

Regent University

# M.A. in Marriage, Couples & Family Counseling - Continuous Assessment Report 2020-2021

December 08, 2021

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## M.A. in Marriage, Couples & Family Counseling - Continuous Assessment Report 2020-2021

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# MA in Marriage, Couples, and Family Counseling 2020-2021

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	88%
ANALYSIS OF FINDINGS	88% of MCFC students exceeded or met this goal.
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%
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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	100%
ANALYSIS OF FINDINGS	100% of MCFC students scored 3 or higher. Previous 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. Faculty performed a curriculum review and modifications were made to the curriculum for Multicultural Counseling to strengthen students learning on this objective.
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



**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	100% of MCFC students exceeded or met this goal.
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	93%
ANALYSIS OF FINDINGS	93% of MCFC students exceeded or met this goal. 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	94%
ANALYSIS OF FINDINGS	94% of MCFC students met or exceeded this goal.
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 MCFC students met or exceeded this goal.
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%
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FINDINGS	89%
ANALYSIS OF FINDINGS	89% of MCFC students met the target.
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.

#### Action Plan

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

Action Item 1	Created	Due	Status
Examination and Revision of curriculum	9/27/2021	1/1/2022	In Progress

## 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 MCFC students met or exceeded this goal.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	Curriculum audit
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	89%
ANALYSIS OF FINDINGS	Improvements have been noted in this area. Faculty decided to examine the existing curriculum to identify potential revisions that may increase its effectiveness.
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	93%
ANALYSIS OF FINDINGS	93.33% of MCFC students met or exceeded this goal (14 out of 15).
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	100% of MCFC students met or exceeded this goal.
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
Improve inter-rater reliability among skills and practicum instructors	8/15/2020	8/15/2022	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	100% of MCFC students (36 out of 36) received a 4 or 5 across all scales of the CCRS. While the program exceeded its target for this goal, the faculty has determined that it is necessary to continue to implement specific skill development around confrontation. Additionally, faculty will improve inter-rater reliability among skills and practicum instructors to better assess these areas.
IMPROVEMENT TYPE	Academic Process Modifications
IMPROVEMENT DESCRIPTION	Action Plan implemented; will assess next cycle
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 MCFC students met or exceeded this goal. While the program exceeded its target for this goal, the faculty has determined that it is necessary to continue to implement specific skill development around confrontation. Additionally, faculty will improve inter-rater reliability among skills and practicum instructors to better assess these areas.

IMPROVEMENT TYPE Academic Process Modifications

IMPROVEMENT DESCRIPTION Action Plan implemented; will assess next cycle

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	93%
ANALYSIS OF FINDINGS	93.3% of MCFC students met or exceeded this goal.
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	93%
ANALYSIS OF FINDINGS	93.3% of MCFC students met or exceeded this goal.
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	98%
ANALYSIS OF FINDINGS	98% of MCFC students met or exceeded this goal.
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	90%
FINDINGS	98%
ANALYSIS OF FINDINGS	98% of MCFC students met the goal.
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 100% of MCFC students met or exceeded this 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	91%
ANALYSIS OF FINDINGS	91% of MCFC students met or exceeded this 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.

#### Action Plan

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

Action Item 1	Created	Due	Status
Examination of MCFC specific skill delivery in practicum and skills classes.	9/27/2021	1/1/2022	In Progress

### 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 87%

ANALYSIS OF FINDINGS 87% of MCFC students met or exceeded this goal. There was a 5% increase in the pass rate this year.

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 91%

ANALYSIS OF FINDINGS 91% of MCFC students met or exceeded this goal. The faculty agreed that the Clinical Team would examine the curriculum for discrepancies between practicum and skills, surrounding the consistency of delivery of skills unique to MCFC internship experiences.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION Action plan created

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

**3.3.1.1 Targets**

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

TARGET	80
FINDINGS	87%
ANALYSIS OF FINDINGS	87% of MCFC students met or exceeded this goal. The faculty agreed that the Clinical Team would examine the curriculum for discrepancies between practicum and skills, surrounding the consistency of delivery of skills unique to MCFC internship experiences.
IMPROVEMENT TYPE	Academic Process Modifications
IMPROVEMENT DESCRIPTION	Action Plan implemented; will assess next cycle
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
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FINDINGS	91%
ANALYSIS OF FINDINGS	91% of MCFC students met or exceeded this goal. The faculty agreed that the Clinical Team would examine the curriculum for discrepancies between practicum and skills, surrounding the consistency of delivery of skills unique to MCFC internship experiences.
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	87%
ANALYSIS OF FINDINGS	87% of MCFC students met or exceeded this goal.
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	91%
ANALYSIS OF FINDINGS	91% of MCFC students met or exceeded this goal.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT

4

## Goals

### Faculty Supervised Field Placements

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 86%

ANALYSIS OF FINDINGS 86% of students who requested placements received them. This included 91% in fall 2020, 93% Spring of 2021 and 71% Summer of 2021. Factors clinical practices were facing transitioning through COVID-19 concerns significantly impacted the site placement process for many students. This likely speaks to the significant drop in

placement percentage in Summer of 2021.

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. Not Met

TARGET 95

FINDINGS 89%

ANALYSIS OF FINDINGS 89% of MCFC internship students who requested placements received them (100% - fall 2020 (6/6); 100% - Spring 2021 (7/7); 60% - Summer 2021 (3/5)). Factors clinical practices were facing transitioning through COVID-19 concerns significantly impacted the site placement process for many students. It is also worth noting that only 5 students were seeking placement in Summer 2021.

IMPROVEMENT TYPE Academic Process Modifications



IMPROVEMENT  
DESCRIPTION

Target not met but acceptable

IMPROVEMENT