



**RUECKERT-HARTMAN COLLEGE FOR
HEALTH PROFESSIONS**

**Master of Arts in Counseling:
Clinical Mental Health Counseling Specialization**

Department of Counseling

Division of Counseling and Family Therapy

Comprehensive Annual Review Report 2021

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Comprehensive Annual Review Report 2021

The purpose of this annual report is to provide stakeholders of the MA Counseling Program -students, faculty, administrators, personnel in cooperating agencies, and other program constituents a report of program evaluation results, subsequent program modifications, and a summary of other substantial program changes.

Overview:

The Master of Arts in Counseling, Clinical Mental Health Counseling Specialization (MAC CMHC), is nationally accredited through the Council for Accreditation of Counseling and Educationally Related Programs (CACREP). The program was initially accredited through CACREP in 2006 as a 48-credit hour Community Counseling Program. In 2015, the program was re-accredited as a 60-credit hour Clinical Mental Health Counseling Program through CACREP. This year the faculty are engaged in the accreditation self-study process and will apply for the program to be re-accredited in 2023 by CACREP in Clinical Mental Health Counseling. This report documents the program evaluation process including how faculty use evaluation data to inform program modifications (CACREP 2016 Standards 4:A,B,C, D, E).

Program Outcomes:

The MAC CMHC program is designed to address learning outcomes informed by CACREP standards for CMHC programs and by Regis University as an institution. As described on the Regis University website the institution is committed to the nine university-wide learning outcomes known as [the Regis Nine](#). Parallel to the Regis Nine are specific CMHC program outcomes that identify “knowledge, skills, and learner dispositions” defined by CACREP (2016) standards. MAC CMHC program outcomes are published in the [MAC CMHC program webpage](#).

The chart below illustrates the MAC CMHC program learning outcomes and their overlap with the [Regis University Nine Learner Outcomes](#).

	Regis MAC CMHC Program Learning Outcomes	Regis Nine University Learning Outcomes
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<p>Knowledge</p>	<ul style="list-style-type: none"> • Students will understand and apply a comprehensive knowledge of individual and family developmental theories (CACREP 2016 Standard 2.F.3.) • Students will understand and apply a working knowledge of the theories and models of career development in counseling (CACREP Standard 2.F.4.a) • Students will understand and apply a working knowledge of qualitative, quantitative, and mixed research methods (CACREP 2016 Standard 2.F.8.f) 	<ul style="list-style-type: none"> • Knowledge of a discipline or content area • Knowledge of diverse cultures, perspectives, and belief systems • Knowledge of arts, sciences, and humanities
<p>Skills</p>	<ul style="list-style-type: none"> • Students will demonstrate appropriate ethical and legal foundations of the profession into their clinical decision-making and clinical services provided (CACREP 2016 Standard 2.F.1.i) • Students will demonstrate the ability to practice counseling using multicultural and pluralistic characteristics (CACREP 2016 Standard 2.F.2.a) • Students will demonstrate the clinical ability to use essential interviewing, counseling, and case conceptualization skills with a range of clients (CACREP 2016 Standard 2.F.5.g) • Students will understand and apply appropriate knowledge of therapeutic factors in effective group therapy (CACREP 2016 Standard 2.F.6.c) • Students will demonstrate the ability to assess, treat, and report trauma, abuse, suicidal and/or homicidal ideation at the individual and systemic level (CACREP 2016 Standards 2.F.7.c) • Students will demonstrate skills and practices of assessment that provide appropriate research and evaluation processes to deliver effective clinical mental health services for diverse 	<ul style="list-style-type: none"> • Ability to think critically • Ability to communicate effectively • Ability to use contemporary technology

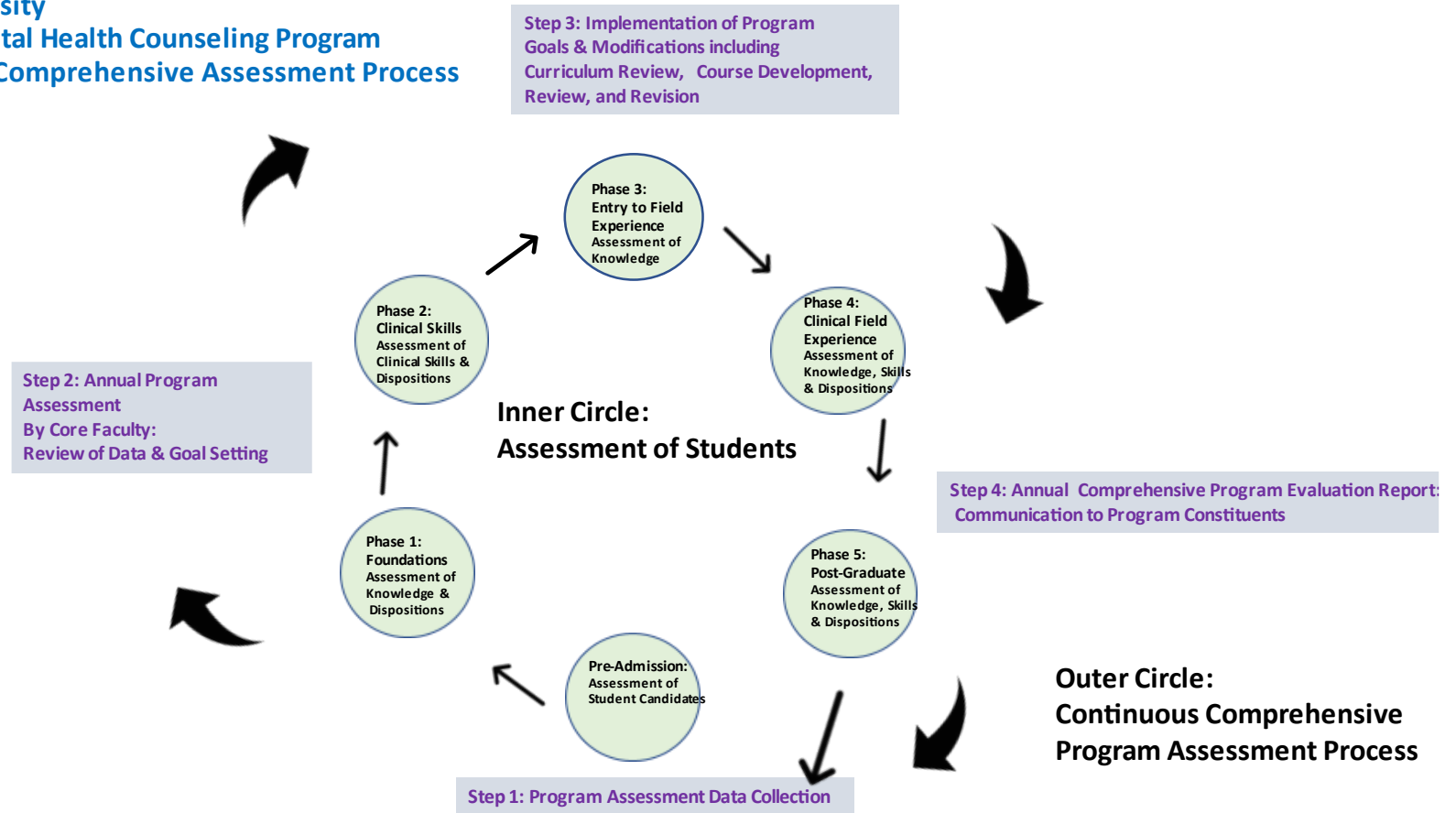
	<p>client populations. (CACREP Clinical Mental Health Standard J.)</p> <ul style="list-style-type: none"> • Students will demonstrate the ability to implement and provide appropriate counseling techniques and interventions for the prevention and treatment of a broad range of mental health issues (CACREP Standard CMHC 5.C.3.b) 	
Dispositions/Values	<p>11. Students will demonstrate key professional dispositions including: a) an ability to receive and integrate feedback; b) self-awareness of one's own impact on others; c) acceptance of social and cultural diversity; d) professional attitudes and behaviors consistent with the ACA code of ethics; and e) a commitment to lifelong learning.</p>	<ul style="list-style-type: none"> • Commitment to ethical and social responsibility • Commitment to leadership and service to others • Commitment to learning as a lifelong endeavor

The MAC CMHC Comprehensive Program Evaluation Model (CACREP Standard 4.A):

As part of the faculty commitment to continuous program improvement, faculty actively engage in the process of the individual student and program evaluation on a continuous basis. As illustrated in Figure 1 below, the evaluation process is circular in nature, defining the assessment of learning outcomes in two simultaneous parallel processes. The inner-circle illustrated the way in which individual students are assessed developmentally in their acquisition of learning outcomes from admission to graduation. The outer circle illustrates the second process where program faculty engage in a comprehensive process of assessment to determine the overall effectiveness of the program.

Figure 1

**Regis University
Clinical Mental Health Counseling Program
Continuous Comprehensive Assessment Process**



Individual Student Evaluation Process

Individual students are evaluated developmentally throughout the program starting with their applicant interview to assess their readiness and fit with the program. Once admitted, each student is evaluated at key developmental points as they progress through the program to assess their acquisition of CMHC professional knowledge, skills, and dispositions. Student evaluation methods use both summative and formative in nature throughout this process. In order to maximize overall student success throughout the program, a faculty support and remediation process are made available for students who need assistance in acquiring satisfactory professional knowledge, skills, and/or dispositions (CACREP Standard 4.F,G,H).

- **Pre-admission:** Prospective student candidates are assessed to determine fit with program goals and potential for success in the program;
- **Phase 1 Foundations:** Within key courses in the degree program, students complete benchmark assignments that assess student learning outcomes in core knowledge areas;
- **Phase 2 Clinical Skills:** During the clinical skills courses (Techniques 1, Techniques II, and Group Counseling) students are assessed in knowledge, counseling skills, and professional dispositions;
- **Phase 3 Entry into Field Experience:** Students at the end of the Techniques II course or during the first semester of clinical work in the Practicum course are required to take the CCPE test which assesses knowledge in each of the CACREP 8 core knowledge areas;
- **Phase 4 Clinical Field Experience:** During Practicum, Internship A, and Internship B, students are assessed in each of these courses by faculty and site supervisors on CMHC knowledge, skills, and professional dispositions;
- **Phase 5 Post-Graduate:** After degree completion graduates are assessed for knowledge when they take the NCC exam. Site supervisors, employers of graduates, and alumni are surveyed every 3 years to gather data regarding perceptions of alumni counseling skills, and professional dispositions.

Program Evaluation Process

Throughout the year, program faculty engage in a continuous process of comprehensive program evaluation using a 5-phase process annually (Figure 1). The program evaluation process is faculty-driven and is a process that allows assessment of program effectiveness. This evaluation processes assist program faculty in setting goals for program improvement, improving degree curriculum, and providing information on constituent satisfaction with the program.

Assessment Instruments: Faculty use summative and formative forms of program evaluation including but not limited to:

- 1) aggregate student assessment data that address student knowledge, skills, and professional dispositions,
- 2) demographic and other characteristics of applicants, students, and graduates; and

3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates (CACREP Standard 4.B).

The comprehensive program evaluation process includes the collection of quantitative and qualitative evaluation data, faculty analysis and review of this data, and a faculty-driven reflection process to determine aspects of the program that work well and those that need improvement. Although data is gathered every year in a systematic manner, key program learning outcomes are identified each year for evaluation and subsequent program improvement.

The continuous comprehensive program evaluation process includes the following phases:

- Program assessment data collection;
- Annual program assessment & analysis by core faculty;
- Implementation of program goals and modifications including curriculum review;
- Publication of the Annual Comprehensive Program Evaluation Report and Communication to Program Constituents

Formative and Summative Assessment Tools:

The following instruments and tools are used in the process of program assessment:

- Demographic characteristics of students and trends in the program:
 - Data is collected annually on program admission numbers, retention rates, student to faculty FTE ratios, graduation rates, and demographic and ethnic composition of students in the program. Alumni are surveyed to determine job placement rates in the profession.
- Knowledge, skills, and ethical/professional values in the profession of Clinical Mental Health Counseling
 - Proficiency ratings of 8 core areas of knowledge defined by CACREP accreditation standards. Throughout the degree curriculum, students complete benchmark assignments that measure accreditation knowledge and professional competency standards. These benchmark assignments are rated by instructors and are included in each student's TaskStream Portfolios. TaskStream data is analyzed to determine how well students accomplish learning objectives within each course that are aligned with specific CACREP accreditation standards.
 - Ratings on final thesis evaluations: At the conclusion of each student's academic program, each student writes a Clinical Capstone Paper and completes an oral presentation of the paper to faculty for evaluation. The Clinical

Capstone Paper provides faculty with the assessment of core program outcomes and integration of the Regis Jesuit Values. Capstone evaluations results are included in each student's TaskStream portfolio.

- Preliminary program exit exam: The Counselor Preparation Comprehensive Exam (CPCE) is taken prior to the clinical supervision phase of the program (Practicum and Internship). The CPCE is a national exam providing comparisons of student scores in the 8 core areas of knowledge to national means of all participating CACREP accredited programs of Clinical Mental Health programs.
- Post-program licensure exam: Regis MAC CMHC graduates are required to take the National Certified Counselor Exam (NCE) to become a Licensed Professional Counselor in the state of Colorado. Our program receives group results for each administration of the NCE 4 times a year. These results provide the university with group passing rates, as well as total mean scores in each of the 8 core knowledge areas for Clinical Mental Health Counseling programs measured by the NCE.
- Student Counselor Skills Evaluations (SCSE). Clinical faculty use the SCSE in the clinical phase (Counseling Techniques I and II) of the program to assess the development of professional skills and competencies. The SCSE also provides students with feedback on expected program outcomes across the Core Knowledge Areas in applied counseling settings such as Practicum and Internship.
- Student perceptions of outcomes: Periodically, surveys are administered to current students in the last year of their degree program. These surveys gather data on satisfaction with program policies and procedures as well as student perceptions of how well the curriculum addressed key program learning outcomes.
- Alumni/graduate perceptions of outcomes: Periodically, program alumni are surveyed to measure perceptions of how well the program prepared them for their careers as mental health practitioners.
- Constituent (field internship site, employer) perceptions of outcomes:
 - a. Data is gathered from members of the program's Advisory Board on perceptions of graduates and trends in the clinical mental health counseling field.
 - b. Data is gathered from program clinical site supervisors and employers of graduates on their perceptions of how well internship students and alumni function in clinical settings both in skills and professional roles and responsibilities.
- Assessment of Technology Use Procedures: In Practicum students complete a Health Insurance Portability and Accountability ACT (HIPAA) Quiz to demonstrate knowledge of Federal and State laws that govern client records and use of technology in clinical settings and in use of technology of the Regis Center for Counseling and Family Therapy used by students in their Practicum Experience.

Demographic Characteristics and Trends in the Program

Enrollment data: Student demographic data is collected by University Analytics. Data on current student enrollment for spring semester 2021 compared to data from spring semester 2020 includes a breakdown of gender, and ethnicity for students enrolled.

MAC CMHC Spring 2021 Enrolled Students	Female	Male	Total	Total Ethnic % (RND)
American/Alaska Native American	2		2	>1%
Asian-American	3	1	4	1%
Black or African American	5	1	6	3%
Hispanic/Latino American	23	9	32	12%
Multiple Races Reported	10	2	12	4%
Non-Resident Alien	3		3	1%
Unknown	17	3	20	7%
Caucasian/European American	147	44	191	71%
Students Reporting Disabilities	8	1	9	3%
Total	Females 210 78%	Males 60 22%	TTL 270	

MAC CMHC Spring 2020 Enrolled Students	Female	Male	Total	Total Ethnic % (RND)
American/Alaska Native American	1	0	1	>1%
Asian American	2	1	3	1%
Black or African American	5	2	7	3%
Hispanic/Latino American	24	8	32	12%
Multiple Races Reported	5	1	6	2%
Non-Resident Alien	4	1	5	2%
Unknown	16	3	19	7%
Caucasian/ European American	143	51	194	73%
Students Reporting Disabilities	3	2	5	2%
Total	Females 200 75%	Males 67 25%	TTL 267	

Applicant data was also gathered for the students applying for admission for the spring 2021 year and is described below:

FA 2019 -SU 2020 Student Applicants MAC CMHC	Female	Male	Total	Total Ethnic Percentages
American/Alaska Native	0	0	0	0
Asian-American	4	0	4	2%
Black or African American	1	0	1	>1%
Hispanic/Latino American	19	7	26	15%
Multiple Races Reported	7	0	7	4%
Non-Resident Alien	2	0	2	1%
Unknown	8	4	12	7%
Caucasian/ European- American	89	29	118	69%
Total	130	40	TTL	
	77%	23%	170	

Summary of Student Demographic Trends: Efforts have been made over the past several years by the university to advertise to applicants who are diverse in their ethnicity and culture. Recent applicant demographics are consistent with those of admitted students. Program admission for all ethnicities are evaluated equally in ratings on multiple factors that include compatible career goals, work/volunteer experience in mental health settings, and psychological readiness for the program. A comparison of admission demographics from the year 2016 to 2021 indicates that there has been relative stability in the ethnicity/diversity of those students admitted. Fluctuations in gender have slightly changed from year to year, with the majority of students identified as female.

Year	Gender %	Caucasian	Latino/Hispanic	African American/Black	Multi-Racial	Asian-American	Native American/Alaskan	Unknown
2021	78% F 22% M	71%	12%	3%	4%	1%	>1%	7%
2020	65% F	72%	12%	3%	2%	1%	>1%	7%

	35% M							
2016	76% F 24% M	73%	12%	8%	4%	1%	>1%	4%

Regis MAC CMHC Student Comparisons to National Trends: The table below includes data from CACREP on the ethnic breakdown of all accredited CMHC programs nationwide for the 2017 year (the most recent data available).

Source: <http://www.cacrep.org/wp-content/uploads/2019/05/2017-CACREP-Vital-Statistics-Report.pdf>

TABLE 5

CACREP Masters Student Demographics				
Race/Ethnicity	Gender			Total
	Male	Female	Alternative Identity	
African American/Black	2.97%	15.42%	<0.01%	18.39%
American Indian/Native Alaskan	0.18%	0.66%	<0.01%	0.85%
Asian American	0.39%	1.72%	<0.01%	2.11%
Caucasian/White	10.56%	49.12%	0.07%	59.75%
Hispanic/Latino	1.28%	6.61%	0.01%	7.89%
Native Hawaiian/Pacific Islander	0.02%	0.12%	0%	0.14%
Multiracial	0.34%	1.86%	0.01%	2.21%
Non-resident Alien	0.18%	1.11%	0%	1.29%
Other/Undisclosed	1.47%	5.9%	<0.01%	7.38%

NOTE. Some programs were unable to provide student racial/ethnic demographic information on the 2017 Vital Statistics Survey. The data in TABLE 5 are based on a sample of 33,800 students currently enrolled in CACREP-accredited masters programs, which accounts for 77.12% of all students currently enrolled in CACREP-accredited masters programs. All percentages were calculated individually and rounded to the nearest hundredth; the sum of the “Total” percentages may not equal 100%.

When compared to national trends in CACREP accredited programs, the demographic characteristics of current students in the Regis MAC CMHC program, closely parallel trends for CACREP accredited CMHC programs nationally in gender and most ethnicities. Regis MAC CMHC African American/Black student percentages are lower than national trends when compared (Regis MAC CMHC 4% vs. National CACREP CMHC 18%). This could be related to lower percentages of African American populations in the Denver

measured at less than 10% of the Denver population (source: <https://datausa.io/profile/geo/denver-co/#demographics>). Regis MAC CMHC Hispanic/Latino student percentages are slightly higher than national CACREP accredited CMHC programs, 12% to 8%, respectively.

Applicants, Admissions, and Graduates:

Admission to the program is competitive, based upon applicant fitness for the program and projections of openings based upon CACREP requirements for the student to faculty ratios. Faculty score individual program applicants on materials in application portfolios as well as each applicant’s fit with program admission criteria during the on-campus admission interviews. Numbers of program graduate are tracked and inform faculty on available room in the program to stay within CACREP accreditation standards.

The chart below illustrates by semester the number of program applicants, admissions, and program graduates for MAC CMHC during the Spring 2020-Fall 2021 academic semesters.

Semester/year	Number of Applicants	Number of Admissions/New Enrollments	Number of Graduates
SP 2021	58	35	54
SU 2021	38	21	27
FA 2021	142	62	TBA
Totals for 2021	238	118	TBA

Applicants, Admissions, and Graduates Data Analysis and Trends: Over the past 2021 year, the program has admitted 118 students-50% of applicants. Student admissions are dependent upon applicant fit with the program and maintaining student to faculty ratios as defined by CACREP accreditation. Student admissions during 2021 have increased from those admitted in 2020 due to increases made to the number of full-time program faculty.

Program Student to Faculty Ratios: CACREP accreditation standards require that the program maintain a student to faculty FTE ratio of 1:12 in any given semester. The data in the chart below details the student to faculty ratios for each semester beginning fall 2020 through spring semester 2021. Unduplicated student headcounts for each semester are also included..

Fall 2020 -Summer 2021 Student Headcount and Student to Faculty FTE for MAC CMHC				
Semester/year	Student Unduplicated Headcount	Student to Faculty FTE Ratio	Student FTE (student credit hours/9) 9= Full-time student equivalency	Faculty FTE (Core faculty + affiliate faculty FTE) Full-time program faculty are equivalent to 1 FTE each. Affiliate faculty FTE is calculated by dividing the total number of credits taught by 9; which is the same teaching credit load as one full-time faculty member.
Spring 2021	270	1:10	182 (1635 cr./9 = 182)	17.7
Summer 2021	229	1:8	142 (1275cr./9 = 142)	17.3
Fall 2020	271	1:9	174 (1570 cr./9+174)	20.3

Summary and Analysis of FTE Data: As shown in the table above, the program was well within the minimum 1:12 student to faculty ratios throughout the 2020-2021 academic year thus meeting CACREP accreditation requirements.

Subsequent Program Changes during 2020-2021:

- Dr. John O'Malley was hired as part of the core faculty beginning summer of 2021. He replaced the position previously held by Dr. Jody Huntington.
- Luis Alvarez, MA., LPC, was hired as the new Director of the Center for Counseling and Family Therapy (CCFT). This is a new position, meeting the need of more consistent oversight of the services the CCFT provides to the community.
- The program returned to full classroom-based instruction beginning fall of 2021 with the lessening of COVID-19 restrictions on campus.

Academic Program Goals for 2021-2022 Year

- Sustain program vitality through efficient utilization of faculty as a resource, continue building the strong academic foundations of the program, and implement effective technology as a supportive tool to maintain accreditation standards and continuous quality improvement.
- Build community and cultural competency and inclusivity within the faculty, staff, student body, and program curriculum.

- Continue the integration of Jesuit principles, incorporation of RHCHP initiatives in IPE and Global Health Pathways within the MA Counseling curriculum, as well as through faculty, staff, and student engagement.

I. **Assessment of Knowledge Outcomes:**

Regis Nine Learning Outcome -1: Knowledge of a discipline or content area [Regis University Assessment and Outcomes](#)

MAC CMHC Program Learning Outcome:

Proficiency in knowledge for the Master of Arts in Counseling Program (MAC), Clinical Mental Health Specialization (CMHC) is satisfactory mastery of each of the 8 general core areas of knowledge defined by the Council for Accreditation of Counseling and Counseling Related Programs (CACREP) as well as mastery of knowledge in the specialization area for Clinical Mental Health Counseling for all of our degree graduates.

Assessed MAC CMHC Program Learning Outcomes: *Students will demonstrate knowledge in each of the CACREP eight common core curricular standard areas including: professional orientation and ethical practice; social and cultural diversity; human growth and development; career development; helping relationships; group work; assessment; and research and program evaluation. (CACREP Clinical Mental Health Standards A,C,E,G, I, and K.)*

Assessment of Knowledge

Assessment of student learning outcomes in the area of knowledge is assessed developmentally across the degree program in each of these 3 ways:

1. **Course Benchmark Assignments:** In 8 key courses taken throughout the program. Benchmark course assignments are submitted by each student and SLO are measured by faculty who use benchmark rubrics for feedback and assessment. Student knowledge assessed through benchmark assignments are completed in these 8 courses:
 1. MCPY 605 Human Growth and Development;
 2. MCPY 625 Professional Orientation & Ethics;
 3. MCPY 630 Group Process and Counseling;
 4. MCPY 635 Counseling Techniques I;
 5. MCPY 636 Counseling Techniques II;

6. MCPY 640 Research Methods and Program Evaluation;
 7. MCPY 650 Career Counseling & Development; and
 8. MCPY 672 Crisis, Trauma and Loss.
2. The CPCE Exam: The CPCE exam is taken by each student at the end of their content coursework. Students can apply to take the exam during Techniques II or Practicum. CPCE mean scores for all students taking the exam are reported to the university. Mean scores are used to assess knowledge in the 8 professional knowledge areas defined by CACREP.
 3. The NCE exam: During Internship B or one semester after graduation students can take the NCE exam for licensure. The NCE group means are used to measure knowledge in CACREP core professional areas and overall student success.

2020 data for each of these assessments are included below.

Course Benchmark Group Means and Survey Data from Students and Alumni
 5-4 OUTSTANDING 3-2 SATISFACTORY 1 UNSATISFACTORY

Course	SLO	TaskStream Group Means and Percentages	Current Student Evaluation of Course	Alumni Evaluation of Course
MCPY 605 Human Growth and Development	Demonstrates knowledge of individual and family development and transitions across the life span; theories of learning and personality development including current understandings about neurobiological behavior. (CACREP Standards II.G.3a, b) Demonstrates knowledge of theories and models of individual cultural couple, family, and community resilience (CACREP Standard II.G.3d)	N= 60 4.5/5 90% N=60 4.4/5 88%	N=51 3.5/5	N=20 3.9/5

4.

<p>MCPY 625 Professional Orientation & Ethics</p>	<p>Demonstrates knowledge of the ethical standards of professional organizations credentialing bodies specifically relating to the practice of clinical mental health counseling. (CACREP Standard II. G. 1. j; CMHC A. 2, B. 1, and B. 2.)</p> <p>Demonstrates knowledge of state and national laws and federal mandates specifically relating to the practice of clinical mental health counseling. (CACREP Standard II. G. 1. j; CMHC A. 2, B. 1, and B. 2.)</p>	<p>N=26 4.5/5 90%</p> <p>N=26 4.2/5 84%</p>	<p>N=52 4.1/5 82%</p>	<p>N=20 4.3/5 86%</p>
<p>MCPY 630 Group Counseling & Process</p>	<p>Recognizes and can identify the basic principles of group dynamics, including group process components, theoretical orientation, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work. (CACREP Standard II.G.6.a) 5 4 3 2 1 0</p>	<p>N=61 4.4/5 87%</p>	<p>N=37 3.7/5 74%</p>	<p>N=20 3.9/5 78%</p>
<p>MCPY 635 Counseling Techniques I</p>	<p>Demonstrates awareness of systemic and/or socio-cultural influences on the client (either in-session or in written responses about the session). CACREP II.G.5.e; CMHC.D.5</p>	<p>N=47 3.5/5 70%</p>	<p>N=46 3.9/5 78%</p>	<p>N=20 4.5/5 90%</p>
<p>MCPY 636 Counseling Techniques II</p>	<p>Understands how differing theoretical traditions conceptualize client problems and presentations</p> <p>Understands and identifies differences in skills and styles of therapeutic responses of diverse theoretical traditions.</p> <p>Understands how diverse approaches construct treatment in various contexts and treatment populations</p>	<p>N= 58 4.3/5 85%</p> <p>N=58 4.3/5 85%</p> <p>N=58 4.3/5 85%</p>		<p>N=20 4.5/5 90%</p>

<p>MCPY 640 Research Methods & Program Evaluation</p>	<p>Demonstrates understanding of research methods including quantitative, qualitative, mixed-method, single-case designs, action research, and outcome-based research CACREP II.G.8.b</p> <p>Demonstrates knowledge of principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications; CACREP II.G.8.d CMHC I.2</p> <p>Understands how to critically evaluate research and use evidence-based treatments relevant to the practice of clinical mental health counseling. CACREP CMHC I.1,3</p>	<p>N=47 4.7/5 95%</p> <p>N=47 4.8/5 97%</p> <p>N= 47 4.8/5 97%</p>	<p>N=19 3.3/5 66%</p>	<p>N=19 3.3/5 66%</p>
<p>MCPY 650 Career Counseling</p>	<p>Demonstrates knowledge of career and educational planning, placement, follow-up, and evaluation; Demonstrates knowledge of the career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy CACREP II. G.4.e. CACREP II.G.4.g</p>	<p>N=76 4.4/5 88%</p>	<p>N=18 3.6/5 72%</p>	<p>N=18 3.5/5 70%</p>

MCPY 672 Crisis, Trauma, and Loss	Demonstrates an understanding of the impact of crisis, disasters, and other trauma-causing events on people; and the principles and effects of crisis intervention for people during crises, disasters, and other trauma-causing events on persons of all ages. (CACREP Standard G.3.c.; CMHC A.8, C.6.)	N= 73 4.7/5 94%	N=44 3.7/5 74%	N=20 3.9/5 78%
	Demonstrates an understanding of theories and models of crisis, trauma or loss; and the process of prevention, intervention, diagnosis, consultation, referral, education, and advocacy during the phases of treatment in crisis counseling; including the importance of family, social networks, and community systems in the treatment. (CACREP G.3.d., G.5.f.; CMHC C.1, C.8., D.1.)	N= 73 4.5/5 91%		

5. CPCE Group Means Measuring Knowledge in 8 Core Areas Defined by CACREP

2020 CPCE Score Comparisons						
CACREP Knowledge Area	Sept. 2020 Regis n=6 National n=262		Oct. 2020 Regis n=7 National n=796		Nov. 2020 Regis n=15 National n=615	
	Regis U M=Mean SD=Standard Deviation	National M=Mean SD=Standard Deviation	Regis U M=Mean SD=Standard Deviation	National M=Mean SD=Standard Deviation	Regis U M=Mean SD=Standard Deviation	National M=Mean SD=Standard Deviation
C1: Human Growth & Dev.	M: 10.5 2.1	M: 10.9 2.3	M: 10.0 1.9	M: 10.4 2.4	M: 8.9 2.2	M: 9.3 2.4
C2: Soci & Cutu. Divers	M: 9.7 3.9	M: 9.3 2.8	M: 9.3 2.8	M: 9.2 2.6	M: 8.1 2.3	M: 9.0 2.4
C3: Helping Relations	M: 12.3 2.7	M: 12.7 2.2	M: 12.6 2.1	M: 10.2 2.2	M: 11.1 1.6	M: 10.2 2.2
C4: Group Work	M: 12.8 3.4	M: 12.8 3.4	M: 12.4 3.0	M: 12.1 2.4	M: 12.1 1.9	M: 11.9 2.4
C5: Career Dev	M: 11.3 2.9	M: 10.6 2.4	M: 10.9 2.0	M: 10.2 2.4	M: 9.5 2.1	M: 10.0 2.3
C6: Assessment	M: 11.5 2.2	M: 9.7 2.4	M: 10.1 1.5	M: 9.5 2.4	M: 9.3 1.5	M: 9.4 2.3

C7:Research & Prog Eval	M: 10.3 3.2	M: 10.2 2.4	M: 10.0 1.9	M: 9.9 24	M: 9.4 2.1	M: 9.6 2.3
C8:Prof. Orient & Ethics	M: 9.7 1.8	M: 10.8 1.9	M: 11.8 1.4	M: 10.6 2.0	M: 9.9 1.7	M: 10.2 2.1

State Licensure Pass Rates: NCE Scores			
Academic Year	Number of Student Participants	Number of Student Passing the Test	Percentage Pass Rate
2020	N=39	N=38	97%
2019	N=37	N=37	100%
2018	N=51	N=51	100%

Summary and Analysis of Knowledge Data

Strengths:

- Faculty ratings on student benchmark assignments ran most knowledge areas as highly satisfactory to outstanding. Both current student and alumni student survey results also support most knowledge areas measured as highly satisfactory to outstanding in their ratings.
- CPCE data indicates are higher than national averages in core knowledge areas, with the exception of Prof. Orientation and Ethics

Knowledge Areas Noted for Improvement

- Faculty, students, and alumni rated knowledge in Research Methods in the satisfactory range. Regis student CPCE exam scores in the area of Research were slightly below national averages.
- Current student and alumni surveys rated knowledge in Career Counseling and Crisis, Trauma, and Loss in the satisfactory range. CPCE scores approached average when compared to national Means.

During the 2020 year, the National Board of Certified Counselors (NBCC) gave multiple versions of the NCE exam and communicated that did not have comparison Means available to report to universities. Pass rates on the NCE were high for Regis students (97%) during the 2020-21 academic year.

Program Modifications for Knowledge Area

Faculty will review several courses including Professional Orientation and Ethics; Research Methods, Cultural Issues and Social Justice and Crisis, Trauma, and loss course to recommend ways the knowledge area can be increased on current assessments. The syllabus for Cultural Issues and Social Justice will also be reviewed to determine ways in which the curriculum can increase student skills and confidence when working with diverse populations. Integration of cultural competency across the curriculum will be examined and increased.

II. Assessment of Skills Outcomes:

Regis Nine Skills Learning Outcome- Four: *The ability to communicate effectively*
[Regis University Assessment and Outcomes](#)

MAC CMHC Program Learning Outcome: *Students will demonstrate skills and practices of culturally sensitive clinical mental health services reflective of the diverse needs of client populations and seek to promote advocacy for diverse ethnic/cultural/socioeconomic groups. (CACREP Clinical Mental Health Standards D, and F.)*

Assessment of student counseling skills is primarily gathered using TaskStream Benchmark Assignments in Techniques 1, Technique II, Practicum, and Internship. Data was also gathered by conducting surveys with current students at the end of the program, alumni students who graduated in the past 3 years, and from site supervisors and employers of graduates.

TaskStream 2020 CMHC Student Skills Evaluation: TaskStream Benchmark Group Means & %					
5-4 OUTSTANDING 3-2 SATISFACTORY 1 UNSATISFACTORY					
	MCPY 635 (Tech 1) Group Means & % N=47	MCPY 636 (Tech 2) Group Means & % N=58	MCPY 692/693 (Prac) Group Means & % N=68	MCPY 698 A (Internship A) Group Means & % N=46	MCPY 698 B (Internship B) Group Means & % N=53
1. Establishes relationships in such	3.85 77%	4.59 92%	4.44 89%	4.45 89%	4.79 96%

a manner that a working alliance and safe environment can be created.					
2. Opening sessions – Greets client warmly and offers appropriate structure	3.85 77%	4.59 92%	4.44 89%	4.45 89%	4.79 96%
3. Understanding content – understanding the primary elements of the client’s story	3.53 70%	3.59 72%	4.31 86%	4.43 87%	4.70 94%
4. Understanding context – understanding the uniqueness of the story elements and their underlying meanings.	3.53 70%	3.24 65%	4.31 86%	4.40 88%	4.63 93%

Summary and Analysis of Skills Data

Strengths:

- The data demonstrate that in student progression in the skills coursework, from Tech I to Tech II, the essential relationship skills maintain while they are experimenting with advanced skills that are grounded in varying theoretical traditions.
- Faculty determined that the drop in scores in the areas of content and context are understandable as there is a shift to emphasize demonstration of skills driven by theory, so students struggle balancing knowledge with action.

Program Modifications for Skill Area

- 1) Because the program’s developmental assessment plan is supported by the data as valid, the faculty recommends that the program continue to use these same evaluation tools in skills courses;
- 2) All skills courses in this sequence (Tech I, Tech II, Groups, Prac, and Internship) will incorporate both a midterm and final evaluations.

III. Assessment of Dispositions/Values Outcome:

Regis Nine Skills Learning Outcome 7- • Commitment to ethical and social responsibility

[Regis University Assessment and Outcomes](#)

MAC CMHC Program Learning Outcome: Students will demonstrate key professional dispositions including: a) an ability to receive and integrate feedback; b) self-awareness of one's own impact on others; c) acceptance of social and cultural diversity; d) professional attitudes and behaviors consistent with the ACA code of ethics; and e) a commitment to lifelong learning.

Faculty in the MAC CMHC program are ethically charged with providing students with ongoing feedback regarding their performance throughout the program. (ACA Code of Ethics, F.9. Evaluation and Remediation, 2014). This feedback includes progress in knowledge, skills, and professional dispositions. Professional dispositions are defined by CACREP (2016) as “the commitments, characteristics, values, beliefs, and interpersonal function, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (CACREP Standards, 2016, p.43). In conjunction with this charge, the Regis Jesuit Values also inform the program of professional dispositions and values as an extension of the Regis University Mission. Each value is incorporated into the MAC CMHC curriculum and emphasized in clinical practice. Based on feedback from our stakeholders including site supervisors, field experts, affiliate faculty, and students, during the 2017-18, and 2018-19 MA Counseling Program Advisory Board, a majority of site supervisors agreed that ethical and moral values were important to the training of counselors. They shared the perception that the Jesuit Values seemed to be one of the primary factors that differentiated our students from other local and regional programs, noting that our students frequently engage in “ethical leadership.”

Each of the Regis Jesuit Values are described below:

Cura Personalis: Latin phrase meaning “care for the person,” cura personalis is having concern and care for the personal development of the whole person. This implies a dedication to promoting human dignity and care for the mind, body and spirit of the person.

Magis: Latin meaning the “more,” magis embodies the act of discerning the greater good in a given situation to better glorify or serve God. Magis does NOT mean to always do or give “more” to the point of exhaustion. Magis is the value of striving for the better, striving for excellence.

Men and Women, People for and With Others: This value embodies a spirit of giving and providing service to those in need and standing with the poor and marginalized. We are encouraged to pursue justice on behalf of all persons.

Unity of Mind and Heart: Our hearts and minds are not divided; they are congruent when the whole person is educated and engaged. This speaks to the diversity of people who go forth to set the world on fire with the Ignatian mission all across the world.

Contemplatives in Action: Although we are thoughtful and philosophical, we do not merely think about social problems, we take action to address them. Developing the habit of reflection centers and strengthens one’s spiritual life and guides our actions.

Finding God in All Things: This may be the one phrase that sums up Ignatian Spirituality. It invites a person to search for and find God in every circumstance of life; God is present everywhere and can be found in all of creation.

<https://www.regis.edu/about/jesuit-education/key-jesuit-values>

The dispositions/values identified for the MAC CMHC Program 2020 program assessment includes the following student dispositions:

- Disposition 1 Feedback: the ability to receive and integrate feedback
(Regis Nine Value-Ability to Communicate Effectively);
- Disposition 2 Self-awareness: awareness of one’s own impact on others
- Disposition 3 Multiculturalism: Accepting of social and cultural diversity
(Regis Nine Value-Commitment to Ethical and Social Responsibility)
- Disposition 4 Professional attitudes and behaviors aligned with ACA code of ethics
(Regis Nine Value-Knowledge of a Discipline or Content Area);
- Disposition 5 Motivation: Takes initiative to complete tasks
(Regis Nine Value- Commitment to Learning as a Lifelong Endeavor)

Student Disposition 1: Feedback-the ability to receive and integrate feedback			
Faculty Ratings of Students in Clinical Skills Courses	Faculty Ratings of Students in Practicum	Faculty Ratings of Students in Internship	Supervisor/ Employer Survey
N=58 82% 4.0/5	N=68 95% 4.8/5	N=53 89% 4.7/5	N=15 86% 4.3/5

Student Disposition 2: Self-awareness-awareness of one's own impact on others			
Faculty Ratings of Students in Clinical Skills Courses N=58 80% 4.34/5	Faculty Ratings of Students in Practicum N=68 85% 4.25/5	Faculty Ratings of Students in Internship N=40 87% 4.3/5	Supervisor/ Employer Survey N=15 87% 4.3/5
Student Disposition 3: Multiculturalism: Accepting of social and cultural diversity			
Faculty Ratings of Students in Clinical Skills Courses N=58 92% 4.6/5	Faculty Ratings of Students in Practicum N=68 86% 4.3/5	Faculty Ratings of Students in Internship N=53 92% 4.6/5	Supervisor/ Employer Survey N=15 4.4/5 88%
Student Disposition 4: Professional attitudes and behaviors aligned with the ACA code ethics			
Faculty Ratings of Students in Clinical Skills Courses N=58 82% 4.0/5	Faculty Ratings of Students in Practicum N=68 84% 4.2/5	Faculty Ratings of Students in Internship N=53 92% 4.6/5	Supervisor/ Employer Survey N=15 86% 4.3/5
Student Disposition 5: Motivation: Takes initiative to complete tasks			
Faculty Ratings of Students in Clinical Skills Courses N=58 94% 4.7/5	Faculty Ratings of Students in Practicum N=40 86% 4.6/5	Faculty Ratings of Students in Internship N=53 93% 4.7/5	Supervisor/ Employer Survey N=15 80% 4.3/5

Summary and Analysis of Dispositional Data

Strengths:

- The data from each of the measured dispositions indicate that students have a broad understanding and are successful in developing values the program seeks to develop.

Program Modifications for Disposition Area

- It is recommended that the faculty expand disposition 4 to include classroom and collegial behavior incorporating university, college, and program academic integrity standards.
- The faculty could also examine ways in which students can be supported in taking feedback nondefensively and improve confidence and competency in multicultural counseling competencies.

For questions or inquiries regarding the information in this report please contact either of the following:

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