Corban University

Clinical Mental Health Counseling

Comprehensive Assessment Annual Program Report

2019-2020

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

Table of Contents

Tables

Corban University

Clinical Mental Health Counseling (CMHC) Program

Comprehensive Assessment Plan Annual Report 2019—2020

Table 1: Vital Statistics Dashboard 2019-2020

Graduates August 2019-May 2020	**9**
Completion Rate	**100%**
*Licensure/Certification Exam Pass Rate (one student has not yet taken the exam)	**88%**
Job Placement Rate	**100%**

Annual Report

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 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 2019-20. 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.

<p style="text-align:center">CACREP 2009 Standards</p>

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.

<p style="text-align:center">CACREP 2016 Standards</p>

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

Pre-Admission	In Program
CMHC	
Additional Input	Post Program

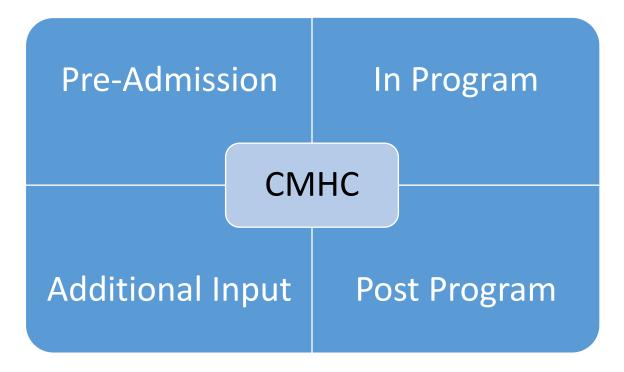**Figure 1.**

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: 1. 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 interventions
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 (pass) for Practicum/Internship and mean score for clinical evaluation of 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 Supervisors 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 process
9. Employee Evaluation	A. Employer evaluation of student's program		1. Program and curricular improvement

			2. Surveys need to be approved by curricular improvement process
10. Alumni Survey	A. Survey of alumni's program experience B. Survey of alumni's job placement		1. Program and curricular improvement process 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 process
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 at two assessment meetings that take place in the Spring (May) and in the Fall (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 and recommendations. 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.

<u>**PRE-ADMISSION**</u>

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 screens applicants for GPA and other admissions criteria. Once the initial screening and file is complete, the CMHC faculty review the file. Applicants are then 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 applicants in the individual and in the group interview. Faculty then meet together to discuss the interview outcome results. In spring of 2020, faculty revised, streamlined, and updated the scoring rubrics for both the individual and group applicant interviews. These updated interviewing rubrics proved successful with a larger pool of 2020 applicants.

During the 2019-20 admissions cycle, our Admissions Department worked in very creative ways to market applicants using various online platforms. The outcome resulted in our largest applicant pool since the program began. Additionally, beginning December, 2019, admissions began a more intense recruiting effort that included offering a 20% tuition scholarship for all alumni from Corban. This resulted in three new alum students who began the counseling program August 2020. Our CMHC program

realized a 29% increase in the number of applicants compared to 2019 and we accepted individuals from other states including Montana, Texas, and Florida, and invited two students from other countries, Ghana and Nigeria. During the 2019-20 admissions cycle, thirty-one individuals, 20 females and 11 males, applied to the program. Faculty reviewed the applications screened by the Admissions Department and all 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 23 acceptance decisions. Of these 23 individuals (15 females and 8 males) the acceptance rate was 100%. Twenty-three students started the program August 24th, 2020.

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
2019-20	22	17	14
2020-2021	31	23	23

Action Steps

In 2019 the admissions department completed a video posted online that included program alumni and has been utilized successfully for recruitment. This video fulfilled an aspect of our self-study featuring the diverse population of our students. The outcome proved successful with a 29% increase in the number of 2020 applicants and an increase of 26% more applicants accepted for Fall 2020. We are pleased that our recruitment of diverse populations continues to show strong numbers at 22% of those

who self-identified, and included the following: a student from Ghana, a student from Nigeria, two students with Hispanic backgrounds, and one student who indicated they are Native Hawaiian (Pacific Islander).

There have been changes with the Counseling faculty in the past academic year. Dr. Michael Patterson, Chair of the Department of Psychology, was appointed as the Interim Program Director in the Fall of 2019. Two new faculty were hired: Dr. Ryan Connor who began Fall 2019, and in January 2020 Dr. Elizabeth Wosley-George (one of the three core faculty) joined the faculty team. On May 1st, 2020, Dr. Linda Keller returned full time to serve as the Director of the CMHC Program and CACREP Liaison and became the second of the three "Core faculty". In May 2020, Professor Lori Schelske successfully defended her doctoral dissertation and officially became a Ph.D. in Counselor Education from Oregon State University, June 2020. Dr. Schelske became the third person to fulfill the CACREP requirement of three "Core faculty" needed to meet program requirements. Additionally, this summer Dr. Connor (noncore) began his second Ph.D. program to study Counselor Education and Supervision as he remains committed to long term employment as a "Core faculty" and wants to support the CMHC graduate program in its growth to meet the increasing demands for trained clinical counselors in the Pacific Northwest.

The program faculty invited the Admissions department to our June 12, 2020 Program Assessment Team Meeting to begin conversations about ways to support and increase our program admissions to applicants who represent diverse populations. A follow up meeting was held with Admissions on June 23rd. We reviewed our program applicant status for the past few years based on race, ethnicity, and gender. It was agreed to broaden the scope for the recruitment of diverse populations to include not only race/ethnicity/gender, but to also add other criteria, including bilingual, first generation and disability. We also began a discussion of possible action steps to help us reach the goal of increasing our student application pool who represent underrepresented populations by 1-2% a year for the next five years. A recruitment plan to increase our efforts with specific action steps will be developed jointly with

the Admissions department by the 1ˢᵗ of October 2020, and in time to discuss with stakeholders at our Fall Advisory Council Meeting.

IN-PROGRAM

The second assessment area builds on the pre-admission's component 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, portfolio assessment and oral defense examination. The students create, then orally defend a comprehensive written portfolio through a 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 the following five program outcomes assessments (POA):

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.

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 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.

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).

There are three key summative assessments that measure these outcomes (Tables 4-6):

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	4.29	I
Internship I Evaluation	05/15	N=9	4.42	R
Internship II Evaluation	08/15	N=11	4.6	M

Table 5. Assessment #2-Portfolio

Assessment	N	Mean	% of Grade $\geq$ 3	PLO Level
Portfolio SU20 (3 more will complete Fall 2020)	7	4.8	100	M

Table 6. Assessment #3-Nature of People Paper

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 2019 (Practicum), Spring 2020 (Internship I), and Summer 2020 (Internship II). 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 following chart:

Table 7. Programmatic Evaluation of Learning Outcomes 2009 Standards

> **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."

Program Learning Outcome	CACREP Standards	CMHC Courses	Assessment	Results 2019-2020
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 Clinical Evaluation Portfolio	N=7 M=3.67 N=12 M=4.8 N=7 M=4.3
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.	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.	CN501/2 Theories & Skills I & II CN531 Foundations CN537 Legal & Ethical	*Nature of People Paper Final Research Paper Clinical	N=7 M=3.67 N=14 M=3.9 N=12

	J.1.-3. K.1.-5. L.1.-3.		Evaluation Portfolio	M=4.8 N=7 M=4.6
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=7 M=3.67 N=12 M=4.8 N=7 M=4.3
64.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 Final Research Paper Clinical Evaluation Portfolio	N=7 M=3.67 N=14 M=3.9 N=12 M=4.8 N=7 M=4.6
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=12 M=4.8 N=7 M=4.6

*two students did not complete their NOP assignment due to a temporary pause from school related to health and physical issues and have been placed on a Plan for Success to complete the assignment in 2021.

Action Steps:

The faculty reviewed the results of the programmatic learning outcomes (PLO's) at the December 2019 and June 2020 Assessment meetings. Initial results from the faculty December Assessment meeting were to be reviewed by the Advisory Board February 2020, but due to the COVID19 pandemic this meeting was cancelled. We will complete the task of reviewing PLO's and course KOA's for 2019-2020 at our Fall 2020 Advisory Board scheduled for early October. If in-person contact is restricted due to COVID pandemic, we will set up this meeting via zoom platform.

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 or higher. 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 2019-20 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 2019-2020
	Professional Orientation and Ethical Practice			
II.G.1. a.	history and philosophy of the counseling profession	CN531 Foundations of the Counseling Profession	Final Research Paper	N=14 M=3.9
II.G.1. b.	professional roles, functions, and relationships with other human service providers; including strategies for interagency/interorganizational collaboration and communications	CN531 Foundations of the Counseling Profession	Final Research Paper	N=14 M=3.9
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=12 M=3.8

II.G.1. d.	self-care strategies appropriate to the counselor role	CN531 Foundations of the Counseling Profession	Final Research Paper	N=14 M=3.9
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=12 M=3.9
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=14 M=3.9
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=14 M=3.9
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=12 M=3.9
	Social and Cultural Diversity			
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-12 M=3.08
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-12 M=3.08
II.G.2. c.	theories of multicultural counseling, identity development, and social justice;	CN532 Social & Cultural Foundations	Cultural Genogram and Reflection Paper	N-12 M=3.08
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-12 M=3.08

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-12 M=3.08
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-12 M=3.08
	Human Growth and Development			
II.G.3. a.	theories of individual and family development and transitions across the lifespan;	CN522 Counseling across the Lifespan	Developmental Issue Paper	N=9 M=3.37
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=9 M=3.37
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=12 M=3.8
II.G.3. d.	theories and models of individual, cultural, couple, family, and community resilience;	CN522 Counseling across the Lifespan	Developmental Issue Paper	N=9 M=3.37
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=9 M=3.37
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=11 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=3.34
II.G.3. h.	theories for facilitating optimal development and wellness over the lifespan.	CN522 Counseling across the Lifespan	Development Issue Paper	N=9 M=3.37
	Career Development			
II.G.4. a.	career development theories and decision-making models;	CN533 Career and Life Planning	Career Assessment & Interpretation Report	N-12 M=3.8

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-12 M=3.8
II.G.4. c.	career development program planning, organization, implementation, administration, and evaluation;	CN533 Career and Life Planning	Career Assessment & Interpretation Report	N-12 M=3.8
	career counseling processes, techniques, and resources, including those applicable to specific populations; and	CN533 Career and Life Planning	Career Assessment & Interpretation Report	N-12 M=3.8
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-12 M=3.8
II. G.4. e.	career and educational planning, placement, follow-up, and evaluation;	CN533 Career and Life Planning	Career Assessment & Interpretation Report	N-12 M=3.8
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-12 M=3.8
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-12 M=3.8
	Helping Relationships			
II.G.5. a.	an orientation to wellness and prevention as desired counseling goals;	CN522 Counseling across the Lifespan	Development Issue Paper	N=9 M=3.37
II.G.5. b.	counselor characteristics and behaviors that influence helping processes;	CN531 Foundations of the Counseling Profession	Final Research Paper	N=14 M=3.9
II.G. 5. c.	essential interviewing and counseling skills;	CN501 Theories & Skills I	Skill Practice	Supervision Observation
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;	CN502 Theories & Skills II	Nature of People Paper	N=7 M=3.67

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	Family of Origin Paper	N=13 M=3.8
II.G.5. f.	a general framework for understanding and practicing consultation; and,	CN539 Psychopharmacology	Peer Learning Team Project	N=11 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=12 M=3.8
	Group Work			
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=13 M=3.7
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=13 M=3.7
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=3.7
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=13 M=3.7
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=13 M=3.7
	Assessment			
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 7 inventory methods,	CN534 Appraisal of the Individual	Final Exam	N=11 M=3.6
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=11 M=3.6
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=11 M=3.6
II.G. 7. e.	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=3.9
II.G. 7. f.	social and cultural factors related to the assessment & evaluation of individuals, groups, specific pop.;	CN534 Appraisal of the Individual	Final Exam	N=11 M=3.6
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	-
	Research and Program Evaluation			
II.G.8. a.	the importance of research in advancing the counseling profession;	CN541 Research Methods	Final Research Project	N=12 M=3.9
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=3.9
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=3.9

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=3.9
	Practicum			
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=12 M=4.3
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=12 M=4.3
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=12 M=4.3
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=12 M=4.3
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=12 M=4.3
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
	Internship			

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=12 M=4.8
III.G.1.	at least 240 clock hours of direct service, including experience leading groups.	CN563 Internship	Clinical Evaluation	N=12 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=12 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=12 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, info and referral, in-service, & staff meetings	CN563 Internship	Clinical Evaluation	N=12 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=12 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=12 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 2019, Spring 2020, and Summer 2020. Faculty began a review of the Curriculum KOA's in December 2019. Two additional "core" qualifying faculty were hired in 2019-2020, and the third "core" faculty completed her Ph.D. in Counselor Education June 2020 from a CACREP approved program, fulfilling the CACREP requirement of *three CORE faculty* (Section 1, Faculty and Staff, Standard W.) With "all hands-on deck", program faculty conducted a complete Curriculum and Program Assessment meeting June 12th to review 2019-2020 KOA results, identify curricula recommendations, to discuss alumni and employer survey results, to identify best practices to utilize the program's Advisory Council regarding program assessment, and to brainstorm recruitment opportunities with Admissions. Utilizing a different platform (survey monkey), Faculty agreed to conduct the alumni and employer surveys again Fall 2020 (usually bi-annually) since return rate for employers Fall 2019 was very low (only 23%).   Per Program Assessment meeting recommendations, a follow up meeting was held with Admissions on June 22nd to identify additional recruitment strategies specific to seeking applicants who come from diverse populations.

The Advisory Board will review the Program Learning Objectives (PLO's), the Curriculum KOA's for 2019-2020 results, and program recruitment strategies to obtain stakeholder's recommendations at the Fall 2020 meeting. At this meeting we will also introduce the 2016 CACREP standards as our new benchmark in moving forward with a comprehensive program that includes ongoing program assessment.

Program faculty reviewed the curriculum results for 2019-2020 KOA's at the June 2020 Curriculum and CACREP Program Assessment meeting. For the majority of classes, KOA's remained consistent with previous year scores, with only three classes to have presented a drop in their KOA scores.

Faculty found that students showed a slight drop in scores with the Final Addictions Treatment Paper (CN546), attributed to two factors: 1). Late submissions; and 2). A few students struggled to write the actual assessments. The professor agreed in future classes, to send a reminder email to students *one week prior* to the due date for submission and provide a brief handout regarding the key elements of assessments. Additionally, students will be invited to ask the instructor any questions for clarity before the final paper is due.

In CN532 Social & Cultural Foundations, the mean score dropped for the Cultural Genogram/Reflection Paper from 4.0 to 3.08 (2019). Although more than half the students received 95-100 % total points for this assignment, there were four late submissions that impacted the KOA mean score. Two of the students were significantly late due to personal life issues. Both these students took a temporary leave of absence from their graduate studies to tend to their personal issues. Although this term appears to be about specific student personal issues, the instructor will ensure that students are reminded about the due date for this assignment at least one week before the project due date.

In CN552 Lifespan Development, the mean score dropped for the Developmental Issue Paper from 4.0 to 3.37 (2020). The mean score (2020) dropped from the previous year (2019) may be explained in part by a change to a new faculty for the course. Additionally, students seemed to struggle to apply human development theories into their research and writing. Some students were encouraged that for future course papers, they pursue writing support from the University's Writing Center. This suggestion will be verbally reinforced (as delineated in the syllabus) at the beginning of the course. Based on the outcome KOA assessment data for CN522, the faculty is committed to provide more instruction next year related to clinical application of development theories e.g. using more case studies.

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 for both Practicum and Internship. These curriculum results will be presented of the Advisory Board in October 2020.

Dispositions

Assessment of Professional Qualities (APQ).

The CMHC faculty considers the counselor-in-training 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, they may need to develop a *Plan for Success* with their advisor. If an area of concern arises between the administering of the APQ (minimally administered once each academic year), the faculty member who has the concern will bring the concern to the faculty during their regular department meeting time. The student issue(s) will be discussed and if deemed necessary, the APQ and the *Plan for Success* can be used to address the student's situation with specific action steps.

Table 9. Assessment #4 –Assessment of Professional Qualities (APQ) 2019-20

Cohort	N	Total percent that scored E, S, or A
Cohort 10	N=12	100
Cohort 11	N=10	100

Disposition Rating.

The APQ is used to evaluate the student's professionalism and counselor identity displayed during class and program activities. It documents the student's professional progress, strengths, and addresses

any areas of concern. In 2019-20, students APQ ratings presented successful scores and met the standard across all five domains:

1. Collaboration and Communication with faculty/peers/mental health counseling professionals

2. Commitment to the Clinical Counseling Profession

3. Respect: Students honor, value, and demonstrate consideration and regard for oneself and for others

4. Commitment to Academic Excellence and openness to receiving feedback

5. Emotional Maturity: Students demonstrate situation appropriate behavior (e.g. ability to deal with conflict, ability to accept responsibility, initiative, motivation, self-determination, efficacy, and ability to express emotions effectively)

Action Steps

Given personal/health challenges impacting course performance of two second year students, the Faculty advisor completed an additional disposition assessment summer 2020 for each student that included a *Plan for Success*. The Plan for each student has a goal of completing their incomplete coursework by spring 2021.

Graduates

Table 10. Graduates Summer 2019

Students Starting CMHC Program in 2017	Students Completed Program in 2019	Completion Rate
11	*9	82%

Completion Rate

Table 10. Student Completion Rate

The program completion rate is the percentage of students that started in Fall 2017 and graduated in 2019. Nine out of 11 students (82%) that began the program in 2017, graduated from the CMHC program by Fall 2019. *In their first term of study, two students withdrew: one decided to change their career path and a 2nd student experienced personal and mental health issues and necessitated a relocation. The job placement rate for the nine 2019 graduates was 100%.

Site Supervisor Survey

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

below:

Corban University
Site Supervisor Survey Results
2017

9 Surveys Sent out
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 2017 survey. The survey was scheduled to be sent out

in the fall of 2019. Unfortunately, with core faculty changeover this survey was not sent out as scheduled.

The site supervisors of intern students (completers) survey will be sent out fall 2020 and results shall be

included in the 2020-2021 Annual Assessment report.

<h1 style="text-align:center"><u>POST PROGRAM</u></h1>

The third assessment area examines data post program. The CMHC faculty value 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 exiting graduates provide us with up to date address and email information, and request updated contact information again (including employer contact information) within 3-6 months of post-graduation, while alumni email addresses remain relatively current. Since our Fall 2019 Alumni survey results were low (N=9), and Fall Employer survey results were very low (N=2), we will again send out surveys Fall 2020 instead of waiting for the biannual calendar (Fall 2021) in an effort to increase our response rates. Additionally, we plan to utilize our Admission and Alumni departments for assistance with increasing contact of alumni, and therefore provide the program a more usable survey result report.

Alumni Survey

In November 2019, an alumni survey was mailed to recent graduates (alumni) whose current addresses were available. We asked the alumni to deliver surveys to their employers in hopes of securing more responses from employers.

In addition to providing an online survey, 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:

<div style="text-align:center">

Corban University
Alumni Survey Results
2019

</div>

10 surveys sent out (2019 graduates)
9 returned (90%)

<u>Location of Employment</u>

Mental Health Agency	2
Private Practice	5
Hospital	0
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	9
6 to 1year	NA
Still seeking a counseling position:	NA

Years of experience as: less than 1 year

Yearly Income

0-10,0000	0
10,001-20,000	0
20,000-35,000	1
35,000-50,000	3
50,000-65,000	5
65,000+	0

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

Professional Identity	9.5
Human Growth and Development	8.5
Group Work	9.2
Helping Relationships	9.5
Diagnosis & Appraisal	8.9
Research Evaluation	8.6
Social & Cultural	9.4
Lifestyle & Career	9.4

Qualitative Data: N/A

Action Steps

We have been collecting alumni data and expanded our data base since 2015. Students fill out an alumnus update form prior to graduating. The form includes updated address, email address and employment information. Since our Fall 2019 Alumni survey results were low (N=9), we will again send out surveys Fall 2020 instead of waiting for the biannual calendar (Fall 2021) in an effort to increase our response rates. * Additionally, we plan to utilize our Admission and Alumni departments for assistance with increasing contact of alumnus from the past 3-4 years, and therefore provide the program a more valid survey results report.

Employer Survey

  In November 2019, 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 Employer survey. The results of the survey are below:

<div align="center">
Corban University
Employer Survey Results
2019
</div>

10 Surveys Sent
2 returned (20%)

Location of Employment:

Mental Health Agency	1
Private Practice	
Hospital	
Other	1

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

Professional Identity	8.5
Cultural Diversity	7.5
Human Growth and Develop.	8.0
Lifestyle & Career Develop.	6.0
Helping Relationships	8.5
Group Work	7.0
Diagnosis & Appraisal	8.0
Research & Evaluation	5.5

Qualitative Information: N/A

Action Steps

  The Employer survey is scheduled to be sent out fall of 2020. Since our Fall 2019 Employer survey results were very low (N=2), we will again send out surveys Fall 2020 (adding survey monkey option) instead of waiting for the biannual calendar (Fall 2021) in effort to increase our response rates. We also plan to utilize our Admission and Alumni departments for assistance with increasing contact of alumni and therefore provide the program with a more usable survey result report.

Additional Input

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

Licensing Test

Table 11. Licensing Test Pass Rate

Students Taking Test	Pass Rate
N = 8	100%

The faculty do not currently have a source to obtain completed testing data. The Oregon Board of Licensed Professional Counselors (OBLPCT) and the National Board of Certified Counselors (NBCC) do not provide this information. However, we found that eight of the nine 2019 graduated students are currently licensed as interns (Oregon and Idaho), and all 8 passed the NCE.

Action Steps:

We put a question on the Alumni Survey asking about licensure. We were not able to obtain testing data from the Oregon Board of LPC's or NBCC.   We did find that 8 of the 9 recent graduates chose to take the test and each of the 8 passed their exam for licensure as a registered intern.

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.

In the past the council has been chaired by an adjunct professor, community member, or an alumna. Due to membership changes, new council chair(s) will be appointed for the 2020-21. The chair(s)

along with the CMHC Program Director prepare the agenda for the Advisory Council meetings. At the October 2019 meeting, the board members reviewed the previous year's admission data, and provided feedback as well as recommendations based on the 2018-19 Annual Report Assessment data. The February 2020 meeting was set to review curricular information and provide program recommendations, however was cancelled due to the COVID19 pandemic.

Action Steps

New Advisory Board members are being recruited for the October 2020 board meeting. Several have already been identified and represent alumni, community members, stakeholders, and includes individuals representing under representatived populations. At this upcoming board meeting, there will be a review of program assessment data and curricular information in an effort to seek program improvement recommendations. Additionally, the Advisory Board will be introduced to the 2016 CACREP standards as we begin preparations to roll out these new standards upon approval of our September 2020 Mid-Cycle report. The goal with implementing the 2016 standards will be to support continuous quality improvement through ongoing assessment in the development of effective action steps leading to excellent preparation of clinical mental health counselors.

CACREP

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is a national accrediting body for counseling programs. Corban began its program 11 years ago with the intent of applying for CACREP accreditation. The CMHC program received eight-year accreditation January 17, 2017. Due to a loss of three Core program faculty the end of June 2019, a substantive change report was sent to CACREP at the end of June 2019 to report on the change in faculty. CACREP addressed the report at their July 2019 board meeting and Corban received a letter that our recruitment plan had been accepted. Intensive efforts to recruit and employ diverse faculty for open positions ensued beginning fall 2019 and continued through spring 2020.

CACREP placed Corban's CMHC program on notice in January 2020 until the three core faculty slots have been filled. By the first of May 2020, all three Core faculty slots had been filled. Two faculty, who represent diversity, were hired in 2020 and the third faculty completed her Ph.D. in Counselor Education in May 2020. Of the three-core faculty, one is a person of color and another faculty represents a person with disability. A Special Interim Report was sent to CACREP in June to indicate Corban's CMHC has met Standard W. "*The academic unit has faculty resources of appropriate quality and sufficiency to achieve its mission and objectives*"

A Mid-Cycle report was completed and submitted to CACREP in September 2020. Once approved, the program shall be allowed to move to the 2016 standards.

Next Steps

The action steps from this report will be reviewed at the next Advisory Board Meeting in October 2020, and we will further discuss recommended changes at our bi-annual faculty Assessment meeting in December 2020.

We are continuing to move from the 2009 standards to the 2016 standards. Upon CACREP approval of our 2020 Mid-Cycle report (submitted early September), the plan that we developed for the 2016 Standards will be implemented. The following charts will provide an overview of the plan:

Table 12. 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 1. Individual Interview Rubric 2. Group Interview Rubric 3. Dispositions Rubric	None-Denial to program as needed	Faculty: Program Review Admissions Procedure Advisory Board Review Admissions Procedures

	4. Denied
	5. Admitted
	C. Enrollment Data
	  1. Admitted
	  2. Enrolled
	  3. Withdrew
	  4. Dismissed
	  5. Graduated
			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:
			Identify areas of needed focus for student development. Implement programmatic and curricular intervention

3. Key Curricular Outcome Assessments	A. Key Outcome Assessments (KOA) for each of the Program Leaning Objectives (PLO)
	  1. Professional Counseling Practice/Ethical Practice
	  2. Social & Cultural Diversity
	  3. Human Growth & Development
	  4. Diagnosis/Treatment Planning
	  5. Counseling & Helping Relationships
	  6. Career Development
	  7.Counseling Theory & Skills
	  8. Group
	  9. Assessment & Testing
	  10.Research
	  11.Spirituality
		Plan for Success (as needed)
		
		Student may repeat class as part of Plan for Success
		
		Remediation Plan
		Possible dismissal from program
			Faculty:
			Enter data TK-20
			Run Reports
			Close Data Loop
			Review Results at Fall Faculty Assessment Meeting
			
			Administration:
			Make Budget Recommendations
			Send Results
			
			Advisory Board
			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:
			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 CN561-63 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

Table 13. 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 – Students will present recognition of human diversities and social iniquities 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 – Students will 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 – Students will demonstrate an understanding of diagnostic processes for prevention, intervention, treatment planning in order to promote client wellness	CN535 Psychopathology/ Diagnosis	Final Clinical Project	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 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 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 Counseling - Students will demonstrate 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	M
8. Assessment & Testing- Students will show application of 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 – Students will demonstrate an understanding of the importance of 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 – Students will demonstrate 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
	CN603 Theology of Faith, Hope, and Love	Nature of People Paper	M
	CN599 Portfolio	Portfolio	M

Action Steps

In 2018, faculty provided input to the 2016 Standards Assessment plan. In 2019 we evaluated

and edited our Program Learning Outcomes (PLOs) making them more concise and aligned them to the

2016 Standards. The results are reflected in the chart above. Faculty have incorporated the 2016

standards along with the 2009 in all syllabi. Upon approval of the September 2020 Mid-Cycle report, the

program plans to completely move all courses and assessment procedures to the 2016 standards.   All

faculty including two newly hired full time faculty will be reviewing the KOA's of each class taught and

to reevaluate their alignment with the 2016 standards. Any curricula changes or recommendations

adhering to the 2016 standards will be brought forward to our Advisory Board; the first half of courses at

the fall 2020 meeting and the 2nd half of courses at the winter 2021 meeting for input and discussion.

Conclusion

The CMHC program achieved eight-year CACREP accreditation in January 2017. Although the

CMHC endured loss of core faculty in the summer of 2019, beginning January 2020 through May 2020,

two new core faculty were hired and a third faculty member completed her Ph.D. in counselor-education.

As of mid-May 2020, three core faculty are now in place. We look forward to receiving feedback from

the CACREP accreditation council on the Special Interim Report, submitted in June 2020, as evidence

that the core faculty requirement is met. We are pleased to have recently admitted our largest cohort of

students in many years and look forward to the opportunities ahead for educating and training clinical

mental health professionals

Corban's Clinical Mental Health Counseling program has worked diligently to continue to build

on its strong foundation by improving on program assessment in all four areas: Pre-Admission, In-

Program, Post-Program, and Additional Input, even in the midst of faculty transition. In the fall of 2019,

new program management tracking guides for CACREP assessment data were developed in an effort to

help the department continue with strength, despite the transition of long-term faculty and the hiring of

newer faculty, and to manage scheduled CACREP program evaluation activities.   Two new assessment planning guides were developed and shared with program faculty and administration. Both of these guides are color-coded to identify person(s) responsible for assessment data collection. The first guide is titled: *Management Plan and Calendar of Programmatic Evaluation of Learning Outcomes* and clearly delineates the twelve data points for ongoing program assessment including timelines and person(s) responsible for assessment data/collection. A 2nd planning guide titled: *Monthly Calendar of CACREP Management of Programmatic Evaluation,* was developed to provide a monthly task list of assessment activities for calendar tracking and monitoring. Both of these guides are shared frequently at Department meetings to keep all key faculty and staff on target with ongoing assessment activities and their deadlines. These management guides will be updated to the 2016 Standards upon approval of our Fall 2020 Mid-Cycle report.