



Corban University  
CACREP 2021-22 Annual Report  
2016 Standards

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**Corban University**  
**Clinical Mental Health Counseling (CMHC) Program**  
**Annual Report 2021—2022**

**Table 1: Vital Statistics Dashboard 2021-22**

<b>Graduates Fall 2021-August 2022</b>	<b>16</b>
<b>Completion Rate</b>	<b>100%</b>
<b>*Licensure/Certification Exam Pass Rate</b>	<b>100%</b>
<b>Job Placement Rate</b>	<b>100%</b>

The vital statistics dashboard includes key data reported on the Vital Statistics report that is filed online with CACREP each year.

**Annual Report**

This annual report serves as compliance for the 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.

**Program Modifications**

Last year we began to transition to the 2016 standards. This year the annual report has a new look because we have fully transitioned to the 2016 standards. The faculty made adjustments to the existing assessment plan in order to meet the 2016 standards. Our updated assessment plan focuses on three program objectives:

1. Students demonstrate sufficient knowledge and skills based on the core and specialty areas of the CACREP standards.
2. Students demonstrate professional dispositions required for success in the counseling field.

3. Students in the counseling program reflect the demographic diversity of the communities they will be serving.

### **Data Review**

The comprehensive assessment plan includes formative and summative measures for data collection across program assessment areas that meet each of the program objectives. Data is collected and recorded for each student in the program. Faculty review the data and make program modifications as needed at assessment meetings that are held twice yearly in the fall and spring semesters. In addition, we have an advisory board that is made up of community and Corban stakeholders. The advisory board meets in the fall and spring to review aggregate data and to discuss other issues of importance including demographic and diversity information.

This year we provided our updated assessment plan to our Advisory Board for input and feedback. Results in this report are derived from CMHC collected throughout 2021-22. In some instances, data represents additional academic years to include sufficient responses or report trends.

### **Faculty Updates**

In 2021-22, Nick Sotelo, Ph.D. joined the faculty as a core faculty member. Mary Aguilera, Ph.D. returned to Corban as a core faculty member and CACREP Liaison. Lori Schelske, Ph.D. continued as a core faculty member and took on the role Director of the CMHC program. Ryan Connor, Ph.D. is non-core faculty member and Clinical Placement Coordinator. Ryan is currently working on completing his Ph.D. in Counselor Education.

## **CACREP 2016 Standards**

### **CACREP Standard 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.

**CACREP Standard 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.

**Program Mission Statement**

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

Professional clinical mental health counselors serve as advocates in promoting wellness and social justice. This is accomplished through intentional focus on increasing students' persona development as well as awareness of self and others, developing knowledge and applying a theory to practice model in the development of clinical skills, case conceptualization, applied ethical awareness, appreciation of diversity, productive vocational skills, and mastery of the cognitive, behavioral, and emotional dynamics that permeate the human experience. Corban's mental health counseling students are incrementally exposed to a broad range of clinical issues through a breadth of course work and clinical practice. Students learn to show unconditional positive regard and to develop a coherent theoretical,

ethical, and multicultural framework for counseling practice. Additionally, students are prepared to serve as change agents in their community, state, region, and world. Graduates deliver effective services in a variety of mental health counseling job placements and are eligible to apply for licensure and certification upon successful program completion.

The following is our comprehensive assessment plan based on the 2016 standards:

**Program Objective 1: Students demonstrate sufficient knowledge and skills based on the core and specialty areas of the CACREP standards.**

### **Data Used to Evaluate Program Objective 1**

#### **Student KPIs**

Program Key Program Indicators (KPI's) represented knowledge and skills in each of the eight core entry-level curricula area, in addition to Clinical Mental Health Counseling and foci of the program (i.e., spiritual integration). Individual student performance is tracked to ensure each student demonstrated adequate KPI performance. Aggregate KPI student performance is used to evaluate program objectives (See the KPI chart 1.1). If a student does not pass one of the KPI's an alternative assignment will be provided (See the Alternative Assignment chart 1.3).

#### **Stakeholder Rated KPIs**

Every year, the program sends a survey to alumni, site supervisors, and employers. The survey is modeled after the student KPI's in order to triangulate our data collection. We ask these stakeholders to provide feedback on the degree to which students and graduates demonstrate KPI performance.

#### **1.1 Curriculum Assessment Plan**

##### **Curriculum Assessment Plan – 2016 Standards 2021-2022 Key Program Indicator (KPI)/CMHC Learning Experiences//Key Objective Assessment (KOA)**

*PLO Level = I-Introduced M-Mastered*

<b>Key Performance Indicators KPI</b>	<b>CMHC Learning Experiences</b>	<b>Key Objective Assessments (KOA)</b>	<b>PLO Level</b>
<b>1. Professional Counseling Practice/Ethical Practice-</b> Students will demonstrate their understanding of professional and ethical practice, including knowledge of professional roles, advocacy processes, ethical and legal procedures in counseling, technology, and record keeping.	CNL537 Legal & Ethical	Ethical Decision-Making Paper	I
	CNL563 Internship I	Clinical Evaluation	M

<b>2. Social and Cultural Diversity-</b> Students will demonstrate their knowledge of social and cultural diversity in terms of counselor roles, multicultural and pluralistic trends, and counseling practices in areas of identity development, social justice, advocacy and conflict resolution.	CNL532 Social & Cultural	Multicultural Counseling Development Plan (paper)	I
	CN563 Internship I	Clinical Evaluation-case conceptualization	M
<b>3. Human Growth and Development-</b> Students will demonstrate their understanding of individual and family development; systemic and environmental factors that affect human development; culturally relevant strategies for promoting development and wellness across the lifespan.	CNL522 Counseling through the Lifespan	Development Theory Paper	I
	CNL563 Internship I	Clinical Evaluation-Evaluation	M
<b>4. Diagnosis/Treatment Planning-</b> Students will demonstrate and understanding of: diagnostic process of the use of the DSMV; case conceptualization, treatment plans, development of measurable outcomes for clients, and evidence-based counseling strategies and techniques for prevention and intervention.	CNL535 Psychopathology/ Diagnosis	Final Clinical Project	I
	CN563 Internship II	Clinical Evaluation	M
<b>5. Counseling and Helping Relationships-</b> Students will demonstrate an orientation to wellness and prevention, suicide prevention models, and strategies, crisis intervention, trauma-informed and community-based strategies.	CN512 Practicum	Reflection Journal #3	I
	CNL538 Crisis, Disaster, and Trauma	Crisis/Trauma Counseling Paper	M
<b>6. Career Development-</b> Students will demonstrate their understanding of career development processes, techniques and resources, and the application of assessment instruments and techniques relevant to career planning and decision making in a global economy.	CNL531 Foundations	Career Post Week #6	I
	CNL533 Career and Life Planning	Occupational Assessment Report	M
<b>7. Counseling Theory &amp; Skills-</b> Students will demonstrate an understanding of counseling theories, theories of addictions, and appropriate counseling intervention models, and	CNL 501/502 Theories & Skills	Counseling Theory Paper	I



essential, interviewing, counseling micro skills, and case conceptualization skills.	CNL512 Practicum	Clinical Evaluation	M
<b>8. Group-</b> Students will demonstrate their understanding of the principles of group dynamics, theories of group counseling methods, behaviors, and assessments.	CNL523 Group Counseling	Group Proposal Paper	I
	CNL563 Internship I or II	Clinical Evaluation	M
<b>9. Assessment &amp; Testing-</b> Students will demonstrate their understanding of standardized and non-standardized assessment techniques, environmental assessments, issues of validity, reliability, and cultural factors necessary for an ethical approach to assessment.	CNL534 Appraisal	Final Exam	I
	CNL563 Internship II	Clinical Evaluation	M
<b>10. Research-</b> Students will demonstrate their understanding of the importance of research in advancing the counseling profession, as well as their grasp of research methodology, related ethical issues and application of research in practice.	CNL541 Research	Final Research Project-Paper	I
	CNL599 Portfolio	Portfolio	M
<b>11. Spirituality-</b> Students will articulate a spiritual framework for counseling that demonstrates an understanding of the impact of spiritual beliefs on counselors and client's worldview; demonstrate the ability to show unconditional positive regard, respect, and advocacy for clients.	CNL 602 Theology II	Annotated Bibliography-Paper	I
	CNL 603 Theology III	Theoretical Integration Paper	M

**\* Note: Practicum, Internship, and Portfolio are on a 5-point scale**

### Scoring Key for KPI Assessment

Several assessment methods are used to score core assessments. Most papers use a score of a B (83%) or above as met. A few use a cut off number as met. Most evaluations use a 1 to 5 scale: 1-very deficient; 2-deficient; 3-adequate; 4-excellent; 5-very excellent. A 3-adequate is considered being met.

## 1.2 Timeline of KPI Assessments

The timeline of KPI Assessments provides a grid containing each KPI and when it will be assessed in the program.

### Timeline of KPI Assessment

**Table 2.**

KPI	Y1 FA	Y1 SP	Y1 SU	Y2 FA	Y2 SP	Y2 SU	Y3 FA	Y3 SP	Y3 SU
1	X				X			*X	
2	X				X			*X	
3		X			X			*X	
4		X				X			*X
5				X	X				
6		X				X			
7		X		X			*X		
8				X		X	*X		*X
9				X		X	*X	*X	
10			X			X			*X
11		X				X			*X

\*If the student is on a 3-year plan he/she will complete their second competency in year 3

## 1.3 KPI 21-22 Results

### KPI Instructor Aggregate Ratings of master's Student KPI's, 2021-22

**Table 3.**

KPI	Introductory		Mastery	
1	n=15	Met 83 >	n=15	Met 3 >
2	n=11	Met 83 >	n=15	Met 3 >
3	n=16	Met 83 >	n=15	Met 3 >
4	n=12	Met 83 >	n=14	Met 3 >
5	n=15	Met 83 >	n=13	Met 83 >
6	n=14	Met 83 >	n=12	Met 83 >
7	n=15	Met 83 >	n=15	Met 3 >
8	n=13	Met 83 >	n=14	Met 3 >
9	n=13	Met 83 >	n=14	Met 3 >
10	n=10	Met 83 >	n=12	Met 3 >
11	n=14	Met 83 >	n=13	Met 83 >

#### 1.4 Instructor KPI Key Findings

Table 4.

Key Findings	Further Information	Planned Program Modification
Students are meeting the standards in terms of grades/quantitative assessments		We want to continue the current plan

#### 1.5 Stakeholder Surveys for Program Objective 1: Key Performance Indicators (KPI)

Corban University  
Alumni Survey  
CACREP 2016 standards

Corban University is accredited by the Council for the Accreditation (CACREP). Part of the accreditation process is to get input from stakeholders of our program objectives. We value your input and request that you would fill out the following survey. The survey is based on Corban's eleven key program performance indicators and five professional disposition indicators (APQ). Please score the survey below based on your experience in Corban's counseling program.

Please tell us your employment location:

Mental Health Agency  
Private Practice  
Hospital  
Other  
Not pursuing a counseling career

Job title: (LPC, school counselor, counselor educator, other) Please list:

Number of years:

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

0-6 months  
6 months-1-year  
1-2 years  
Still seeking a counseling position

Have you passed a licensing exam? \_\_\_\_\_ Yes \_\_\_\_\_ No

**Objective 1: Students demonstrate sufficient knowledge and skills based on the core and specialty areas of the CACREP standards.**

Please rate your learning of the programs Key Program Indicators (KPI):

KPI	Rating Scale				
	Very Deficient	Deficient	Adequate	Excellent	
<b>1. Professional Counseling Practice/Ethical Practice-</b> I am able to demonstrate my understanding of professional and ethical practice, including knowledge of professional roles, advocacy processes, ethical and legal procedures in counseling, technology, and record keeping.	1	2	3	4	5
<b>2. Social and Cultural Diversity-</b> I am able to demonstrate my knowledge of social and cultural diversity in terms of counselor roles, multicultural and pluralistic trends, and counseling practices in areas of identity development, social justice, advocacy and conflict resolution.	1	2	3	4	5
<b>3. Human Growth and Development-</b> I am able to demonstrate my understanding of individual and family development; systemic and environmental factors that affect human development; culturally relevant strategies for promoting development and wellness across the lifespan.	1	2	3	4	5
<b>4. Diagnosis/Treatment Planning-</b> I am able to demonstrate an understanding of diagnostic process of the use of the DSMV; case conceptualization, treatment plans, development of measurable outcomes for clients, and evidence-based counseling strategies and techniques for prevention and intervention.	1	2	3	4	5
<b>5. Counseling and Helping Relationships-</b> I am able to demonstrate an orientation to wellness and prevention, suicide prevention models, and strategies, crisis intervention, trauma-informed and community-based strategies.	1	2	3	4	5
<b>6. Career Development-</b> I am able to demonstrate my understanding of career development processes, techniques and resources, and the application of assessment instruments and techniques relevant to career planning and decision making in a global economy.	1	2	3	4	5
<b>7. Counseling Theory &amp; Skills-</b> I am able to demonstrate an understanding of counseling theories, theories of addictions, and appropriate counseling intervention models, and essential, interviewing, counseling micro skills, and case conceptualization skills.	1	2	3	4	5

<b>8. Group –</b> I am able to demonstrate my understanding of the principles of group dynamics, theories of group counseling methods, behaviors, and assessments	1	2	3	4	5
<b>9. Assessment &amp; Testing-</b> I am able to demonstrate my understanding of standardized and non-standardized assessment techniques, environmental assessments, issues of validity, reliability, and cultural factors necessary for an ethical approach to assessment.	1	2	3	4	5
<b>10. Research-</b> I am able to demonstrate my understanding of the importance of research in advancing the counseling profession, as well as their grasp of research methodology, related ethical issues and application of research in practice.	1	2	3	4	5
<b>11. Spirituality-</b> I am able to articulate a spiritual framework for counseling that demonstrates an understanding of the impact of spiritual beliefs on counselors and client's worldview; demonstrate the ability to show unconditional positive regard, respect, and advocacy for clients.	1	2	3	4	5

### 1.6 Scoring for Stakeholder Surveys for Program Objective 1

The stakeholder surveys are based on the three Corban program objectives. The survey asked the same questions for alumni, employers, and supervisors (see example above). Scoring for the Key Performance Indicators (KPI) is based on a 1 to 5 scale: 1-very deficient; 2-deficient; 3-adequate; 4-excellent; 5-very excellent. The surveys were sent electronically to 25 alumni from our alumni information spreadsheet. We received 6 completed alumni surveys. The alumni were asked to forward the electronic employer survey to their employers. We received 2 completed employer surveys. The site supervisor survey was sent to five site supervisors who worked with our students at internship sites in 2021-22. We received 3 site supervisor surveys.

### 1.7 Alumni, Supervisor, and Employer Aggregate Ratings of KPI Survey

**Table 5.**

KPI	Alumni	Supervisor	Employer
	n=6	n=3	n=2

<b>1</b>	<b>33% Excellent</b> <b>66% Very Excellent</b>	<b>66% Excellent</b> <b>33% Very Excellent</b>	<b>100% Very Excellent</b>
<b>2</b>	<b>16% Adequate</b> <b>33% Excellent</b> <b>50% Very Excellent</b>	<b>66% Excellent</b> <b>33% Very Excellent</b>	<b>50% Excellent</b> <b>50% Very Excellent</b>
<b>3</b>	<b>66% Excellent</b> <b>33% Very Excellent</b>	<b>33% Adequate</b> <b>33% Excellent</b> <b>66% Very Excellent</b>	<b>50% Excellent</b> <b>50% Very Excellent</b>
<b>4</b>	<b>50% Excellent</b> <b>50% Very Excellent</b>	<b>33% Deficient</b> <b>33% Adequate</b> <b>33% Very Excellent</b>	<b>50% Excellent</b> <b>50% Very Excellent</b>
<b>5</b>	<b>50% Excellent</b> <b>50% Very Excellent</b>	<b>66% Excellent</b> <b>33% Excellent</b>	<b>100% Very Excellent</b>
<b>6</b>	<b>33% Adequate</b> <b>33% Excellent</b> <b>33% Very Excellent</b>	<b>100% Excellent</b>	<b>50% Excellent</b> <b>50% Very Excellent</b>
<b>7</b>	<b>66% Excellent</b> <b>33% Very Excellent</b>	<b>33% Adequate</b> <b>33% Excellent</b> <b>33% Very Excellent</b>	<b>50% Excellent</b> <b>50% Very Excellent</b>
<b>8</b>	<b>33% Adequate</b> <b>33% Excellent</b> <b>33% Very Excellent</b>	<b>33% Adequate</b> <b>33% Excellent</b> <b>33% Very Excellent</b>	<b>100% Excellent</b>
<b>9</b>	<b>16% Deficient</b> <b>16% Adequate</b> <b>33% Excellent</b>	<b>33% Deficient</b> <b>33% Excellent</b> <b>33% Very Excellent</b>	<b>100% Excellent</b>

	<b>33% Very Excellent</b>		
<b>10</b>	<b>33% Adequate</b> <b>16% Excellent</b> <b>50% Very Excellent</b>	<b>50% Deficient</b> <b>50% Excellent</b>	<b>100% Excellent</b>
<b>11</b>	<b>50% Excellent</b> <b>50% Very Excellent</b>	<b>66% Adequate</b> <b>33% Very Excellent</b>	<b>50% Excellent</b> <b>50% Very Excellent</b>

### 1.8 Alumni, Supervisor, and Employer Key Findings

**Table 6.**

<b>Key Findings</b>	<b>Further Information</b>	<b>Planned Program Modification</b>
<b>We are meeting or exceeding the expectations for all but #'s 9 &amp; 10</b>	<b>It may be that the language in the survey was not clear regarding the alumni's understanding of introductory expectations as counselors</b>	<b>We will reevaluate the language in the survey. We will also make more of an effort to familiarize students with the CACREP Assessment Plan</b>
<b>We are meeting or exceeding the expectations for all but #'s 9 &amp; 10</b>	<b>There were issues with faculty assigned to those two courses</b>	<b>These issues have been resolved</b>
<b>There was low number of responses</b>	<b>We sent out 25 alumni surveys and received only six responses and two employer responses. We had 3 supervisor responses.</b>	<b>The Advisory Board suggested using some kind of incentive to get more responses.</b>

**Program Objective 2: Students demonstrate professional dispositions required for success in the counseling field.**

**Data Used to Evaluate Program Objective 2**

**Instructor Rated Assessment of Professional Qualities (APQ)**

Each year the faculty meets to evaluate dispositions necessary for students to acquire to develop a strong counselor identity. We use the Assessment of Professional Qualities (APQ) to assess each student (see the APQ chart 2.1). Individual student performance on the APQ is tracked to ensure each student demonstrates adequate performance.

**Stakeholder Rated Dispositions**

A survey is sent yearly to stakeholders including, alumni, site supervisors, and employers to get feedback on the education that Corban provides. The faculty uses the information to make changes to the program that Corban offers. The surveys were sent electronically to 25 alumni from our alumni information spreadsheet. The alumni were asked to forward the electronic employer survey to their employers. We received 2 completed employer surveys. The site supervisor survey was sent to five site supervisors who worked with our students at internship sites in 2021-22. We received 3 completed supervisor surveys.

**2.1 Assessment of Professional Qualities (APQ)**

Student's Name; \_\_\_\_\_ Term: (circle) Fall Spring Summer Year \_\_\_\_\_

**Assessment of Professional Qualities of Graduate Students**

**In Clinical Mental Health Counseling (CMHC) Program - Corban University**

This form will be used to evaluate the professionalism graduate students display during class and program activities. It will be used to document professional progress, strengths, and address any areas of concern. This assessment supports CACREP standards 4.B. *The counselor education program evaluates: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions;* and 4. G. *The counselor education program faculty systematically assesses each student's professional dispositions throughout the program.*



Not Applicable	Serious Concerns	Needs Improvement	Emerging	Satisfactory	Advanced
NA	SC	I	E	S	A
Not applicable to the setting or not applicable at this time.	The student displays behaviors contrary to those expected for this disposition.	Occasionally but not consistently, the student displays the desired behaviors.	The student is at an emergent level; the behaviors are observed more frequently.	The student consistently displays the desired behaviors.	Student displays an advanced level of performance.

Rating	1. Collaboration and Communication: Students work effectively with peers, instructors, and mental health counseling professionals to achieve a common goal.
	1.1 <b>Interacts constructively with peers/mental health counseling professionals:</b>
	<ul style="list-style-type: none"> <li>Shows consideration &amp; communicates in an appropriate and professional manner</li> <li>Establishes good rapport with peers/counseling professionals</li> <li>Works cooperatively in team/group projects</li> <li>Solicits suggestions and feedback from peers/counseling professionals</li> <li>Actively listens and responds to peers/counseling professionals</li> </ul>
	1.2 <b>Interacts constructively with faculty:</b>
	<ul style="list-style-type: none"> <li>Shows consideration and communicates with faculty in an appropriate and professional manner</li> <li>Establishes good rapport with faculty</li> <li>Demonstrates flexibility in working with faculty</li> <li>Solicits suggestions and feedback from faculty</li> <li>Actively listens and responds to faculty</li> <li>Maintains communication when questions or concerns arise</li> </ul>
	2. <b>Commitment to the Clinical Counseling Profession:</b> Students conduct themselves in a manner befitting an ethical and honest mental health counselor in learning, research, and clinical practice.
	<ul style="list-style-type: none"> <li>Upholds all relevant Corban CMHC and community agency program policies</li> <li>Demonstrates behavior that shows adherence to the <i>ACA Code of Professional Ethics</i> and presents sound judgment with decision making skills</li> <li>Reflects upon and evaluates effectiveness as a counselor-in-training, and seeks to improve skills</li> <li>Regularly re-assesses his/her commitment to the clinical counseling profession</li> <li>Exhibits energy, drive, and determination to become a professional mental health counselor</li> </ul>
	3. <b>Respect:</b> Students honor, value, and demonstrate consideration and regard for oneself and for others.
	Recognizes a range of valid viewpoints, including divergent cultural views
	<ul style="list-style-type: none"> <li>Presents self in a (professional) respectful manner (e.g., appropriate dress, communication, and behavior)</li> <li>Communicates and behaves in a respectful manner that is sensitive to linguistic and cultural differences</li> <li>Recognizes and respects the varied needs of others who have mental health and/or physical disabilities</li> <li>Elicits trust and respect from peers/colleagues, instructors, counseling professionals, and clients</li> </ul>
	4. <b>Commitment to Academic Excellence:</b> Students value learning for self and for peers in the pursuit, development, and application of clinical counseling practice.
	<ul style="list-style-type: none"> <li>Devotes sufficient amount of time and energy towards achieving their advanced degree</li> <li>Commits to making graduate studies a priority and maintains an acceptable grade point average</li> </ul>

- Communicates verbally/visually and in writing with faculty and advisors in a timely manner
- Values ongoing assessment as essential to the instructional process
- Demonstrates commitment with completing class-related activities and following requested timelines
- In completing course and field experience assignments, produces original work, credits sources when appropriate, and uses APA format when required

<b>5. Emotional Maturity:</b> Students demonstrate situation appropriate behavior.	
5.1	<p>Demonstrates self-confidence, self determination, and efficacy</p> <ul style="list-style-type: none"> <li>Has awareness of strengths and weaknesses and able to contain one's own internal emotional response</li> <li>Displays insights into one's own intrapersonal and interpersonal dynamics</li> <li>Demonstrates self-confidence through body language, voice tone/sign inflection, eye contact, and preparedness</li> </ul>
5.2	<p>Is dependable, conscientious, and punctual with program requirements</p> <ul style="list-style-type: none"> <li>Consistently arrives early or on-time</li> <li>Completes assigned tasks and program requirements in a timely manner</li> </ul>
5.3	<p>Models the social skills, character traits, and dispositions desired in clinical counseling students</p> <ul style="list-style-type: none"> <li>Establishes caring and mutually respectful relationships with peers, instructors and supervisors</li> <li>Demonstrates ability to manage learning and performance anxieties</li> </ul>
5.4	<p>Students act independently and demonstrate accountability, reliability, and sound judgment</p> <ul style="list-style-type: none"> <li>Has obtained and read the CMHC Graduate Student Handbook</li> <li>Adheres to policies and procedures defined in the CMHC Program and Corban Catalog</li> </ul>

**(\*) Any counselor-in-training in their first year that receives an average score in any section below an “E” rating will need a plan for success with a clear plan as to how improvements will be made in the area(s) of concern. Progress with identified goals is expected to be completed as rapidly as possible. Counselors-in-training can be refused internship placements based on poor academic performance, attitudes, or behaviors identified as problematic.**

**In general, a counseling student in his/her first year would expect to receive mostly E's and some S's as you are beginning your developmental process as a counselor. Students in their second year would expect to receive mostly S's and some A's as you move to completing your counselor training. Second year students receiving below an S may need to develop a plan for success.**

**COMMENTS Regarding Completed Assessment: (student will initial each comment below):**

**Signature of the Student Who Has Read This Form:**

*Signature acknowledges only that the student has had an opportunity to review this report with CMCH faculty/advisor; it does not imply concurrence with the information reported.*

Signature of Student	Date	Counseling Faculty	Date
----------------------	------	--------------------	------

Signature of Student Advisor	Date	Counseling Faculty	Date
------------------------------	------	--------------------	------

Cc: Student ☐ Check here if a Plan for Success has been attached  
Faculty Advisor (files original copy)

## 2.2 Scoring for the APQ

Scoring for the APQ is based on the scale below:

<b>Not Applicable</b>	<b>Serious Concerns</b>	<b>Needs Improvement</b>	<b>Emerging</b>	<b>Satisfactory</b>	<b>Advanced</b>
NA	SC	I	E	S	A
Not applicable to the setting or not applicable at this time.	The student displays behaviors contrary to those expected for this disposition.	Occasionally but not consistently, the student displays the desired behaviors.	The student is at an emergent level; the behaviors are observed more frequently.	The student consistently displays the desired behaviors.	Student displays an advanced level of performance.

## 2.3 Timeline for the APQ Assessment

Table 7.

APQ	Fall Y 1	Spring Y1	Sum Y 1	Fall Y2	Spring Y 2	Sum Y2	Fall Y 3	Sp. Y3	SU Y3
1		X			X			*X	
2		X			X			*X	
3		X			X			*X	
4		X			X			*X	
5		X			X			*X	

\*Students on a three-year plan will be evaluated Sp Y3.

## 2.4 Instructor aggregate ratings of the APQ- 2021-22

Table 8.

APQ-Professional Qualities	Year 1 n=14	Year 2 n=14	Year 3 N=1
1.1	100% Met S or above	100% Met S or Above	100% Met S or Above
1.2	93% Met S or above	93% Met S or Above	100% Met S or Above
2.	100% Met S or above	100% Met S or Above	100% Met S or Above
3.	100% Met S or above	100% Met S or Above	100% Met S or Above
4.	79% Met S or above	93% Met S or Above	100% Met S or Above
5.1	50% Met S or above	100% Met S or Above	100% Met S or Above
5.2	100% Met S or above	100% Met S or Above	100% Met S or Above
5.3	79% Met S or above	100% Met S or Above	100% Met S or Above
5.4	100% Met S or above	100% Met S or Above	100% Met S or Above

## 2.5 Instructor APQ Key Findings

Table 9.

Key Findings	Further Information	Planned Program Modifications
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Several first-year student's received E's (emerging)	In their first year, student's may be Emerging (E) in some areas. This is expected in the first year as they are developing their counselor identity	Watch for the E's to become S's in the second year
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## 2.6 Stakeholder APQ Survey

**Objective 2: Students demonstrate professional dispositions required for success in the counseling field.**

APQ	Rating Scale				
	Very Deficient	Deficient	Adequate	Excellent	
<b>1. Collaboration and Communication:</b> I am able to work effectively with peers, instructors, and mental health counseling professionals to achieve a common goal.	1	2	3	4	5
<b>2. Commitment to the Clinical Counseling Profession:</b> I am able to conduct myself in a manner befitting an ethical and honest mental health counselor in learning, research, and clinical practice.	1	2	3	4	5
<b>3. Respect:</b> I honor, value, and demonstrate consideration and regard for oneself and for others.	1	2	3	4	5
<b>4. Commitment to Academic Excellence:</b> I value learning for self and for peers in the pursuit, development, and application of clinical counseling practice.	1	2	3	4	5
<b>5. Emotional Maturity:</b> I demonstrate situation appropriate behavior.	1	2	3	4	5

## 2.7 Scoring for Surveys for Program Objective 2

The stakeholder surveys are based on the three Corban program objectives. The survey asked the same questions for alumni, employers, and supervisors (see example above). Scoring for the Key Performance Indicators (KPI) is based on a 1 to 5 scale-1 very deficient; 2-deficient; 3-adequate; 4-excellent; 5-very excellent. The surveys were sent electronically to 25 alumni from our alumni information spreadsheet. We received 6 completed alumni surveys. The alumni were asked to forward the electronic employer survey to their employers. We received 2 completed employer surveys. The site

supervisor survey was sent to five site supervisors who worked with our students at internship sites in 2021-22. We received 3 site supervisor surveys.

## 2.8 Alumni, Supervisor, and Employer Aggregate Ratings of APQ Survey

**Table 10.**

<b>APQ</b>	<b>Alumni n=6</b>	<b>Supervisor n=3</b>	<b>Employer n=2</b>
<b>1</b>	<b>50% Excellent 50% Very Excellent</b>	<b>66% Deficient 33% Very Excellent</b>	<b>50% Excellent 50% Very Excellent</b>
<b>2</b>	<b>60% Excellent 40% Very Excellent</b>	<b>66% Adequate 33% Very Excellent</b>	<b>100% Very Excellent</b>
<b>3</b>	<b>50% Excellent 50% Very Excellent</b>	<b>33% Deficient 33%Excellent 33% Very Excellent</b>	<b>50% Excellent 50% Very Excellent</b>
<b>4</b>	<b>50% Excellent 50% Very Excellent</b>	<b>33% Deficient 33% Excellent 33% Very Excellent</b>	<b>50% Excellent 50% Very Excellent</b>
<b>5</b>	<b>33% Excellent 66% Very Excellent</b>	<b>33% Deficient 33% Adequate 33% Excellent</b>	<b>50% Excellent 50% Excellent</b>

## 2.9 Alumni, Supervisor, and Employer APQ Key Findings

**Table 11.**

<b>Key Findings</b>	<b>Further Information</b>	<b>Planned Program Modification</b>
<b>One site misunderstood the number of hours students were expected to be at the site</b>	<b>The site was not happy with the limits on student hours requirement</b>	<b>We have updated the site supervisor handbook to state the exact number of hours students can be there.</b>

**Program Objective 3: Students in the counseling program reflect the demographic diversity of the communities they will be serving.**

### **Data Used to Evaluate Program Objective 3**

Data for program objective three comes from a diversity profile of current students provided by Corban's registrar office, a diversity profile of applicants to the program that is provided by the admissions department, and diversity information that comes from the stakeholder surveys that are electronically sent by the CMHC program department. The CMHC Advisory Board also provides suggestions regarding developing a more diverse student body and faculty.

**\*Note: According to the July 2021 Census the population in Salem is 65% white-non-Hispanic and 22% Hispanic.**

#### **3.1 Diversity profile of current students**

Each year we collect data regarding faculty and student diversity for our yearly CACREP Vital Statistics Survey. This information is evaluated by faculty in our assessment meetings in order to assess and brainstorm ways to increase student body and faculty diversity.

#### **3.2 Self-Identified Current Student Demographic Chart 2021-2022**

**Table 12.**

	Female		Male	
Asian, Native Hawaiian or Other Pacific Islander	0	0%	1	3%
Black or African American	0	0%	0	0%
Hispanic	4	11%	2	5%
White	20	54%	5	13%
Blank	4	11%	1	3%
Total	28		9	

#### **3.3 Alumni, Site Supervisor, Employer Ratings of Diverse Learning Community**

Stakeholders were asked a question regarding student demographics on the Alumni, Site Supervisor, and Employer Surveys. The surveys were sent electronically to 25 alumni from our alumni information spreadsheet. We received 6 completed alumni surveys. The alumni were asked to forward the electronic employer survey to their employers. We received 2 completed employer surveys. The site

supervisor survey was sent to five site supervisors who worked with our students at internship sites in 2021-22. We received 3 completed site supervisor surveys. The student diversity question and results are listed below:

**Table 13.**

<b>Student Diversity</b>	<b>Alumni n=6</b>	<b>Site Supervisor n=3</b>	<b>Employer n=2</b>
<b>Do you believe Corban students/graduates reflect the demographic communities in which they will be working?</b>	<b>50% Yes 50% No</b>	<b>67% Yes 33% No</b>	<b>100% Yes</b>

### 3.4 Diversity Profile of 2021-2022 Applicants to the Master of Counseling Program

#### Self-Identified Applicant Demographic Chart 2021-22

**Table 14.**

	<b>Male</b>		<b>Female</b>	
<b>Asian</b>	<b>n=2</b>	<b>7%</b>	<b>n=1</b>	<b>3%</b>
<b>Black/African American</b>	<b>n=0</b>	<b>0%</b>	<b>n=2</b>	<b>7%</b>
<b>Hispanic</b>	<b>n=0</b>	<b>0%</b>	<b>n=2</b>	<b>7%</b>
<b>Unknown</b>	<b>n=0</b>	<b>0%</b>	<b>n=3</b>	<b>10%</b>
<b>White</b>	<b>n=0</b>	<b>0%</b>	<b>n=19</b>	<b>66%</b>
<b>Total</b>	<b>2</b>		<b>27</b>	

### 3.5 Key Findings of Demographic Diversity

**Table 15.**

<b>Key Findings</b>	<b>Further Information</b>	<b>Planned Program Modifications</b>
<b>Our applicant pool and student body are representative of the diversity in our region</b>	<b>The applicant pool is roughly representative of the diversity in our region, but we place a high important of increasing the diversity of our student body</b>	<b>We will continue to work with admissions and our advisory board to brainstorm ways to increase diversity</b>

## **Other Sources of Stakeholder Data**

### **4.1 CACREP**

Corban University's counseling program is accredited by the Council for the Accreditation of Counseling and Related Programs (CACREP). Each year we prepare an annual report that is posted on our website and distributed to counseling program constituents. In addition, we submit an annual report online reporting on admissions, graduation, employment, and graduation stats (see table at the top of this report).

### **4.2 Advisory Board**

Corban University's Counseling Advisory Board is comprised of counseling program stakeholders that include current students, alumni, supervisors, Corban faculty and staff, and local clinicians. The purpose of the board is to provide feedback on the assessment plan and results and brainstorm ideas on program offerings including increasing both student and faculty diversity.

### **4.3 Advisory Board Key Findings**

**Table 16.**

<b>Key Findings</b>	<b>Further Information</b>	<b>Planned Program Modifications</b>
<b>Increasing Student Diversity</b>	<b>The Advisory Board discussed ways to increase diversity in the student population</b>	<b>Several suggestions to pursue: Possible scholarships, contact with Chemeketa/Tribal Council, connecting with key leaders in marginalized population, connect with community (ie., County Mental Health)</b>
<b>Reviewed results of spring APQ</b>	<b>Students performed well</b>	<b>Continue to monitor</b>

### **4.4 Northwest Commission of Colleges and Universities**

Corban University is regionally accredited by the Northwest Commission of College and Universities. We had a site visit Fall 2022 where we provided a copy of the 2020-21 annual report to accreditation team and met with one of the team members to discuss our assessment plan.



#### **4.5 Alumni Newsletter**

The CMHC program sends a newsletter to alumni yearly to keep them informed of updates regarding the program. We also ask that alumni keep us informed of job changes and whether they have passed national exams.