

Regent University

MA in Clinical Mental Health Counseling - Program Assessment Report 2022-2023

August 31, 2023

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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.

Action Plan

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

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

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	97.1
ANALYSIS OF FINDINGS	Content and assignments in COUN 500 Orientation to the Counseling Profession sufficiently cover the history, ethical standards, and credentialing processes in the profession. This score increased from last year.
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

1.1.2.1 Targets

80 percent of students will score at or higher than the established passing score on their initial attempt for the Professional Orientation and Ethics Content sections

Met

TARGET	80%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of CMHC students exceeded or met this goal on their first attempt. There was increase in this score from the previous year. Students continue to perform well in this area. There is concern that the target pass rate is set too low. Faculty will assess the target pass score for this area of the CPCE and determine if it should be increased to ensure this area is effectively evaluated.
IMPROVEMENT TYPE	Academic Process Modifications
IMPROVEMENT DESCRIPTION	Action Plan implemented; will assess next cycle
IMPROVEMENT	

1.2 Outcomes/Objectives

Knowledge of Social and Cultural Foundations

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

1.2.1 Assessment

Common Core Rubric - Dimension 2

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

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

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

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

1.2.1.1 Targets

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

TARGET	80%
FINDINGS	97.7%
ANALYSIS OF FINDINGS	97.7% of CMHC students scored 3 or better on a 4 point scale.
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 on the Social and Cultural Diversity Content area **Met**

TARGET 80%

FINDINGS 97.7%

ANALYSIS OF FINDINGS 97.7% of students passed on their first attempt. The curriculum was revised the previous year and students continue to score strong on this assessment. There is concern that the target pass rate is set too low. Faculty will assess the target pass score for this area of the CPCE and determine if it should be increased to ensure this area is effectively evaluated.

IMPROVEMENT TYPE Academic Process Modifications

IMPROVEMENT DESCRIPTION Action Plan implemented; will assess next cycle

IMPROVEMENT

1.3 **Outcomes/Objectives**

Knowledge of Human Growth and Development

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

1.3.1 **Assessment**

Common Core Rubric – Dimension 3

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

life span and in a multicultural context.

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

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

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

1.3.1.1 **Targets**

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

TARGET	80
FINDINGS	100
ANALYSIS OF FINDINGS	100% of CMHC 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. This score improved from the previous year.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

1.3.2 **Assessment**

Counselor Preparation Comprehensive Evaluation - Human Growth and Development Content Area

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

Assessment and Testing; and Research and Program Evaluation.

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

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

SOURCE OF EVIDENCE

Comprehensives - Academic Direct

1.3.2.1 **Targets**

80 percent of students will score at or higher than the established passing score on their initial attempt of the Human Growth Content area **Met**

TARGET	80%
FINDINGS	97.7%
ANALYSIS OF FINDINGS	97.7% of CMHC students passed on their first attempt. Revision of the curriculum has improved overall test scores. On both the measures of this SLO, scores increased in this area. There is concern that the target pass rate is set too low. Faculty will assess the target pass score for this area of the CPCE and determine if it should be increased to ensure this area is effectively evaluated.
IMPROVEMENT TYPE	Academic Process Modifications
IMPROVEMENT DESCRIPTION	Action Plan implemented; will assess next cycle
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 CMHC 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 on the Career Counseling Content area **Met**

TARGET	80%
FINDINGS	97.7%
ANALYSIS OF FINDINGS	97.7% of CMHC students passed on their first attempt. There is concern that the target pass rate is set too low. Faculty will assess the target pass score for this area of the CPCE and determine if it should be increased to ensure this area is effectively evaluated.
IMPROVEMENT TYPE	Academic Process Modifications
IMPROVEMENT DESCRIPTION	Action Plan implemented; will assess next cycle
IMPROVEMENT	

1.5 **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
Course examination and necessary revisions	9/27/2021	1/1/2022	Complete

1.5.1 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

1.5.1.1 Targets

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

TARGET 80%

FINDINGS 100%

ANALYSIS OF FINDINGS 100% of students scored 3 or better on a 4 point scale. Improvements have been noted in this area.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

1.5.2 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

1.5.2.1 Targets

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

TARGET 80%

FINDINGS 97.7%

ANALYSIS OF FINDINGS 97.7% of CMHC students passed on their first attempt.

IMPROVEMENT TYPE Academic Process Modifications

IMPROVEMENT DESCRIPTION Improved Performance

IMPROVEMENT Improvements have been noted in this area. Based on last year’s faculty recommendations, upon examination of demographic data from the office of Admissions, there were no significant demographic trends identified other than

undergraduate GPA score below 3.0 that may be a predictor of the pass rate in this area. The admissions faculty committee now adheres strongly to the 3.0 GPA requirement. The faculty will continue to review admissions data and enforce a 3.0 GPA. There is concern that the target pass rate is set too low. Faculty will assess the target pass score for this area of the CPCE and determine if it should be increased to ensure this area is effectively evaluated.

1.6 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.

Action Plan

Curriculum Revision of COUN 554 Group Counseling

Budget Source	Amount	Due	Status
	\$0.00	8/1/2023	In Progress

Action Item 1	Created	Due	Status
Review of the Curriculum	9/14/2022	8/1/2023	Complete

1.6.1 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

1.6.1.1

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 CMHC students scored 3 or better on a 4 point scale.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT

1.6.2

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

1.6.2.1

Targets

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

TARGET	80%
FINDINGS	95.9
ANALYSIS OF FINDINGS	95.9% of CMHC students passed on their first attempt. While the goal continued to be met, faculty felt it would benefit students to revise the course curriculum. As a result, percentage of students passing has continued to increase. There is concern that the target pass rate is set too low. Faculty will assess the target pass score for this area of the CPCE and determine if it should be increased to ensure this area is effectively evaluated.
IMPROVEMENT TYPE	Academic Process Modifications
IMPROVEMENT DESCRIPTION	Action Plan implemented; will assess next cycle
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.

Action Plan

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

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 CMHC student scored 3 or better on a 4 point scale.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	Content and assignments in COUN 517 Research and Statistics were updated. New text and assignments were added. Regent counseling students continue to perform exceedingly well in this area based on data reviewed for the last school year.

1.7.2 Assessment

Counselor Preparation Comprehensive Evaluation - Research and Program Evaluation Content Area

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

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

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

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

SOURCE OF EVIDENCE

Comprehensives - Academic Direct

1.7.2.1 Targets

80 percent of students will score at or higher than the established passing score on their initial attempt on the Research and Program Evaluation Content area. Met

TARGET	80%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of CMHC students passed on their first attempt. There is concern that the target pass rate is set too low. Faculty will assess the target pass score for this area of the CPCE and determine if it should be increased to ensure this area is effectively evaluated.
IMPROVEMENT TYPE	Academic Process Modifications
IMPROVEMENT DESCRIPTION	Improved Performance
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

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

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 CMHC students scored a 3,4,5 across all scales of the CCS-R.
IMPROVEMENT TYPE	Academic Process Modifications
IMPROVEMENT DESCRIPTION	Improved Performance
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 CMHC students received 4 or 5 across all scales.
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.

Action Plan

Changes to Data Review

Budget Source	Amount	Due	Status
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	\$0.00	no due date set	Complete
Action Item 1	Created	Due	Status
Disaggregate data by class and categories on the rubric for review during program evaluation meetings.	9/14/2022	8/1/2023	Complete

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 6 or higher out of 8 points on the combined scales of knowledge and disposition on the Faith Integration Rubric Met

TARGET	80
FINDINGS	100
ANALYSIS OF FINDINGS	100% of CMHC students scored 9 or higher and met the goal.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	Students are meeting competency in this goal. Last year, faculty requested the data to be disaggregated to track students across sub-areas to identify concerns better. This

was accomplished this year and provided a more thorough evaluation.

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 6 or higher out of 8 points on the combined scales of knowledge and disposition on the Faith Integration Rubric Met

TARGET	90%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of CMHC students scored 9 or higher and met the goal.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	Action plan created
IMPROVEMENT	Students are meeting competency in this goal. Last year, faculty requested the data to be disaggregated to track students across sub-areas to identify concerns better. This was accomplished this year and provided a more thorough evaluation. Additionally,

the faculty plan to review the how we might integrate elements of Family CARS in 578 to help improve curriculum.

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.

Action Plan

Changes to Data Review

Budget Source	Amount	Due	Status
	\$0.00	8/1/2023	Complete

Action Item 1	Created	Due	Status
Disaggregate data by class and categories on the rubric for review during program evaluation meetings.	9/14/2022	8/1/2023	Complete

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 3 or higher (out of 4) on the skills scale of the Faith Integration Rubric Met

TARGET	80%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of CMHC students scored 9 or higher and met the goal.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	Students are meeting competency in this goal. Last year, faculty requested the data to be disaggregated to track students across sub-areas to identify concerns better. This was accomplished this year and provided a more thorough evaluation.

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 3 or higher (out of 4) on the skills scale of the Faith Integration Rubric Met

TARGET	90%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of CMHC students scored 9 or higher and met the goal.
IMPROVEMENT TYPE	Academic Process Modifications
IMPROVEMENT DESCRIPTION	Action Plan implemented; will assess next cycle
IMPROVEMENT	Students are meeting competency in this goal. Last year, faculty requested the data to be disaggregated to track students across sub-areas to identify concerns better. This was accomplished this year and provided a more thorough evaluation. Additionally, the faculty plan to review the how we might integrate elements of Family CARS in 578 to help improve curriculum.

3

Goals

Competent Students

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

3.1

Outcomes/Objectives

Role of Clinical Mental Health Counselors

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

Action Plan

CMHC Rubric Revision

Budget Source	Amount	Due	Status
	\$0.00	8/1/2023	In Progress

3.1.1 Assessment

Clinical Mental Health Counseling Rubric

Clinical Mental Health Counseling (CMHC) students are required to take COUN 500: Orientation to the Counseling Profession. In this course, students complete a licensure and certification assignment and an interview project. These assignments require students to demonstrate knowledge and understanding of the role and responsibilities of CMHC counselors and the settings in which they work.

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

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

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

3.1.1.1 Targets

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

TARGET	90%
FINDINGS	97.8%
ANALYSIS OF FINDINGS	97.8% of CMHC students scored 12 or higher on the CMHC rubric. While students met target on this measure, faculty have decided to revise the CMHC rubric to improve assessment of student learning.
IMPROVEMENT TYPE	Academic Process Modifications
IMPROVEMENT DESCRIPTION	Assessment Revision Needed
IMPROVEMENT	

3.1.2 Assessment

COUN 595 - Site Supervisor Evaluation of Intern

Students will complete a 600-hour clinical mental health internship. The Site Supervisor Evaluation of Intern Form allows the site supervisor to assess counseling interns' competence

in the areas of personal and professional responsibilities, supervision, and counseling skills.
 OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

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

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

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

Met

TARGET	90%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of students received a 5 or higher.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

3.2 Outcomes/Objectives
 Demonstrate Skills

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

Action Plan

Assessment Process Training

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

Action Item 1	Created	Due	Status
Clinical faculty will norm scoring among all faculty reviewers to establish reliability and validity	9/14/2022	8/1/2023	In Progress
Action Item 2	Created	Due	Status
Explain scoring to students in order to help students interpret scores	9/14/2022	8/1/2023	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	100%
ANALYSIS OF FINDINGS	100% of CMHC students received 4 or 5 across all scales. Last year, the faculty noted that while overall student performance was strong, the skill of confrontation was lower than other skills. It was recommended more attention be directed toward this skill in practicum, including a specific video submission demonstrating the skill for additional feedback. This has improved student scores. However, faculty will train all reviewers and students on scoring and understanding scores on the assessment.

IMPROVEMENT TYPE Academic Process Modifications

IMPROVEMENT DESCRIPTION Action Plan implemented; will assess next cycle

IMPROVEMENT

3.2.2 Assessment

COUN 595 - Site Supervisor Evaluation of Intern

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

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

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

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

3.2.2.1 Targets

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

Met

TARGET 90%

FINDINGS 100%

ANALYSIS OF FINDINGS 100% of CMHC students received a 5 or higher. Going forward, faculty will train all reviewers and students on scoring and understanding scores on the assessment.

IMPROVEMENT TYPE Academic Process Modifications

IMPROVEMENT DESCRIPTION Action Plan implemented; will assess next cycle

IMPROVEMENT

3.3 Outcomes/Objectives

Health Service Modalities

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

3.3.1 Assessment

COUN 523: Counseling Competency Revised Scale

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

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

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

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

3.3.1.1 Targets

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

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

3.3.2 **Assessment**

COUN 595 - Site Supervisor Evaluation of Intern

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

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

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

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

3.3.2.1 **Targets**

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

Met

TARGET	90%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of CMHC students received a 5 or higher.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

3.4 **Outcomes/Objectives**

Culturally Responsive Counseling and Advocacy

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

Action Plan

Curriculum Revision

Budget Source	Amount	Due	Status
	\$0.00	8/1/2023	In Progress

Action Item 1	Created	Due	Status
Review and recommend strategies for ensuring practice with diverse populations during internship.	9/14/2022		In Progress

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 CMHC students received 4 or 5 across all scales.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary

3.4.2 Assessment

COUN 595 - Site Supervisor Evaluation of Intern Addi

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

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

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

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

3.4.2.1 Targets

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

Met

TARGET	90%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of students received a 5 or higher. These scores meet competency, but faculty will plan strategies to further strengthen students in the area of practice with diverse populations in clinical experiences. Additionally, the faculty will develop a CCS-R training for the practicum and skills instructors and review target score rates
IMPROVEMENT TYPE	Academic Process Modifications
IMPROVEMENT DESCRIPTION	Action Plan implemented; will assess next cycle
IMPROVEMENT	

3.5 Outcomes/Objectives Alumni - Knowledge and Skills

Graduates will report satisfaction with the knowledge, skills, and professional dispositions they received from the counseling program at Regent University.

3.5.1 Assessment Alumni Survey - Knowledge and Skills

The alumni survey is administered every fall to students who have graduated within the last 7 years of the survey date. The survey provides information on students satisfaction with their education, career placement information, employment data, licensure and practice information, and professional activities.

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 graduate satisfaction with knowledge, skills, and professional dispositions developed in the MA Program. It also surveys employment and professional development information. 2. Students who have graduated within the last 7 years. Only students who graduated within the last 3 years of the administration data are surveyed on knowledge, skills, and dispositions. 3. The alumni survey is administered every fall.

SOURCE OF EVIDENCE

Alumni survey - Academic Indirect

3.5.1.1 Targets 70% of respondents will report agree or strongly agree on all scales in the counseling program evaluation section of the alumni survey. Met

TARGET	70%
FINDINGS	72%
ANALYSIS OF FINDINGS	The majority of respondents across all categories reported that they were satisfied with the knowledge, skills, and professional dispositions gained in the program. No question had a response score lower than 88%.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

3.5.1.2 Targets

80% of respondents will report working in the career field of their program. Met

TARGET	80
FINDINGS	86
ANALYSIS OF FINDINGS	The majority of participants reported working in the counseling profession (44 out of 51).
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

4 Goals

Professional Dispositions

To graduate students who demonstrate professional dispositions consistent with the counseling profession.

4.1 Outcomes/Objectives

CMHC Professional Dispositions

Students will demonstrate professional dispositions consistent with the counseling profession.

4.1.1 Assessment

COUN 521- Professional Dispositions

In the program's first semester, students will take COUN 521 Counseling Skills. As part of this course, students will be assessed on their professional dispositions using the Counseling Competency Scale Revised (CCSR). The following professional dispositions will be assessed: Integrity, Openness, Respect, Motivated, Self-Control/Emotional Stability, and Genuine.

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 students on the professional dispositions. 2. All students are assessed in their first semester during COUN 521. 3. This will occur in COUN 521 at the end of the semester.

SOURCE OF EVIDENCE

4.1.1.1 Targets

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

TARGET	80
FINDINGS	100
ANALYSIS OF FINDINGS	All students taking the COUN 521 course received a score of 4 or 5 across all professional dispositions.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

4.1.2 Assessment

COUN 523 Practicum - Professional Dispositions

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. As part of this course students will be assessed on their professional dispositions using the Counseling Competency Scale Revised (CCSR). The following professional dispositions will be assessed: Integrity, Openness, Respect, Motivated, Self-Control/Emotional Stability, and Genuine.

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 meeting the professional dispositions. 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 occur during COUN 523: Practicum and Advanced Skills.

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

4.1.2.1 Targets

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

TARGET	80%
FINDINGS	100%
ANALYSIS OF FINDINGS	All students taking the COUN 521 course received a score of 4 or 5 across all professional dispositions.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

4.1.3 Assessment

COUN 595 Internship - Professional Dispositions

Students will complete a 600-hour clinical mental health internship. The Site Supervisor Evaluation of Intern Form allows the site supervisor to assess counseling interns' competence in the areas of personal and professional responsibilities, supervision, and counseling skills. Additionally, students will be assessed on their professional dispositions using the Counseling Competency Scale Revised (CCSR). The following professional dispositions will be assessed: Integrity, Openness, Respect, Motivated, Self-Control/Emotional Stability, and Genuine.

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

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

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

4.1.3.1 Targets

90% of students will receive a 3 or higher across all professional disposition scales of the Site supervisor evaluation of intern form. **Met**

TARGET	90%
FINDINGS	100
ANALYSIS OF FINDINGS	All CMHC students demonstrated professional dispositions consistent with the counseling profession.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

4.1.4 **Assessment**

Alumni Survey - Professional Dispositions

The alumni survey is administered every fall to students who have graduated within the last 7 years of the survey date. The survey provides information on students satisfaction with their education, career placement information, employment data, licensure and practice information, and professional activities.

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 graduate satisfaction with knowledge, skills, and professional dispositions developed in the MA Program. It also surveys employment and professional development information. 2. Students who have graduated within the last 7 years. Only students who graduated within the last 3 years of the administration data are surveyed on knowledge, skills, and dispositions. 3. The alumni survey is administered every fall.

SOURCE OF EVIDENCE

Alumni survey - Academic Indirect

4.1.4.1 **Targets**

80% of respondents will report agree or strongly agree on the professional disposition scale in the counseling program evaluation section of the alumni survey.

Met

TARGET	80
FINDINGS	100

ANALYSIS OF
FINDINGS

All participants reported agree or strongly agree on the following statement: Through my education and clinical experience at Regent, I developed professional values, attitudes, and behaviors in accord with the values and attitudes of professional counseling.

IMPROVEMENT
TYPE

Academic

IMPROVEMENT
DESCRIPTION

No Improvements Deemed Necessary

IMPROVEMENT