

Regent University

M.A. in School Counseling - Continuous Assessment Report 2020-2021

December 08, 2021

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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.

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	100
ANALYSIS OF FINDINGS	100% of school counseling students scored a 3 or better on the common core rubric Dimension 1.
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 is a standardized test which 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	100% of students passed on their first attempt.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

1.2 Outcomes/Objectives

Knowledge of Social and Cultural Foundations

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

Action Plan

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

Action Item 1	Created	Due	Status
School counseling faculty will continue to evaluate previous modification and re-assess effectiveness.	9/27/2021	8/1/2022	In Progress

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. **Not Met**

TARGET	80%
FINDINGS	67 %
ANALYSIS OF FINDINGS	67% of school counseling students scored 3 or better on a 4 point scale. of the 6 students evaluated, 2 did not meet the goal. The previous modification seems to be continuing to show positive trends. Program faculty continue to implement modifications and evaluate adjustments.
IMPROVEMENT TYPE	Academic Process Modifications
IMPROVEMENT DESCRIPTION	Action Plan implemented; will assess next cycle
IMPROVEMENT	

1.2.2 **Assessment**

Counselor Preparation Comprehensive Evaluation - Social and Cultural Diversity Content Area

The CPCE covers the eight CACREP (Council for the Accreditation of Counseling and Related Educational Programs) common-core areas that represent the foundational knowledge required of all entry-level counselor education graduates: Professional Counseling Orientation and Ethical Practice; Social and Cultural Diversity; Human Growth and Development; Career Development; Counseling and Helping Relationships; Group Counseling and Group Work; Assessment and Testing; and Research and Program Evaluation.

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

1. This test measures student competence in foundational knowledge in counseling around the 8 common-core areas identified by CACREP. For this student learning outcome the sub-score on the Social and Cultural Diversity Content area will be assessed. 2. All counseling

students are required to pass this exam as a requirement for graduation. 3. Counseling students will take the CPCE once they complete 30 semester hours. The test can be taken in the spring or fall.

SOURCE OF EVIDENCE

Comprehensives - Academic Direct

1.2.2.1 Targets

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

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

1.3 Outcomes/Objectives

Knowledge of Human Growth and Development

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

Action Plan			
Budget Source	Amount	Due	Status
	\$0.00	no due date set	
Action Item 1	Created	Due	Status
Curriculum Review and Revision	9/27/2021	1/1/2022	In Progress

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 assess 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 a 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

Met

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

1.3.2 Assessment

Counselor Preparation Comprehensive Evaluation - Human Growth and Development

Content Area

The CPCE covers the eight CACREP (Council for the Accreditation of Counseling and Related Educational Programs) common-core areas that represent the foundational knowledge required of all entry-level counselor education graduates: Professional Counseling Orientation and Ethical Practice; Social and Cultural Diversity; Human Growth and Development; Career Development; Counseling and Helping Relationships; Group Counseling and Group Work; Assessment and Testing; and Research and Program Evaluation.

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

1. This test measures student competence in foundational knowledge in counseling around the 8 common-core areas identified by CACREP. For this student learning outcome the sub-score on the Human Growth and Development 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	100% of students passed on their first attempt. CPCE scores are lower, though in passing range.
IMPROVEMENT TYPE	Academic Process Modifications
IMPROVEMENT DESCRIPTION	Action Plan implemented; will assess next semester
IMPROVEMENT	

1.4

Outcomes/Objectives

Knowledge of Career Development

Students will demonstrate knowledge and understanding of career development and related

life factors.

1.4.1 Assessment

Common Core Rubric - Dimension 4

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

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

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

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

1.4.1.1 Targets

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

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

1.4.2 Assessment

Counselor Preparation Comprehensive Evaluation - Career Counseling Content Area

The CPCE covers the eight CACREP (Council for the Accreditation of Counseling and Related

Educational Programs) common-core areas that represent the foundational knowledge required of all entry-level counselor education graduates: Professional Counseling Orientation and Ethical Practice; Social and Cultural Diversity; Human Growth and Development; Career Development; Counseling and Helping Relationships; Group Counseling and Group Work; Assessment and Testing; and Research and Program Evaluation.

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

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

SOURCE OF EVIDENCE

Comprehensives - Academic Direct

1.4.2.1 Targets

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

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

1.5 Outcomes/Objectives

Knowledge in Group Development

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

1.5.1 Assessment

Common Core Rubric - Dimension 5

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

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

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

1.5.1.1 Targets

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

TARGET	80%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of students scored 3 or higher on 4 point scale.
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	100% of students passed on their first attempt.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

1.6 **Outcomes/Objectives**

Knowledge of Approaches to Assessment and Evaluation

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

Action Plan

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

Action Item 1

Created

Due

Status

Curriculum Audit

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	While 100% of school counseling students met the goal, the faculty determined that a curriculum review would benefit this assessment domain.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

1.6.2 Assessment**Counselor Preparation Comprehensive Evaluation - Assessment Content Area**

The CPCE covers the eight CACREP (Council for the Accreditation of Counseling and Related

Educational Programs) common-core areas that represent the foundational knowledge required of all entry-level counselor education graduates: Professional Counseling Orientation and Ethical Practice; Social and Cultural Diversity; Human Growth and Development; Career Development; Counseling and Helping Relationships; Group Counseling and Group Work; Assessment and Testing; and Research and Program Evaluation.

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

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

SOURCE OF EVIDENCE

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	100% of students passed on their first attempt. CPCE scores are lower, though in passing range.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	Curriculum audit
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	100% of school counseling students met or exceeded this goal.
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 students passed on their first attempt.
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

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 take COUN 521: Counseling Skills. As part of this course, students will learn, practice, and record sessions with student "clients" demonstrating basic counseling skills. 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 beginning 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 521: Counseling 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 school counselor students met 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.
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 school counseling students met this goal.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
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	100% of students scored 9 or higher. This is a total of 12 out of 12 students.
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	90%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of students scored 9 or higher.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

2.2 **Outcomes/Objectives**

Incorporation of Spiritual/Religious Counseling Strategies/Techniques

Students will demonstrate knowledge and skills to incorporate explicit and implicit

spiritual/religious counseling strategies and techniques consistent with the values and ethical principles of the profession.

2.2.1 Assessment

COUN 561 Faith and Ethics Integration Journal

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

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

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

SOURCE OF EVIDENCE

Written assignment - Academic Direct

2.2.1.1 Targets

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

TARGET	80%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of students scored 9 or higher. This is a total of 8 out of 9 students.
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	100%
ANALYSIS OF FINDINGS	100% of students scored 9 or higher.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

3 **Goals**

Competent Students

The M.A. School Counseling program will graduate students who demonstrate proficient knowledge and skills in working with individuals and group from a multicultural and pluralistic society in mental health service modalities.

3.1 **Outcomes/Objectives**

Comprehensive School Counseling Program

Students will design and implement a data-informed comprehensive school counseling program that promotes academic, career, and social/emotional development of all P-12

students.

3.1.1 Assessment

School Counseling Rubric

School counseling students are required to take COUN 519: School Counseling Program Development and Evaluation. As part of this course, students develop a comprehensive school counseling program. For this assignment, students utilize data to develop school counseling services and interventions based on the American School Counselor Association (ASCA) National Model. Students are then assessed using the School Counseling Rubric. OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. The School Counseling Rubric measures school counseling students' knowledge and understanding of the responsibilities, roles, and functions of school counselors and their ability to engage in data informed assessment to develop and deliver services that support academic, career, and social/emotional development of P-12 students. 2. All School Counseling students in COUN 519: Principles of School Counseling 3. This will take place every fall for students enrolled in COUN 519. This course is generally taken in the 2nd or 3rd year of study.

SOURCE OF EVIDENCE

Project - Academic Direct

3.1.1.1 Targets

90% of school counseling students will score a 9 or higher on the school counseling rubric. **Met**

TARGET	90%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of students scored 9 or higher.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	None

3.1.2 Assessment

COUN 594 Site Supervisor Evaluation of Intern

Students will complete a 600-hour school counseling internship at a private or public school.

As part of this internship, students provide direct school counseling services (including individual counseling, small group counseling, classroom guidance, referrals and consultations, and school-wide activities) under the supervision of a qualified

licensed/certified school counselor. The Site Supervisor Evaluation of Intern Form allows the school counselor site supervisor to assess the competence of counseling interns 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 school counseling student's skill development in the facilitation of data-informed school counseling program. 2. School counseling interns are assessed at the mid and final point of each semester of internship. 3. School counseling 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 school counseling interns will receive an overall score of 5 or higher on a 9-point scale. **Met**

TARGET	90%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of students received an overall score of 5 or higher on a 9-point scale.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

3.2 Outcomes/Objectives

P-12 Students

Students will identify and evaluate the academic, career, and social/emotional development

of all P-12 students and develop interventions to address those needs.

3.2.1 Assessment

School Counseling Rubric

School counseling students are required to take COUN 516: Principles of School Counseling. As part of this course, students complete an Information Interview assignment and a Needs Assessment. For the Informational Interview, students must interview a school counselor and other key school counseling stakeholders and synthesize these interviews into a paper detailing their understanding of the roles, responsibilities, and expectations of a Professional School Counselor. For the Needs Assessment assignment, students analyze real school data, develop a needs assessment, and design data-driven school counseling services. Students are then assessed using the School Counseling Rubric.

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

1. The School Counseling Rubric measures school counseling students' knowledge and understanding of the responsibilities, roles, and functions of school counselors and their ability to engage in data informed assessment to develop and deliver services that support academic, career, and social/emotional development of P-12 students. 2. All School Counseling students in COUN 516: Principles of School Counseling 3. This will take place every summer for students enrolled in COUN 516. Student generally take this course in there 2nd or 3rd semester and as a pre/co-requisite for practicum and COUN 519: School Counseling Program Development and Evaluation.

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

3.2.1.1 Targets

90% of school counseling students will receive a 9 or higher on the school counseling rubric. **Met**

TARGET	90%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of students scored 9 or higher.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary

3.2.2 Assessment

COUN 594 Site Supervisor Evaluation of Intern

Students will complete a 600-hour school counseling internship at a private or public school.

As part of this internship, students provide direct school counseling services (including individual counseling, small group counseling, classroom guidance, referrals and consultations, and school-wide activities) under the supervision of a qualified licensed/certified school counselor. The Site Supervisor Evaluation of Intern Form allows the school counselor site supervisor to assess the competence of counseling interns 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 school counseling interns’ ability to plan and implement appropriate interventions for P-12 students..
2. School counseling interns are assessed at the mid and final point of each semester of internship.
3. School counseling 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 school counseling interns will receive an overall score of 5 or higher on a 9-point scale. Met

TARGET	90%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of students received an overall score of 5 or higher on a 9-point scale.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

3.3 Outcomes/Objectives School Counselors

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

3.3.1 Assessment School Counseling Rubric

School counseling students are required to take COUN 516: Principles of School Counseling. As part of this course, students complete an Information Interview assignment and a Needs Assessment. For the Informational Interview, students must interview a school counselor and other key school counseling stakeholders and synthesize these interviews into a paper detailing their understanding of the roles, responsibilities, and expectations of a Professional School Counselor. For the Needs Assessment assignment, students analyze real school data, develop a needs assessment, and design data-driven school counseling services. Students are then assessed using the School Counseling Rubric.

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

1. The School Counseling Rubric measures school counseling students' knowledge and understanding of the responsibilities, roles, and functions of school counselors and their ability to engage in data informed assessment to develop and deliver services that support academic, career, and social/emotional development of P-12 students. 2. All School Counseling students in COUN 516: Principles of School Counseling 3. This will take place every summer for students enrolled in COUN 516. Student generally take this course in there 2nd or 3rd semester and as a pre/co-requisite for practicum and COUN 519: School Counseling Program Development and Evaluation.

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

3.3.1.1 Targets 90% of school counseling students will receive a 9 or higher on the school counseling rubric. Met

TARGET	90%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of students scored 9 or higher.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT

3.3.2 Assessment

COUN 594 Site Supervisor Evaluation of Intern

Students will complete a 600-hour school counseling internship at a private or public school.

As part of this internship, students provide direct school counseling services (including individual counseling, small group counseling, classroom guidance, referrals and consultations, and school-wide activities) under the supervision of a qualified

licensed/certified school counselor. The Site Supervisor Evaluation of Intern Form allows the school counselor site supervisor to assess the competence of counseling interns 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 school counseling student's understanding and application of the roles and functions of the school counselor. 2. School counseling interns are assessed at the mid and final point of each semester of internship. 3. School counseling 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 school counseling interns will receive an overall score of 5 or higher on a 9-point scale. **Met**

TARGET 90%

FINDINGS 100%

ANALYSIS OF FINDINGS 100% of students received an overall score of 5 or higher on a 9-point scale. The faculty noted that the effective classroom guidance scale on the Site Supervisor Evaluation of Intern form improved from the previous year yet may still be an area of continued growth to be monitored.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT

3.4 Outcomes/Objectives Culturally Responsive Counseling

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

3.4.1 Assessment COUN 523: Counseling Competency Revised Scale

Students will complete a 100-hour practicum in a school or community setting. Students will accrue direct and indirect hours by counseling, consultation, supervision, and observation.

Additionally, students will demonstrate advanced counseling skills with a “student” client.

These sessions are recorded and evaluated by the instructor utilizing the Counseling Competency Revised Scale (CCRS).

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

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

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

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

TARGET 80%

FINDINGS 100%

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

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT

3.4.2 Assessment

COUN 594 Site Supervisor Evaluation of Intern

Students will complete a 600-hour school counseling internship at a private or public school.

As part of this internship, students provide direct school counseling services (including individual counseling, small group counseling, classroom guidance, referrals and consultations, and school-wide activities) under the supervision of a qualified

licensed/certified school counselor. The Site Supervisor Evaluation of Intern Form allows the school counselor site supervisor to assess the competence of counseling interns 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 school counseling student's ability to deliver cultural competent services and promote access, equity, and social justice for all P-12 students. 2. School counseling interns are assessed at the mid and final point of each semester of internship. 3. School counseling 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 school counseling interns will receive an overall score of 5 or higher on a 9-point scale. **Met**

TARGET 90%

FINDINGS 100%

ANALYSIS OF FINDINGS 100% of students received an overall score of 5 or higher on a 9-point scale.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

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?)

1. Number of students receiving counseling practicum placements during the semester requested. 2. Counseling students who have applied for practicum. 3. Spring 2017

SOURCE OF EVIDENCE

Count - Academic Indirect

4.1.1.1

Targets

95% of students who request practicum placements will receive them. 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

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. Spring 2017

SOURCE OF EVIDENCE

Count - Academic Indirect

4.2.1.1 Targets

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

TARGET 95%

FINDINGS 95%

ANALYSIS OF FINDINGS 95% of students who requested placements received them. This included 89% in fall 2020 (8/9), 100% and Spring of 2021 (13/13). Factors schools were facing transitioning through COVID-19 concerns significantly impacted the site placement process for many students.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT