

Regent University

# Ph.D. in Counselor Education and Supervision - Program Assessment Report 2022-2023

August 31, 2023

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## Ph.D. in Counselor Education and Supervision - 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** High-Quality Education

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 Professional Counseling

Students will demonstrate comprehensive knowledge about professional counseling, methods of evaluating effective counseling, ethical, and culturally relevant counseling in multiple settings.

##### 1.1.1 **Assessment** CES Rubric Dimension 1

Students will enroll in CES 626 Advanced Counseling and Theories in the fall of their 2nd year of study. As a requirement in this course, students will complete a theory project and live discussion assignment. This assignment will be assessed utilizing the CES Rubric – Dimension 1. The CES Rubric evaluates student skill and knowledge in counseling, supervision, teaching, and leadership/advocacy.

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

1. CES Rubric – Dimension 1 assesses student’s counseling knowledge. 2. Doctoral students in the CES program enrolled in CES 626 3. Fall semester (2nd year of study)

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

##### 1.1.1.1 **Targets** 90% of students will score 3 or higher on dimension 1 of the CES Rubric. Met

TARGET 90

FINDINGS	94
ANALYSIS OF FINDINGS	94% of students receive a 3 or higher on this dimension of the CES Rubric.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

### 1.1.2 **Assessment**

#### Comprehensive Written Portfolio

Students are expected to submit a comprehensive written portfolio in the 7th semester (fall, 3rd year) of the doctoral program. This exam assesses students on all areas of the core CACREP doctoral standards.

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

1. Measure student's application of knowledge of the all core doctoral CACREP standards. 2. Doctoral students in the CES Program who have completed 6 semesters. 3. In the fall semester.

SOURCE OF EVIDENCE

Comprehensives - Academic Direct

### 1.1.2.1 **Targets**

80% of students will pass the counseling section of the written and oral portfolio on the first attempt. Met

TARGET	80
FINDINGS	92 - Written and 93 - Oral
ANALYSIS OF FINDINGS	92% of students received a passing score on the first attempt of this section of the written portfolio. 93% of students received a passing score on the first attempt of this section of the oral portfolio.
IMPROVEMENT TYPE	Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT

## 1.2 Outcomes/Objectives

### Counselor Education

Students will demonstrate knowledge about the roles and responsibilities related to educating counselors, andragogy, and teaching methods relevant to counselor education.

### 1.2.1 Assessment

#### CES Rubric Dimension 5

Students will enroll in CES 680 Instruction in Counselor Education in the fall of their 1st year of study. As a requirement in this course, students will complete a teaching model and accompanying discussion boards. This assignment will be assessed utilizing the CES Rubric – Dimension 5. The CES Rubric evaluates student skill and knowledge in counseling, supervision, teaching, and leadership/advocacy.

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

1. CES Rubric – Dimension 5 assesses student’s teaching knowledge. 2. Doctoral students in the CES program enrolled in CES 680 3. Summer semester (1st year of study)

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

### 1.2.1.1 Targets

90% of students will score 3 or higher on dimension 5 of the CES Rubric. Met

TARGET 90

FINDINGS 100

ANALYSIS OF FINDINGS 100% of students receive a 3 or higher on this dimension of the CES Rubric.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

**1.2.2 Assessment**  
**Comprehensive Written Portfolio**

Students are expected to submit a comprehensive written portfolio in the 7th semester (fall, 3rd year) of the doctoral program. This exam assesses students on all areas of the core CACREP doctoral standards.

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

1. Measure student’s application of knowledge of the all core doctoral CACREP standards. 2. Doctoral students in the CES Program who have completed 6 semesters. 3. In the fall semester.

SOURCE OF EVIDENCE

Comprehensives - Academic Direct

**1.2.2.1 Targets**  
 80% of students will pass the teaching section of the written and oral portfolio on the first attempt. Met

TARGET	80
FINDINGS	92 - Written and 100 - Oral
ANALYSIS OF FINDINGS	92% of students received a passing score on the first attempt of this section of the written portfolio.  100% of students qualified to take the oral portion received a passing score on the first attempt of this section of the oral portfolio.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

**1.3 Outcomes/Objectives**  
**Clinical Supervision**

Students will demonstrate knowledge about the theory, purposes, and processes, of clinical

supervision and be able to utilize culturally relevant strategies for conducting clinical supervision with counselors and counselor trainees.

### 1.3.1 **Assessment**

#### CES Rubric Dimension 3

Students will enroll in CES 763 Supervision and Consultation in the fall of their 1st year of study. Students will conduct and record two supervision sessions and complete personal reflection forms based on the sessions as a requirement in this course. This assignment will be assessed utilizing the CES Rubric – Dimension 3. The CES Rubric evaluates student skill and knowledge in counseling, supervision, teaching, and leadership/advocacy.

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

1. CES Rubric – Dimension 3 assess student’s supervision knowledge. 2. Doctoral students in the CES program enrolled in CES 763 3. Fall semester (1st year of study)

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

### 1.3.1.1 **Targets**

90% of students will score 3 or higher on dimension 3 of the CES Rubric. Met

TARGET	90
FINDINGS	100
ANALYSIS OF FINDINGS	100% of students receive a 3 or higher on this dimension of the CES Rubric.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

### 1.3.2 **Assessment**

#### Comprehensive Written Portfolio

Students are expected to submit a comprehensive written portfolio in the 7th semester (fall, 3rd year) of the doctoral program. This exam assesses students on all areas of the core CACREP doctoral standards.

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

1. Measure student's application of knowledge of the all core doctoral CACREP standards. 2. Doctoral students in the CES Program who have completed 6 semesters. 3. In the fall semester.

SOURCE OF EVIDENCE

Comprehensives - Academic Direct

### 1.3.2.1 **Targets**

80% of students will pass the supervision section of the written and oral portfolio on the first attempt. **Met**

TARGET	80
FINDINGS	85 - written and 92 - Oral
ANALYSIS OF FINDINGS	85% of students received a passing score on the first attempt of this section of the written portfolio. Only two students did not pass this section. After a 3rd reader grading, only one student did not pass this section. 100% of students qualified (12/13) to take the oral portion received a passing score on the first attempt of this section of the oral portfolio.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

### 1.4 **Outcomes/Objectives**

Research Design

Students will demonstrate advanced knowledge in research design and program evaluation methods.

#### **Action Plan**

Development of student's professional writing skills.

Budget Source	Amount	Due	Status
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	\$0.00	8/1/2023	In Progress
<b>Action Item 1</b>	<b>Created</b>	<b>Due</b>	<b>Status</b>
Add portfolio dimension 6 (Writing quality) to assessment.	9/30/2022		Planned
<b>Action Item 2</b>	<b>Created</b>	<b>Due</b>	<b>Status</b>
Writing workshop for 2nd year students at residency	9/30/2022		Planned
<b>Action Item 3</b>	<b>Created</b>	<b>Due</b>	<b>Status</b>
Developmental rubric for writing manuscripts through out curriculum.	9/30/2022		In Progress

### 1.4.1 Assessment

#### Comprehensive Written Portfolio

Students are expected to submit a comprehensive written portfolio in the 7th semester (fall, 3rd year) of the doctoral program. This exam assesses students on all areas of the core CACREP doctoral standards.

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

1. Measure student's application of knowledge of the all core doctoral CACREP standards. 2. Doctoral students in the CES Program who have completed 6 semesters. 3. In the fall semester.

SOURCE OF EVIDENCE

Comprehensives - Academic Direct

#### 1.4.1.1 Targets

80% of students will pass the research/scholarship section of the written portfolio on the first attempt. Met

TARGET 80

FINDINGS 92 - Written and 100 - Oral

ANALYSIS OF FINDINGS 92% of students received a passing score on the first attempt of this section of the written portfolio.

100% of students qualified to take the oral portion received a passing score on the first attempt of this section of the oral portfolio.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION Action plan created

IMPROVEMENT

### 1.4.2 Assessment

#### Dissertation Proposal Form

In the CES program students are required to propose a dissertation study for review and acceptance by the faculty. This proposal comprises the first two chapters toward their dissertation and includes a thorough introduction, purpose statement, literature review, and methodology. The proposal is an opportunity for faculty to assess student skills and knowledge in research design.

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

1. The number of students who successfully pass dissertation proposal. 2. CES students who submit a dissertation proposal to their dissertation committee. 3. In the 3rd – 4th year of study.

SOURCE OF EVIDENCE

Dissertation/Dissertation Defense - Academic Direct

### 1.4.2.1 Targets

90% of students who propose a dissertation study will receive a pass or pass with revisions decision. Met

TARGET 90

FINDINGS 100

ANALYSIS OF FINDINGS 100% of students who defended their dissertation proposal passed or passed with minor revisions.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT

## 1.5 Outcomes/Objectives

### Theories and Skills of Leadership

Students will demonstrate knowledge about culturally relevant theories and skills of leadership practices, leadership in professional organizations, and leadership in counselor education programs

#### Action Plan

Leadership/advocacy competencies

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

Action Item 1	Created	Due	Status
Curriculum Review	9/30/2022		Planned

Action Item 2	Created	Due	Status
Validity review of the assessment review	9/30/2022		Planned

Action Item 3	Created	Due	Status
Implementation of competencies throughout curriculum.	9/30/2022		Planned

## 1.5.1 Assessment

### CES Rubric Dimension 7

Students will enroll in CES 760 Program Evaluation in the fall of their 3rd year of study. As a requirement in this course, students will complete a theory project and live discussion assignment. This assignment will be assessed utilizing the CES Rubric – Dimension 7. The CES Rubric evaluates student skill and knowledge in counseling, supervision, teaching, and leadership/advocacy.

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

1. CES Rubric – Dimension 7 assesses student’s leadership and advocacy knowledge. 2. Doctoral students in the CES program enrolled in CES 760 3. Fall semester (3rd year of study)

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

### 1.5.1.1 Targets

90% of students will score 3 or higher on dimension 7 of the CES Rubric. **Met**

TARGET	90
FINDINGS	100
ANALYSIS OF FINDINGS	100% of students scored 3 or higher.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

### 1.5.2 Assessment

#### Comprehensive Written Portfolio

Students are expected to submit a comprehensive written portfolio in the 7th semester (fall, 3rd year) of the doctoral program. This exam assesses students on all areas of the core CACREP doctoral standards.

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

1. Measure student's application of knowledge of the all core doctoral CACREP standards. 2. Doctoral students in the CES Program who have completed 6 semesters. 3. In the fall semester.

SOURCE OF EVIDENCE

Comprehensives - Academic Direct

### 1.5.2.1 Targets

80% of students will pass the leadership/advocacy section of the written portfolio on the first attempt. **Met**

TARGET	80
FINDINGS	92 - Written and 100 - Oral
ANALYSIS OF FINDINGS	92% of students received a passing score on the first attempt of this section of the written portfolio.

100% of students qualified to take the oral portion received a passing score on the first attempt of this section of the oral portion.

Scores increased from last year, however, the faculty have determined there is need to continue to strengthen in this area and will review the curriculum to determine where leadership/advocacy competencies are being reinforced. Additionally, faculty will review the validity of this portfolio rubric. An action plan has been created.

IMPROVEMENT  
TYPE

Academic Process Modifications

IMPROVEMENT  
DESCRIPTION

Action Plan implemented; will assess next cycle

IMPROVEMENT

2

## Goals

### Faith Integration

To provide leadership in the integration of sound and ethical clinical practice, skills and techniques within the context of Biblically-based values.

2.1

### Outcomes/Objectives

#### Professional Maturity

Students will demonstrate professional maturity and self-awareness to work with faith-based issues that arise in counseling, counselor education, and supervision.

2.1.1

### Assessment

#### Admission's Interview Rubrics

Candidate's ability for thinking critically and considering multiple perspectives around faith integration is assessed on a rubric during the CES interviews.

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

1. Applicants level of faith integration. 2. CES applicants. 3. During CES On-campus interviews.

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

2.1.1.1

**Targets**

100% of students admitted will receive a satisfactory score of at least 2 (3 point scale) across all sections of the faith and ethics integration rubric. **Met**

TARGET 100

FINDINGS 100

ANALYSIS OF FINDINGS One of the rubrics they are assessed on is the faith and ethics integration rubric. This score is factored into their overall interview score.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT

2.1.2

**Assessment**

COUN 789: Spiritual Genogram

Students create a “spiritual Genogram” by tracing the historical roots of religious and spiritual influences through their family of origin and considering how the family dynamics have influenced how they have come to adhere to their religious and spiritual values. The essence of the assignment is to identify how they have come to the place where they are today, and what influences have God used to direct them in their spiritual journey.

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 CES Faith Integration Rubric 2. All counseling students enrolled in CES 789 Capstone - Counseling and Christian Thought. 3. Summer of the 2nd year of study.

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

2.1.2.1

**Targets**

90% of students will score 9 or higher on a 12 point scale on the Faith Integration Rubric **Met**

TARGET 90

FINDINGS 100

ANALYSIS OF FINDINGS	100% of students scored 9 or higher on a 12 point scale on the Faith Integration Rubric.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

## 2.2 Outcomes/Objectives

### Explicit and Implicit Spiritual/Religious Counseling

Students will demonstrate knowledge and skills commensurate with counselor education and supervision to incorporate explicit and implicit spiritual/religious counseling.

### 2.2.1 Assessment

#### COUN 763: Supervision of Supervision

Each student will supervise a counseling colleague or counselor in training for a minimum of 7 weeks when enrolled in CES 763 Supervision and Consultation. This experience is intended to provide an experiential/application component of training. Each student is required to attend at least 3 group supervision of supervision sessions during the period of contact with their supervisees. The purpose of the interaction is to address emerging supervision issues. Students will be evaluated on how they process and address any spiritual, faith, or religious concerns as they arise for both the student and supervisee.

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 CES Faith Integration Rubric 2. All counseling students enrolled in CES 763 Supervision and Counseling. 3. Fall of the 1st year of study.

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

### 2.2.1.1 Targets

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

TARGET 80

FINDINGS	100
ANALYSIS OF FINDINGS	100% of students received a passing score on the faith integration rubric.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

### 2.2.2 Assessment

#### COUN 789: Individual Professional Creed Statements

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 doctoral-level 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 CES Faith Integration Rubric 2. All counseling students enrolled in CES 789 Capstone - Counseling and Christian Thought. 3. Summer of the 2nd year of study.

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

#### 2.2.2.1 Targets

90% of students will score 9 or higher on a 12 point scale on the Faith Integration Rubric Met

TARGET	90
FINDINGS	100

ANALYSIS OF FINDINGS	100% of students scored 9 or higher on a 12 point scale on the Faith Integration Rubric.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

### 3 Goals

#### Competent Students

To graduate students who demonstrate proficient skill in counseling, supervision, teaching, research, scholarship, leadership and advocacy within the context of a multicultural and pluralistic society.

#### 3.1 Outcomes/Objectives

##### Demonstrate Skills in Multicultural and Pluralistic Society

Students will demonstrate skills in counseling, supervision, teaching, research and scholarship, and leadership and advocacy within the context of a multicultural and pluralistic society.

#### Action Plan

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

#### 3.1.1 Assessment

##### Practicum Supervisor's Evaluation of Students

Students will complete a 100-hour practicum. Students will accrue direct and indirect hours by counseling, consultation, and supervision. Additionally, students will demonstrate advanced counseling skills with clients. Student progress will be evaluated by their site supervisors utilizing the practicum supervisor evaluation of student form.

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. CES students are assessed at the mid and final point of each semester of internship.
3. Spring

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

### 3.1.1.1 Targets

80% of students will receive only 3 or higher across all scales on the site-supervisors evaluation of practicum student form. **Met**

TARGET	80
FINDINGS	100
ANALYSIS OF FINDINGS	100% of students receive a 3 or higher across all scales.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

### 3.1.2 Assessment

#### Doctoral Internship Supervisor's Evaluation of Students

Students will complete a 600-hour Internship in which they demonstrate counselor educator responsibilities. The Site Supervisor Evaluation of Intern Form allows the site supervisor to assess the competence of counseling interns in the areas of teaching, supervision, clinical skills, leadership and advocacy, research, and professional dispositions.

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 CES student's skill development in teaching, supervision, clinical skills, leadership and advocacy, research, and professional dispositions. 2. CES interns are assessed at the mid and final point of each semester of internship. 3. Fall, spring, and summer

SOURCE OF EVIDENCE

Field Education or Internship reports - Academic Indirect

### 3.1.2.1 Targets

90% of students will receive only 3 or higher across all scales on the site-supervisors evaluation of intern form. **Met**

TARGET	90
FINDINGS	100

ANALYSIS OF FINDINGS	100% of students receive a 3 or higher across all scales.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

### 3.2 Outcomes/Objectives

#### Leadership

Students will demonstrate leadership responsibilities as a college and university faculty, advanced practitioners, consultants, researchers & scholarly authors, and administrators within the context of a multicultural and pluralistic society.

#### Action Plan

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

### 3.2.1 Assessment

#### Practicum Supervisor's Evaluation of Students

Students will complete a 100-hour practicum. Students will accrue direct and indirect hours by counseling, consultation, and supervision. Additionally, students will demonstrate advanced counseling skills with clients. Student progress will be evaluated by their site supervisors utilizing the practicum supervisor evaluation of student form.

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. CES students are assessed at the mid and final point of each semester of internship.
- 3.

Spring

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

### 3.2.1.1 Targets

80% of students will receive only 3 or higher across all scales on the site-supervisors evaluation of practicum student form. Met

TARGET	80
FINDINGS	100
ANALYSIS OF FINDINGS	100% of students receive a 3 or higher across all scales.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

### 3.2.2 Assessment

#### Doctoral Internship Supervisor's Evaluation of Students

Students will complete a 600-hour Internship in which they demonstrate counselor educator responsibilities. The Site Supervisor Evaluation of Intern Form allows the site supervisor to assess the competence of counseling interns in the areas of teaching, supervision, clinical skills, leadership and advocacy, research, and professional dispositions.

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 CES student's skill development in teaching, supervision, clinical skills, leadership and advocacy, research, and professional dispositions. 2. CES interns are assessed at the mid and final point of each semester of internship. 3. Fall, spring, and summer

SOURCE OF EVIDENCE

Field Education or Internship reports - Academic Indirect

### 3.2.2.1 Targets

90% of students will receive only 3 or higher across all scales on the site-supervisors evaluation of intern form. Met

TARGET	90
FINDINGS	100
ANALYSIS OF FINDINGS	100% of students receive a 3 or higher across all scales.
IMPROVEMENT TYPE	Academic

IMPROVEMENT  
DESCRIPTION

No Improvements Deemed Necessary

IMPROVEMENT

### 3.3 Outcomes/Objectives

#### Contribute to the Field

Students will engage in national, regional, and/or local scholarly activities that contribute to the field of counseling.

#### Action Plan

Increase Student Scholarship in Counseling journals and conferences

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

Action Item 1	Created	Due	Status
Faculty will increase student involvement in faculty created and sponsored professional activities.	1/27/2021	8/1/2021	In Progress

Action Item 2	Created	Due	Status
To encourage more collaboration, create a policy to state that students must have a faculty mentor to review scholarly activity.	9/30/2022	8/1/2023	In Progress

### 3.3.1 Assessment

#### CES Scholarship Activity Form

To demonstrate their counselor educator identity, CES students are expected to engage in scholarship activities that contribute to the field of counseling. The quantity of student engagement is measured using the CES Scholarship Activity form.

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 the quantity of student scholarship. 2. CES students after 3 semesters. 3. Fall semester.

SOURCE OF EVIDENCE

Count - Academic Direct

### 3.3.1.1

#### Targets

80% of students will have at least 1 scholarship activity after their first three semesters. **Met**

TARGET	80%
FINDINGS	93%
ANALYSIS OF FINDINGS	93% of students (14/15) reported at least one scholarship activity after their first three semesters. This continues to hold steady from the previous year. The portfolio and increased faculty communication around collaborative projects with students has improved student performance in this area.
IMPROVEMENT TYPE	Academic Process Modifications
IMPROVEMENT DESCRIPTION	Improved Performance
IMPROVEMENT	

### 3.3.2

#### Assessment

##### CES Scholarship Activity Form

In order to demonstrate their counselor educator identity, CES students are expected to engage in scholarship activities that contribute to the field of counseling. The quantity of student engagement is measured using the CES Scholarship Activity form.

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 the quantity of student scholarship. 2. After 7 semesters in the program. 3. Fall semester.

SOURCE OF EVIDENCE

Count - Academic Direct

### 3.3.2.1

#### Targets

90% of students will have at least 3 scholarship following their 7th semester in the program. **Met**

TARGET	90
FINDINGS	100

ANALYSIS OF FINDINGS	100% of students met this target, for a total of 17/17 students. This number meets the target, but faculty agreed to implement changes to further improve student performance in this area by increasing faculty/student collaboration.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	Action plan created
IMPROVEMENT	

### 3.4 Outcomes/Objectives

#### Knowledge of Skills and Responsibilities

Students will demonstrate knowledge and skill of the responsibilities, roles, and functions of counselor educators, supervisors, and researchers in the settings in which they will work.

### 3.4.1 Assessment

#### CES Rubric

Students will enroll in CES 740 Identity Formation in the summer of their 1st year of study. As a requirement in this course, students will complete a curriculum vita, professional development plan, and service to a professional organization. These assignments will be assessed utilizing the CES Rubric Dimension. The CES Rubric evaluates student skill and knowledge in counseling, supervision, teaching, and leadership/advocacy.

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

1. CES Rubric evaluates knowledge and skill of the responsibilities, roles, and functions of counselor educators, supervisors, and researchers in the settings in which they will work.
2. Doctoral students in the CES program enrolled in CES 740
3. Summer semester (1st year of study)

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

### 3.4.1.1 Targets

90% of students will receive a total score of 6 or higher on the CES Rubric 6. Met

TARGET 90

FINDINGS 100

ANALYSIS OF FINDINGS	100% of students receive a 3 or higher on all dimensions of the CES Rubric.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

### 3.4.2 Assessment

#### Doctoral Internship Supervisor’s Evaluation of Students

Students will complete a 600-hour Internship in which they demonstrate counselor educator responsibilities. The Site Supervisor Evaluation of Intern Form allows the site supervisor to assess the competence of counseling interns in the areas of teaching, supervision, clinical skills, leadership and advocacy, research, and professional dispositions.

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 CES student’s skill development in teaching, supervision, clinical skills, leadership and advocacy, research, and professional dispositions. 2. CES interns are assessed at the mid and final point of each semester of internship. 3. Fall, spring, and summer

SOURCE OF EVIDENCE

Field Education or Internship reports - Academic Indirect

### 3.4.2.1 Targets

90% of students will receive only 3 or higher across all scales on the site-supervisors evaluation of intern form. Met

TARGET	90
FINDINGS	100
ANALYSIS OF FINDINGS	100% of students received scores of 1 (highest score possible on inverted scale) across all dimensions of this evaluation.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary

**3.5 Outcomes/Objectives**  
**Alumni - Knowledge and Skills**

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

**3.5.1 Assessment**  
**Alumni Survey - Knowledge and Skills**

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

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

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

SOURCE OF EVIDENCE

Alumni survey - Academic Indirect

**3.5.1.1 Targets**  
 70% of respondents will report agree or strongly agree on all scales in the areas of competence section of the alumni survey. This includes counselor, educator, supervisor, researcher, and leader. Met

TARGET	70%
FINDINGS	70%
ANALYSIS OF FINDINGS	The majority of respondents across all categories reported that they were satisfied with the knowledge, skills, and professional dispositions gained in the program. No individual question had a postitive response score lower than 90%
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. Met

TARGET 80%

FINDINGS 100%

ANALYSIS OF FINDINGS All respondents reported working in the counselor educator and supervisor 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

CES Professional Dispositions

Students will demonstrate professional dispositions consistent with the counseling profession.

#### 4.1.1 Assessment

CES Internship - Professional Dispositions

Early in the program, students take 3 semesters of internship for a total of 600 hours. As part of these courses, students will be assessed on their professional dispositions using the Site Supervisor Evaluation of Intern form. The following professional dispositions will be assessed: Integrity, Openness, Respect, Motivation, 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 during CES 801, 802, and 803. 3. This will occur in all doctoral internship courses at the end of the semester.

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

**4.1.1.1 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	100% of students scored 4 or 5 on five point scale across all disposition scales.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

**4.1.2 Assessment**

CES Practicum - Professional Dispositions

Students will complete a 100-hour practicum in which they develop a new counseling skill. As part of this courses, students will be assessed on their professional dispositions using the Site Supervisor Evaluation of Practicum Student form. The following professional dispositions will be assessed: Integrity, Openness, Respect, Motivation, 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 ' professional dispositions. 2. All students are assessed during CES 773. 3. This will occur in CES 773 at the end of the semester.

SOURCE OF EVIDENCE

Clinical Evaluations, Reviews - Academic Direct

#### 4.1.2.1 **Targets**

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

TARGET	90%
FINDINGS	100%
ANALYSIS OF FINDINGS	100% of students scored 4 or 5 on five point scale across all disposition scales.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	

#### 4.1.3 **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 CES 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

#### 4.1.3.1 **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%
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FINDINGS	85%
ANALYSIS OF FINDINGS	All participants reported agree or strongly agree on questions relevant to professional dispositions.
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	No Improvements Deemed Necessary
IMPROVEMENT	