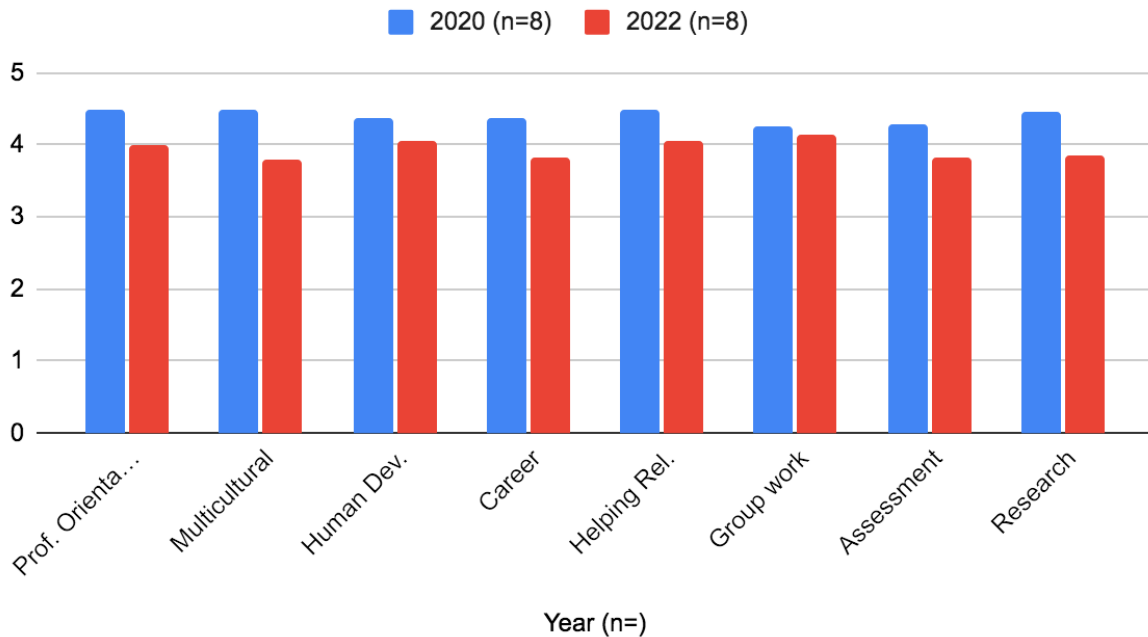
Data for this survey is collected every other year, and also includes questions about satisfaction with academic advising, clinical supervision during field placements, and opportunities to socialize with peers. Data for these areas, and qualitative comments are in Appendix III.

Site Supervisor Survey

The survey for site supervisors differs from the alumni survey in that it goes into more detail, using multiple questions that assess each CAREP standard within each domain. Reported

below are aggregate means for each of these areas:

CACREP domains: Site Supervisors



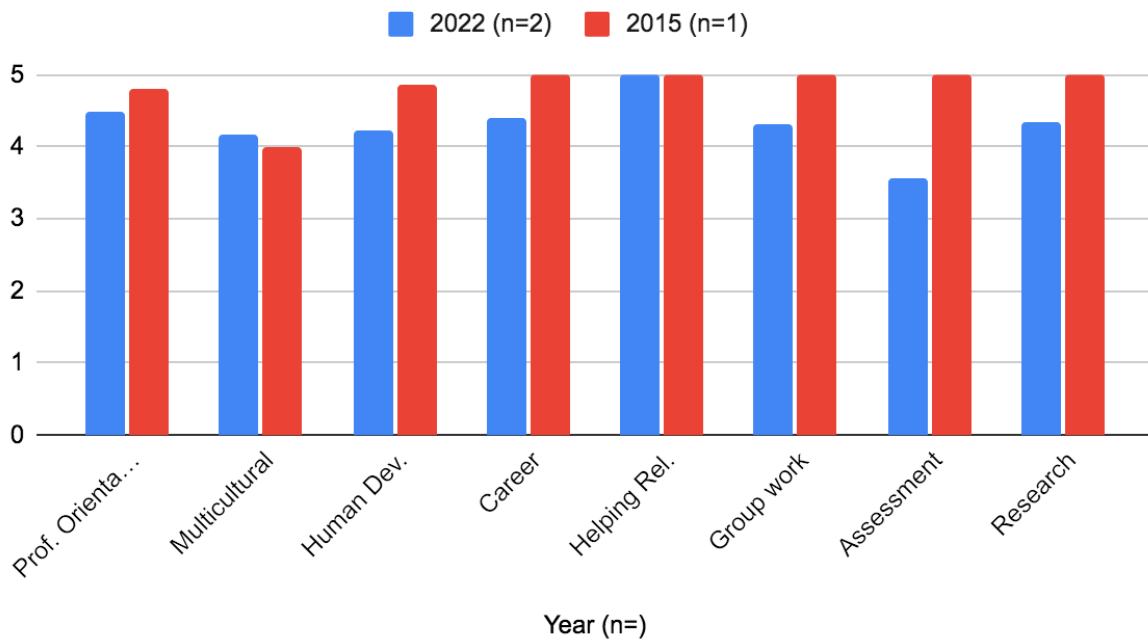
Data for disaggregated individual items is available in [Appendix II](#), along with qualitative comments.

Employer Survey

The final stakeholder survey solicits responses from organizations that employ Marywood counseling graduates. The response rate for this particular survey is somewhat problematic for two reasons. First, it can sometimes be a challenge to obtain contact data for the places our graduates may be working. This information is requested in student exit and alumni surveys, but students are not always prepared to share it. Second, employers may feel their stake in our graduate program is less than other constituencies since relations are more distant and further removed from program operations. As a result, sample sizes are much smaller. Also, we are lacking data for Spring 2020 because of widespread closures due to the Covid 19 pandemic. The next most recent data set available from employers is 2015, and it is used in this report to allow some type of comparison with most current responses from employers. It should also be noted that this survey went through an update and revision between 2015 and 2022, moving

from 2009 to 2016 standards.

CACREP Domains: Employers



Conclusions/Recommendations

This program evaluation report will be reviewed and acted upon early in the fall semester, after all faculty have returned from their summer holiday. After this review, this section will be updated with our recommendations for program changes, if any.

Submitted by Counseling Program Faculty. 8/17/22