



Corban University

Clinical Mental Health Counseling

Comprehensive Assessment Annual Program Report

2020-2021

Prepared by the CACREP Liaison 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

Annual Report	3
A.A.(2009 Standards)	4
4.D. (2016 Standards)	4
4.E. (2016 Standards)	4
Faculty Assessment Review	5
PreAdmissions	13
In Program	14
Curriculum Assessment	14
Professional Identity	31
Post Program	34
Additional Input	37
Next Steps	39
Conclusion	40

Tables

1. Vital Statistics Dashboard 2020-21.....	3
2. Program Data Points	6
3. Curriculum Assessment Plan.....	9
4. Pre-Admission Data	10
5. Key Outcome Assessment: Assessment 1: Practicum/Internship	15
6. Key Outcome Assessment: Assessment 2: Portfolio	15
7. Key Outcome Assessment: Assessment 3: Nature of People Paper	15
8. Programmatic Evaluation of Learning Outcomes 2009 Standards	16
9.a. 2009 Standards and Key Outcome Assessments.....	18
9. Curriculum KOAs 2016 Standards.....	26
10. Assessment 4: Assessment of Professional Qualities (APQ)	32
11. Data on Graduates	32
12. Licensing Pass Test Rate.....	37

Corban University

Clinical Mental Health Counseling (CMHC) Program

Comprehensive Assessment Plan Annual Report 2020—2021

Table 1: Vital Statistics Dashboard 2020-2021

Graduates Fall 2020-August 2021	7
Completion Rate	79%
*Licensure/Certification Exam Pass Rate	100%
Job Placement Rate	100%

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 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 2020-21. In some instances, data represents additional academic years to include sufficient responses or report trends. The report begins with an overview of data points and faculty evaluation procedures that demonstrates the method of data entry, review, and recommended actions. The report includes examples of programmatic and curricular action steps made by CMHC faculty based on current results and data trends. In organizing this report, the assessment areas are delineated as: Pre-Program (admission); In-Program;

Post- Program; and Additional Data. The fourth area, Additional Data includes input valuable for assessing program and curricular functioning, though not directly related to degree completion (e.g., licensing test pass rates and advisory board feedback and suggestions). Figure 1 illustrates the continual assessment cycle.

**CACREP 2016 Standards
Began Summer 2021**

4.D:

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

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

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

4.E:

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

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

Comprehensive Assessment Overview

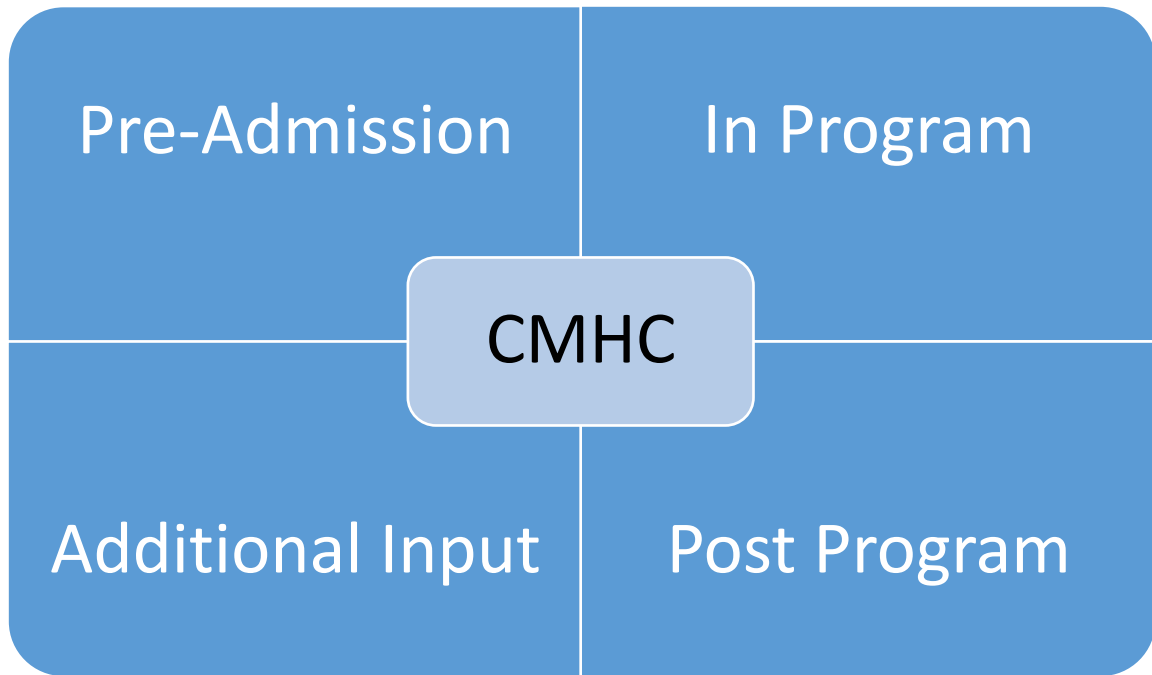


Figure 1.

Faculty Assessment Review

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

This was a transition year as we moved from the CACREP 2009 standards to the 2016 standards. Below are copies of the new 2016 Data Points and Curriculum Assessment Plan:

Table 2. Program Data Points for Reporting and Review 2016 Standards

Program Data Points	Assessment Data to be Collected and Reported	Remediation Process (as needed)	Data Application for Curricular and Annual Program Review
1. Admissions & Enrollment	<p>A. Application Data</p> <ol style="list-style-type: none"> 1. Applicants 2. Completed Application 3. Withdrew <p>B. Interview Data</p> <ol style="list-style-type: none"> 1. Individual Interview Rubric 2. Group Interview Rubric 3. Dispositions Rubric 4. Denied 5. Admitted <p>C. Enrollment Data</p> <ol style="list-style-type: none"> 1. Admitted 2. Enrolled 3. Withdrew 4. Dismissed 5. Graduated 	None-Denial to program as needed	<p>Faculty:</p> <p>Program Review Admissions Procedure</p> <p>Advisory Board Review Admissions Procedures</p> <p>Recruitment Dept./Faculty Admissions Procedure</p>
2. Annual Assessment of Professional Dispositions (APQ)	<p>A. APQ annual evaluations</p> <ol style="list-style-type: none"> 1. Number of Plans for Success 2. Percentage of Students needing Plan for Success 	Plan for Success (as needed)	<p>Faculty:</p> <p>Identify areas of needed focus for student development. Implement programmatic and curricular intervention</p>
3. Key Curricular Outcome Assessments	<p>A. Key Outcome Assessments (KOA) for each of the Program Learning Objectives (PLO)</p> <ol style="list-style-type: none"> 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 	<p>Plan for Success (as needed)</p> <p>Student may repeat class as part of Plan for Success</p> <p>Remediation Plan Possible dismissal from program</p>	<p>Faculty:</p> <p>Enter data TK-20 Run Reports Close Data Loop Review Results at Fall Faculty Assessment Meeting</p> <p>Administration: Make Budget Recommendations Send Results</p> <p>Advisory Board Review Curricular Results at February meeting</p>

4. Practicum/ 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	None	Faculty: Review survey data at Fall Faculty Assessment meeting

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

Table 3. 2016 Curriculum Assessment Plan

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
1. 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
2. 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
3. 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	CN533 Career	Final Team Presentations	I

understanding of career development processes relevant to career planning and decision making in a global economy	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

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, CACREP Liaison, 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.

Pre-Admission

The Graduate Admissions Department handles the initial contact with applicants for the program. The applicant completes an online application that includes transcripts, references, and written essays. The Admissions Department initially 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 2021, faculty utilized streamlined scoring rubrics for both the individual and group applicant interviews. These interviewing rubrics continue to prove successful with the largest pool of 2021 applicants since 2014-15.

During the 2020-21 admissions cycle, our Admissions Department worked in creative ways to market applicants using various online platforms. The outcome resulted in our largest applicant pool since the program began. During the 2020-21 admissions cycle, 41 individuals 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 zoom interview and an individual zoom interview that were scored using a rubric. Combined interview and application assessments resulted in 25 acceptance decisions and 5 non-acceptance decisions. Two of the accepted applicants withdrew for personal reasons. One student will begin in January 2022 and five students chose to defer until Fall 2022. Sixteen students started the program August 2021.

Table 4. 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
2021-22	41	25	16 <u>Note:</u> 1 begin Sp 2021 2 -deferred to F2022

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 an increase in the number of 2020 applicants and an increase of more applicants accepted for Fall 2020. We are pleased that our recruitment of diverse populations continues gro. We will continue to work with admissions in finding ways to recruit increase diversity in our student population. 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.

In Program

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).

Curriculum Assessment

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

**Table 5. 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 6. Assessment #2-Portfolio

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

Table 7. Assessment #3-Nature of People Paper

Assessment	N	M	% of Grades ≥ 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 2020 (Practicum), Spring 2021 (Internship I), and Summer 2021 (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 8. Programmatic Evaluation of Learning Outcomes 2016 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
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.F.1.a.-m 2.F.2.a.-h. 2.F.4.a.-h. 2.F.5.a.-j. 2.F.5.a.-n. 2.F.6.a.-h. 5.C.1. a.-d. 5.C.2.a.-j. 5.C.3.a.-g.	CN501/502 Theories & Skills 1 & 2 CN521 Intro to Family CN523 Group CN536 Addiction CN533 Career CN538 Crisis, Disaster CN512 Practicum CN561-63 Internship	*Nature of People Paper	N=7 M=3.67
			Clinical Evaluation	N=7 M=4.6
			Portfolio	N=8 M=4.8
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.	2.F.1.a.-m. 3.f. a.-h. 5.C.1.a.e. 5C.3.a.-g.	CN501/2 Theories & Skills I & II CN531 Foundations CN537 Legal & Ethical	*Nature of People Paper	N=7 M=3.67
			Final Research Paper	N=14 M=3.8
				N=7 M=4.6

			Clinical Evaluation Portfolio	N=8 M=4.8
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	2.F.1.a.,b. 2.F.g. 5.C.a.-e. 5.C.3.a.-g.	CN501& 2 Theories & Skills I & II CN521 Intro to Family	*Nature of People Paper Clinical Evaluation Portfolio	N=7 M=3.67 N=7 M=4.6 N=8 M=4.8
64.Candidates will demonstrate awareness of differences among peoples and seek to understand others from a diversity of background	2.F.3.a.-h. 2.F.3.a.i. 5.C.1.a.-e. 5.C.2.a.-j. 5.C.3.a.-g.	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=3.8 N=7 M=4.6 N=7 M=4.8
5. Candidates will be prepared to begin the licensure process to become a Licensed Professional Counselor (LPC)	2.F.1.a.-m 2.F.4.a.-j. 2.F.4.a.-h. 2.F.5.a.-j. 2.F.5.a.-n. 2.F.6.a.-h. 2.F.7. a.-m. 2.F.8.a.j. 5.C.1.a.-e. 5.C.2.a.-j. 5.C.3.a.-g.	CN501 Theories & Skills CN532 Social & Cultural CN534 Appraisal CN541 Research	Clinical Evaluation Portfolio	N=7 M=4.6 N=7 M=4.8

Curriculum and the 2009 Standards

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 semester 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 Fall 2020 and Spring 2021 academic year.

Table 9.a. 2009 Standards/Key Outcome Assessments (Fall 2020-Spring 2021)

#	2009 Standards/Key Outcome Assessment	Corban Clinical Mental Health Course * and Name	Key Outcome Assessment	Key Assessment Score 2020-2021
	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=18 M=3.3
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=18 M=3.3
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=8 M=3.75
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=20 M=3.8
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=18 M=3.3
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=18 M=3.3
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=20 M=3.8
	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-17 M=4.0
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-17 M=4.0
II.G.2. c.	theories of multicultural counseling, identity development, and social justice;	CN532 Social & Cultural Foundations	Cultural Genogram and Reflection Paper	N-17 M=4.0
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-17 M=4.0
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-17 M=4.0
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-17 M=4.0
	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=17 M=3.76

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=17 M=3.76
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=8 M=3.75
II.G.3. d.	theories and models of individual, cultural, couple, family, and community resilience;	CN522 Counseling across the Lifespan	Developmental Issue Paper	N=17 M=3.76
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=17 M=3.76
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=16 M=3.7
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	*NA
II.G.3. h.	theories for facilitating optimal development and wellness over the lifespan.	CN522 Counseling across the Lifespan	Development Issue Paper	*NA
Career Development				
II.G.4. a.	career development theories and decision-making models;	CN533 Career and Life Planning	Career Assessment & Interpretation Report	*NA
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	*NA
II.G.4. c.	career development program planning, organization, implementation, administration, and evaluation;	CN533 Career and Life Planning	Career Assessment & Interpretation Report	*NA
	career counseling processes, techniques, and resources, including those applicable to specific populations; and	CN533 Career and Life Planning	Career Assessment & Interpretation Report	*NA
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	*NA
II. G.4. e.	career and educational planning, placement, follow-up, and evaluation;	CN533 Career and Life Planning	Career Assessment & Interpretation Report	*NA
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	*NA

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	*NA
	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 =17 M=3.76
II.G.5. b.	counselor characteristics and behaviors that influence helping processes;	CN531 Foundations of the Counseling Profession	Final Research Paper	N=18 M=3.3
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 = 14 M=3.36
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	*NA
II.G.5. f.	a general framework for understanding and practicing consultation; and,	CN539 Psychopharmacology	Peer Learning Team Project	N=8 M=3.84
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=8 M=3.75
	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=8 M=3.6
II.G.6. b.	group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;	CN523 Group Counseling	Group Proposal Paper	N=8 M=3.6
II.G.6. c.	theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;	CN523 Group Counseling	Group Proposal Paper	N=8 M=3.6

II.G.6. d.	group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and,	CN523 Group Counseling	Group Proposal Paper	N=8 M=3.6
II.G.6. e.	direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.	CN523 Group Counseling	Group Proposal Paper	N=8 M=3.6
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=8 M= 3.4
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=8 M= 3.4
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=8 M= 3.4
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	*NA
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=8 M= 3.4
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	*NA
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	*NA
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	*NA
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	*NA
	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=8 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=8 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=8 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=8 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=8 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=8 M= 4.3
	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	*NA
III.G.1.	at least 240 clock hours of direct service, including experience leading groups.	CN563 Internship	Clinical Evaluation	*NA
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	*NA
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	*NA
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	*NA
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	*NA
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	*NA

***N/A These KOAs are completed in summer term and included in Table 9.b.**

Table 9.b. Curriculum KOAs and the 2016 Standards

Curriculum KOAs and the 2016 Standards (beginning Summer 2021)

Each class has a syllabus with CACREP standards, assignments, and student learning outcomes. The student must maintain a GPA of 3.0 or higher. The assessment plan is based on Program Learning Outcomes (PLOs), courses that align with those outcomes, and Key Outcome Assessments (KOAs) that measure. The results from AY 2020-21 are listed below:

Curriculum Evaluation Plan – 2016 Standards 2020-2021
Program Learning Objectives/CMHC Learning Experiences/PLO/Key Objective Assessment
SCORES (met/not met)
PLO Level = I-Introduced R-Reinforced M-Mastered

Program Learning Objectives PLO	CMHC Learning Experiences	Key Objective Assessments (KOA)	PL O Level	Key Assessment Score 2020-21
1. Professional Counseling Practice/Ethical Practice- Students will demonstrate their understanding of professional and ethical practice, including knowledge of professional roles, advocacy processes, ethical and legal procedures in counseling, technology, and record keeping.	CNL537 Legal & Ethical	Ethical Decision-Making Paper	I	N=20, M=3.8
	CNL531 Foundations	Final Research Paper	I	N=17, M=4.0
	CNL539 Psychopathology	Final Clinical Project	R	N=16, M=3.7
	CNL512 Practicum	Clinical Evaluation	R	N=16, M=3.7
	CNL563 Internship	Clinical Evaluation	M	N=8, M=4.3
	CNL599 Portfolio	CNL599 Portfolio	M	N=7, M=4.6
2. Social and Cultural Diversity- Students will demonstrate their knowledge of social and cultural diversity in terms of counselor roles, multicultural and pluralistic trends, and counseling practices in areas of identity development, social justice, advocacy and conflict resolution.	CNL532 Social & Cultural	Cultural Field Experience	I	N=17, M=4.0
	CNL512 Practicum	Clinical Evaluation	R	N=8, M=4.3
	CN563 Internship	Clinical Evaluation	M	N=7, M=4.6
	CNL 599 Portfolio	Portfolio	M	N=8, =4.8
3. Human Growth and Development-	CNL522 Counseling through the Lifespan	Development Theory Paper	I	N=17, M=3.76

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.	CNL535 Psychopathology CNL512 Practicum CNL563 Internship *CNL599 Portfolio	Final Clinical Project Clinical Evaluation Clinical Evaluation Portfolio	I R M M	N=16, M=3.7 N=8, M=4.3 N=7, M=4.6 N=8, M=4.8
4. Diagnosis/Treatment Planning- 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 CNL512 Practicum CN563 Internship CNL599 Portfolio	Final Clinical Project Clinical Evaluation Clinical Evaluation Portfolio	I R M M	N=16, M=3.7 N=8, M=4.3 N=7, M=4.6 N=8, M=4.8
5. Counseling and Helping Relationships- Students will demonstrate an orientation to wellness and prevention, suicide prevention models, and strategies, crisis intervention, trauma-informed and community-based strategies.	CNL538 Crisis, Disaster, and Trauma CNL512 Practicum CNL563 Internship CNL599 Portfolio	Crisis/Trauma Counseling Paper Clinical Evaluation Clinical Evaluation Portfolio	I R M M	N=8, M=3.75 N=8, M=4.3 N=7, M=4.6 N=8 M=4.8
6. Career Development- Students will demonstrate their understanding of career development processes, techniques and resources, and the application of assessment instruments and techniques relevant to career planning and decision making in a global economy.	CNL534 Appraisal CNL533 Career and Life Planning CNL599 Portfolio	Final Exam Mid-Term Career Assessment Report Portfolio	I I/R M	N=8, M=3.4 N=8, M=4.0 N=8 M=4.8
7. Counseling Theory & Skills- Students will demonstrate an understanding of counseling theories, theories of addictions, and appropriate counseling intervention models, and essential, interviewing, counseling micro skills, and case conceptualization skills.	CNL 501/502 Theories & Skills CNL536 Addictions CNL512 Practicum CNL563 Internship CNL599 Portfolio	Nature of People Paper - Meeting Pass Benchmark Addictions Treatment paper Clinical Evaluation Clinical Evaluation Portfolio	I R R M M	N=14, M=3.36 N=16, M=3.7 N=8, M=4.3 N=7, M=4.6

				N=8 M=4.8
8. Group – 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	N=8, M=3.6
		Clinical Evaluation	R	N=8, M=4.3
	CNL512 Practicum	Clinical Evaluation	M	N=7, M=4.6
	CNL563 Internship	Portfolio	M	N=8, M=4.8
	CNL599 Portfolio			
9. Assessment & Testing- Students will demonstrate their understanding of standardized and non-standardized assessment techniques, environmental assessments, issues of validity, reliability, and cultural factors necessary for an ethical approach to assessment.	CNL534 Appraisal	Final Exam	I	N=8, M=3.4
	CNL563 Internship	Clinical Evaluation	R	N=7, M= 4.6
	CNL599 Portfolio	Portfolio	M	N=8 M=4.8
10. Research- Students will demonstrate their understanding of the importance of research in advancing the counseling profession, as well as their grasp of research methodology, related ethical issues and application of research in practice.	CNL541 Research	Final Research Project	I	N=14, M=3.8
	CNL512 Practicum	Clinical Evaluation	R	N=8. M=4.3
	CNL563 Internship	Clinical Evaluation	M	N=7, M=4.6
	CNL599 Portfolio	Portfolio	M	N=8, M=4.8
11. Spirituality- Students will articulate a spiritual framework for counseling that demonstrates an understanding of the impact of spiritual beliefs on counselors and client’s worldview; demonstrate the ability to show unconditional positive regard, respect, and advocacy for clients.	CN502 Theories & Skills II	Nature of People Paper	I	N=14, M=3.36
	CNL602 Theology of Counseling	Annotated Bibliography	R	N=8, M=4.0
	CNL603 Theology of Faith, Hope, and Love	Integration Paper	M	N=8, M=4.0
	CNL599 Portfolio	Portfolio	M	N=8 M=4.8

***Note: CNL599 Portfolio includes Fall 2020 and Summer 2021 graduate completers**

**** Note: Practicum and Internship are on a 5-point**

Action Steps

This has been a transitional year as we moved to the 2016 standards. The data for the Curriculum KOA's is from Fall 2020 and Spring 2021 were based on the 2009 standards (see Table 8a). There was also a change in faculty as two faculty members left Corban at the end of AY 20, and two new faculty started in July 2021. The AY 20-21 faculty reviewed the Fall and Spring (2009) curriculum data at their June 2020 spring assessment meeting to 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.

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.

The AY 21-22 faculty reviewed the 2016 data at their 3rd assessment meeting. Though we started collecting 2016 data on the summer of 2021, we had a completed assessment plan for all of 2020-21 (see Table 8b above). Student outcomes remained strong. The main focus of the meeting was to review the 2016 plan as we are fully implementing the plan this year.

We began the process of looking at the alignment of the plan with 2016 CACREP standards. We began adjusting the PLOs to be more concise and in line with the CACREP standards. This process will continue into the 2021-22 AY as we develop some new data bases and tools for measuring our KOAs.

The Advisory Board reviewed the 2016 curriculum results. We discussed possible changes to the 2016 assessment plan. We will send any changes to the Advisory Board for review and these items will be on our agenda for the spring meeting.

Professional Identity

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 I, 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 10. Assessment #4 –Assessment of Professional Qualities (APQ) 2020-21

Cohort	N	Total percent that scored E, S, or A
Cohort 11	N=9	100
Cohort 12	N=14	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 2020-21, 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 students, the Faculty advisor completed an additional disposition assessment 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 11. Graduates 2020- 2021

Students Starting CMHC Program in 2019	Students Completed Program in 2021	Completion Rate
14	7	79%

Student Completion Rate

The program completion rate is the percentage of students that started in Fall 2019 and graduated in 2021. Seven out of 14 students (82%) that began the program in 2019 graduated from the CMHC program summer 2021. Four students withdrew from the program and four went to part time. The completion rate is 79%. The job placement rate for the nine 2020-21 graduates was 100%.

Surveys

The faculty reviewed the survey at their spring assessment meeting to 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. We had a 12% response rate to the survey.

Site Supervisor Survey

In November 2020, a survey was sent to current supervisors via email. The results are listed below:

Corban University
Site Supervisor Survey Results
Fall 2020

9 Surveys Sent out
1 Returned

Mental Health Agency 1

Professional Identity	10
Cultural Diversity	10
Human Growth & Development	10
Lifestyle & Career	10
Helping Relationships	10
Group Work	9
Diagnosis & Appraisal	9
Research & Evaluation	9

Qualitative Responses

Strengths/Weaknesses regarding your student intern:

None listed.

Strengths within the Counseling Program:

We were very confident after our interview and in reviewing our candidate's educational background that our candidate would be a great addition to our team and we are pleased with our decision to hire a Corban graduate!

Areas needing improvement within the program:

None listed.

Action Steps

We had about a 12 % response rate on the 2020 survey. The survey was sent out in the fall of 2020. The department continue to generate ideas on securing a better response rate.

Post Program

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 sent 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.

The faculty reviewed the Fall and Spring alumni and employer survey results 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%). The results of the 2020 survey weresimilar to the 2019 survey. 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:

Corban University
Alumni Survey Results
2019

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

Location of Employment

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 1 year	NA

Still seeking a counseling position: NA

Years of experience as: less than 1 year

Yearly Income

0-10,000	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), The survey was sent out in Fall 2020. The results of the 2020 survey were the same as the 2019 survey.

We plan to continue to review the timing and method of sending surveys in the next year. We also 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:

Corban University Employer Survey Results 2019

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 was sent out fall of 2020, since our Fall 2019 Employer survey results were very low (N=2). We used an online (survey monkey option) in an effort to increase our response rates. The response was the same as 2019. 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 12. 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 2020 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 recent graduates chose to take the test and each of the 8 passed their exam for licensure as a registered intern. We plan to continue to ask a question on the survey regarding the licensure test

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, the CMHC Program Director and Program Faculty prepared the agenda for the 2020-21 Advisory Council meetings. At the October 2020 meeting, the board reviewed the year's admission data, the 2020 Midcycle CACREP report findings, and discussed all course syllabi and aligned 2020 Key Outcome Assessments (KOA'S) results, that lead to recommendations for curricula changes/additions. Since CACREP granted approval (February 2021) of our 2020 Midcycle Report and granted us another 4 years of accreditation (fulfilling the original 8-year accreditation timeline), we moved to the 2016 Standards summer semester 2021. At the Spring 2021 meeting, the board reviewed the new 2016 standards and were introduced to the updated Annual Assessment process of all our course syllabi x KOA's in light of the new standards. We also shared information on course revisions per Fall Advisory board recommendations and brainstormed ways to increase survey results from recent alumni and their employers that can be considered when sending out the next alumni/employer survey Fall 2022.

Action Steps

New Advisory Board members agreed to join the board and attended the fall board meeting, there will be a review of program assessment data and curricular information in an effort to seek continuous program improvement recommendations. Any changes will be sent to the Advisory Board for their review.

CACREP

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is a national accrediting body for counseling programs. Corban began its program 12 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. An interim report was filed with CACREP reporting that Core faculty had been hired and we received a response that we are in good standing. This means that we can move to the 2016 standards.

We had two additional faculty members leave Corban at the end of AY 2021. Those faculty members were replaced by the start of AY21-22. Mary Agulera, Ph.D. returned to Corban and will serve as the CACREP liaison. Nick Sotelo, Ph.D. was hired as an Assistant Professor. Lori Schelske, Ph.D. accepted the position of Program Director. We have the needed three core faculty members to meet the CACREP standard.

Next 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. We received approval of our Mid-Cycle Report and we moved to the 2016 standards in summer 2021.. 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. Since then the Special Interim Report, submitted in June 2020, was accepted by CACREP.. 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. We will continue to fine tune our assessment plan as needed.