

Regent University

# MA School Counseling - Program Assessment Report 2022-2023

August 31, 2023

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## MA School Counseling - Program Assessment Report 2022-2023

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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.

#### 1.1.1 **Assessment** Common Core Rubric - Dimension 1

Students will take COUN 500: Orientation to the Counseling Profession in their first semester. In this course students will complete the following graded assignments: Licensure/Certification Packet, Interview Project, Integrative Topic Paper, Exams, and Discussion Board Posts. At the end of the semester, after completion of these assignments, the instructor will assess the student on the Common Core Rubric – Dimension 1. This Dimension assesses students' knowledge about the profession of counseling.

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

1. This rubric measures student knowledge about the profession of counseling. 2. All counseling students enrolled in COUN 500. 3. At the end of the fall or spring semester.

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

#### 1.1.1.1 **Targets** 80% of students will score a 3 or better on a 4 point scale on the common core rubric dimension 1. **Met**

TARGET	80%
FINDINGS	100
ANALYSIS OF FINDINGS	100% of school counseling students scored a 3 or better on the common core rubric Dimension 1.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

### 1.1.2 **Assessment**

#### Counselor Preparation Comprehensive Evaluation - Professional Orientation and Ethics Content Area

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

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

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

SOURCE OF EVIDENCE

Comprehensives - Academic Direct

### 1.1.2.1 **Targets**

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

TARGET	80%
FINDINGS	83.3%
ANALYSIS OF FINDINGS	83.3% of students passed on their first attempt. It is worth noting that the above finding only represents one student in the SC program who did not meet competency.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

## 1.2 Outcomes/Objectives

### Knowledge of Social and Cultural Foundations

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

### 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	85.7 %
ANALYSIS OF FINDINGS	85.7% of school counseling 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%
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FINDINGS	100%
ANALYSIS OF FINDINGS	100% 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.

#### Action Plan

Content Review of COUN 514 to implement SC competencies

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

Action Item 1	Created	Due	Status
Curriculum Review and Revision	9/27/2021	8/1/2023	In Progress

### 1.3.1 Assessment

#### Common Core Rubric - Dimension 3

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

span and in a multicultural context.

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

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

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

### 1.3.1.1 **Targets**

Met

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

### 1.3.2 **Assessment**

Counselor Preparation Comprehensive Evaluation - Human Growth and Development Content Area

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



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

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

SOURCE OF EVIDENCE

Comprehensives - Academic Direct

**1.3.2.1 Targets**

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

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

**1.4 Outcomes/Objectives**

Knowledge of Career Development

Students will demonstrate knowledge and understanding of career development and related life factors.

**1.4.1 Assessment**

Common Core Rubric - Dimension 4

Students will take COUN 536: Career and Lifestyle Development. In this course, students will complete the following graded assignments: Career assessment plan, Digital career story,

Spiritual integration, and Discussion board posts. At the end of the semester, after completion of these assignments, the instructor will assess the student on the Common Core Rubric – Dimension 4. This Dimension assesses students’ knowledge and understanding of career development and related life factors.

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

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

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

1.4.1.1

**Targets**

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

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

1.4.2

**Assessment**

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

Assessment and Testing; and Research and Program Evaluation.

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

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

SOURCE OF EVIDENCE

Comprehensives - Academic Direct

### 1.4.2.1 **Targets**

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

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

### 1.5 **Outcomes/Objectives**

Knowledge in Group Development

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

#### Action Plan

Curriculum Revision/update of COUN 570

Budget Source	Amount	Due	Status
	\$0.00	8/1/2023	<span style="background-color: #d9ead3; padding: 2px;">Complete</span>

## 1.5.1 Assessment

### Common Core Rubric - Dimension 5

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

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

#### SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

## 1.5.1.1 Targets

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

TARGET	80%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of students scored 3 or higher on 4 point scale. Update to curriculum has ensured that competency is consistently met.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

## 1.5.2 Assessment

### Counselor Preparation Comprehensive Evaluation - Group Work Content Area

The CPCE covers the eight CACREP (Council for the Accreditation of Counseling and Related Educational Programs) common-core areas that represent the foundational knowledge required of all entry-level counselor education graduates: Professional Counseling Orientation

and Ethical Practice; Social and Cultural Diversity; Human Growth and Development; Career Development; Counseling and Helping Relationships; Group Counseling and Group Work; Assessment and Testing; and Research and Program Evaluation.

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

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

SOURCE OF EVIDENCE

Comprehensives - Academic Direct

**1.5.2.1 Targets**

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

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

**1.6 Outcomes/Objectives**

Knowledge of Approaches to Assessment and Evaluation

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

**Action Plan**

Curriculum Audit to ensure SC Assessment competencies across curriculum.

<b>Budget Source</b>	<b>Amount</b>	<b>Due</b>	<b>Status</b>
	\$0.00	8/1/2023	In Progress
<b>Action Item 1</b>	<b>Created</b>	<b>Due</b>	<b>Status</b>
Curriculum Audit	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 school counseling students met the goal.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

## 1.6.2 Assessment

### Counselor Preparation Comprehensive Evaluation - Assessment Content Area

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

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

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

SOURCE OF EVIDENCE

Comprehensives - Academic Direct

## 1.6.2.1 Targets

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

TARGET	80%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of students passed on their first attempt.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	Curriculum audit
IMPROVEMENT	

## 1.7 Outcomes/Objectives

### Research Methods and Statistical Analysis

Students will demonstrate knowledge about various research methods and, statistical analysis,

needs assessments and program evaluation.

### 1.7.1 Assessment

#### Common Core Rubric - Dimension 7

Students will take COUN 517: Research and Statistics. In this course, students will complete the following graded assignment: Research proposal project and Final exam. At the end of the semester, after completion of these assignments, the instructor will assess the student on the Common Core Rubric - Dimension 7. This Dimension assesses students' knowledge about various research methods, statistical analysis, needs assessments, and program evaluation.

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

1. This rubric measures student knowledge about various research methods, statistical analysis, needs assessments and program evaluation. 2. All counseling students enrolled in COUN 517. 3. At the end of the fall, spring, or summer semester.

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

### 1.7.1.1 Targets

80% of students will score a 3 or better on a 4 point scale on the common core rubric dimension 7. Not Reported this Period

TARGET	80%
FINDINGS	N/A
ANALYSIS OF FINDINGS	No School Counseling were assessed on this measurement.
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	100%
ANALYSIS OF FINDINGS	100% of students passed on their first attempt.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

### 1.8 **Outcomes/Objectives**

Counseling, Crisis Intervention, and Consultation

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

### 1.8.1 Assessment

#### COUN 521: Counseling Competency Revised Scale

Students will take COUN 521: Counseling Skills. As part of this course, students will learn, practice, and record sessions with student "clients" demonstrating basic counseling skills. These sessions are recorded and evaluated by the instructor utilizing the Counseling Competency Revised Scale (CCRS).

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

1. This assessment measures student competency in the delivery of beginning counseling skills.
2. Students are assessed on the CCRS periodically throughout the semester. Only the final score is considered for purposes of program evaluation and continuous student assessment.
3. This will take place during COUN 521: Counseling Skills.

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

### 1.8.1.1 Targets

80% of students will receive a 3, 4, or 5 across all scales on the CCRS. Met

TARGET	80%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of school counselor students met this goal.
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.

Not Reported this Period

TARGET	80%
FINDINGS	N/A
ANALYSIS OF FINDINGS	No School Counseling were assessed on this measurement.
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	In Progress

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

Action Item 2	Created	Due	Status
	9/14/2022		

### 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 83%

ANALYSIS OF FINDINGS 83% of students scored 9 or higher. It is worth noting that only one student did not meet competency in this area. 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.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT

### 2.1.2 Assessment

#### COUN 578 Creed Paper Assignment

The task of this assignment is for each student to develop an individual creed. Each creed is to be anchored in personal understandings of God/faith and professional practice. It is expected that each creed will reflect an understanding of (a) the nature of God, (b) the nature of humankind – both the process of soul wounds and soul healing, (c) the role of faith in the healing process as related to the practice of professional counseling anchored in Christian thought and practice (d) the role that a professional care/giver plays in the process of soul healing, (e) the contribution your role as a professional counselor can make in the effort to bring healing to created souls.

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

1. Students are measured on professional maturity and self-awareness to work with faith-based issues using the Faith Integration Rubric 2. All counseling students enrolled in COUN 578 Counseling and Christian Thought. 3. Fall, Spring, and Summer semester

SOURCE OF EVIDENCE

Written assignment - Academic Direct

### 2.1.2.1 Targets

90% of students will score 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 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.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION Action plan created

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		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	83%
ANALYSIS OF FINDINGS	83% of students scored 9 or higher. It is worth noting that only one student did not meet competency in this area.
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	100%
ANALYSIS OF FINDINGS	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.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	Action plan created
IMPROVEMENT	

## 3 **Goals**

### Competent Students

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

### 3.1 **Outcomes/Objectives**

#### Comprehensive School Counseling Program

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



## Action Plan

Revision of Assessments

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

### 3.1.1 Assessment

#### School Counseling Rubric

School counseling students are required to take COUN 519: School Counseling Program Development and Evaluation. As part of this course, students develop a comprehensive school counseling program. For this assignment, students utilize data to develop school counseling services and interventions based on the American School Counselor Association (ASCA) National Model. Students are then assessed using the School Counseling Rubric.

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

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

SOURCE OF EVIDENCE

Project - Academic Direct

### 3.1.1.1 Targets

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

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

**3.1.2 Assessment****COUN 594 Site Supervisor Evaluation of Intern**

Students will complete a 600-hour school counseling internship at a private or public school. As part of this internship, students provide direct school counseling services (including individual counseling, small group counseling, classroom guidance, referrals and consultations, and school-wide activities) under the supervision of a qualified licensed/certified school counselor. The Site Supervisor Evaluation of Intern Form allows the school counselor site supervisor to assess the competence of counseling interns in the areas of personal and professional responsibilities, supervision, and counseling skills.

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

1. This assessment measures school counseling student's skill development in the facilitation of data-informed school counseling program. 2. School counseling interns are assessed at the mid and final point of each semester of internship. 3. School counseling interns are assessed at the mid and final point of each semester of internship.

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

**3.1.2.1 Targets**

90% of school counseling interns will receive an overall score of 5 or higher on a 9-point scale. **Met**

TARGET	90%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of students received an overall score of 5 or higher on a 9-point scale. The internship evaluation was revised with feedback from the school counseling advisory board and the faculty. A training instrument was created and shared with site supervisors. The new evaluation was implemented during the spring semester. Reliability data will be collected on the instrument next year.
IMPROVEMENT TYPE	Academic Process Modifications
IMPROVEMENT DESCRIPTION	Assessment Revision Needed

### 3.2 Outcomes/Objectives

#### P-12 Students

Students will identify and evaluate the academic, career, and social/emotional development of all P-12 students and develop interventions to address those needs.

#### Action Plan

Revision of Assessments

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

### 3.2.1 Assessment

#### School Counseling Rubric

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

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

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

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

### 3.2.1.1

#### Targets

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

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

### 3.2.2

#### Assessment

##### COUN 594 Site Supervisor Evaluation of Intern

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

As part of this internship, students provide direct school counseling services (including individual counseling, small group counseling, classroom guidance, referrals and consultations, and school-wide activities) under the supervision of a qualified licensed/certified school counselor. The Site Supervisor Evaluation of Intern Form allows the school counselor site supervisor to assess the competence of counseling interns in the areas of personal and professional responsibilities, supervision, and counseling skills.

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

1. This assessment measures school counseling interns' ability to plan and implement appropriate interventions for P-12 students.. 2. School counseling interns are assessed at the mid and final point of each semester of internship. 3. School counseling interns are assessed at the mid and final point of each semester of internship.

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

### 3.2.2.1 Targets

90% of school counseling interns will receive an overall score of 5 or higher on a 9-point scale. **Met**

TARGET	90%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of students received an overall score of 5 or higher on a 9-point scale. The internship evaluation was revised with feedback from the school counseling advisory board and the faculty. A training instrument was created and shared with site supervisors. The new evaluation was implemented during the spring semester. Reliability data will be collected on the instrument next year.
IMPROVEMENT TYPE	Academic Process Modifications
IMPROVEMENT DESCRIPTION	Assessment Revision Needed
IMPROVEMENT	

## 3.3 Outcomes/Objectives

### School Counselors

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

### Action Plan

Revision of Assessments

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

### 3.3.1 Assessment

#### School Counseling Rubric

School counseling students are required to take COUN 516: Principles of School Counseling. As part of this course, students complete an Information Interview assignment and a Needs Assessment. For the Informational Interview, students must interview a school counselor and other key school counseling stakeholders and synthesize these interviews into a paper detailing their understanding of the roles, responsibilities, and expectations of a Professional

School Counselor. For the Needs Assessment assignment, students analyze real school data, develop a needs assessment, and design data-driven school counseling services. Students are then assessed using the School Counseling Rubric.

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

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

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

**3.3.1.1**

**Targets**

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

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

**3.3.2**

**Assessment**

COUN 594 Site Supervisor Evaluation of Intern

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

As part of this internship, students provide direct school counseling services (including individual counseling, small group counseling, classroom guidance, referrals and consultations,

and school-wide activities) under the supervision of a qualified licensed/certified school counselor. The Site Supervisor Evaluation of Intern Form allows the school counselor site supervisor to assess the competence of counseling interns in the areas of personal and professional responsibilities, supervision, and counseling skills.

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

1. This assessment measures school counseling student?s understanding and application of the roles and functions of the school counselor. 2. School counseling interns are assessed at the mid and final point of each semester of internship. 3. School counseling interns are assessed at the mid and final point of each semester of internship.

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

### 3.3.2.1 **Targets**

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

TARGET	90%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of students received an overall score of 5 or higher on a 9-point scale. The internship evaluation was revised with feedback from the school counseling advisory board and the faculty. A training instrument was created and shared with site supervisors. The new evaluation was implemented during the spring semester. Reliability data will be collected on the instrument next year.
IMPROVEMENT TYPE	Academic Process Modifications
IMPROVEMENT DESCRIPTION	Assessment Revision Needed
IMPROVEMENT	

## 3.4 **Outcomes/Objectives**

### Culturally Responsive Counseling

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

## Action Plan

Revision of Assessments

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

Not Reported this Period

TARGET	80%
FINDINGS	N/A
ANALYSIS OF FINDINGS	No School Counseling students were in need of assessment at this point.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	



### 3.4.2 Assessment

#### COUN 594 Site Supervisor Evaluation of Intern

Students will complete a 600-hour school counseling internship at a private or public school. As part of this internship, students provide direct school counseling services (including individual counseling, small group counseling, classroom guidance, referrals and consultations, and school-wide activities) under the supervision of a qualified licensed/certified school counselor. The Site Supervisor Evaluation of Intern Form allows the school counselor site supervisor to assess the competence of counseling interns in the areas of personal and professional responsibilities, supervision, and counseling skills.

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

1. This assessment measures school counseling student's ability to deliver cultural competent services and promote access, equity, and social justice for all P-12 students. 2. School counseling interns are assessed at the mid and final point of each semester of internship. 3. School counseling interns are assessed at the mid and final point of each semester of internship.

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

### 3.4.2.1 Targets

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

TARGET	90%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of students received an overall score of 5 or higher on a 9-point scale. The internship evaluation was revised with feedback from the school counseling advisory board and the faculty. A training instrument was created and shared with site supervisors. The new evaluation was implemented during the spring semester. Reliability data will be collected on the instrument next year.
IMPROVEMENT TYPE	Academic Process Modifications
IMPROVEMENT DESCRIPTION	Action Plan implemented; will assess next cycle

**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

**3.5.1.1 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	81%
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 total number of possible responses (44 for SC and 88 for MCFC) for this section.
IMPROVEMENT TYPE	Academic

IMPROVEMENT DESCRIPTION  
No Improvements Deemed Necessary

IMPROVEMENT

### 3.5.12 Targets

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

TARGET 80%

FINDINGS 100%

ANALYSIS OF FINDINGS All participants report working in the counseling profession.

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

SC Professional Dispositions

Students will demonstrate professional dispositions consistent with the counseling profession.

#### 4.1.1 Assessment

COUN 521- Professional Dispositions

In the first semester of the program, 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. **Not Reported this Period**

TARGET	80%
FINDINGS	N/A
ANALYSIS OF FINDINGS	No School Counseling Students took practicum during the reporting period.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

### 4.1.3 **Assessment**

#### COUN 594 Internship - Professional Dispositions

Students will complete a 600-hour school 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 SC student's skill development in delivering counseling services.
2. SC interns are assessed at the mid and final point of each semester of internship.
3. SC 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	The school counseling intern evaluation was updated for spring 2024. This change was the result of improvements deemed needed in last year’s program evaluation and included feedback from the faculty and SC advisory board. Even with the change in the rating scale, the target rate was exceeded.
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	