



Corban University

Clinical Mental Health Counseling

Comprehensive Assessment Annual Program Report

2016-17

Prepared by Clinical Mental Health Counseling faculty for program website posting and distribution to current students, affiliate faculty, alumni, employers, administrators, and Clinical Mental Health Program Advisory Board Members.

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**Corban University**  
**Clinical Mental Health Counseling Program**  
**Comprehensive Assessment Plan Annual Report 2016-17**

**Table 1 Vital Statistics Dashboard 2016-17**

<b>Graduates August 2016-May 2017</b>	<b>15</b>
<b>Completion Rate</b>	<b>86%</b>
<b>Licensure/Certification Exam Pass Rate</b>	<b>100%</b>
<b>Job Placement Rate</b>	<b>94%</b>

**Introduction and Overview**

Corban University has engaged in counselor education since August 2009. The first Master of Counseling (MAC) degrees were granted in August 2011. The program is a 60-credit cohort model Master of Counseling in Clinical Mental Health Counseling. The Clinical Mental Health Counseling (CMHC) program is housed in the School of Education and Counseling (SOEC). The program was esigned to align with CACREP standards and competencies as well as the nine competencies established by the Oregon Board of Licensed Professional Counselors and Therapists. The faculty and university's goal from the time the program began was to apply for CACREP accreditation. The faculty developed the following mission statement and outcomes as a foundation for the program. The Clinical Mental Health Department's mission statement is:

The mission of the Clinical Mental Health Counseling Program (CMHC) is to train professional counselors guided by biblical principles to promote the cultural, social, psychological, and physical well-being of individuals, families, communities, and organizations. We prepare professional leaders who stand for social justice, demonstrate multicultural awareness, and serve as change agents and advocates.

The CMHC program has five program outcomes:

1. Candidates will be able to articulate a counseling framework that includes demonstrating various psychotherapeutic orientations in order to develop a therapeutic relationship and deliver supervised clinical skills to both individuals and groups.
2. Candidates will be able to develop and exhibit a professional identity as a counselor including effective self-evaluation and modeling professional, ethical, and legal practice.
3. Candidates will articulate a theological framework that demonstrates the ability to integrate biblical principles, an awareness of spiritual issues impacting clients, and the ability to develop a theory of persons, including spiritual, physical, behavior, and psychological aspects.
4. Candidates will demonstrate awareness of differences among peoples and seek to understand others from a diversity of backgrounds.
5. Candidates will be prepared to begin the licensure process to become a Licensed Professional Counselor (LPC) and a National Certified Counselor (NCC) after s the program.

In 2011, the CMHC faculty began developing an assessment plan based on the university assessment plan utilizing the above program outcomes. In the fall of 2013, the faculty met to lay the foundation for the self-study. Syllabi had been designed with CACREP standards from the program's inception. This provided the academic foundation for our self-study and the writing began. We sent our self-study and completed follow up addendums to CACREP and a site visit was scheduled for Fall 2016.

The site visit was rigorous and the team found that further development of our assessment plan was an area that needed to be addressed more fully. The faculty began addressing the assessment deficits while the team was still here. We continued that work and further addressed assessment in our institutional response.

### **Action Steps**

Since that time, a stronger assessment plan has been built based on the 2009 standards that the faculty applied under and with a look forward to the 2016 standards. A new mission statement and Program Learning Outcomes (PLO) that are more defined and closely aligned to the CACREP standards were developed. The new mission statement and PLO's are listed here:

### **Mission Statement**

The mission of Corban University's Clinical Mental Health Counseling Program is to prepare competent, clinical mental health counselors who promote social, cultural, psychological, spiritual, and physical well-being of individuals, families, communities, and organizations.

Professional clinical mental health counselors serve as advocates in promoting wellness and social justice. This is accomplished through intentional focus on increasing students' personal development as well as awareness of self and others; developing knowledge and

applying a theory to practice model in the development of clinical skills; case conceptualization; applied ethical awareness; appreciation of diversity; productive vocational skills, and mastery of the cognitive, behavioral, and emotional dynamics that permeate the human experience.

Corban's mental health counseling students are incrementally exposed to a broad range of clinical issues through a breadth of course work and clinical practice. Students learn to show unconditional positive regard and to develop a coherent theoretical, ethical, and multicultural framework for counseling practice. Additionally, students are prepared to serve as change agents in their community, state, region, and world. Graduates deliver effective services in a variety of mental health counseling job placements and are eligible to apply for licensure and certification upon successful program completion.

### **Program Learning Objectives (PLOs)**

1. Professional Counseling Practice/Ethical Practice-Students will demonstrate their understanding of professional and ethical practice, including knowledge of professional roles, advocacy processes, ethical and legal procedures in counseling, technology, and record keeping.
2. Social and Cultural Diversity- Students will demonstrate their knowledge of social and cultural diversity in terms of counselor roles, multicultural and pluralistic trends, and counseling practices in areas of identity development, social justice, advocacy and conflict resolution.
3. Human Growth and Development- Students will demonstrate their understanding of individual and family development; systemic and environmental factors that affect human development; culturally relevant strategies for promoting development and wellness across the lifespan.

4. Diagnosis/Treatment Planning-Students will demonstrate an understanding of:  
diagnostic process of the use of the DSMV; case conceptualization, treatment plans,  
development of measurable outcomes for clients, and evidence-based counseling  
strategies and techniques for prevention and intervention.
5. Counseling and Helping Relationships-Students will demonstrate an orientation to  
wellness and prevention, suicide prevention models and strategies, crisis intervention,  
trauma-informed and community-based strategies.
6. Career Development- Students will demonstrate their understanding of career  
development processes, techniques and resources, and the application of assessment  
instruments and techniques relevant to career planning and decision making in a global  
economy.
7. Counseling Theory & Skills- Students will demonstrate an understanding of counseling  
theories, theories of addictions, and appropriate counseling intervention models, and  
essential, interviewing, counseling micro skills, and case conceptualization skills.
8. Group- Students will demonstrate their understanding of the principles of group  
dynamics, theories of group counseling methods, behaviors, and assessments.
9. Assessment & Testing-Students will demonstrate their understanding of standardized and  
non-standardized assessment techniques, environmental assessments, issues of validity,  
reliability, and cultural factors necessary for an ethical approach to assessment.
10. Research-Students will demonstrate their understanding of the importance of research in  
advancing the counseling profession, as well as their grasp of research methodology,  
related ethical issues and application of research in practice.

11. Spirituality-Students will articulate a spiritual framework for counseling that demonstrates an understanding of the impact of spiritual beliefs on counselors and client's worldview; demonstrate the ability to show unconditional positive regard, respect, and advocacy for clients.

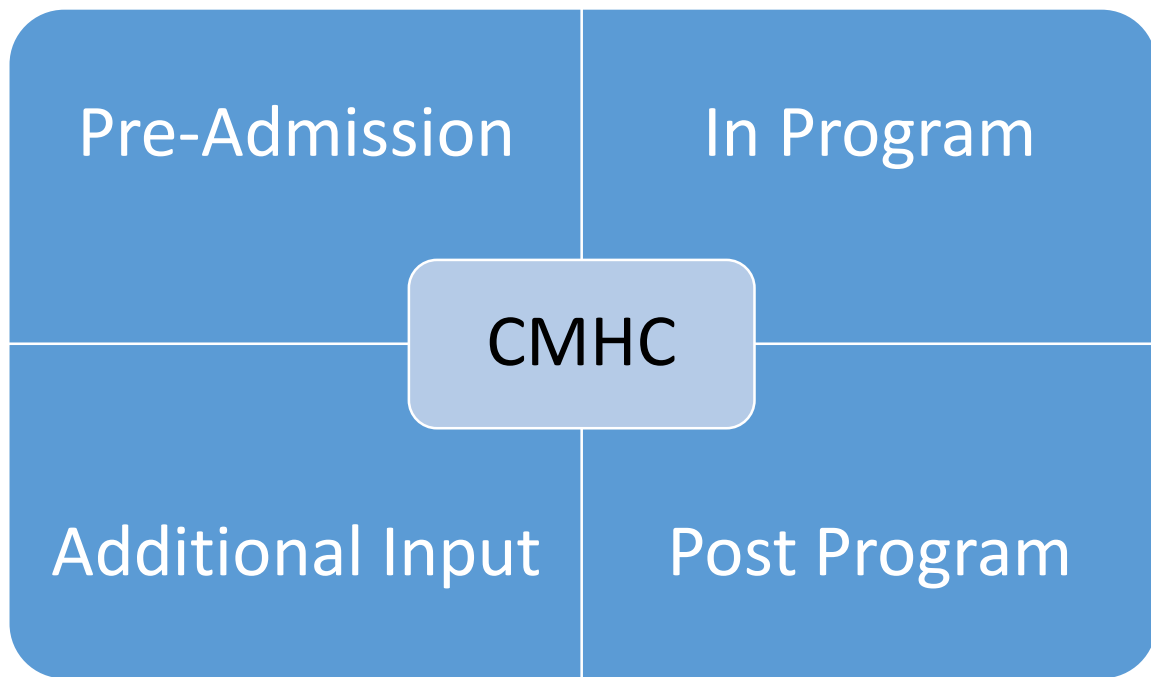
This year's report will be based on the original mission statement and outcomes. The new mission statement and outcomes are being implemented in the 2017-18 academic year.

### **Comprehensive Assessment Overview**

CMHC faculty employ formative and summative measures for data collection across program assessment areas. Results in this report are derived from CMHC collected throughout 2016-17. In some instances, data represents additional academic years to include sufficient responses or report trends. The report begins with an overview of data points and faculty evaluation procedures that demonstrates the method of data entry, review, and recommended actions. The report includes examples of programmatic and curricular action steps made by CMHC faculty based on current results and data trends. In organizing this report, the assessment areas are delineated as: Pre-Program (admission); In Program; Post program; and Additional Data. The fourth area, Additional Data includes input valuable for assessing program and curricular functioning, though not directly related to degree completion (e.g., licensing test pass rates and advisory board feedback and suggestions). Figure 1 illustrates the continual assessment cycle.



**Figure 1**



**Faculty Assessment Review**

The CMHC program developed a comprehensive assessment system used to inform decision-making using a continuous improvement model. This system includes data collected for Pre-Admission, In Program, Post-Program and Additional Input. The Data Points for Reporting and Review chart below provides an overview of the systematic data review of the CMHC program.

**Table 2 Program Data Points for Reporting and Review 2009 Standards**

Program Data Points	Assessment Data to be Collected and Reported	Remediation Process (as needed)	Data Application for Curricular and Annual Program Review
1. Admissions & Enrollment	A. Application Data 1. Applicants 2. Completed Application 3. Withdrew B. Interview Data 1. Individual Interview	None-Denial to program as needed	Faculty: 1. Program Review Admissions Procedure  Advisory Board Review:

	<p>Rubric</p> <p>2. Group Interview Rubric</p> <p>3. Dispositions Rubric</p> <p>4. Denied</p> <p>5. Admitted</p> <p>C. Enrollment Data</p> <p>1. Admitted</p> <p>2. Enrolled</p> <p>3. Withdrew</p> <p>4. Dismissed</p> <p>5. Graduated</p>		<p>1. Admissions Procedures</p> <p>Recruitment Dept./Faculty: Admissions Procedure</p>
2. Annual Assessment of Professional Dispositions (APQ)	<p>A. APQ annual evaluations</p> <p>1. Number of Plans for Success</p> <p>2. Percentage of Students needing Plan for Success</p>	Plan for Success (as needed)	<p>Faculty:</p> <p>1. Identify areas of needed focus for student development.</p> <p>2. Implement programmatic and curricular intervention</p>
3. Key Curricular Outcome Assessments (KOA)	<p>A. Program-Three Key Outcome Assessments (KOAs) that are aligned with each of the five Program Learning Objectives.</p> <p>1. Clinical Evaluation</p> <p>2. Nature of People Paper</p> <p>3. Portfolio</p> <p>B. Curriculum- KOA that is aligned with the CMHC classes and the 2009 standards.</p>	<p>Plan for Success (as needed)</p> <p>Student may repeat class as part of Plan for Success</p> <p>Remediation Plan Possible dismissal from program</p>	<p>Faculty:</p> <p>1. Enter data Tk-20 (Assessment software)</p> <p>2. Run Reports</p> <p>3. Close Data Loop</p> <p>4. Review Results at Fall Faculty Assessment Meeting</p> <p>5. Ongoing assessment as needed at Bi-weekly faculty meetings</p> <p>Administration:</p> <p>1. Make Budget Recommendations</p> <p>2. Send Results</p> <p>Advisory Board</p> <p>1. Review Curricular Results at February meeting</p>
4. Practicum/ Internship	<p>A. Practicum/Internship</p> <p>1. Attend Site Supervisor Fair</p> <p>2. Number of students admitted to Practicum/Internship</p> <p>3. Number of students with a P for Practicum/Internship</p> <p>Mean score for clinical evaluation for Practicum/Internship</p>	<p>APQ</p> <p>Successful completion of first year courses</p> <p>Possible dismissal from program</p>	<p>Faculty:</p> <p>1. Evaluate and examine effectiveness of advising program.</p> <p>2. Identify patterns of courses with students performing under expectation and implement curricular level interventions or change course content</p>

			3. Evaluate yearly results for Internship clinical evaluation; report as part of data loop Spring Faculty Assessment
5. Completion of Internship	A. Site Supervisor 's Final Internship Evaluation for CN561-63 B. University Site Supervisor's Internship Evaluation CN561-63 C. Site supervisor's final clinical evaluation D. University supervisor final clinical evaluation for CN561-63	Plan for Success  Possible Dismissal from Program	Faculty: 1. Identify areas of needed focus for student development.  2. Enter clinical evaluation data into TK-20 3. Run Reports 4. Review results at Fall Faculty Assessment meeting  5. Implement programmatic and curricular level interventions to improve disposition scores.
6. Portfolio	A. Sign up for CN599 during last term B. Form committee of two faculty members C. Complete Portfolio according to instructions		Faculty: 1. Grade portfolio using rubric 2. Enter Key Outcome Assessment into TK-20 3. Review portfolio process Implement programmatic and curricular level changes as necessary
7. Student Clinical Site Evaluation	A. Supervisee evaluation of clinical site.		Program and curricular improvement
8. Supervisor Evaluation	A. Supervisee evaluation of site supervisor		1. Implement additional training for site supervisors or replace site 2. Surveys need to be approved by curricular improvement
9. Employee Evaluation	A. Employer evaluation of student's program		1. Program and curricular improvement 2. Surveys need to be approved by curricular improvement
10. Alumni Survey	A. Survey of alumni's program experience B. Survey of alumni's job placement		1. Program and curricular improvement  2. Surveys need to be approved by the Assessment Committee

11.Recommendations for certifications and/or licensure	A. Number of graduates receiving endorsement for licensure and/or certification	Successful completion of program/degree posted	1.Program and curricular improvement
12. Faculty to Student Ratios	A. The ratio of counseling students to faculty		2.Maintaining University and external standards

The following processes are utilized by the CMHC department to collect, compile, aggregate, summarize, and analyze data on program quality, curricular decisions, and candidate performance.

**Procedure**

Data comes into the CMHC program from several sources including admissions, Program Key Outcomes Assessments (PKOAs), Key Outcome Assessments (KOAs), Practicum and Internship supervisors, and surveys from alumni, employers, and supervisors. Data are also released with a signed release to the Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT) providing them with information so that students can pursue licensure. The data are both necessary and important to inform the faculty regarding programmatic and curricular program development. The faculty consider that this information contributes to the continual systematic review that is critical to the strength of a CACREP accredited program..

**Method of Faculty Review**

The Program Director and the CMHC Administrative Assistant collect and maintain the data. The faculty review data at weekly faculty meetings and/or at two assessment meetings that take place in May and December. Decisions regarding programmatic and curricular recommendations are made and the faculty makes the necessary changes. Data recommendations become agenda items that are presented to the CMHC Advisory Board for their review. Data are sent to other departments as necessary (see the Program Data Points for Reporting and Review that is posted above).

**Use of Data to Inform Program Changes**

Demographic data of prospective and current students inform decisions that impact the diversity of the student body. Student rates of employment and employment surveys are reviewed annually to

determine the overall success of the program in preparing students for a successful career in the counseling field, and to provide information regarding possible programmatic and curricular interventions that may be needed.

### **Pre-Admission**

The Graduate Admissions Department handles the initial contact with applicants for the program. The applicant completes an online application that includes transcripts, references, and written essays. The Admissions Department initially screen applicants for GPA and other admissions criteria. Once the initial screening and file is complete, the CMHC faculty review the file. Applicants are invited to an in-person interview process. The interview process includes a group interview, an individual interview, and a writing sample. The CMHC faculty use rubrics to score the applicant's in the individual and group interview. Faculty then meet together to discuss the interview results.

During the 2016-17 admissions cycle 24 individuals, 20 females and four males, applied to the program. Faculty reviewed the applications and all 24 were invited to interview. The interview consisted of a group interview and an individual interview that were scored using a rubric. Combined interview and application assessments resulted in 18 acceptance decisions. The acceptance rate was 75%, (18 students). Ten students started the program.

The last three admissions cycle we have had around 24 applicants a year. The application rate and admit decisions have declined in recent years. Applicant feedback has indicated that CACREP accreditation is an important aspect of the student's school decision. CACREP accreditation was received in January 2017 and we look forward to seeing an increase in student applications and student starts.

**Table 3 Pre-Admission**

Year	Applicant	Accepts	Started program
2014-15	25	20	19
2015-16	24	16	12
2016-17	24	18	10

**Action Steps**

Last year as a part of the ongoing faculty evaluation process, the faculty reviewed the interview scoring rubric. Changes were made to the question and scoring and the updated rubric will be implemented in the 2017-18 academic year.

As a result of our CACREP site visit, the faculty decided to add an additional disposition assessment. This rubric provides the opportunity to assess important counselor dispositions such as openness, ability to receive feedback, and ability to accept personal responsibility. This rubric will be used at the interview, after CN502 Theories and Skills II, after CN512 Practicum, and after the first term of CN563 Internship. This assessment is being implemented in Fall 2017.

**In Program**

The second assessment area builds on the first from admission to program completion. Considerable attention and evaluative focus tracks developmental student learning (e.g., gains in awareness, knowledge, and skills). Students are continually assessed for academic (e.g., knowledge) and dispositional (awareness, comportment) professional growth and development. The CMHC program culminates in a final written assessment and oral defense examination. The students create, then orally defends a comprehensive written portfolio and final oral exam.

## Curriculum Assessment

### Key Curricular Outcome Assessments

#### Program Outcome Assessments (POA).

Corban University has an ongoing, comprehensive, formal assessment plan based on three core themes: Transformative Learning, Holistic Development, and Christian Stewardship. Each academic and service department in the university has outcomes aligned with those themes that are assessed on a yearly basis. The university uses TK20 ,an assessment system, to manage the assessment program. The CMHC program has five program outcomes. There are three key summative assessments that measure these outcomes:

**Table 4 Assessment #1-Practicum/Internship Evaluation  
PLO Level I-Introductory; R-Reinforced; M-Mastered**

Assessment	Date	N	M	PLO Level
Practicum	12/14	N=8	4.0	I
Internship I Evaluation	05/15	N=9	4.2	R
Internship II Evaluation	08/15	N=8	4.7	M

**Table 5 Assessment #2-Portfolio**

Assessment	N	Mean	% of Grade $\geq 3$	PLO Level
Portfolio FA16	4	4.83	100	M
Portfolio SP17	4	4.55	100	M
Portfolio SU17	6	4.31	100	M
Total Mean		4.56		

**Table 6 Assessment #3-Nature of People Paper  
2016-17**

Assessment	N	M	% of Grades $\geq 3$	PLO Level
Nature of People	10	3.87	100	M

Practicum/Internship Evaluation is completed by campus faculty and site supervisors.

There are three evaluations. The Mean recorded on the Programmatic Evaluation of Learning Outcomes is the Internship II evaluation, mastery level. The data comes from Fall 2016, Spring 2016, and Summer 2017. The Nature of People paper is completed twice during the CMHC program during CN502 Theories and Skills II and CN603 Theology III. The mean for this assessment is the data from the second Nature of People paper that is at mastery level. The Portfolio assessment is a capstone project and is completed at the mastery level at the conclusion of the program.

The outcomes and corresponding assessments are listed in the chart below:

**Table 7 Programmatic Evaluation of Learning Outcomes  
2009 Standards  
2016-17 Results**

Program Learning Outcome	CACREP Standards	CMHC Courses	Assessment	Results 2016-17
1. Candidates will be able to articulate a counseling framework that includes demonstrating various psychotherapeutic orientations in order to develop a therapeutic relationship and deliver supervised clinical skill to both individuals and groups.	II. G.1. a.-j.	CN501/502 Theories & Skills 1 & 2 CN521 Intro to Family CN523 Group CN536 Addiction CN533 Career CN538 Crisis, Disaster CN512 Practicum CN561-63 Internship	Nature of People Paper	N=10 M=3.87
	II.G.4. a.-g.		Clinical Evaluation	N=16 M=4.7
	II.G.5.a.-g.		Portfolio	N=14 M=4.56
	II.G.6.a.e.			
	II.G.7.a.g.			
	II.G.8.a.f.			
	A.1.-10.			
	B.1.-2.			
	C.1.-9.			
	D.1.-9.			
	G.1.-4.			
	H.1.-4.			
	I.1.-3.			
	J.1.-3.			
	K.1.-5.			
	L.1.3.			



<p>2. Candidates will be able to develop and exhibit a professional identity as a counselor including effective self-evaluation and modeling professional, ethical, and legal practice.</p>	<p>II.G. 1. a-j. II.G.5.1.-g. A.1.-10. B.1.-2. C.1.9. D.1.-9. G.1.-4. I.1.-3. J.1.-3. K.1.-5. L.1.-3.</p>	<p>CN501/2 Theories &amp; Skills I &amp; II CN531 Foundations CN537 Legal &amp; Ethical</p>	<p>Nature of People Paper  Clinical Evaluation  Portfolio</p>	<p>N=10 M=3.87  N=16 M=4.7  N=14 M=4.56</p>
<p>3. Candidates will articulate a therapeutic framework and demonstrates the ability to integrate biblical principles, an awareness of spiritual issues impacting clients, and the ability to develop a theory of persons, including spiritual, physical, behavior, and psychological aspects</p>	<p>II.G.3.a.-h. A.1.-10. B.1.-2. E.1.-5. F.1.-3.</p>	<p>CN501&amp; 2 Theories &amp; Skills I &amp; II CN521 Intro to Family</p>	<p>Nature of People Paper  Clinical Evaluation  Portfolio</p>	<p>N=10 M=3.87  N=16 M=4.7  N=14 M=4.56</p>
<p>4.Candidates will demonstrate awareness of differences among peoples and seek to understand others from a diversity of background</p>	<p>II.G.2.a-f. II.G.7.a.-g. II.G.8.a.-f. E.1.-5. F.1.-3.</p>	<p>CN501 &amp; 502 Theories &amp; Skills I &amp; II CN531 Foundations CN537 Legal &amp; Ethical CN532 Social &amp; Cultural CN512 Practicum CN561-63 Internship CN561-63 Internship</p>	<p>Nature of People Paper  Clinical Evaluation  Portfolio</p>	<p>N=10 M=3.87  N=16 M=4.7  N=14 M=4.56</p>
<p>5. Candidates will be prepared to begin the licensure process to become a Licensed Professional Counselor (LPC)</p>	<p>II.G.1.a.-j. II.G.2.a.-f. II.G.3.a.h. II.G.4.a.-g. II.G.5.a.-g. II.G.6.a.-e. II.G.7.a.-g. II.G.8.a.f. A.1.-10 B.1.-2. C.1.-9. D.1.-9. E.1.-6. F.1-3. G.1.-4. H-1.-4. I.1.-3. J.1.-3.</p>	<p>CN501 Theories &amp; Skills CN532 Social &amp; Cultural CN534 Appraisal CN541 Research</p>	<p>Clinical Evaluation  Portfolio</p>	<p>N=16 M=4.7  N=14 M=4.56</p>

	K.1.-5. L.1.-3.			
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**Action Steps:**

The faculty will review the results of the programmatic learning outcomes at their December assessment meeting and the results will also be reviewed by the Advisory Board in February 2018.

**Curriculum KOAs.**

Each class has a syllabus with CACREP standards, assignments, and student learning outcomes (see Appendix III original Self-Study). The student must maintain a GPA of 3.0. Each course has a Key Outcome Assessment (KOA) that is aligned with the CMHC classes and the CACREP 2009 standards. The following chart shows the results of the 2016-17 academic year.

**Table 8 2009 Standards/Key Outcome Assessments**

#	2009 Standards/Key Outcome Assessment	Corban Clinical Mental Health Course * and Name	Key Outcome Assessment	Key Assessment Score 16-17
	<b>Professional Orientation and Ethical Practice</b>			
II.G.1. a.	history and philosophy of the counseling profession	CN531 Foundations of the Counseling Profession	Final Research Paper	N=9 M=4
II.G.1. b.	professional roles, functions, and relationships with other human service providers; including strategies for interagency/interorganization collaboration and communications	CN531 Foundations of the Counseling Profession	Final Research Paper	N=9 M=4
II.G.1. c.	counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis,	CN538 Crisis, Disaster, and Trauma	Final Research Paper	N=11 M=4

	disaster or other trauma-causing event			
II.G.1. d.	self-care strategies appropriate to the counselor role	CN531 Foundations of the Counseling Profession	Final Research Paper	N=9 M=4
II.G.1. e.	counseling supervision models, practices, and processes	CN563 Internship	Class discussion	-
II.G.1. f.	professional organizations, including membership benefits, activities, services to members, and current issues	CN531 Foundations of the Counseling Profession	Class discussion/forums	-
II.G.1. g.	professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	CN537 Legal, Ethical & Professional Issues in Counseling	Ethical Decision Making Paper	N=8 M=4
II.G.1. h.	the role and process of the professional counselor advocating on behalf of the profession	CN531 Foundations of the Counseling Profession	Final Research Paper	N=9 M=4
II.G.1. i.	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	CN531 Foundations of the Counseling Profession	Final Research Paper	N=9 M=4
II.G.1. J.	ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in profession counseling	CN537 Ethical and Legal Issues	Ethical Decision Making Paper	N=8 M=4
	<b>Social and Cultural Diversity</b>			
II.G.2. a.	multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;	CN532 Social & Cultural Foundations	Cultural Genogram and Reflection Paper	N=9 M=4
II.G.2. b.	attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;	CN532 Social & Cultural Foundations	Cultural Genogram and Reflection Paper	N=9 M=4
II.G.2. c.	theories of multicultural counseling, identity development, and social justice;	CN532 Social & Cultural Foundations	Cultural Genogram and Reflection Paper	N=9 M=4

II.G.2. d.	individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;	CN532 Social & Cultural Foundations	Cultural Genogram and Reflection Paper	N=9 M=4
II.G. 2. e.	counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and,	CN532 Social & Cultural Foundations	Cultural Genogram and Reflection Paper	N=9 M=4
II.G.2. f.	counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.	CN532 Social & Cultural Foundations	Cultural Genogram and Reflection Paper	N=9 M=4
	<b>Human Growth and Development</b>			
II.G.3. a.	theories of individual and family development and transitions across the lifespan;	CN522 Counseling across the Lifespan	Developmental Issue Paper	N=8 M=4
II.G.3. b.	theories of learning and personality development, including current understanding about neurobiological behavior;	CN522 Counseling across the Lifespan	Developmental Issue Paper	N=8 M=4
II.G.3. c.	effects of crises, disasters, and other trauma-causing events on persons of all ages;	CN538 Crisis, Disaster, and Trauma	Crisis/trauma Counseling Paper	N=11 M=4
II.G.3. d.	theories and models of individual, cultural, couple, family, and community resilience;	CN522 Counseling across the Lifespan	Developmental Issue Paper	N=8 M=4
II.G.3. e.	a general framework for understanding exceptional abilities and strategies for differentiated interventions;	CN522 Counseling across the Lifespan	Developmental Issue Paper	N=8 M=4
II.G.3. f.	human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;	CN535 Psychopathology, Diagnosis and Treatment Planning	Final Clinical Project	N=8 M=3
II.G.3. g.	theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and,	CN536 Addiction	Addiction Treatment Paper	N=8 M=3
II.G.3. h.	theories for facilitating optimal development and wellness over the lifespan.	CN522 Counseling across the Lifespan	Development Issue Paper	N=8 M=4
	<b>Career Development</b>			

II.G.4.	career development theories and decision-making models;	CN533 Career and Life Planning	Career Assessment & Interpretation Report	N=13 M=4
II.G.4. b.	career, avocational, occupational, and labor market information resources, and career information systems;	CN533 Career and Life Planning	Career Assessment & Interpretation Report	N=13 M=4
II.G.4. c.	career development program planning, organization, implementation, administration, and evaluation;	CN533 Career and Life Planning	Career Assessment & Interpretation Report	N=13 M=4
	career counseling processes, techniques, and resources, including those applicable to specific populations; and	CN533 Career and Life Planning	Career Assessment & Interpretation Report	N=13 M=4
II.G.4. d.	interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;	CN533 Career and Life Planning	Career Assessment & Interpretation Report	N=13 M=4
II. G .4.e.	career and educational planning, placement, follow-up, and evaluation;	CN533 Career and Life Planning	Career Assessment & Interpretation Report	N=13 M=4
II.G.4. f.	assessment instruments and techniques relevant to career planning and decision making; and,	CN533 Career and Life Planning	Career Assessment & Interpretation Report	N=13 M=4
II.G.4. g.	career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.	CN533 Career and Life Planning	Career Assessment & Interpretation Report	N=13 M=4
	<b>Helping Relationships</b>			
II.G.5. .a.	an orientation to wellness and prevention as desired counseling goals;	CN522 Counseling across the Lifespan	Development Issue Paper	N=8 M=4
II.G.5. .b.	counselor characteristics and behaviors that influence helping processes;	CN531 Foundations of the Counseling Profession	Final Research Paper	N=9 M=4
II.G. 5. c.	essential interviewing and counseling skills;	CN501 Theories & Skills I	Skill Practice	N=8 M=3
II.G. 5. d.	counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with professional research and practice in the field so they begin to develop a personal model of counseling;	CN501 Theories & Skills I	Nature of People Paper	N=8 M=3

II.G.5. e.	a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;	CN521 Introduction to Family Counseling	Foo Paper	N=10 M=4
II.G.5..f.	a general framework for understanding and practicing consultation; and,	CN539 Psychopharmacology	Peer Learning Team Project	N=11 M=3
II.G.5. g.	crisis intervention and suicide prevention models, including the use of psychological first aid strategies;	CN538 Crisis, Disaster, and Trauma	Crisis/trauma Counseling Paper	N=11 M=4
	<b>Group Work</b>			
II.G.6. .a.	principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;	CN523 Group Counseling	Group Proposal Paper	N-10 M=3.6
II.G.6. b.	group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;	CN523 Group Counseling	Group Proposal Paper	N-10 M=3.6
II.G .6. c.	theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;	CN523 Group Counseling	Group Proposal Paper	N-10 M=3.6
II.G.6. d.	group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and,	CN523 Group Counseling	Group Proposal Paper	N-10 M=3.6
II.G.6. .e.	direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.	CN523 Group Counseling	Group Proposal Paper	N-10 M=3.6
	<b>Assessment</b>			
II.G.7. a.	historical perspectives concerning the nature and meaning of assessment;	CN534 Appraisal of the Individual	Weekly Forums	-

II.G.7. .b..	basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods,	CN534 Appraisal of the Individual	Final Exam	N=12 M=3
II.G.7. c.	statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;	CN534 Appraisal	Final Exam	N=12 M=3
II.G. 7. d.	reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);	CN534 Appraisal of the Individual	Final Exam	N=12 M=3
II.G. 7. c.	validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);	CN541 Research Methods	Final Research Project	N=8 M=3
II.G. 7. f.	social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and,	CN534 Appraisal of the Individual	Final Exam	N=12 M=3
II.G. 7. g	ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.	CN534 Appraisal of the Individual	Weekly Forums	-
	<b>Research and Program Evaluation</b>			
II.G.8 a.	the importance of research in advancing the counseling profession;	CN541 Research Methods	Final Research Project	N=8 M=3
II.G.8.b.	research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;	CN541 Research Methods	Final Research Project	N=8 M=3
II.G. 8.c	statistical methods used in conducting research and program evaluation;	CN541 Research Methods	Weekly Assignment	-
II.G 8.d.	principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;	CN541 Research Methods	Weekly Assignments	-
II.G.8. e.	the use of research to inform evidence-based practice; and,	CN541 Research Methods	Final Research Project	N=8 M=3

II.G. .8. f.	ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.	CN541 Research Methods	Final Research Project	N=8 M=3
	<b>Practicum</b>			
III.F	Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student's practicum includes all of the following:	CN512 Practicum	Clinical Evaluation	N=8 M=4.0
III. F.1.	at least 40 hours of direct service with actual clients that contributes to the development of counseling skills;	CN512 Practicum	Clinical Evaluation	N-8 M=4.0
III.F.2	weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member , a student supervisor, or a site who is working in biweekly consultation with a program faculty member or a student supervisor;	CN512 Practicum	Site Provides	N=8 M=4.0
III.F.3	an average of one and one half (1 1/2) hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor;	CN512 Practicum	Group Supervision	N=8 M=4.0
III.F.4	The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.	CN512 Practicum	Group Supervision	N=8 M=4.0
III.F.5.	Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.	CN512 Practicum	Clinical Evaluation	N=8 M=4.0
	<b>Internship</b>			



III.G.	The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:	CN563 Internship	Clinical Evaluation	N=8 M=4.7
III.G.1	at least 240 clock hours of direct service, including experience leading groups.	CN563 Internship	Clinical Evaluation	N=8 M=4.7
III.G.2	weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.	CN563 Internship	Site Provides	N=8 M=4.7
III.G.3	an average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.	CN563 Internship	Group Supervision	N=8 M=4.7
III.G.4	The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g. record keeping, assessment instruments, supervisor, information and referral, in-service, and staff meetings).	CN563 Internship	Clinical Evaluation	N=8 M=4.7
III.G.5	the opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interaction with clients.	CN563 Internship	Group Supervision	N=8 M=4.7
III.G.6	Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.	CN563 Internship	Clinical Evaluation	N=8 M=4.7

Student grading is scored on a likert-scale rating from 1-4 with 1 indicating "Below Standard," 2 indicating "Approaching Standard," 3 indicating "At Standard," 4 indicating "Exceeds Standard."  
Clinical Evaluations are scored on a likert-scale form 1-5 with 1 indicating "Clearly Deficient," 2 indicating "Deficient," 3 indicating "Clearly Adequate," 4 indicating "Adequate," 5 indicating "Clearly Excellent."

### **Action Steps**

The data for the Curriculum KOA's is from Fall 2016, Spring 2017, and Summer 2017. Faculty will review the results of the Curriculum KOA's at the December assessment meeting. Results will be reviewed by the Advisory Board in February 2018.

## **Professional Identity**

### **Dispositions**

#### **Assessment of Professional Qualities (APQ).**

The CMHC faculty consider the counselor dispositions an important aspect of professional identity. Faculty realize that counselor development is a process that is holistic and encompasses all aspects of student learning including characteristics and attitudes.

The faculty implemented the Assessment of Professional Qualities (APQ) during the spring term 2016. The faculty met at a regular faculty meeting to discuss each student's progress. Instructors introduced the APQ in a class session. Instructors gave students instructions regarding filling out the APQ. Students contacted their Advisor to set up a time to meet and brought their copy of the APQ to the meeting. The advisor also filled out the APQ and met with the student to discuss the results. In the meeting, the Advisor gave the student a copy of the APQ which was signed by the student and the Advisor and placed in the student's file. The APQ process takes place during the spring of the first year and again during the spring of the second year. It is also used as needed if a student shows a need for improvement academically,

clinically, or professionally. The APQ rating scale from high to low includes: Advanced (A), Satisfactory (S), Emerging (E), Needs Improvement (I) or Serious Concerns (SC). If a first-year student receives below an E, the advisor will develop a Plan for Success. If a second-year student receives below an S, he/she may need to develop a Plan for Success. If an area of concern arises between the administering of the APQ, the faculty member who has the concern will bring the concern to the faculty during their regular meeting time. The student issue will be discussed and if necessary, the APQ and the Plan for Success can be used to address the situation.

**Table 9 Assessment #4 –Assessment of Professional Qualities (APQ)  
2016-17**

Cohort	N	Total percent that scored E, S, or A
Cohort 7	<b>N=10</b>	<b>100</b>
Cohort 8	<b>N=8</b>	<b>100</b>

Two students during the 2016-17 year fell into the range of needing improvement. The faculty advisor completed an additional APQ and a Plan for Success was developed for these students.

**Disposition Rating.**

In addition to the APQ, the faculty decided to complete an additional disposition assessment that would be used four times throughout the student’s program. The rating form provides an evaluation of particular dispositions including: openness, flexibility, cooperativeness, willingness to accept feedback, awareness of one’s own impact, ability to deal with conflict, ability to accept responsibility, initiative and motivation, ability to express emotions effectively and appropriately, and attention to legal & ethical issues.

## Action Steps

Faculty will continue to use the APQ on a yearly basis and in between when needed. The disposition rating form will be implemented with the interviews for the 2017-18 year.

## Graduates

**Table 10 Graduates 2016-17**

<b>Graduates 2016-17</b>	<b>Job Placement Rate</b>
<b>15</b>	<b>94%</b>

Fifteen students graduated from the CMHC program from August 2016-May 2017. The job placement rate is 94%. This number includes the 2016-17 graduates as well as those who responded to the job placement question on the alumni survey.

## Completion Rate

**Table 11 Student Completion Rate**

<b>Students Starting CMHC Program</b>	<b>Students Completed Program</b>	<b>Completion Rate</b>
<b>112</b>	<b>96</b>	<b>86%</b>

The program completion rate is the percentage of the total number of students who started the CMHC program and those who did not complete the program.

## Site Supervisor Survey

Corban University  
Site Supervisor Survey Results  
2016

17 Surveys Sent out on Survey Monkey  
Eight returned

Mental Health Agency	7
Washington County Jail	1
Professional Identity	7.5
Cultural Diversity	7.4
Human Growth & Development	7.6
Lifestyle & Career	7.8
Helping Relationships	8.2
Group Work	7.1
Diagnosis & Appraisal	8.7
Research & Evaluation	7.4

### Qualitative Responses

#### **Strengths/Weaknesses regarding your student intern:**

Needs to let down her guard and accept guidance and critical feedback, I believe that she exudes confidence due to the fear of being seen incompetent but this just gets in the way of her development. She has potential.

My student is very aware of her own values, counter-transference issues, etc. She is working on learning clinical skills, and is at the appropriate learning skill level.

Strength-is communicative and reliable. Weakness-counter transference and establishing rapport

Students have very little exposure to the concepts of Trauma Informed Care

#### **Strengths within the Counseling Program:**

We hired someone from your program a year + ago and she is a great clinician; very open to learning and guidance as well as critical feedback.

The student I am working with is prepared to work with her client, is aware of how she might be presenting herself in sessions, and is practicing a theory of change in her sessions with clients.

The Internship Supervisor is very communicative and provides both intern and site supervisor support, feedback, and information.

Love that the students are required to video tape. It makes supervision much easier.

Students seem to have a good work ethic. They appear principled and willing to learn.

**Areas needing improvement within the program:**

Lessening of masses of paperwork during practicum, it is too much to keep up with and a barrier to finding a placement.

At this time, I am not aware of any areas if improvement.

Unknown at this time.

It would be helpful for students to have a little more depth in terms of writing psychosocial assessments and treatment plan development.

**Action Steps**

We had about a 50% response rate on the survey. As a result of the survey, faculty have addressed several of the comments above. For instance, Trauma Informed Care, Assessment Reports, and Treatment Planning has been addressed more thoroughly in several classes. The faculty have also moved the paper work for site supervisors and this has streamlined the paperwork. The faculty plan to send out the site supervisor survey using Survey Monkey fall 2017.

**Post Program**

The third assessment area examines data post program. The CMHC faculty value the input from our alumni and those who worked with our students. We are focusing on getting more alumni and employer information by requesting that our graduates provide us with up to date address and email information.

## Alumni Survey

In December 2015, an alumni survey and an employer survey were mailed to 24 alumni whose current addresses were available. (We decided that asking alumni to deliver surveys to their employers was a good way to get a response from employers).

We sent a self-addressed stamped envelope to the alumni and asked him/her to fill out the survey. The results of the surveys are below:

### Corban University Alumni Survey Results 2016

24 surveys sent out  
Seven returned

#### Location of Employment

Mental Health Agency	3
Private Practice	2
Hospital	1
Other	1 Not seeking work as a counselor 1 State of OR Dept. of Corrections

How long after graduation did it take to get your first job as a Counselor (either part or full time)?

0-6 months	5
Still seeking a counseling position	1

Years of experience as:

Counselor Average about a year

Yearly Income	
0=100000	1
10,001-20,000	2
35,000-50,000	3
50,000-65,000	2

Rate your Corban University course experience in the following areas (scale of 1 to 10)

Professional Identity	9.2
Human Growth and Devel.	9.0
Group Work	8.8
Helping Relationships	9.0
Diagnosis & Appraisal	9.0
Research Evaluation	8.7
Social & Cultural	9.2
Lifestyle & Career	9.0

#### Qualitative Data:

I did not give 10s because I think there is always room for improvement. But I recommend Corban to everyone!

I feel that my experience at Corban truly prepared me for the field of work that I am in serving the community. Outside of learning the basics of counseling I feel that I was privileged to be provided with an academic foundation rooted in Christ.

#### **Action Steps**

We have been collecting alumni data and expanded our data base since 2015. Students now fill out an alum update form prior to graduating. The form includes updated address, email address and employment information. The alumni survey will be sent out fall 2017.

#### **Employer Survey**

In December 2015, employer surveys along with an alumni survey were sent to alumni. Alumni were asked to give the survey to his/her current supervisor. A stamped self-addressed envelope was provided with the survey. The results of the survey are below:



Corban University  
Employer Survey Results  
2016

24 Surveys Sent  
Three returned

Location of Employment

Mental Health Agency	3
Private Practice	1

Rate your employees who receive their MA in Counseling from Corban University in the following areas (Scale of 1 to 10):

Professional Identity	7.6
Cultural Diversity	8.6
Human Growth and Develop.	7.0
Lifestyle & Career Develop.	7.0
Helping Relationships	9.3
Group Work	7.0
Diagnosis & Appraisal	7.0
Research & Evaluation	8.0

Qualitative Information:

Great potential; Conscientious and professional in her presentation. We knew when she interviewed she would be a great asset and she is.

She has wisdom and empathy. I'm sure she has been influenced by by life experiences.

**Action Steps**

A small amount of surveys were returned. The faculty believe this sending the employer survey with the alumni survey is a good approach. The data base has increased and the plan is to mail the survey fall semester 2017.

**Additional Input**

The fourth assessment area provides us with data, information, and accountability from outside partners.

## Licensing Tests

**Table 12 Licensing Test Pass Rate**

<b>Students Taking Test</b>	<b>Pass Rate</b>
<b>N=4</b>	<b>100%</b>

The faculty do not currently have a source to obtain the testing data. The Oregon Board of Licensed Professional Counselors (OBLPCT) and the National Board of Certified Counselors (NBCC) do not provide this information. This year's data was derived by checking the OBLPCT licensee data base for alumni who are currently licensed. Licensees have to pass the NCE or CMHC exam to become licensed. A total of 4 students are currently licensed.

### Action Steps

In order to get more information regarding test results we will add a question on the alumni survey regarding passing the licensure test. Also, both the OBLPCT and NBCC will be making licensing test information available in the next year.

### Advisory Board

In 2015, the CMHC faculty formed an Advisory Board of CMHC program stakeholders. Alumni, faculty, university stakeholders, site supervisors, and community stakeholders make up the board. The board provides feedback and recommendations on mission, academic, clinical, and applicant/admissions aspects of the CMHC program. The board meets twice a year.

The board currently is chaired by an adjunct professor and an alumna. The chairs prepare the agenda for the meetings. At the October meeting, the alumni board reviews the previous year admission data. At the February meeting, curricular information and surveys are reviewed. Other items are brought forward by board members.

### **Action Steps**

The board has provided valuable input to the CMHC faculty. The faculty consider recommendations made by the board and implement changes to the CMHC program. There are no other action steps necessary at this time.

### **CACREP**

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is a national accrediting body for counseling programs. Corban began its program with the intent of applying for CACREP accreditation. The CMHC program received eight-year accreditation in February 2017.

### **Action Steps**

The CMHC program completed and submitted the first CACREP survey and this Annual Report. These reports will be completed each year.

### **Next Steps**

The action steps from this report will be reviewed at the bi-annual faculty assessment meeting in December and at the Advisory Board Meeting in February 2018.

In 2017-18 the faculty will begin moving from the 2009 standards to the 2016 standards. The plan that been developed a plan will begin to be implemented. The following charts will provide an overview of the plan:

**Table 13 Program Data Points for Reporting and Review 2016 Standards**

Program Data Points	Assessment Data to be Collected and Reported	Remediation Process (as needed)	Data Application for Curricular and Annual Program Review
1. Admissions & Enrollment	<p>A. Application Data</p> <ol style="list-style-type: none"> <li>1. Applicants</li> <li>2. Completed Application</li> <li>3. Withdrew</li> </ol> <p>B. Interview Data</p> <ol style="list-style-type: none"> <li>1. Individual Interview Rubric</li> <li>2. Group Interview Rubric</li> <li>3. Dispositions Rubric</li> <li>4. Denied</li> <li>5. Admitted</li> </ol> <p>C. Enrollment Data</p> <ol style="list-style-type: none"> <li>1. Admitted</li> <li>2. Enrolled</li> <li>3. Withdrew</li> <li>4. Dismissed</li> <li>5. Graduated</li> </ol>	None-Denial to program as needed	<p>Faculty:</p> <p>Program Review Admissions Procedure</p> <p>Advisory Board Review Admissions Procedures</p> <p>Recruitment Dept./Faculty Admissions Procedure</p>
2. Annual Assessment of Professional Dispositions (APQ)	<p>A. APQ annual evaluations</p> <ol style="list-style-type: none"> <li>1. Number of Plans for Success</li> <li>2. Percentage of Students needing Plan for Success</li> </ol>	Plan for Success (as needed)	<p>Faculty:</p> <p>Identify areas of needed focus for student development. Implement programmatic and curricular intervention</p>
3. Key Curricular Outcome Assessments	<p>A. Key Outcome Assessments (KOA) for each of the Program Learning Objectives (PLO)</p> <ol style="list-style-type: none"> <li>1. Professional Counseling Practice/Ethical Practice</li> <li>2. Social &amp; Cultural Diversity</li> <li>3. Human Growth &amp; Development</li> <li>4. Diagnosis/Treatment Planning</li> <li>5. Counseling &amp; Helping Relationships</li> <li>6. Career Development</li> <li>7. Counseling Theory &amp; Skills</li> <li>8. Group</li> <li>9. Assessment &amp; Testing</li> <li>10. Research</li> <li>11. Spirituality</li> </ol>	<p>Plan for Success (as needed)</p> <p>Student may repeat class as part of Plan for Success</p> <p>Remediation Plan Possible dismissal from program</p>	<p>Faculty:</p> <p>Enter data Tk-20 Run Reports Close Data Loop Review Results at Fall Faculty Assessment Meeting</p> <p>Administration: Make Budget Recommendations Send Results</p> <p>Advisory Board Review Curricular Results at February meeting</p>
4. Practicum/	A. Practicum/Internship	APQ	Faculty:

Internship	1. Attend Site Supervisor Fair 2. Number of students admitted to Practicum/Internship 3. Number of students with a P for Practicum/Internship Mean score for clinical evaluation for Practicum/Internship	Successful completion of first year courses  Possible dismissal from program	Evaluate and examine effectiveness of advising program.  Identify patterns of courses with students performing under expectation and implement curricular level interventions or change course content  Evaluate yearly results for Internship clinical evaluation; report as part of data loop Spring Faculty Assessment
5. Completion of Internship	A. Site Supervisor 's Final Internship Evaluation for CN561-63 B. University Site Supervisor's Internship Evaluation CN561-63 C. Site supervisor's final clinical evaluation D. University supervisor final clinical evaluation for CN561-63	Plan for Success Possible Dismissal from Program	Faculty: Identify areas of needed focus for student development.  Enter clinical evaluation data into Tk-20 Run Reports Review results at Fall Faculty Assessment meeting  Implement programmatic and curricular level interventions to improve disposition scores.
6. Counselor Disposition Ratings	A. Ratings of Dispositions during Admissions Interview B. Ratings of Disposition during CN502 C. Ratings of Dispositions at end of Practicum D. Ratings of Dispositions at the end of first Internship E. Ratings of Dispositions at the end of second Internship	Plan for Success (as needed)  Remediation Plan (as needed)	Faculty: Review student dispositions and APQ for needed changes at Fall/Spring Assessment Meetings
7. Portfolio	A. Sign up for CN599 during last term B. Form committee of two faculty members C. Complete Portfolio according to instructions		Faculty: Grade portfolio using rubric Enter Key Outcome Assessment into Tk-20 Review portfolio process Implement programmatic and curricular level changes as necessary
8. Graduate Exit Survey and Personal Information Update	A. Students complete exit survey in CN 561-63	None	Faculty: Review survey data at Fall Faculty Assessment meeting

	B. Student complete personal information update in CN561-63		and implement program and curricular changes Administrative Assistant: Update Alumni spread sheet
9. Student Clinical Site Evaluation	A. Supervisee evaluation of clinical site.		Program and curricular improvement
10. Supervisor Evaluation	A. Supervisee evaluation of site supervisor		Implement additional training for site supervisors or replace site
11. Employee Evaluation	A. Employer evaluation of student's program		Program and curricular improvement
12. Alumni Survey	A. Survey of alumni's program experience and job		Program and curricular improvement
13. National Exams	A. Percentage of graduates passing national exams		Program and curricular improvement
14. Recommendations for certifications and/or licensure	A. Number of graduates receiving endorsement for licensure and/or certification	Successful completion of program/degree posted	Program and curricular improvement
15. Faculty to Student Ratios	A. The ratio of counseling students to faculty		Maintaining University and external standards

**Table 14 Curriculum Assessment Plan 2016 Standards  
Program Learning Outcomes/CMHC Courses/Key Outcome Assessments**

**PLO Level = I-Introduced R-Reinforced M-Mastered**

Program Learning Outcomes PLO	CMHC Courses	Key Outcome Assessments (KOA)	PLO Level
1. Professional Counseling Practice/Ethical Practice- Students will demonstrate their understanding of professional and ethical practice, including knowledge of professional roles, advocacy processes, ethical and legal procedures in counseling, technology, and record keeping.	CN537 Legal & Ethical	Ethical Decision Making Paper	I
	CN563 Internship I	Clinical Evaluation	R
	CN563 Internship II	Clinical Evaluation	M
	CN599 Portfolio	Portfolio	M
2. Social and Cultural Diversity- Students will demonstrate their knowledge of social and cultural diversity in terms of counselor roles, multicultural and pluralistic trends, and counseling practices in areas of identity development, social justice, advocacy and conflict resolution.	CN532 Social & Cultural		I
	CN563 Internship I	Clinical Evaluation	R
	CN563 Internship II	Clinical Evaluation	M
	CN599 Portfolio	Portfolio	M
3. Human Growth and Development- Students will demonstrate their understanding of individual and family development; systemic and environmental factors that affect human development; culturally relevant strategies for promoting development and wellness across the lifespan.	CN522 Counseling through the Lifespan	Development Theory Paper	I
	CN563 Internship I	Clinical Evaluation	R
	CN563 Internship II	Clinical Evaluation	M
	CN599 Portfolio	Portfolio	M
4. Diagnosis/Treatment Planning- Students will demonstrate and understanding of: diagnostic process of the use of the DSMV; case conceptualization, treatment plans, development of measureable outcomes for clients, and evidence-based counseling strategies and techniques for prevention and intervention.	CN535 Psychopathology/ Diagnosis		I
	CN563 Internship I	Clinical Evaluation	R
	CN563 Internship II	Clinical Evaluation	M
	CN599 Portfolio	Portfolio	M

5. Counseling and Helping Relationships-Students will demonstrate an orientation to wellness and prevention, suicide prevention models, and strategies, crisis intervention, trauma-informed and community-based strategies.	CN 538 Crisis, Disaster, and Trauma	Crisis/Trauma Counseling Paper	I
	CN563 Internship I	Clinical Evaluation	R
	CN563 Internship II	Clinical Evaluation	M
	CN599 Portfolio	Portfolio	M
6. Career Development- Students will demonstrate their understanding of career development processes, techniques and resources, and the application of assessment instruments and techniques relevant to career planning and decision making in a global economy.	CN533 Career	Final Team Presentation	I
	CN534 Appraisal	Final Exam	R
	CN599 Portfolio	Portfolio	M
7. Counseling Theory & Skills- Students will demonstrate an understanding of counseling theories, theories of addictions, and appropriate counseling intervention models, and essential, interviewing, counseling micro skills, and case conceptualization skills.	CN 501/502 Theories & Skills	Nature of People Paper Meeting Pass Benchmark for Skills Class	I
	CN 563 Internship I	Clinical Evaluation	R
	CN563 Internship II	Clinical Evaluation	M
	CN599 Portfolio	Portfolio	M
8. Group Students will demonstrate their understanding of the principles of group dynamics, theories of group counseling methods, behaviors, and assessments.	CN523 Group Counseling	Group Proposal Paper	I
	CN563 Internship I	Clinical Evaluation	R
	CN563 Internship II	Clinical Evaluation	M
	CN599 Portfolio	Portfolio	
9. Assessment & Testing- Students will demonstrate their understanding of standardized and non-standardized assessment techniques, environmental assessments, issues of validity, reliability, and cultural factors necessary for an ethical approach to assessment.	CN541 Research	Article Review	I
	CN534 Appraisal	Final Exam	R
	CN563 Internship	Clinical Evaluation	M
	Portfolio	Portfolio	M
10. Research-Students will demonstrate their understanding of the importance of research in advancing the counseling profession, as well as their grasp	CN541 Research	Final Research Project	I
	CN563 Internship	Clinical Evaluation	R
	CN563 Internship	Clinical Evaluation	M



of research methodology, related ethical issues and application of research in practice.	CN 599 Portfolio	Portfolio	M
11. Spirituality-Students will articulate a spiritual framework for counseling that demonstrates an understanding of the impact of spiritual beliefs on counselors and clients worldview; demonstrate the ability to show unconditional positive regard, respect, and advocacy for clients.	CN502 Theories & Skills II	Nature of People Paper	I
	CN602 Theology of Counseling	Annotated Bibliography	R
	CN603 Theology of Faith, Hope, and Love	Nature of People Paper	M
	CN599 Portfolio	Portfolio	M

### **Conclusion**

The CMHC program has achieved eight year CACREP accreditation. The faculty has worked diligently to build on the program's strong foundation to improve on program assessment in all four areas: Pre-Admission, In Program, Post Program, and Additional Input. This coming year the faculty plans to continue collecting data, expanding the use of TK-20, and moving toward implementing the 2016 standards.