

Regent University

MA in Marriage, Couples, and Family Counseling - Program Assessment Report 2022-2023

August 31, 2023

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MA in Marriage, Couples, and Family Counseling - Program Assessment Report 2022-2023

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MA in Marriage, Couples, and Family Counseling 2022-2023

Internal Review

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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 MCFC students exceeded or met this goal.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

1.1.2 Assessment

Counselor Preparation Comprehensive Evaluation - Professional Orientation and Ethics Content Area

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

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

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

SOURCE OF EVIDENCE

Comprehensives - Academic Direct

1.1.2.1 Targets

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

TARGET	80%
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FINDINGS	90%
ANALYSIS OF FINDINGS	Ninety percent of MCFC students passed this area of the CPCE. 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.

Action Plan

Curriculum Revision

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

1.2.1 Assessment

Common Core Rubric – Dimension 2

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

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

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

summer semester.

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

1.2.1.1

Targets

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

TARGET	80%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of MCFC students scored 3 or higher. Previous modifications seemingly resulted in better overall outcomes on Common Core Rubric.
IMPROVEMENT TYPE	Academic Process Modifications
IMPROVEMENT DESCRIPTION	Improved Performance
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	100%
ANALYSIS OF FINDINGS	All MCFC students passed this area of the CPCE. 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 95%

ANALYSIS OF FINDINGS Content and assignments in COUN 540 Human Growth and Development sufficiently cover knowledge of human growth and development to understand the nature and needs of persons at all developmental levels and in multicultural contexts.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT

1.3.2 **Assessment**

Counselor Preparation Comprehensive Evaluation - Human Growth and Development Content Area

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

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

1. This test measures student competence in foundational knowledge in counseling around the

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

SOURCE OF EVIDENCE

Comprehensives - Academic Direct

1.3.2.1 Targets

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

TARGET	80%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of MCFC students exceeded or met this goal. 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 MCFC students exceeded or met this goal. Content and assignments in COUN 536 Career and Lifestyle Development sufficiently cover knowledge of career development and related life factors.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

1.4.2 **Assessment**

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

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

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

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

SOURCE OF EVIDENCE

Comprehensives - Academic Direct

1.4.2.1 **Targets**

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

TARGET	80%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of MCFC students met or exceeded this goal. 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 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 Review/Update

Budget Source	Amount	Due	Status
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1.5.1 Assessment

Common Core Rubric – Dimension 5

Students will take COUN 554: Group Counseling. In this course, students will complete the following graded assignments: Group proposal project and Group residency/participation. At the end of the semester, after completion of these assignments/activities, the instructor will assess the student on the Common Core Rubric – Dimension 5. This Dimension assesses students’ knowledge and understanding of group counseling, dynamics, theory, and methods.

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

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

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

1.5.1.1 Targets

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

TARGET	80%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of MCFC students met or exceeded this goal. Faculty are conducting an update of the curriculum to improve student outcomes.
IMPROVEMENT TYPE	Academic Process Modifications
IMPROVEMENT DESCRIPTION	Improved Performance
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 on the Group Work Content area. Met

TARGET	80%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of MCFC students met the target. 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	

1.6 **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

Examination and Revision of curriculum

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

Action Item 1	Created	Due	Status
Add content for assessments with families into assessment course.	9/27/2021	8/1/2023	In Progress

1.6.1 Assessment

Common Core Rubric – Dimension 6

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

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

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

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

1.6.1.1 Targets

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

TARGET 80

FINDINGS 100%

ANALYSIS OF FINDINGS 100% OF MCFC students met or exceeded this goal.

IMPROVEMENT TYPE Academic Process Modifications

IMPROVEMENT DESCRIPTION Improved Performance

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 on the Assessment Content area . Met

TARGET 80%

FINDINGS 100%

ANALYSIS OF FINDINGS Improvements have been noted in this area. Faculty examined the existing curriculum to identify potential revisions that may increase its effectiveness. 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.

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 MCFC 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 on the Research and Program Evaluation Content area. **Met**

TARGET

80%

FINDINGS

90%

ANALYSIS OF
FINDINGS

Ninety percent of MFCF students met or exceeded this goal. 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	

1.8 Outcomes/Objectives

Counseling, Crisis Intervention, and Consultation

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

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 MCFC students (36 out of 36) received a 4 or 5 across all scales of the CCRS.
IMPROVEMENT TYPE	Academic

IMPROVEMENT DESCRIPTION
No Improvements Deemed Necessary

IMPROVEMENT

1.8.2 Assessment

COUN 523: Counseling Competency Revised Scale

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

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

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

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

1.8.2.1 Targets

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

TARGET 80

FINDINGS 100%

ANALYSIS OF FINDINGS 100% of MCFC students met or exceeded this goal.

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
	\$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	In Progress

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	88%
ANALYSIS OF FINDINGS	88% of MCFC students met or exceeded this goal. Students are meeting competency in this goal. It is worth noting that the above finding only represents one student in the MCFC program who did not meet competency.
IMPROVEMENT TYPE	Academic Process Modifications
IMPROVEMENT DESCRIPTION	Action Plan implemented; will assess next cycle
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 6 or higher out of 8 points on the combined scales of knowledge and disposition on the Faith Integration Rubric Met

TARGET	90%
FINDINGS	89%
ANALYSIS OF FINDINGS	89% of MCFC students met or exceeded this goal. Students are meeting competency in this goal. It is worth noting that the above finding only represents one student in the MCFC program who did not meet competency. 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 plans to review how we might integrate elements of Family CARS in 578 to help improve the curriculum.
IMPROVEMENT TYPE	Academic Process Modifications
IMPROVEMENT DESCRIPTION	Action Plan implemented; will assess next cycle
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.

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	In Progress

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	89%
FINDINGS	100%
ANALYSIS OF FINDINGS	88% of MCFC students met or exceeded this goal. Students are meeting competency in this goal. It is worth noting that the above finding only represents one student in the MCFC program who did not meet competency.
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 3 or higher (out of 4) on the skills scale of the Faith Integration Rubric **Met**

TARGET	90%
FINDINGS	89%
ANALYSIS OF FINDINGS	100% of MCFC students met or exceeded this goal. Students are meeting competency in this goal. It is worth noting that the above finding only represents one student in the MCFC program who did not meet competency. 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 plans to review how we might integrate elements of Family CARS in 578 to help improve the curriculum.
IMPROVEMENT TYPE	Academic Process Modifications
IMPROVEMENT DESCRIPTION	Action Plan implemented; will assess next cycle
IMPROVEMENT	

3

Goals

Competent Students

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

3.1 Outcomes/Objectives

Clinical Assessment Skills

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

Action Plan

Curriculum Revision

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

3.1.1 Assessment

Marriage, Couple, and Family Counseling Rubric

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

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

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

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

3.1.1.1 Targets

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

TARGET 90

FINDINGS 95%

ANALYSIS OF FINDINGS 95% of MCFC students met or exceeded this goal.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT

3.1.2 Assessment

COUN 593 - Site Supervisor Evaluation of Intern

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

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

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

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

3.1.2.1 Targets

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

Met

TARGET 90%

FINDINGS 100%

ANALYSIS OF FINDINGS 100% of MCFC students met or exceeded this goal. The action plan implemented during the previous cycle to help students with setting goals, helped to increase the scores on this measure.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION Implemented new instructional techniques

3.2 Outcomes/Objectives

Culturally Responsive Counseling and Advocacy

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

Action Plan

Curriculum Review

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

Action Item 1	Created	Due	Status
Review of content assessed on CCS-R	9/27/2021	8/1/2023	Complete

Action Item 2	Created	Due	Status
Review textbook in 570 in relation to the goals for the MCFC program.	9/14/2022	8/1/2023	Complete

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 MCFC students met or exceeded this goal. There was a 13% increase in the pass rate this year. Faculty will continue to review and revise curriculum.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

3.2.2 **Assessment**

COUN 593 - Site Supervisor Evaluation of Intern

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

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

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

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

3.2.2.1 **Targets**

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

Met

TARGET	90
FINDINGS	100%

ANALYSIS OF FINDINGS	100% of MCFC students met or exceeded this goal. Improvements to the curriculum have led to increased scores in this area. The faculty have also decided to update the MCFC internship evaluation to improved the assessment of MCFC skills and techniques
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	Action plan created
IMPROVEMENT	

3.3 Outcomes/Objectives Intervention Strategies

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

Action Plan

Curriculum Review

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

Action Item 1	Created	Due	Status
Review of content assessed on CCS-R	9/14/2022		Complete

Action Item 2	Created	Due	Status
Review textbook in 570 in relation to the goals fo the MCFC program.	9/14/2022		Complete

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 MCFC students met or exceeded this goal. The faculty agreed that the Clinical Team would examine the curriculum for discrepancies between practicum and skills, surrounding the consistency of delivery of skills unique to MCFC internship experiences.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

3.3.2 **Assessment**

COUN 593 - Site Supervisor Evaluation of Intern

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

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

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

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

3.3.2.1 **Targets**

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

Met

TARGET	90
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of MCFC students met or exceeded this goal.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

3.4 **Outcomes/Objectives**

Knowledge of Counselor/Therapist Role

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

Action Plan

Curriculum Review

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

Action Item 1	Created	Due	Status
Review of content assessed on CCS-R	9/14/2022		Complete

Action Item 2	Created	Due	Status
Review textbook in 570 in relation to the goals for the MCFC program.	9/14/2022		Complete

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 MCFC students met or exceeded this goal.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

3.4.2 Assessment

COUN 593 - Site Supervisor Evaluation of Intern

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

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

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

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

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

3.4.2.1 **Targets**

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

Not Met

TARGET	90
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of MCFC students met or exceeded this goal.
IMPROVEMENT TYPE	Academic Process Modifications
IMPROVEMENT DESCRIPTION	Action Plan implemented; will assess next cycle
IMPROVEMENT	

3.5 **Outcomes/Objectives**

Alumni Survey - 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

3.5.11 Targets

80% of responses on all scales in the counseling program evaluation sections on the alumni survey will be agree or strongly agree. **Met**

TARGET	80%
FINDINGS	86%
ANALYSIS OF FINDINGS	Due to the low number of respondents with a degree in SC (n=4) or MCFC (n=8) the decision was made to report the scores based on a total number of possible responses (44 for SC and 88 for MCFC) for this section. Faculty will begin encouraging students to take the alumni survey as early as the first year. Preparing students early for this opportunity to give feedback to the program may increase post-grad participation.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	Action plan created
IMPROVEMENT	

3.5.12 Targets

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

TARGET	80%
FINDINGS	87%
ANALYSIS OF FINDINGS	The majority of participants reported working in the counseling profession (7 out of 8).

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

MCFC 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

Clinical Evaluations, Reviews - Academic Direct

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 593 Internship - Professional Dispositions

Students will complete a 600-hour Marriage, Couples, and Families Counseling 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 MCFC student's skill development in delivering counseling services. 2. MCFC interns are assessed at the mid and final point of each semester of internship. 3. MCFC interns are assessed at the mid and final point of each semester of internship.

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

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 MCFC 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

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 87%

ANALYSIS OF FINDINGS
The majority of participants (7 out of 8) 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

