

Regent University

MA in Marriage, Couples, and Family Counseling - Continuous Assessment Report 2019-2020

January 27, 2021

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MA in Marriage, Couples, and Family Counseling 2019-2020

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.

1 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.

Action Plan

Development of a Professional Identity Assignment.

Budget Source	Amount	Due	Status
	\$0.00	8/24/2020	In Progress

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 82.4%

ANALYSIS OF FINDINGS 14 out of 17 students met the target. The faculty determined that the course content may need additional assignments to increase the professional identity development in specialty areas, especially MCFC.

IMPROVEMENT TYPE Academic Process Modifications

IMPROVEMENT DESCRIPTION Action Plan implemented; will assess next cycle

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

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	All MCFC students passed this area of the CPCE.
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.

Action Plan

Budget Source	Amount	Due	Status
	\$0.00	no due date set	

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

FINDINGS 95%

ANALYSIS OF FINDINGS 95% of students scored 3 or higher. 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	All MCFC students passed this area of the CPCE.
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	Content and assignments in COUN 540 Human Growth and Development sufficiently cover knowledge of human growth and development 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	100%
ANALYSIS OF FINDINGS	A potential contributing factor to perfect outcome scores in this area is the student participation in the CPCE workshop offered by the Regent branch of the Counseling honor society Chi Sigma Iota.
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 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%
FINDINGS	100%
ANALYSIS OF FINDINGS	A potential contributing factor to perfect outcome scores in this area is the student participation in the CPCE workshop offered by the Regent branch of the Counseling honor society Chi Sigma Iota.
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	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	100%
ANALYSIS OF FINDINGS	All MCFC passed this area of the CPCE.
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

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	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	Audit
IMPROVEMENT DESCRIPTION	Implemented changes yielding improvement in student learning
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

Comprehensives - Academic Direct

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	100%
ANALYSIS OF FINDINGS	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	Audit
IMPROVEMENT DESCRIPTION	Implemented changes yielding improvement in student learning
IMPROVEMENT	

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	Content and assignments in COUN 517 Research and Statistics was updated. New text and assignments were added.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

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	100%
ANALYSIS OF FINDINGS	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			
Review Confrontation & Reflection Skill building activities			
Budget Source	Amount	Due	Status
	\$0.00	8/24/2020	In Progress
Action Item 1	Created	Due	Status

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 94%

ANALYSIS OF FINDINGS 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	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	

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	100%
ANALYSIS OF FINDINGS	All 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
FINDINGS	100%
ANALYSIS OF FINDINGS	All 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
FINDINGS	100%
ANALYSIS OF FINDINGS	All 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	All 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

Clinical Assessment Skills

Students will demonstrate skills in clinical assessment, evaluation, diagnosis, treatment planning, and intervention relevant to counseling couples and families.

3.1.1 Assessment

Marriage, Couple, and Family Counseling Rubric

Marriage, Couples, and Family Counseling (MCFC) students are required to take COUN 546: Marital & Couple Therapy. As part of this course, students conduct and record a couples counseling session and complete a Genogram. These assignments require students to demonstrate knowledge in conceptualizing and implementing treatment planning and intervention strategies with couples.

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

1. The MCFC rubric measures student competency in case conceptualization, treatment planning, and intervention strategies with couples and families. 2. All MCFC students in COUN 546: Marital & Couple Therapy. 3. This course is only taken in the fall or summer.

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

3.1.1.1 Targets

90% of MCFC students will score a 9 or higher on the MCFC rubric. Met

TARGET	90
FINDINGS	100%
ANALYSIS OF FINDINGS	All students exceeded the goal.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

3.1.2 Assessment

COUN 593 - Site Supervisor Evaluation of Intern

Students will complete a 600-hour MCFC 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 MCFC student's skill development in delivering counseling services. 2. MCFC interns are assessed at the mid and final point of each semester of internship. 3. MCFC 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 MCFC interns will receive an overall score of 5 or higher on a 9-point scale.

Met

TARGET	90
FINDINGS	100%
ANALYSIS OF FINDINGS	All students exceeded the goal.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

3.2 Outcomes/Objectives

Culturally Responsive Counseling and Advocacy

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

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 83%

ANALYSIS OF FINDINGS Only one person received a “3” on one scale of the CCS-R, but there were only 6 students in the class which brought the percentage lower but still passing.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT

3.2.2 **Assessment**

COUN 593 - Site Supervisor Evaluation of Intern

Students will complete a 600-hour MCFC 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 MCFC student’s skill development in delivering counseling services. 2. MCFC interns are assessed at the mid and final point of each semester of

internship. 3. MCFC 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 MCFC interns will receive an overall score of 5 or higher on a 9-point scale.

Met

TARGET 90

FINDINGS 100%

ANALYSIS OF FINDINGS While well within passing, the faculty identify these areas to monitor in future assessments: reflecting feelings, advanced reflection, confrontation, and multicultural competence.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT

3.3 Outcomes/Objectives
Intervention Strategies

Students will demonstrate knowledge in conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling.

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 83%

ANALYSIS OF FINDINGS Only one person received a “3” on one scale of the CCS-R, but there were only 6 students in the class, which brought the percentage lower but still passing.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT

3.3.2 Assessment

COUN 593 - Site Supervisor Evaluation of Intern

Students will complete a 600-hour MCFC 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 MCFC student’s skill development in delivering counseling services. 2. MCFC interns are assessed at the mid and final point of each semester of internship. 3. MCFC 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 MCFC interns will receive an overall score of 5 or higher on a 9-point scale.

Met

TARGET	90
FINDINGS	100%
ANALYSIS OF FINDINGS	All students met the goal.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

3.4 **Outcomes/Objectives**

Knowledge of Counselor/Therapist Role

Students will demonstrate knowledge and understanding of the responsibilities, roles, and functions of marriage, couple and family counselors/therapist in the settings in which they practice.

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 83%

ANALYSIS OF FINDINGS Only one person received a “3” on one scale of the CCS-R, but there were only 6 students in the class, which brought the percentage lower but still passing. While well within passing, the faculty did identify the following area to watch in future assessments: multicultural competence.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT

3.4.2 Assessment

COUN 593 - Site Supervisor Evaluation of Intern

Students will complete a 600-hour MCFC 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 MCFC student’s skill development in delivering counseling services. 2. MCFC interns are assessed at the mid and final point of each semester of internship. 3. MCFC 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 MCFC interns will receive an overall score of 5 or higher on a 9-point scale.

Met

TARGET 90

FINDINGS 100%

ANALYSIS OF FINDINGS	All students met the goal.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
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 Practicum

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 90%

ANALYSIS OF FINDINGS	90% of students who requested placements received them. This percentage represents only 1 out of 10 students. COVID-19 had an impact on site ability to accept practicum students, especially in Summer 2020. Some practicum students decided to postpone practicum, but have now been placed.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
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 100%

ANALYSIS OF FINDINGS All students who requested an internship placement received one.

IMPROVEMENT TYPE Academic

IMPROVEMENT
DESCRIPTION

No Improvements Deemed Necessary

IMPROVEMENT