

Academic Year 2022–2023

Data Type 9 – Counselor Education Comprehensive Exams (CECE)

Data regarding student performance on CECE Exams includes aggregate student scores for each of following:

1. Professional Knowledge (8 Core Domains)
2. Total Score
3. National Statistics and Cut-Off Scores

CECE Exam data also includes aggregate program data regarding the following:

1. Exams Taken - Total
2. Exams Taken - Retakes
3. Exams Passed
4. Exams Failed
5. Exams Eligible for Retake

CECE Exams are completed by students prior to graduation, and students must receive a passing score in order to qualify for degree completion. Depending on how a student performs on an attempted CECE Exam, the students may be required to retake the exam, retake a failed section through an oral exam, have graduation postponed or denied. Exam scores are collected by the Center Administrator every Fall and Spring semester. CECE Exam data are reviewed annually by counseling program faculty and staff, and every three years by the interdisciplinary Counselor Education Program Assessment Committee, and recommendations are then forwarded to counseling program faculty, advisors, and administrators.

CECE Exam Data Reports

CPCE/CECE Completion Data	2017–2018	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023
	CPCE	CPCE	CPCE	CECE	CECE	CECE
1. Exams Taken - TOTAL	8	16	4	17	16	22
2. Exams Taken - RETAKES	0	0	2	0	1	4
3. Exams Passed	8	16	4	17	16	20
4. Student Pass Rate	100%	100%	100%	100%	100%	90%
5. Exams Eligible for Retake	N/A	N/A	N/A	N/A	N/A	N/A

Note: Procedures for calculating Pass/Fail Cutoff scores for CECE Exams:

1. National Exit Mean minus 1.0 SD = Cutoff for “Passing”
2. A Passing Score is a total score at or above the cutoff for “Passing”
3. Students with a total score below the cutoff for “Passing” must retake the entire exam

4. *Students with a total score at or above the cutoff for “Passing” who receive a score on one or more individual domains that falls below the National Exit Mean minus 1.5 SD may request to be giving an oral exam by their advisor or the instructor of that course domain.*
5. *Individual domain oral exams will consist of the number of questions that were within that individual domain on the CECE exam and will cover the NBCC/NCE content for that domain along with the KLO’s assigned to that domain.*
6. *A Passing Score on the oral exam consists of a total number of correct items equal to or above the minimum number of items required to have obtained a “Passing” score for that domain (see item #1).*

Data from 2022–2023 showed that 22 students completed the CECE exam, and 4 of the exams taken were passed by students at all points in the program. Five students passed the overall exam, but their scores fell below the benchmark for one or more domains. Per MHC program requirements, those students were given oral exams and passed the exam bringing the overall pass rate to 90%. It was noted in our End-of-Year Review with core faculty that a disproportional number of students requiring oral exams and/or retakes were students of color.

Improvements/Modifications Recommended:

Last year, MHC Core Faculty took up the question of whether the CECE exam is indeed a good match for our program curriculum and preparation for the NCE exam. This AY, it was also noted that a higher number of students required oral exams or retakes and a disproportional number of those students are students of color. Also for the first time this past AY, the pass rate was 90% at the time of assessment, a 10% decrease from years past when we were utilizing the CPCE for comprehensive knowledge assessment.

The recommendation is given to utilize the Gatekeeping Task Force including Seminary of the Southwest's Academic Dean, and MHC Program Academic Unit Leader, along with representatives of the MHC Core Faculty, to identify the best practice for assessing student comprehensive knowledge in a racially and culturally responsive manner. The values and practices which have guided our curriculum revision related to anti-racism will be a key factor in considering the most effective gatekeeping practices that align with our program standards and assessment criteria, and commitment to racial equity.

For this AY, the recommendation is given to consult the Academic Dean regarding the possibility of subsidizing the cost for students to return to the CPCE which requires offsite testing and may be cost-prohibitive for some students. It is thought that having a year of CPCE data to compare to the past year of CECE data would help program faculty make some determinations going forward about the best manner for assessing comprehensive knowledge at the student and program level.