

Regent University

MA in Clinical Mental Health Counseling - Continuous Assessment Report 2019-2020

January 27, 2021

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Completed

4 GOALS 16 OUTCOMES 30 MEASURES 30 TARGETS 30 FINDINGS 0 ATTACHMENTS

Purpose Statement

The mission of the Counseling Department is to provide training in professional counseling, leadership, advocacy, and research with the integration of biblical principles consistent with professional standards of practice.

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Goals

Quality Curriculum

To deliver the high-quality education required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

1.1

Outcomes/Objectives

Knowledge of Counseling Profession

Students will demonstrate knowledge about the profession of counseling including history, organizational structures, ethics, standards and credentialing.

1.1.1

Assessment

Common Core Rubric – Dimension 1

Students will take COUN 500: Orientation to the Counseling Profession in their first semester.

In this course, students will complete the following graded assignments:

Licensure/Certification Packet, Interview Project, Integrative Topic Paper, Exams, and Discussion Board Posts. At the end of the semester, after completion of these assignments, the instructor will assess the student on the Common Core Rubric – Dimension 1. This Dimension assesses students' knowledge about the profession of counseling.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This rubric measures student knowledge about the profession of counseling. 2. All counseling students enrolled in COUN 500. 3. At the end of the fall or spring semester.

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

1.1.1.1

Targets

80% of students will score a 3 or better on a 4 point scale on the common core rubric dimension 1. Met

TARGET	80
FINDINGS	95.8%
ANALYSIS OF FINDINGS	Content and assignments in COUN 500 Orientation to the Counseling Profession sufficiently cover the history, ethical standards, and credentialing processes in the profession.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

1.1.2 Assessment

Counselor Preparation Comprehensive Evaluation - Professional Orientation and Ethics Content Area

The CPCE covers the eight CACREP (Council for the Accreditation of Counseling and Related Educational Programs) common-core areas that represent the foundational knowledge required of all entry-level counselor education graduates: 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.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This test measures student competence in foundational knowledge in counseling around the 8 common-core areas identified by CACREP. For this student learning outcome, the sub-score on the Professional Orientation and Ethics Content area will be assessed. 2. All counseling students are required to pass this exam as a requirement for graduation. 3. Counseling students will take the CPCE once they complete 30 semester hours. The test can be taken in the spring or fall.

SOURCE OF EVIDENCE

Comprehensives - Academic Direct

1.1.2.1 Targets

80 percent of students will score at or higher than the established passing score on their initial attempt. Met

TARGET	80%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of students passed on their first attempt.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

1.2 Outcomes/Objectives

Knowledge of Social and Cultural Foundations

Students will demonstrate knowledge of social and cultural foundations to be effective in a multicultural and diverse society.

1.2.1 Assessment

Common Core Rubric – Dimension 2

Students will take COUN 570: Multicultural Counseling. In this course, students will complete the following graded assignments: Cultural immersion and reaction paper, Cultural background paper, Religious/faith diversity experience, and Discussion board posts. At the end of the semester, after completion of these assignments, the instructor will assess the student on the Common Core Rubric – Dimension 2. This Dimension assesses students' knowledge of social and cultural foundations in counseling.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This rubric measures student knowledge around social and cultural foundations in counseling. 2. All counseling students enrolled in COUN 570. 3. At the end of the fall, spring, or summer semester.

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

1.2.1.1 Targets

80% of students will score a 3 or better on a 4 point scale on the common core rubric dimension 2. **Met**

TARGET	80
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FINDINGS	95%
ANALYSIS OF FINDINGS	95% of students scored 3 or better on a 4 point scale. The modifications made to COUN 570 Multicultural Counseling were conducted last year. There was a text change. Modifications seemingly resulted in better overall outcomes on Common Core Rubric.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

1.2.2 **Assessment**

Counselor Preparation Comprehensive Evaluation - Social and Cultural Diversity Content Area

The CPCE covers the eight CACREP (Council for the Accreditation of Counseling and Related Educational Programs) common-core areas that represent the foundational knowledge required of all entry-level counselor education graduates: 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.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This test measures student competence in foundational knowledge in counseling around the 8 common-core areas identified by CACREP. For this student learning outcome, the sub-score on the Social and Cultural Diversity Content area will be assessed. 2. All counseling students are required to pass this exam as a requirement for graduation. 3. Counseling students will take the CPCE once they complete 30 semester hours. The test can be taken in the spring or fall.

SOURCE OF EVIDENCE

Comprehensives - Academic Direct

1.2.2.1 **Targets**

80 percent of students will score at or higher than the established passing score on their initial attempt. Met

TARGET	80%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of students passed on their first attempt.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

1.3 Outcomes/Objectives

Knowledge of Human Growth and Development

Students will demonstrate knowledge of human growth and development in order to understand the nature and needs of persons at all developmental levels and in multicultural contexts.

1.3.1 Assessment

Common Core Rubric – Dimension 3

Students will take COUN 540: Human Growth and Development. In this course, students will complete the following graded assignments: Research Project, Article Summary, and Discussion board posts. At the end of the semester, after completion of these assignments, the instructor will assess the student on the Common Core Rubric – Dimension 3. This Dimension assesses students’ knowledge around human growth and development across the life span and in a multicultural context.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This rubric measures student knowledge around human growth and development across the life span and in multicultural context. 2. All counseling students enrolled in COUN 540. 3. At the end of the fall, spring, or summer semester.

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

1.3.1.1 Targets

80% of students will score a 3 or better on a 4 point scale on the common core rubric dimension 3. Met

TARGET	80
FINDINGS	100
ANALYSIS OF FINDINGS	100% of students scored 3 or better on a 4 point scale. Content and assignments in COUN 540 Human Growth and Development sufficiently cover knowledge of human growth and development in order to understand the nature and needs of persons at all developmental levels and in multicultural contexts.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

1.3.2 Assessment

Counselor Preparation Comprehensive Evaluation - Human Growth and Development Content Area

The CPCE covers the eight CACREP (Council for the Accreditation of Counseling and Related Educational Programs) common-core areas that represent the foundational knowledge required of all entry-level counselor education graduates: 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.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This test measures student competence in foundational knowledge in counseling around the 8 common-core areas identified by CACREP. For this student learning outcome, the sub-score on the Human Growth Content area will be assessed. 2. All counseling students are required to pass this exam as a requirement for graduation. 3. Counseling students will take the CPCE once they complete 30 semester hours. The test can be taken in the spring or fall.

SOURCE OF EVIDENCE

Comprehensives - Academic Direct

1.3.2.1 Targets

80 percent of students will score at or higher than the established passing score on their initial attempt. Met

TARGET	80%
FINDINGS	97
ANALYSIS OF FINDINGS	97% of students passed on their first attempt. A potential contributing factor to good outcome scores in this area is the student participation in the CPCE workshop offered by Regent's Chi Sigma Iota branch.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

1.4 Outcomes/Objectives

Knowledge of Career Development

Students will demonstrate knowledge and understanding of career development and related life factors.

1.4.1 Assessment

Common Core Rubric – Dimension 4

Students will take COUN 536: Career and Lifestyle Development. In this course, students will complete the following graded assignments: Career assessment plan, Digital career story, Spiritual integration, and Discussion board posts. At the end of the semester, after completion of these assignments, the instructor will assess the student on the Common Core Rubric – Dimension 4. This Dimension assesses students' knowledge and understanding of career development and related life factors.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This rubric measures student knowledge and understanding of career development and related life factors. 2. All counseling students enrolled in COUN 536. 3. At the end of the fall, spring, or summer semester.

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

1.4.1.1 Targets

80% of students will score a 3 or better on a 4 point scale on the common core rubric dimension 4. Met

TARGET	80
FINDINGS	100
ANALYSIS OF FINDINGS	100% of students scored 3 or better on a 4 point scale. Content and assignments in COUN 536 Career and Lifestyle Development sufficiently cover knowledge of career development and related life factors.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

1.4.2 Assessment

Counselor Preparation Comprehensive Evaluation - Career Counseling Content Area
 The CPCE covers the eight CACREP (Council for the Accreditation of Counseling and Related Educational Programs) common-core areas that represent the foundational knowledge required of all entry-level counselor education graduates: 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.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This test measures student competence in foundational knowledge in counseling around the 8 common-core areas identified by CACREP. For this student learning outcome, the sub-score on the Career Counseling Content area will be assessed. 2. All counseling students are required to pass this exam as a requirement for graduation. 3. Counseling students will take the CPCE once they complete 30 semester hours. The test can be taken in the spring or fall.

SOURCE OF EVIDENCE

Comprehensives - Academic Direct

1.4.2.1 Targets

80 percent of students will score at or higher than the established passing score on their initial attempt. Met

TARGET	80%
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FINDINGS	100
ANALYSIS OF FINDINGS	100% of students passed on their first attempt. Content and assignments in COUN 536 Career and Lifestyle Development sufficiently cover knowledge of career development and related life factors. Another potential contributing factor to perfect outcome scores in this area is the student participation in the CPCE workshop offered by CSI.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

1.5 Outcomes/Objectives

Knowledge in Group Development

Students will demonstrate knowledge and skill in group development, dynamics, counseling theory, group counseling methods, and group work approaches.

1.5.1 Assessment

Common Core Rubric – Dimension 5

Students will take COUN 554: Group Counseling. In this course, students will complete the following graded assignments: Group proposal project and Group residency/participation. At the end of the semester, after completion of these assignments/activities, the instructor will assess the student on the Common Core Rubric – Dimension 5. This Dimension assesses students' knowledge and understanding of group counseling, dynamics, theory, and methods. OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This rubric measures student knowledge and understanding of group counseling, dynamics, theory, and methods. 2. All counseling students enrolled in COUN 554. 3. At the end of the fall or spring semester.

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

1.5.1.1 Targets

80% of students will score a 3 or better on a 4 point scale on the common core rubric dimension 5. **Met**

TARGET 80

FINDINGS 100

ANALYSIS OF FINDINGS 100% of students scored 3 or better on a 4 point scale. The modifications made to COUN 554 Group Counseling were conducted last year. There was a text change. Modifications seemingly resulted in better overall outcomes on Common Core Rubric.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT

1.5.2 Assessment

Counselor Preparation Comprehensive Evaluation - Group Work Content Area

The CPCE covers the eight CACREP (Council for the Accreditation of Counseling and Related Educational Programs) common-core areas that represent the foundational knowledge required of all entry-level counselor education graduates: 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.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This test measures student competence in foundational knowledge in counseling around the 8 common-core areas identified by CACREP. For this student learning outcome, the sub-score on the Group Work Content area will be assessed. 2. All counseling students are required to pass this exam as a requirement for graduation. 3. Counseling students will take the CPCE once they complete 30 semester hours. The test can be taken in the spring or fall.

SOURCE OF EVIDENCE

Comprehensives - Academic Direct

1.5.2.1 **Targets**

80 percent of students will score at or higher than the established passing score on their initial attempt. **Met**

TARGET	80%
FINDINGS	94
ANALYSIS OF FINDINGS	94% of students passed on their first attempt.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

1.6 **Outcomes/Objectives**

Knowledge of Approaches to Assessment and Evaluation

Students will demonstrate understanding and knowledge about individual and group approaches to assessment and evaluation.

1.6.1 **Assessment**

Common Core Rubric – Dimension 6

Students will take COUN 532: Assessment. In this course, students will complete the following graded assignments: Test battery and assessments, quizzes, and final exam. At the end of the semester, after completion of these assignments, the instructor will assess the student on the Common Core Rubric – Dimension 6. This Dimension assesses students' understanding and knowledge about individual and group approaches to assessment and evaluation.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This rubric measures student understanding and knowledge about individual and group approaches to assessment and evaluation. 2. All counseling students enrolled in COUN 532. 3. At the end of the fall, spring, or summer semester.

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

1.6.1.1 Targets

80% of students will score a 3 or better on a 4 point scale on the common core rubric dimension 6. **Met**

TARGET 80

FINDINGS 100

ANALYSIS OF FINDINGS 100% of students scored 3 or better on a 4 point scale. Improvements have been noted in this area. Based on last year's faculty recommendations, upon examination of demographic data from the office of Admissions, there were no significant demographic trends identified other than undergraduate GPA score below 3.0 that may be a predictor of the pass rate in this area. The admissions faculty committee now adheres strongly to the 3.0 GPA requirement. The faculty will continue to review admissions data and enforce a 3.0 GPA.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT

1.6.2 Assessment

Counselor Preparation Comprehensive Evaluation - Assessment Content Area

The CPCE covers the eight CACREP (Council for the Accreditation of Counseling and Related Educational Programs) common-core areas that represent the foundational knowledge required of all entry-level counselor education graduates: 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.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This test measures student competence in foundational knowledge in counseling around the 8 common-core areas identified by CACREP. For this student learning outcome, the sub-score on the Assessment Content area will be assessed. 2. All counseling students are required to pass this exam as a requirement for graduation. 3. Counseling students will take the CPCE once they complete 30 semester hours. The test can be taken in the spring or fall.

SOURCE OF EVIDENCE

1.6.2.1 Targets

80 percent of students will score at or higher than the established passing score on their initial attempt. **Met**

TARGET	80%
FINDINGS	94
ANALYSIS OF FINDINGS	94% of students passed on their first attempt.
IMPROVEMENT TYPE	Audit
IMPROVEMENT DESCRIPTION	Implemented changes yielding improvement in student learning
IMPROVEMENT	Improvements have been noted in this area. Based on last year’s faculty recommendations, upon examination of demographic data from the office of Admissions, there were no significant demographic trends identified other than undergraduate GPA score below 3.0 that may be a predictor of the pass rate in this area. The admissions faculty committee now adheres strongly to the 3.0 GPA requirement. The faculty will continue to review admissions data and enforce a 3.0 GPA.

1.7 Outcomes/Objectives

Research Methods and Statistical Analysis

Students will demonstrate knowledge about various research methods and, statistical analysis, needs assessments and program evaluation.

1.7.1 Assessment

Common Core Rubric – Dimension 7

Students will take COUN 517: Research and Statistics. In this course, students will complete the following graded assignment: Research proposal project and Final exam. At the end of the semester, after completion of these assignments, the instructor will assess the student on the Common Core Rubric – Dimension 7. This Dimension assesses students’ knowledge about various research methods, statistical analysis, needs assessments, and program evaluation.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This rubric measures student knowledge about various research methods, statistical analysis, needs assessments and program evaluation. 2. All counseling students enrolled in COUN 517. 3. At the end of the fall, spring, or summer semester.

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

1.7.1.1

Targets

80% of students will score a 3 or better on a 4 point scale on the common core rubric dimension 7. **Met**

TARGET	80
FINDINGS	100
ANALYSIS OF FINDINGS	100% of student scored 3 or better on a 4 point scale. Content and assignments in COUN 517 Research and Statistics were updated. New text and assignments were added. Regent counseling students continue to perform exceedingly well in this area based on data reviewed for the last school year.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	Implemented new instructional techniques
IMPROVEMENT	Content and assignments in COUN 517 Research and Statistics were updated. New text and assignments were added. Regent counseling students continue to perform exceedingly well in this area based on data reviewed for the last school year.

1.7.2

Assessment

Counselor Preparation Comprehensive Evaluation - Research and Program Evaluation Content Area

The CPCE covers the eight CACREP (Council for the Accreditation of Counseling and Related Educational Programs) common-core areas that represent the foundational knowledge required of all entry-level counselor education graduates: 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.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS

BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This test measures student competence in foundational knowledge in counseling around the 8 common-core areas identified by CACREP. For this student learning outcome, the sub-score on the Research and Program Evaluation Content area will be assessed. 2. All counseling students are required to pass this exam as a requirement for graduation. 3. Counseling students will take the CPCE once they complete 30 semester hours. The test can be taken in the spring or fall.

SOURCE OF EVIDENCE

Comprehensives - Academic Direct

1.7.2.1 **Targets**

80 percent of students will score at or higher than the established passing score on their initial attempt. **Met**

TARGET 80%

FINDINGS 97

ANALYSIS OF FINDINGS 97% of students passed on their first attempt.

Content and assignments in COUN 517 Research and Statistics were updated. New text and assignments were added. Regent counseling students continue to perform exceedingly well in this area based on data reviewed for the last school year. In the CPCE's Research and Program Evaluation content area, Regent scores were statistically significantly higher than corresponding national mean scores.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT

1.8 **Outcomes/Objectives**

Counseling, Crisis Intervention, and Consultation

Students will demonstrate knowledge and skill in counseling, crisis intervention, and consultation processes.

Action Plan

Revision of Confrontation & Reflection Skill-building activities

Budget Source	Amount	Due	Status
	\$0.00	8/24/2020	In Progress
Action Item 1	Created	Due	Status
Improve inter-rater reliability among skills and practicum instructors	8/15/2020	11/1/2020	In Progress

1.8.1 Assessment

COUN 521: Counseling Competency Revised Scale

Students will complete a 100-hour practicum in a school or community setting. Students will accrue direct and indirect hours by counseling, consultation, supervision, and observation. Additionally, students will demonstrate advanced counseling skills with a “student” client. These sessions are recorded and evaluated by the instructor utilizing the Counseling Competency Revised Scale (CCRS).

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This assessment measures student competency in the delivery of advanced counseling skills. 2. Students are assessed on the CCRS periodically throughout the semester. Only the final score is considered for purposes of program evaluation and continuous student assessment. 3. This will take place during COUN 523: Practicum and Advanced Skills.

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

1.8.1.1 Targets

80% of students will receive a 3, 4, or 5 across all scales on the CCRS. Met

TARGET 80

FINDINGS 100

ANALYSIS OF FINDINGS All the students (100%) in the CMHC program scored a 3,4,5 across all scales of the CCS-R

Specifically, 36 out of 37 students (97%) in the CMHC program scored 4 or higher across all scales of the CCS-R

While the program exceeded its target for this goal, upon a deeper analysis of the

data, the faculty has determined that it is necessary to implement an assignment in the skills and practicum courses to increase student skills around confrontation and reflection. Additionally, faculty will improve inter-rater reliability among skills and practicum instructors to better assess these areas.

IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	Action plan created
IMPROVEMENT	

1.8.2 Assessment

COUN 523 - Counseling Competency Revised Scale

Students will complete a 100-hour practicum in a school or community setting. Students will accrue direct and indirect hours by counseling, consultation, supervision, and observation. Additionally, students will demonstrate advanced counseling skills with a “student” client. These sessions are recorded and evaluated by the instructor utilizing the Counseling Competency Revised Scale (CCRS).

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This assessment measures student competency in the delivery of advanced counseling skills. 2. Students are assessed on the CCRS periodically throughout the semester. Only the final score is considered for purposes of program evaluation and continuous student assessment. 3. This will take place during COUN 523: Practicum and Advanced Skills.

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

1.8.2.1 Targets

80% of students will receive a 4 or 5 across all scales of the CCRS. Met

TARGET	80
FINDINGS	100
ANALYSIS OF FINDINGS	100% of students received 4 or 5 across all scales.

While the program exceeded its target for this goal, upon a deeper analysis of the data, the faculty has determined that it is necessary to implement an assignment in

the skills and practicum courses to increase student skills around confrontation and reflection. Additionally, faculty will improve inter-rater reliability among skills and practicum instructs to assess these areas better.

IMPROVEMENT
TYPE Academic

IMPROVEMENT
DESCRIPTION Action plan created

IMPROVEMENT

2 Goals

Faith Integration

To provide leadership in the integration of sound and ethical clinical practice, skills and techniques within the context of Biblically based values.

2.1 Outcomes/Objectives

Maturity and Self-Awareness

Students will demonstrate professional maturity and self-awareness to work with faith-based issues that arise in counseling.

2.1.1 Assessment

COUN 561: Faith and Ethics Integration Journal

Students will continuously reflect via a journal assignment on the integration of their faith and professional counseling ethics. This will give students the opportunity to explore and reflect upon how ethics impacts and guides the work of counselors with a Christian identity and how it will be incorporated into practice. Students are provided with a prompt for 8 different journal entries on pre-designated weeks in blackboard.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. Students are measured on professional maturity and self-awareness to work with faith-based issues using the Faith Integration Rubric 2. All counseling students enrolled in COUN 561 Counseling Ethics. 3. Fall, Spring, and Summer semester.

SOURCE OF EVIDENCE

Written assignment - Academic Direct

2.1.1.1 Targets

80% of students will score 9 or higher on a 12 point scale on the Faith Integration Rubric **Met**

TARGET	80
FINDINGS	98
ANALYSIS OF FINDINGS	98% of students scored 9 or higher.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

2.1.2 Assessment

COUN 578: Creed Paper Assignment

The task of this assignment is for each student to develop an individual creed. Each creed is to be anchored in personal understandings of God/faith and professional practice. It is expected that each creed will reflect an understanding of (a) the nature of God, (b) the nature of humankind – both the process of soul wounds and soul healing, (c) the role of faith in the healing process as related to the practice of professional counseling anchored in Christian thought and practice (d) the role that a professional care/giver plays in the process of soul healing, (e) the contribution your role as a professional counselor can make in the effort to bring healing to created souls.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. Students are measured on professional maturity and self-awareness to work with faith-based issues using the Faith Integration Rubric 2. All counseling students enrolled in COUN 578 Counseling and Christian Thought. 3. Fall, Spring, and Summer semester.

SOURCE OF EVIDENCE

Written assignment - Academic Direct

2.1.2.1 Targets

90% of students will score 9 or higher on a 12 point scale on the Faith Integration Rubric **Met**

TARGET	80
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FINDINGS	100
ANALYSIS OF FINDINGS	100% of students scored 9 or higher.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

2.2 Outcomes/Objectives

Incorporation of Spiritual/Religious Counseling Strategies/Techniques

Students will demonstrate knowledge and skills to incorporate explicit and implicit spiritual/religious counseling strategies and techniques consistent with the values and ethical principles of the profession.

2.2.1 Assessment

COUN 561: Faith and Ethics Integration Journal

Students will continuously reflect via a journal assignment on the integration of their faith and professional counseling ethics. This will give students the opportunity to explore and reflect upon how ethics impacts and guides the work of counselors with a Christian identity and how it will be incorporated into practice. Students are provided with a prompt for 8 different journal entries on pre-designated weeks in blackboard.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. Students are measured on professional maturity and self-awareness to work with faith-based issues using the Faith Integration Rubric 2. All counseling students enrolled in COUN 561 Counseling Ethics. 3. Fall, Spring, and Summer semester.

SOURCE OF EVIDENCE

Written assignment - Academic Direct

2.2.1.1 Targets

80% of students will score 9 or higher on a 12 point scale on the Faith Integration Rubric Met

TARGET	80
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FINDINGS	100
ANALYSIS OF FINDINGS	100% of students scored 9 or higher.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

2.2.2 Assessment

COUN 578: Creed Paper Assignment

The task of this assignment is for each student to develop an individual creed. Each creed is to be anchored in personal understandings of God/faith and professional practice. It is expected that each creed will reflect an understanding of (a) the nature of God, (b) the nature of humankind – both the process of soul wounds and soul healing, (c) the role of faith in the healing process as related to the practice of professional counseling anchored in Christian thought and practice (d) the role that a professional care/giver plays in the process of soul healing, (e) the contribution your role as a professional counselor can make in the effort to bring healing to created souls.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. Students are measured on professional maturity and self-awareness to work with faith-based issues using the Faith Integration Rubric
2. All counseling students enrolled in COUN 578 Counseling and Christian Thought.
3. Fall, Spring, and Summer semester.

SOURCE OF EVIDENCE

Written assignment - Academic Direct

2.2.2.1 Targets

90% of students will score 9 or higher on a 12 point scale on the Faith Integration Rubric Met

TARGET	80
FINDINGS	100
ANALYSIS OF FINDINGS	100% of students scored 9 or higher.

IMPROVEMENT
TYPE

Academic

IMPROVEMENT
DESCRIPTION

No Improvements Deemed Necessary

IMPROVEMENT

3

Goals

Competent Students

To graduate students who demonstrate proficient knowledge and skill in working with individuals and groups from a multicultural and pluralistic society in mental health service delivery modalities.

3.1

Outcomes/Objectives

Role of Clinical Mental Health Counselors

Students will demonstrate knowledge and understanding of the responsibilities, roles, and functions of clinical mental health counselors in the settings in which they practice.

3.1.1

Assessment

Clinical Mental Health Counseling Rubric

Clinical Mental Health Counseling (CMHC) students are required to take COUN 500:

Orientation to the Counseling Profession. In this course, students complete a licensure and certification assignment and an interview project. These assignments require students to demonstrate knowledge and understanding of the role and responsibilities of CMHC counselors and the settings in which they work.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. The CMHC rubric measures CMHC student's knowledge and understanding of the responsibilities, roles, and functions of clinical mental health counselors in the settings in which they practice. 2. All CMHC students in COUN 500: Orientation to the Counseling Profession. 3. This course is taken in the first semester of the program.

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

3.1.1.1

Targets

90% of CMHC students will score a 12 or higher on the CMHC rubric.

Met

TARGET

90

FINDINGS	97
ANALYSIS OF FINDINGS	97% of students scored 12 or higher on the CMHC rubric.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

3.1.2 Assessment

COUN 595 - Site Supervisor Evaluation of Intern

Students will complete a 600-hour clinical mental health internship. The Site Supervisor Evaluation of Intern Form allows the site supervisor to assess counseling interns' competence in the areas of personal and professional responsibilities, supervision, and counseling skills.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This assessment measures CMHC student's skill development in delivering counseling services. 2. CMHC interns are assessed at the mid and final point of each semester of internship. 3. CMHC interns are assessed at the mid and final point of each semester of internship.

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

3.1.2.1 Targets

90% of CMHC interns will receive an overall score of 5 or higher on a 9-point scale.

Met

TARGET	90
FINDINGS	95
ANALYSIS OF FINDINGS	95% of students received a 5 or higher. It is recommended this area continue to be monitored over the next evaluation period to confirm the acquisition of basic and advanced skills including proficiency in intake interviews and the use of open-ended and closed-ended questions. Additionally, faculty will review whether CMHC internship A&B should no longer be cross-listed.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT

3.2 Outcomes/Objectives Demonstrate Skills

Students will demonstrate skills in clinical assessment, evaluation, diagnosis, treatment planning, and intervention.

3.2.1 Assessment COUN 523: Counseling Competency Revised Scale

Students will complete a 100-hour practicum in a school or community setting. Students will accrue direct and indirect hours by counseling, consultation, supervision, and observation. Additionally, students will demonstrate advanced counseling skills with a “student” client. These sessions are recorded and evaluated by the instructor utilizing the Counseling Competency Revised Scale (CCRS).

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This assessment measures student competency in the delivery of advanced counseling skills. 2. Students are assessed on the CCRS periodically throughout the semester. Only the final score is considered for purposes of program evaluation and continuous student assessment. 3. This will take place during COUN 523: Practicum and Advanced Skills.

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

3.2.1.1 Targets

80% of students will receive a 4 or 5 across all scales of the CCRS. Met

TARGET 80

FINDINGS 100

ANALYSIS OF FINDINGS 100% of students received 4 or 5 across all scales.



IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT

3.2.2 Assessment

COUN 595 - Site Supervisor Evaluation of Intern

Students will complete a 600-hour clinical mental health internship. The Site Supervisor Evaluation of Intern Form allows the site supervisor to assess counseling interns' competence in the areas of personal and professional responsibilities, supervision, and counseling skills.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This assessment measures CMHC student's skill development in delivering counseling services. 2. CMHC interns are assessed at the mid and final point of each semester of internship. 3. CMHC interns are assessed at the mid and final point of each semester of internship.

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

3.2.2.1 Targets

90% of CMHC interns will receive an overall score of 5 or higher on a 9-point scale.

Met

TARGET 90

FINDINGS 95

ANALYSIS OF FINDINGS 95% of students received a 5 or higher.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT

3.3 Outcomes/Objectives

Health Service Modalities

Students will demonstrate knowledge in mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.

3.3.1 Assessment

COUN 523: Counseling Competency Revised Scale

Students will complete a 100-hour practicum in a school or community setting. Students will accrue direct and indirect hours by counseling, consultation, supervision, and observation. Additionally, students will demonstrate advanced counseling skills with a “student” client. These sessions are recorded and evaluated by the instructor utilizing the Counseling Competency Revised Scale (CCRS).

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This assessment measures student competency in the delivery of advanced counseling skills. 2. Students are assessed on the CCRS periodically throughout the semester. Only the final score is considered for purposes of program evaluation and continuous student assessment. 3. This will take place during COUN 523: Practicum and Advanced Skills.

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

3.3.1.1 Targets

80% of students will receive a 4 or 5 across all scales of the CCRS. Met

TARGET	80
FINDINGS	100
ANALYSIS OF FINDINGS	100% of students received 4 or 5 across all scales. 

IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

3.3.2 Assessment

COUN 595 - Site Supervisor Evaluation of Intern

Students will complete a 600-hour clinical mental health internship. The Site Supervisor Evaluation of Intern Form allows the site supervisor to assess counseling interns' competence in the areas of personal and professional responsibilities, supervision, and counseling skills.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This assessment measures CMHC student's skill development in delivering counseling services. 2. CMHC interns are assessed at the mid and final point of each semester of internship. 3. CMHC interns are assessed at the mid and final point of each semester of internship.

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

3.3.2.1 Targets

90% of CMHC interns will receive an overall score of 5 or higher on a 9-point scale.

Met

TARGET	90
FINDINGS	95
ANALYSIS OF FINDINGS	95% of students received a 5 or higher.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

3.4 Outcomes/Objectives

Culturally Responsive Counseling and Advocacy

Students will demonstrate skill in culturally responsive counseling and advocacy with all individuals, groups, and families.

3.4.1 Assessment

COUN 523: Counseling Competency Revised Scale

Students will complete a 100-hour practicum in a school or community setting. Students will accrue direct and indirect hours by counseling, consultation, supervision, and observation. Additionally, students will demonstrate advanced counseling skills with a “student” client. These sessions are recorded and evaluated by the instructor utilizing the Counseling Competency Revised Scale (CCRS).

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This assessment measures student competency in the delivery of advanced counseling skills. 2. Students are assessed on the CCRS periodically throughout the semester. Only the final score is considered for purposes of program evaluation and continuous student assessment. 3. This will take place during COUN 523: Practicum and Advanced Skills.

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

3.4.1.1 Targets

80% of students will receive a 4 or 5 across all scales of the CCRS. Met

TARGET	80
FINDINGS	100
ANALYSIS OF FINDINGS	100% of students received 4 or 5 across all scales. ⋮
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

3.4.2 Assessment

COUN 595 - Site Supervisor Evaluation of Intern

Students will complete a 600-hour clinical mental health internship. The Site Supervisor Evaluation of Intern Form allows the site supervisor to assess counseling interns' competence in the areas of personal and professional responsibilities, supervision, and

counseling skills.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This assessment measures CMHC student's skill development in delivering counseling services. 2. CMHC interns are assessed at the mid and final point of each semester of internship. 3. CMHC interns are assessed at the mid and final point of each semester of internship.

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

3.4.2.1 **Targets**

90% of CMHC interns will receive an overall score of 5 or higher on a 9-point scale.

Met

TARGET 90

FINDINGS 95

ANALYSIS OF FINDINGS 95% of students received a 5 or higher.

96% of students received a 5 or higher. Recommendations are to continue to monitor student's growth in understanding diversity issues and providing responsive counseling.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION Action plan created

IMPROVEMENT

4 **Goals** Faculty

To provide students with didactic and supervised clinical experiences to meet the requirements to become licensed and certified as Professional Counselors or School Counseling and leaders in the field.

4.1 Outcomes/Objectives

Practicums

Students will receive practicum experiences consistent with CACREP requirements.

4.1.1 Assessment

Practicum Placement

Students will receive faculty support in acquiring counseling practicum placements consistent with CACREP standards.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

Number of students receiving counseling practicum placements during the semester requested. 2. Counseling students who have applied for practicum. 3. Fall, Spring, Summer.

SOURCE OF EVIDENCE

Count - Academic Direct

4.1.1.1 Targets

95% of students who request practicum placements will receive them. Not Met

TARGET 95

FINDINGS 84

ANALYSIS OF FINDINGS 84% of students who requested placements received them. COVID-19 had an impact on site ability to accept practicum students, especially in the summer of 2020. Some practicum students decided to postpone practicum, but have now been placed.

IMPROVEMENT TYPE Academic Process Modifications

IMPROVEMENT DESCRIPTION Target not met but acceptable

IMPROVEMENT

4.2 Outcomes/Objectives

Internships

Students will receive internship experiences consistent with CACREP and state licensing board requirements.

4.2.1 Assessment
Internship Placement

Students will receive faculty support in acquiring counseling internship placements consistent with CACREP standards.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. Number of students receiving counseling internship placements during the semester requested. 2. Counseling students who have applied for internship. 3. Fall, Spring, Summer.

SOURCE OF EVIDENCE

Count - Academic Direct

4.2.1.1 Targets

95% of students who request internship placements will receive them. Met

TARGET 95

FINDINGS 97

ANALYSIS OF FINDINGS 97% of students who requested placements received them. COVID-19 had an impact on site ability to accept interns. Some interns decided to postpone internship, but have now been placed.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT