



Corban University

Clinical Mental Health Counseling

Comprehensive Assessment Annual Program Report

2018-19

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 2018--19**

**Table 1. Vital Statistics Dashboard 2018-19**

**Annual Report**

<b>Graduates August 2018-May 2019</b>	<b>8</b>
<b>Completion Rate</b>	<b>80%</b>
<b>Licensure/Certification Exam Pass Rate</b>	<b>100%</b>
<b>Job Placement Rate</b>	<b>100%</b>

This annual report serves as compliance for the CACREP 2009 standards AA. 5.6. and CACREP 2016 Standards 4.D. and 4.E. (see standards below), to provide a yearly programmatic review. Corban University has one Clinical Mental Health Faculty program that is accredited by CACREP.

CMHC faculty employ formative and summative measures for data collection across program assessment areas. Results in this report are derived from CMHC collected throughout 2018-19. 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.

## **CACREP 2009 Standards**

AA.

5. Evidence of the use of findings to inform program modifications.
6. Distribution of an official report that documents outcomes of the systematic Program evaluation, with descriptions of any program modifications, to students currently in the program, program faculty, institutional administrators, personnel in cooperating agencies (e.g., employers, site supervisors), and the public.

## **CACREP 2016 Standards**

**4.D:**

Counselor education program faculty disseminate an annual report that includes, by program level,

- (1) a summary of the program evaluation results,
- (2) subsequent program modifications, and
- (3) any other substantial program changes.

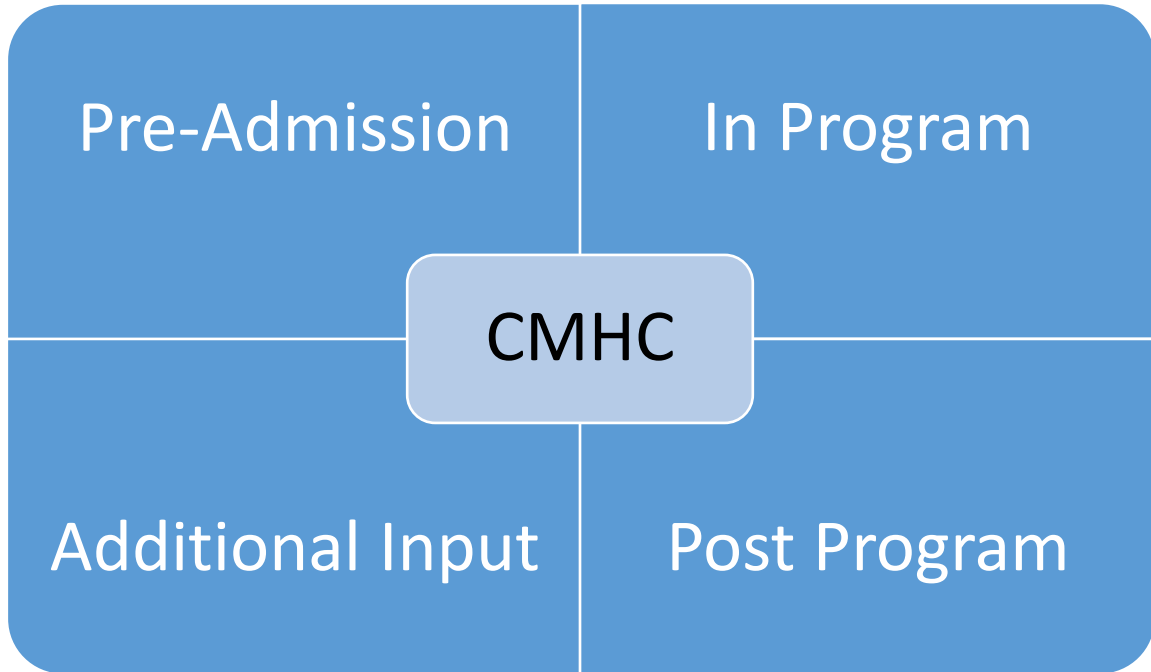
The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.

**4.E:**

Counselor education program faculty must annually post on the program's website in an easily accessible location the following specific information for each entry-level specialty area and doctoral program:

- (1) the number of graduates for the past academic year,
- (2) pass rates on credentialing examinations,
- (3) completion rates, and
- (4) job placement rates.

### Comprehensive Assessment Overview



**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 Rubric 2. Group Interview Rubric 3. Dispositions Rubric 4. Denied 5. Admitted C. Enrollment Data 1. Admitted 2. Enrolled 3. Withdrew 4. Dismissed 5. Graduated	None-Denial to program as needed	Faculty: 1. Program Review Admissions Procedure  Advisory Board Review: 1. Admissions Procedures  Recruitment Dept./Faculty: Admissions Procedure
2. Annual Assessment of Professional Dispositions (APQ)	A. APQ annual evaluations 1. Number of Plans for Success 2. Percentage of Students needing Plan for Success	Plan for Success (as needed)	Faculty: 1. Identify areas of needed focus for student development. 2. Implement programmatic and curricular intervention
3. Key Curricular Outcome Assessments (KOA)	A. Program-Three Key Outcome Assessments (KOAs) that are aligned with each of the five Program Learning Objectives. 1. Clinical Evaluation 2. Nature of People Paper 3. Portfolio B. Curriculum- KOA that is aligned with the CMHC classes and the 2009 standards.	Plan for Success (as needed)  Student may repeat class as part of Plan for Success  Remediation Plan Possible dismissal from program	Faculty: 1. Enter data Tk-20 (Assessment software) 2. Run Reports 3. Close Data Loop 4. Review Results at Fall Faculty Assessment Meeting  5. Ongoing assessment as needed at Bi-weekly faculty meetings  Administration: 1. Make Budget Recommendations 2. Send Results  Advisory Board

			1. Review Curricular Results at February meeting
4. Practicum/ Internship	A. Practicum/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	APQ  Successful completion of first year courses  Possible dismissal from program	Faculty: 1. Evaluate and examine effectiveness of advising program.  2. Identify patterns of courses with students performing under expectation and implement curricular level interventions or change course content  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 the Assessment Committee
9. Employee Evaluation	A. Employer evaluation of student's program		1. Program and curricular improvement 2. Surveys need to be approved by the Assessment Committee
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 2018-19 admissions cycle twenty individuals, twelve females and eight males, applied to the program. Faculty reviewed the applications and twenty 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 20 acceptance decisions. The acceptance rate was

100%, (20 students). Twelve students started the program. Applications were down in 2018-19 from the previous year.

**Table 3. Pre-Admission**

Year	Applicants	Accepts	Started program
2014-15	25	20	19
2015-16	24	16	12
2016-17	24	18	10
2017-18	31	20	14
2018-19	20	20	12

**Action Steps**

The admissions department completed a video that included program alumni that is to be used for recruiting. This video fulfilled an aspect of our self-study featuring the diverse population of our students.

There has been a change in the Counseling faculty in the past year. In the coming year, the new faculty and program director will work with the Admissions department to brain-storm ways to increase program admissions.

**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, compartment) professional growth and development. The CMHC program

culminates in a final, written, portfolio assessment and oral defense examination. The students create, then orally defend 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=9	3.3	I
Internship I Evaluation	05/15	N=9	4.4	R
Internship II Evaluation	08/15	N=9	4.8	M

**Table 5. Assessment #2-Portfolio**

Assessment	N	Mean	% of Grade $\geq 3$	PLO Level
Portfolio SU18	7	4.3	100	M

**Table 6. Assessment #3-Nature of People Paper  
2017-18**

Assessment	N	M	% of Grades $\geq 3$	PLO Level
Nature of People	9	4.0	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 2018, Spring 2019, and Summer 2019. 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  
2018-19 Results**

Program Learning Outcome	CACREP Standards	CMHC Courses	Assessment	Results 2018-19
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. 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. G.1.-4. H.1.-4. I.1.-3. J.1.-3. K.1.-5. L.1.3.	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=9 M=4.0
			Clinical Evaluation	N=7 M=4.8
			Portfolio	N=7 M=4.3
2. Candidates will be able to develop and exhibit a professional identity as a	II.G. 1. a-j. II.G.5.1.-g. A.1.-10.	CN501/2 Theories & Skills I & II CN531 Foundations	Nature of People Paper	N=9 M=4.0

counselor including effective self-evaluation and modeling professional, ethical, and legal practice.	B.1.-2. C.1.9. D.1.-9. G.1.-4. I.1.-3. J.1.-3. K.1.-5. L.1.-3.	CN537 Legal & Ethical	Clinical Evaluation  Portfolio	N=7 M=4.8  N=7 M=4.3
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	II.G.3.a.-h. A.1.-10. B.1.-2. E.1.-5. F.1.-3.	CN501& 2 Theories & Skills I & II CN521 Intro to Family	Nature of People Paper  Clinical Evaluation  Portfolio	N=9 M=4.0  N=7 M=4.8  N=7 M=4.3
4.Candidates will demonstrate awareness of differences among peoples and seek to understand others from a diversity of background	II.G.2.a.-f. II.G.7.a.-g. II.G.8.a.-f. E.1.-5. F.1.-3.	CN501 & 502 Theories & Skills I & II CN531 Foundations CN537 Legal & Ethical CN532 Social & Cultural CN512 Practicum CN561-63 Internship CN561-63 Internship	Nature of People Paper  Clinical Evaluation  Portfolio	N=9 M=4.0  N=7 M=4.8  N=7 M=4.3
5. Candidates will be prepared to begin the licensure process to become a Licensed Professional Counselor (LPC)	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. K.1.-5. L.1.-3.	CN501 Theories & Skills CN532 Social & Cultural CN534 Appraisal CN541 Research	Clinical Evaluation  Portfolio	N=7 M=4.8  N=7 M=4.8

**Action Steps:**

The faculty will review the results of the programmatic learning outcomes at their December 2018 assessment meeting and the results will also be reviewed by the Advisory Board in February 2019.

**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 2018-19 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 18-19
	<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=12 M=4.0
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=12 M=4.0
II.G.1. c.	counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event	CN538 Crisis, Disaster, and Trauma	Final Research Paper	N=9 M=4
II.G.1. d.	self-care strategies appropriate to the counselor role	CN531 Foundations of the Counseling Profession	Final Research Paper	N=12 M=4.0
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=13 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=12 M=4.0
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=12 M=4.0
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=13 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=11 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=11 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=11 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=11 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=11 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=11 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=11 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=11 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=9 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=11 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=11 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=13 M=4
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=9 M=3.5
II.G.3. h.	theories for facilitating optimal development and wellness over the lifespan.	CN522 Counseling across the Lifespan	Development Issue Paper	N=11 M=4
	<b>Career Development</b>			
II.G.4. a.	career development theories and decision-making models;	CN533 Career and Life Planning	Career Assessment & Interpretation Report	N=7 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=7 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=7 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=7 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=7 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=7 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=7 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=7 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=11 M=4
II.G.5. b.	counselor characteristics and behaviors that influence helping processes;	CN531 Foundations of the Counseling Profession	Final Research Paper	N=12 M=4
II.G. 5. c.	essential interviewing and counseling skills;	CN501 Theories & Skills I	Skill Practice	Skill pract.
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 II	Nature of People Paper	N=12 M=4
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=13 M=4
II.G.5.f.	a general framework for understanding and practicing consultation; and,	CN539 Psychopharmacology	Peer Learning Team Project	N=9 M=4

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=10 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-9 M=3.8
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-9 M=3.8
II.G.6. c.	theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;	CN523 Group Counseling	Group Proposal Paper	N-9 M=3.8
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-9 M=3.8
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-9 M=3.8
	<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=9 M=3.0
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=9 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=9 M=3.0
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=12 M=4
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=9 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=12 M=4
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=12 M=4
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=12 M=4
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=12 M=4
	<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=9 M=3.3
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-9 M=3.3

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=9 M=3.3
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=9 M=3.3
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=9 M=3.3
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=9 M=3.3
<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=9 M=4.8
III.G.1	at least 240 clock hours of direct service, including experience leading groups.	CN563 Internship	Clinical Evaluation	N=9 M=4.8
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=9 M=4.8

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=9 M=4.8
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=9 M=4.8
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=9 M=4.8
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=9 M=4.8

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 "Adequate," 4 indicating "Clearly Adequate," 5 indicating "Clearly Excellent."

### Action Steps

The data for the Curriculum KOA's is from Fall 2018, Spring 2019, and Summer 2019. The new faculty will complete their review and recommendations of the results of the Curriculum KOA's at the December assessment meeting. Results will be reviewed by the Advisory Board in February 2020.

Last year the faculty reviewed the curriculum results for 2017-18 at their December Assessment meeting. They found that students scored poorly on their Final Clinical Project in CN535

Psychopathology due to poor time management, lack of research, and poor writing. The professor will reiterate the importance of a significant amount of time to complete a well-researched clinical project and the importance of giving attention to syllabus details regarding assignments.

In CN501/502 (Theories I & II) —a disposition rating was to be introduced for assessing disposition. This was implemented in Fall 18. All students passed the evaluation and it was placed in the student's file.

In CN512/563 (Practicum, Internship)—We look for students to score at least a 3.0 on evaluations by the end of Practicum and a 4.0 for their final Internship. This year we met the standard. These curriculum results were presented of the Advisory Board in February 2019.

## **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 2017. 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)  
2018-19**

Cohort	N	Total percent that scored E, S, or A
Cohort 8	N=8	100
Cohort 9	N=9	100
Cohort 10	N=11	100

**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**

No action steps at this time.

**Graduates**

**Table 10. Graduates 2017-18**

Graduates 2017-18	Job Placement Rate
8	100%

Eight students graduated from the CMHC program from August 2018-May 2019. The job placement rate for these graduates 100%.

## Completion Rate

**Table 11. Student Completion Rate**

Students Starting CMHC Program	Students Completed Program	Completion Rate
10	8	80%

The program completion rate is the percentage of students that started in Fall 2015 and graduated in 2017-18.

## Site Supervisor Survey

In November 2017, a survey was sent to current supervisors via Survey Monkey. The results are listed below.

Corban University  
Site Supervisor Survey Results  
2017

9 Surveys Sent out on Survey Monkey  
3 returned

Mental Health Agency 1  
Correctional Facility 2

Professional Identity	9.3
Cultural Diversity	8.0
Human Growth & Development	9.3
Lifestyle & Career	9.0
Helping Relationships	9.6
Group Work	10
Diagnosis & Appraisal	9.6
Research & Evaluation	9.6

Qualitative Responses

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

The student I supervised was well prepared for her internship. She participated well in her supervision hour, used her internship well.

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

Students were prepared for clinical skills and to use critical thinking



**Areas needing improvement within the program:**

Not any that I am aware of. I enjoyed working with the student that I supervised.

**Action Steps**

We had about a 30% response rate on the survey. The survey is scheduled to be sent out in the fall of 2019.

**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 November 2017, an alumni survey and an employer survey were mailed to 43 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  
2017

43 surveys sent out  
15 returned

Location of Employment

Mental Health Agency	7
Private Practice	5
Hospital	1
Other	2

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

0-6 months	14
6 to 1year	1
Still seeking a counseling position	

Years of experience as:

Counselor Average about a year

Yearly Income

0-10,000	1
10,001-20,000	3
20,000-35,000	1
35,000-50,000	4
50,000-65,000	4
65,000+	1

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

Professional Identity	9.9
Human Growth and Devel.	9.0
Group Work	9.0
Helping Relationships	9.5
Diagnosis & Appraisal	9.0
Research Evaluation	9.0
Social & Cultural	9.1
Lifestyle & Career	8.8

Qualitative Data: N/A

## Action Steps

We have been collecting alumni data and expanded our data base since 2015. Students now fill out an alumnus update form prior to graduating. The form includes updated address, email address and employment information.

The alumni survey is scheduled to be sent out in fall 2019.

## Employer Survey

In November 2017, 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 2017

43 Surveys Sent  
7 returned 16%

#### Location of Employment:

Mental Health Agency	3
Hospital	2
Other	2

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

Professional Identity	9.6
Cultural Diversity	9.4
Human Growth and Develop.	9.4
Lifestyle & Career Develop.	9.0
Helping Relationships	9.9
Group Work	8.3
Diagnosis & Appraisal	9.0
Research & Evaluation	9.0

Qualitative Information: N/A

## Action Steps

A survey was mailed along with the alumni survey in the fall of 2017. The survey is scheduled to be sent out again fall of 2019.

### Additional Input

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

#### Licensing Test

**Table 12. Licensing Test Pass Rate**

Students Taking Test	Pass Rate
N=9	100%

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. We show that 4 students are currently licensed, two students indicated on the Alumni Survey that they passed the NCE, and three have informed us that they passed the test.

#### Action Steps

We put a question on the Alumni Survey asking about licensure. Two students responded. We were not able to obtain testing data from the Oregon Board of LPC's or NBCC. This is an area we need to continue to work on.

#### 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**

There has been some changes in the board leadership. The co-chairs were unable to continue serving, so the program director filled in this past year organizing the meetings. The board reviewed data as well as viewed the new video in October. They gave positive feedback on the video. Curricular information and surveys were reviewed in October. The next meeting is scheduled for October 2019.

**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. A substantive change report was sent to CACREP at the end of June to report on the change in faculty. CACREP addressed the report at their July board meeting and we received a letter that our plan has been accepted. We will continue to recruit faculty this fall for our open positions.

**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 2020.

We are continuing to move from the 2009 standards to the 2016 standards. The plan that we developed 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	A. Application Data 1. Applicants 2. Completed Application 3. Withdrew B. Interview Data	None-Denial to program as needed	Faculty: Program Review Admissions Procedure

	<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>		<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: 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: 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/ Internship	<p>A. Practicum/Internship</p> <ol style="list-style-type: none"> <li>1. Attend Site Supervisor Fair</li> <li>2. Number of students admitted to Practicum/Internship</li> <li>3. Number of students with a P for Practicum/Internship</li> </ol> <p>Mean score for clinical evaluation for Practicum/Internship</p>	<p>APQ Successful completion of first year courses</p> <p>Possible dismissal from program</p>	<p>Faculty: Evaluate and examine effectiveness of advising program.</p> <p>Identify patterns of courses with students performing under expectation and implement curricular level interventions or change course content</p>

			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 B. Student complete personal information update in CN561-63	None	Faculty: Review survey data at Fall Faculty Assessment meeting 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

Curriculum Evaluation 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	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- Recognize human diversities and social inequities and provide socially just and culturally-informed services	CN532 Social & Cultural	Cultural Genogram & Reflection Paper	I
	CN563 Internship I	Clinical Evaluation	R
	CN563 Internship II	Clinical Evaluation	M
	CN599 Portfolio	Portfolio	M
3. Human Growth and Development- Demonstrate an understanding of growth and development and promote resilience 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- Demonstrate an understanding of diagnostic processes for prevention, intervention, treatment planning	CN535 Psychopathology/ Diagnosis	Final Clinical Project	I
	CN563 Internship I	Clinical Evaluation	R



in order to promote client wellness	CN563 Internship II	Clinical Evaluation	M
	CN599 Portfolio	Portfolio	M
5. Counseling and Helping Relationships-Demonstrates theory and evidence-based and culturally relevant counseling skills and practices	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 relevant to career planning and decision making in a global economy.	CN533 Career	Final Team Presentations	I
	CN534 Appraisal	Final Exam	R
	CN599 Portfolio	Portfolio	M
7. 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	
8. Assessment & Testing- Apply best practices in assessment and testing to evaluate client issues and inform interventions.	CN541 Research	Article Review	I
	CN534 Appraisal	Final Exam	R
	CN563 Internship	Clinical Evaluation	M
	Portfolio	Portfolio	M
9. Research- Demonstrate an understanding of the importance research in advancing the counseling profession	CN541 Research	Final Research Project	I
	CN563 Internship	Clinical Evaluation	R
	CN563 Internship	Clinical Evaluation	M
	CN 599 Portfolio	Portfolio	M
10. Spirituality- Demonstrates an understanding of the impact of spiritual beliefs on counselors and clients, and the ability to show unconditional positive regard, respect, and advocacy for client's worldviews.	CN502 Theories & Skills II	Nature of People Paper	I
	CN602 Theology of Counseling	Annotated Bibliography	R
		Nature of People Paper	M

	CN603 Theology of Faith, Hope, and Love CN599 Portfolio	Portfolio	M
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### **Action Steps**

The faculty reviewed the 2016 Standard Assessment plan. We evaluated and edited out Program Learning Outcomes (PLOs) making them more concise. The result is reflected in the chart above. Last year faculty incorporated the 2016 standards along with the 2009 in most syllabi. This is preparation for the upcoming Mid-Cycle report and moving to the 2016 standards.

### **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 will be a year of transition as three faculty members leave and new faculty come on board.