



**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 2022**

## **Regis MAC CMHC Comprehensive Assessment Plan (CAP)**

### **Formative and Summative Assessments**

#### **(Multiple methods of data collection used in the Annual Systematic Comprehensive Assessment Plan)**

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 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 <https://www.regis.edu/About-Regis-University/Regis-University-Leadership/Office-of-the-Provost/Institutional-Learning-Outcomes.aspx> 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. MAC CMHC program outcomes are published in the MAC CMHC Student Handbook and are available on the program website: <https://www.regis.edu/RHCHP/Academics/Degrees-and-Programs/Graduate-and-Doctorate-Programs/MA-Counseling.aspx>

**The chart below illustrates the MAC CMHC program learning outcomes and their overlap with the Regis University Nine Learner Outcomes.**

|                  | <b>Regis MAC CMHC Program Learning Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <i>Regis Nine University Learning Outcomes</i>                                                                                                                                                                                                       |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Knowledge</b> | <ul style="list-style-type: none"> <li>• Students will understand the impact of biological and neurological mechanisms on mental health and apply a comprehensive knowledge of individual and family developmental theories relevant to the practice of CMHC (CACREP 2016 Standard 2.F.3.; CMHC 5.C.1.b.d, 5.C.2.g.);</li> <li>• Students will demonstrate knowledge of CMHC professional foundations and apply appropriate ethical and legal foundations of the CMHC profession into their clinical decision-making and to clinical services provided (CACREP 2016 Standard 2.F.1.i; CMHC 5.C.1.a., 5.C.2.a,b,c,i,k,l,m );</li> <li>• Students will understand and apply a working knowledge of qualitative, quantitative and mixed research methods that inform evidence based CMHC practice and program evaluation (CACREP 2016 Standard 2.F.8.f; );</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Knowledge of a discipline or content area</b></li> <li>• <b>Knowledge of diverse cultures, perspectives, and belief systems</b></li> <li>• <b>Knowledge of arts, sciences, and humanities</b></li> </ul> |
| <b>Skills</b>    | <ul style="list-style-type: none"> <li>• Students will demonstrate multiculturally oriented CMCH services while applying the ACA-endorsed Multicultural and Social Justice Counseling Competencies across intersectional identities (CACREP 2016 Standard 2.F.1.i; CMHC 5.C.1.a., 5.C.2.a,b,c,i,k,l,m );</li> <li>• Students will understand and apply a working knowledge of the theories and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• <b>Ability to think critically</b></li> <li>• <b>Ability to communicate effectively</b></li> <li>• <b>Ability to use contemporary technology</b></li> </ul>                                                 |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p>models of career development in CMHC (CACREP Standard 2.F.4.a.; CMHC 5.C.1.b);</p> <ul style="list-style-type: none"> <li>• Students will demonstrate the clinical ability to use essential interviewing, counseling and case conceptualization skills with a broad range of diverse clients in CMHC practice (CACREP 2016 Standard 2.F.5.g.; CMHC 5.C.1.c.; 5.C.3.a);</li> <li>• Students will understand and apply appropriate knowledge of therapeutic factors in effective CMHC group work (CACREP 2016 Standard 2.F.6.c.; CMHC 5.C.3.b.);</li> <li>• 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.; CMHC 5.C.2.f.; 5.C.3.a,b);</li> <li>• Students will demonstrate skills and practices of CMHC assessment for diagnostic and intervention planning purposes in order to deliver effective services for diverse client populations (CACREP CMHC Standards 5.C.1.e; 5.C.2.d,e,f,g,h,j; 5.C.3.a.b.);</li> <li>• Students will demonstrate effective skills and interventions in the delivery of clinical mental health services for the prevention and treatment of a broad range of mental health issues (CACREP Standards 2.F.5.g, h, i, j, CMHC 5.C.1.c,e; 5.C.3.a,b,c,d,e);</li> </ul> |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

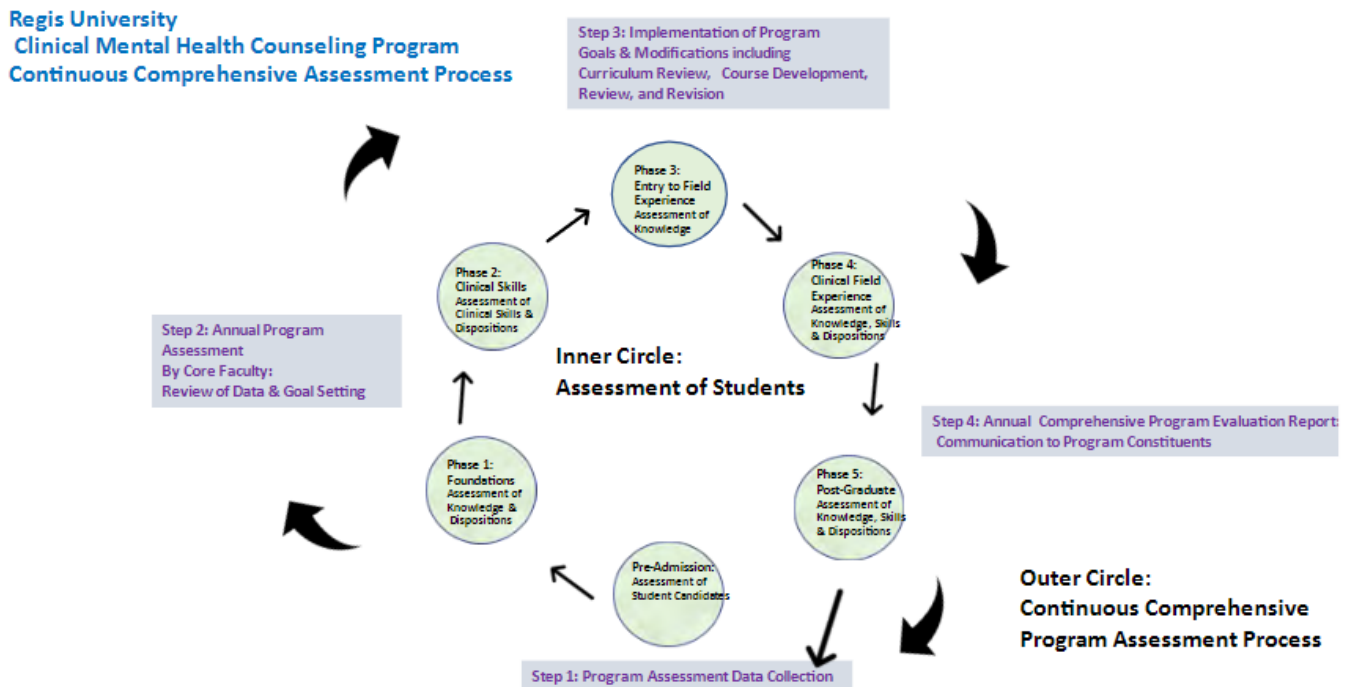
|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                             |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Dispositions/Values</b></p> | <ul style="list-style-type: none"> <li>• 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 (CACREP 2016 Standard 4.G.).</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Commitment to ethical and social responsibility</b></li> <li>• <b>Commitment to leadership and service to others</b></li> <li>• <b>Commitment to learning as a lifelong endeavor</b></li> </ul> |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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 individual student and program evaluation on a continuous basis.

**EMPIRICALLY-BASED SYSTEMATIC EVALUATION PLAN OF THE PROGRAM**

Figure 4.1 below, illustrates both the ongoing flow of program evaluation (the outer circle of the chart) and the student assessment process (the inner circle of the flow chart). The plan systematically evaluates the program objectives including student learning. Each of these processes is described in more detail in the following narratives.



As illustrated in the flow chart above, the evaluation process is circular in nature, defining 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 outcome 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.

### 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 is made available for students who need assistance in acquiring satisfactory professional knowledge, skills, and/or dispositions; and when necessary, dismissal from the program (CACREP Standard 4.F,G,H).

### Program Evaluation Process

Simultaneously, program faculty engage in an annual process of comprehensive program evaluation to determine program effectiveness and make informed decisions of changes that can be made to improve the program. 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 graduate, site supervisors, and employers of program graduates (CACREP Standard 4.B). The program evaluation process includes 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. All program learning outcomes are evaluated within a 3-year rotation.

### 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 professional dispositions in the profession of Clinical Mental Health Counseling
  - *Benchmark Course Assignments:* In each course, benchmark assignments are used to assess students' acquisition of each of the eight core areas of knowledge defined by CACREP accreditation standards and reflected in the program's student learning outcomes. Course benchmark assignments are rated by instructors and are included in each student's TaskStream or Tevera Portfolios. Portfolio data is analyzed to determine how well students accomplish learning objectives within each course that are aligned with specific CACREP accreditation standards.
  - *Student Evaluation Scores on Final Capstone Project:* 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 Project provides faculty with assessment of core program outcomes and integration of the professional dispositions and the Regis Jesuit Values. Capstone evaluations results are included in each student's TaskStream or Tevera 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.
- *Licensure exam scores:* 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 developmentally throughout the program to measure skills and development of professional dispositions defined in program learning outcomes. In the early foundational phase of the curriculum, professional dispositions are introduced, and students begin the process of self-evaluation and goal setting. Faculty use SCSE In the clinical phase (Group Counseling, Counseling Techniques I and II) of the program to assess development of professional skills and competencies. The SCSE also provides students with feedback on expected program outcomes across the supervised clinical phase at the end of the program during 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 HIPPA and ethical use of Technology:* 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.

## Summary and Analysis of 2021 Demographic Assessment Data

### Demographic Characteristics and Trends in the Program

Enrollment data: Student demographic data is collected by the University Analytics. Data on current student enrollment includes a breakdown of gender, ethnicity, and registered disability status.

Summary of Student Demographic Trends: Efforts have been made over the past several years by the university to advertise and admit an increased number of diverse applicants. A comparison of admission demographics sampled in the years 2016, 2020 and 2021 indicate that there has been relative stability in ethnicity/diversity and gender percentage breakdown.

| Year | Gender %       | Caucasian | Latino/Hispanic | African American/Black | Multi-Racial | Asian-American | Native American/Alaskan | Unknown |
|------|----------------|-----------|-----------------|------------------------|--------------|----------------|-------------------------|---------|
| 2021 | 75% F<br>25% M | 72%       | 12%             | 2%                     | 3%           | 2%             | 0%                      | 6%      |
| 2020 | 65% F<br>35% M | 72%       | 12%             | 3%                     | 2%           | 1%             | >1%                     | 7% %    |
| 2016 | 76% F<br>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 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**

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

*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%.

Demographic characteristics of current students indicate the majority are Caucasian female which closely parallel trends for CACREP accredited CMHC programs nationally. Regis MAC CMHC African American/Black student percentages are lower than national trends when compared, Regis MAC CMHC 2% vs. National CACREP CMHC 18%. This could be related to lower percentages of African American populations in the Denver 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 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 2021-fall 2021 academic semesters.

| <b>Semester/year</b>   | <b>Number of Applicants</b> | <b>Number of Admissions/New Enrollments</b> | <b>Unduplicated MAC CMHC Student Headcount</b> | <b>Number of Graduates</b> |
|------------------------|-----------------------------|---------------------------------------------|------------------------------------------------|----------------------------|
| <b>Fall 2021</b>       | <b>142</b>                  | <b>62</b>                                   | <b>279</b>                                     | <b>22</b>                  |
| <b>Summer 2021</b>     | <b>38</b>                   | <b>21</b>                                   | <b>225</b>                                     | <b>27</b>                  |
| <b>Spring 2021</b>     | <b>58</b>                   | <b>35</b>                                   | <b>267</b>                                     | <b>54</b>                  |
| <b>Totals for 2021</b> | <b>238</b>                  | <b>118</b>                                  | <b>Avg: 257</b>                                | <b>103</b>                 |

Applicants, Admissions and Graduates Data Analysis and Trends: Over the past 2021 year, the program has admitted 118 new students (50% of applicants) dependent upon applicant fit and room in the program). Program admissions have exceeded the number of graduates from the program indicating growth in the size of the student population within the program.

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 2018 through spring semester 2020. Unduplicated student headcounts for each semester are also included.

Fall 2018 -Spring 2020 Student to Faculty Ratios for MAC CMHC

| <b>Semester/year</b> | <b>Student Unduplicated Headcount</b> | <b>Core faculty</b> | <b>Student to Faculty FTE Ratio (Student FTE is calculated on credit hours that are equivalent to full time student status rather than headcount)</b> |
|----------------------|---------------------------------------|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Spring 21</b>     | <b>267</b>                            | <b>12</b>           | <b>1:10</b>                                                                                                                                           |
| <b>Summer 21</b>     | <b>225</b>                            | <b>12</b>           | <b>1:8</b>                                                                                                                                            |
| <b>Fall 21</b>       | <b>279</b>                            | <b>12</b>           | <b>1:11</b>                                                                                                                                           |
| <b>2021 Average</b>  | <b>257</b>                            | <b>12</b>           | <b>1:10</b>                                                                                                                                           |

### Summary and Analysis of FTE Data:

The program has met the CACREP standard for student to faculty ratios during the 2021 academic semesters with an annual average Student to Faculty FTE ratio of 1:10.

### Subsequent Program Modifications and Goals

#### Strategy 1: Capping program admissions

Because program admissions impact the program's ability to meet the strict CACREP requirement for a maximum student to faculty ratio of 1:12 in any given semester and limit the ability for the program to meet the training needs of students; program faculty monitor admissions and consider applicant fit along with the program's ability to stay within accreditation FTE ratios and training resources. Currently the program has capped admissions for the 2022-23 years to monitor and control student to faculty FTE.

#### Strategy 2: Maintaining full-time faculty lines

In the 2021 year, all positions for full-time core faculty were filled. However, during the 2022 academic year, Dr. Betsy Hall retired, and Drs. Fred Washburn and Josh Kreimeyer resigned to pursue other positions. In the fall of 2022 a search committee was formed to conduct a national search for 2 faculty positions at the Assistant or Associate Professor level. The positions are posted beginning Oct. 2022 on the Regis employment webpage and the advertisement will be included in six other higher education job search sites that attract cultural and ethnic diversity in their readers. The search committee will also use networking at national and regions counseling conferences to seek qualified applicants. Review of applicants will begin in December of 2022 and will continue until positions are filled.

### **Assessment of Program Learning Outcomes**

#### **Knowledge, Skill, and Professional Disposition Outcomes for MAC CMHC**

Proficiency in knowledge for the MAC CMHC program learning outcomes is defined as 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.

Proficiency in skill outcomes are evaluated developmentally through the skills course sequence (Techniques I, Techniques II, and Group Counseling) and throughout students' field experience coursework (Practicum, Internship A and Internship B).

Professional Disposition Outcomes are measured developmentally throughout the program each year beginning with the Professional Orientation & Ethics course, continuing through the three skills courses named above, and concluding with the three semesters of supervised field experience. A process of support and remediation for students who do not achieve benchmarks in the defined professional dispositions is in place to increase student success in the program.

*Assessment of program learning outcomes are evaluated each year selectively. For the 2022 year, the following knowledge outcomes were evaluated;*

- Students will understand the impact of biological and neurological mechanisms on mental health and apply a comprehensive knowledge of individual and family developmental theories relevant to the practice of CMHC (CACREP 2016 Standard 2.F.3.; CMHC 5.C.1.b.d, 5.C.2.g.);
- Students will understand and apply a working knowledge of the theories and models of career development in CMHC (CACREP Standard 2.F.4.a.; CMHC 5.C.1.b);

In order to assess proficiency in the two program learning outcomes selected for 2022 we analyzed data from three sources:

- 1) Pass rates and comparison Means in core knowledge areas on the 2021 National Counselor Examination (NCE, which is the Colorado licensure exam for professional counselors);
- 2) Mean scores on the Counselor Preparation Comprehensive Exam (CPCE) taken by students during the 2021 year;
- 3) Mean scores on course benchmark rubrics stored in student TaskStream portfolios over the 2021 year.

### Summary and Analysis of Program Learning Outcomes for 2021

#### Human Growth and Development

##### Summary and Analysis of Human Growth and Development SLO Assessment:

For each of the assessments completed (CPCE Exam Means, NCE Exam Means, and TaskStream Student Portfolio Averages) student showed overall mastery of the CACREP standards for knowledge and skill application. Each of the tables below detail the assessment data for each measure.

##### Human Growth and Development CPCE Means

| Items                                                                                                   | Regis Mean (n) | Overall Mean (n) |    |                 |
|---------------------------------------------------------------------------------------------------------|----------------|------------------|----|-----------------|
| 17                                                                                                      | 8.5 (2)        | 8.9 (29)         |    |                 |
| 17                                                                                                      | 9 (6)          | 9.9 (1223)       |    |                 |
| 17                                                                                                      | 10.5 (10)      | 9.7 (928)        |    |                 |
| 17                                                                                                      | 10.2 (6)       | 9.4 (373)        |    |                 |
| 17                                                                                                      | 10 (6)         | 10.4 (12)        |    |                 |
| 17                                                                                                      | 8.4 (14)       | 9 (544)          |    |                 |
| 17                                                                                                      | 8.7 (14)       | 8.8 (693)        |    |                 |
| t-test Assuming Unequal Variances of Regis CPCE Human Development Scores and Overall Scores on the CPCE |                |                  |    |                 |
| Mean                                                                                                    | SD             | t                | df | Sig. (2-tailed) |
| -.11                                                                                                    | .67            | 1.6              | 6  | .78             |

Results indicate the Regis University students' human development scores on the CPCE are not significantly different than the overall sample of those taking the exam. Because the University only receives aggregated scores (i.e. means) a more precise examination of the data is not possible.

##### Human Growth and Development NCE Data

| Human Development Data NCE                                                                            |            |                 |               |                           |             |
|-------------------------------------------------------------------------------------------------------|------------|-----------------|---------------|---------------------------|-------------|
| Items                                                                                                 | n (passed) | University Mean | University SD | National Mean (n, pass %) | National SD |
| 11                                                                                                    | 4 (4)      | 8.25            | 1.48          | 7.21 (1275, 75%)          | 3.21        |
| 15                                                                                                    | 1 (0)      | 5               | 0             | 9.79 (2977, 83%)          | 2.21        |
| 12                                                                                                    | 14 (12)    | 8.71            | 1.44          | 7.22 (1272, 74%)          | 1.98        |
| 15                                                                                                    | 7(7)       | 10.43           | 1.29          | 9.79 (2977, 83%)          | 2.21        |
| 12                                                                                                    | 2 (2)      | 10.0            | 1             | 9.01 (1470, 79%)          | 1.65        |
| 16                                                                                                    | 2 (2)      | 10.5            | 1.12          | 11.07 (1072, 85%)         | 2.47        |
| 15                                                                                                    | 1 (1)      | 11              | 0             | 9.75 (1139, 81%)          | 2.25        |
| t-test Assuming Unequal Variances of Regis NCE Human Development Scores and Overall Scores on the NCE |            |                 |               |                           |             |
| Mean                                                                                                  | SD         | t               | df            | Sig. (2-tailed)           |             |
| .007                                                                                                  | 2.2        | 2               | 6             | .99                       |             |

Results indicate the Regis University students' human development scores on the NCE are not significantly different than the overall sample of those taking the exam. Because the University only receives aggregated scores (i.e. means) a more precise examination of the data is not possible.

Unequal variances t-test was used due to the large difference in sample sizes between Regis University and the overall sample.

[Human Growth and Development CACREP Standards: Bench Mark Data Measuring Student Knowledge and Skills](#)

| TaskStream 2021 CMHC Student Skills Evaluation: TaskStream Benchmark Group Means & %                                         |                                                                                                 |                                                                                                              |                                                                                                   |                                                                                                                    |                                                             |                                                                         |                                                                                               |                                                                                                                             |                                                                                               |                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 5-4 OUTSTANDING 3-2 SATISFACTORY 1 UNSATISFACTORY: Average Faculty Ratings of Student Benchmark Scores and Corresponding %'s |                                                                                                 |                                                                                                              |                                                                                                   |                                                                                                                    |                                                             |                                                                         |                                                                                               |                                                                                                                             |                                                                                               |                                                                                                                             |
| Course                                                                                                                       |                                                                                                 |                                                                                                              |                                                                                                   |                                                                                                                    |                                                             |                                                                         |                                                                                               |                                                                                                                             |                                                                                               |                                                                                                                             |
| 605                                                                                                                          |                                                                                                 |                                                                                                              |                                                                                                   |                                                                                                                    |                                                             |                                                                         | 698A                                                                                          |                                                                                                                             | 698B                                                                                          |                                                                                                                             |
| 4.3 (86%)                                                                                                                    | 4.15 (83%)                                                                                      | 4.15 (83%)                                                                                                   | 4.22 (84%)                                                                                        | 4.66 (93%)                                                                                                         | 4.36 (87%)                                                  | 4.23 (85%)                                                              | 4.28 (86%)                                                                                    | 4.24 (85%)                                                                                                                  | 4.69 (94%)                                                                                    | 4.69 (94%)                                                                                                                  |
| Demonstrates knowledge of individual and family development and transitions across the life span; theories of learning       | Demonstrates knowledge of theories and models of individual cultural couple, family and communi | Understands the effects of racism, discrimination, sexism, power, privilege and oppression on one's own life | Knowledge of theories for facilitating optimal development and wellness over the life-span (CACRE | Develop a greater understanding of self and others attitudes, beliefs, understanding, and acculturative experience | Presents ideas in a well articulated, easy to follow manner | Uses correct spelling, punctuation, and grammar and APA reference style | Promotes optimal human development, wellness, and mental health through prevention, education | Knowledge (CMHC.G.1, G.2) 1. The student knows the principles and models of assessment, case conceptualization, theories of | Promotes optimal human development, wellness, and mental health through prevention, education | Knowledge (CMHC.G.1, G.2) 1. The student knows the principles and models of assessment, case conceptualization, theories of |

|                                                                                                                            |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                         |                      |                                                                       |  |  |                                       |                                                                                                                                            |                                       |                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------------------------------------------------------|--|--|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|------------------------------------------------------------------------------------------------------------------|
| and personality development including current understandings about neurobiological behavior. (CACREP Standards II.G.3a, b) | ty resilience (CACREP Standard II.G.3d) | and career and those of clients. (CACREP Standard CMHC E.2) Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of clients. (CACREP Standard CMHC E.2, E5) Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of clients. (CACREP Standard CMHC E.2, E5) | P Standards II.G.3h) | s that impact human growth and development (CACREP Standard II.G.2.b) |  |  | , and advocacy activities (CMHC. D.3) | human development , and concepts of normalcy and psychopathology leading to diagnosis and appropriate counseling treatment plans (CMHC.G.1 | , and advocacy activities (CMHC. D.3) | human development , and concepts of normalcy and psychopathology leading to diagnosis and appropriate counseling |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------------------------------------------------------|--|--|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|------------------------------------------------------------------------------------------------------------------|

## Career Counseling

*Summary and Analysis:* Assessment of SLO for Career Counseling CACREP Standards (CPCE Means, NCE Means, and TaskStream Benchmark Means) show good mastery of knowledge in Career Counseling CACREP Standards.

### Career Counseling CPCE Data

| Regis Mean (n) | Overall Mean (n) |
|----------------|------------------|
| 11.5 (2)       | 11.5 (29)        |
| 7.7 (6)        | 10 (1223)        |
| 8.7 (10)       | 9.7 (928)        |

|                                                                                              |     |            |    |                 |
|----------------------------------------------------------------------------------------------|-----|------------|----|-----------------|
| 10.3 (6)                                                                                     |     | 11.1 (373) |    |                 |
| 9.7 (6)                                                                                      |     | 10.9 (12)  |    |                 |
| 10 (14)                                                                                      |     | 10.5 (544) |    |                 |
| 9.7 (6)                                                                                      |     | 9.6 (12)   |    |                 |
| t-test Assuming Unequal Variances of Regis CPCE Career Scores and Overall Scores on the CPCE |     |            |    |                 |
| Mean                                                                                         | SD  | t          | df | Sig. (2-tailed) |
| -.81                                                                                         | .81 | .07        | 6  | .22             |

Results indicate the Regis University students' career scores on the CPCE are not significantly different than the overall sample of those taking the exam. Because the University only receives aggregated scores (i.e. means) a more precise examination of the data is not possible. Unequal variances t-test was used due to the large difference in sample sizes between Regis University and the overall sample.

### Career Counseling NCE Data

| Career Data NCE                                                                             |            |                 |               |                           |             |
|---------------------------------------------------------------------------------------------|------------|-----------------|---------------|---------------------------|-------------|
| Items                                                                                       | n (passed) | University Mean | University SD | National Mean (n, pass %) | National SD |
| 23                                                                                          | 4 (4)      | 20              | 1             | 15.32 (1275, 75%)         | 3.21        |
| 23                                                                                          | 1 (0)      | 11              | 0             | 15.44 (2977, 83%)         | 2.83        |
| 19                                                                                          | 14 (12)    | 14.36           | 2.19          | 12.63 (1272, 74%)         | 2.75        |
| 23                                                                                          | 7 (7)      | 16.43           | 3.58          | 15.44 (2977, 83%)         | 2.83        |
| 18                                                                                          | 2 (2)      | 15.0            | 2.0           | 11.48 (1470, 79%)         | 2.67        |
| 16                                                                                          | 4 (4)      | 9.75            | 1.79          | 10.44 (1072, 85%)         | 2.08        |
| 23                                                                                          | 1 (1)      | 17              | 0             | 15.37 (1139, 81%)         | 2.88        |
| t-test Assuming Unequal Variances of Regis CPCE Career Scores and Overall Scores on the NCE |            |                 |               |                           |             |
| Mean                                                                                        | SD         | t               | df            | Sig. (2-tailed)           |             |
| 1.06                                                                                        | 2.98       | 1.03            | 6             | .51                       |             |

Results indicate the Regis University students' group scores on the career counseling section of the NCE are not significantly different than the overall sample of those taking the exam. Because the University only receives aggregated scores (i.e. means) a more precise examination of the data is not possible. Unequal variances t-test was used due to the large difference in sample sizes between Regis University and the overall sample.

Career Counseling Benchmark Data Measuring CACREP Standards

| TaskStream 2021 CMHC Student Skills Evaluation: 5-4 OUTSTANDING 3-2 SATISFACTORY 1 UNSATISFACTORY:<br>Average Faculty Ratings of Student Benchmark Scores and Corresponding %'s |                                                                  |                                                                                                                                                                     |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                       |                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                             |                                                                             |                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------|
| 4.15<br>(83%)                                                                                                                                                                   | 4.3<br>(86%)                                                     | 4.04<br>(81%)                                                                                                                                                       | 4.36<br>(87%)                                                                                                                                                                                         | 4.49<br>(90%)                                                                                                                                                                                                                                                                                         | 4.44<br>(89%)                                                                                                                       | 4.08<br>(82%)                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 4.24<br>(85%)                                                                                               | 4.56<br>(91%)                                                               | 4.56<br>(91%)                                                   |
| Demonstrates an knowledge of career development theories and decision-making models CACREP II.G.4.a                                                                             | Demonstrates knowledge of decision-making models CACREPII. G.4.a | Demonstrates knowledge of career, avocation al, education al, occupational and labor market informati on resources, and career informati on systems CACREP II.G.4.b | Demonstrate s knowledge of the interrelation ships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development CACREP II.G.4.d | Demonstrates knowledge of career and education al planning, placement , follow-up, and evaluation ; Demonstrates knowledge of the career counselin g processes, technique s, and resources, including those applicable to specific populatio ns in a global economy CACREP II. G.4.e. CACREP II.G.4.g | Demonstrates knowledge of assessmen t instrumen ts and technique s relevant to career planning and decision making; CACREP II.G.4.f | Multicultural and pluralistic trends, including characteristic s and concerns within and among diverse groups nationally and internationall y, as they impact the world-of-work; Understands how living in a multicultural society affects clients seeking work. Understands the effects of racism, discriminatio n, sexism, power, privilege, and oppression, and their interface with work in people's lives CACREP.II. G.2.a, CACREP, CMHC.E.1, CACREP, CMHC,E.2., | Human behavior, & situational and environmen tal factors that impact work in people's lives CACREP.II .3.f. | Communica tion: Presents ideas in a well articulated, easy to follow manner | Communica tion: Uses correct spelling, punctuation, and grammar |

***Summary and Analysis of 2021 Assessment of Selected Learning Outcomes***

**Strengths:** Student learning outcomes for knowledge in both Human Growth and Development and Career Counseling show good mastery of SLO as measured by the CPCE and the NCE. Faculty rated students' knowledge and skills as above average according to average ratings on benchmark assignments for courses that included CACREP standards for these areas.

When compared to standardized tests, benchmark scores are consistently higher (both in the low and high range). These results indicate that benchmark scores are inflated when compared to how students actually do on the CPCE and NCE. The inflation ranges from .28 SD for the CPCE to 1.64 SD for the NCE.

Areas Noted for Improvement: In the two program knowledge areas addressed (Human Growth and Development and Career Counseling), no knowledge deficiencies were identified by faculty in assessment of students as a whole.

State Licensure Exam (NCE)

Students can take the National Counselor Exam, NCE during their last semester of the program or 1 semester post-graduation. The exam is given in April and October of each year.

Pass rates over the past 3 years are displayed in the first table below.

| <b>State Licensure Pass Rates: NCE Scores</b> |                                       |                                           |                             |
|-----------------------------------------------|---------------------------------------|-------------------------------------------|-----------------------------|
| <b>Academic Year</b>                          | <b>Number of Student Participants</b> | <b>Number of Student Passing the Test</b> | <b>Percentage Pass Rate</b> |
| 2021                                          | n=26                                  | n=23                                      | 88%                         |
| 2020                                          | n=39                                  | n=38                                      | 97%                         |
| 2019                                          | n=37                                  | n=37                                      | 100%                        |

Analysis of NCE Data: During the COVID pandemic in the 2020 and 2021 years, students were not able to sit for administration of the CPCE exam because the Regis Testing Center’s limitation on its ability to provide a safe COVID assessment environment. The CPCE exam is given in our program at the end of the content curriculum prior to practicum and internship. Each student uses scores they receive in content areas to focus their studies in preparation to take the NCE, which is Colorado’s licensure exam for counselors. Faculty believe scores on the NCE for the past 2 years have declined due to this change in our testing process. Faculty are hopeful with the reinstitute of the CPCE exam for our students, that NCE pass rates in the future will rise.

**Goals and Modifications Resulting From the 2021-22 MAC CMHC Assessment Report:**

Faculty determined several key goals to address for program modification and improvements. The following is a summary of those goals as well as the actions and modification taken to address them.

**Primary Goals and Objectives (SMART) for Year 2022**

**Goal 1: Maintain CACREP Accreditation and Compliance with CACREP standards**

**Objective 1.1: Complete Eight-year cycle for CACREP Reaccreditation in the Clinical Mental Health Specialization:** The CACREP self-study for reaccreditation for Clinical Mental Health Counseling was submitted January of 2022. The program self-study received an initial review approval and a CACREP site visit will be conducted in December of 2022. Reaccreditation is projected by faculty



to be positive with a reaccreditation decision by the CACREP Board at the July 2023 CACREP Board meeting.

**Objective 1.2: Continue to monitor compliance with CACREP standards for student to faculty ratios and core faculty teaching % each semester.**

**Objective 1.3: Hire New Faculty:** Replace faculty positions for 2 FTE, Conduct a national search resulting in the hire of 2 full-time CMHC faculty, starting in May or August 2023.

**Objective 1.4: Monitor Admissions Management:** Reduce admissions numbers to sustain faculty ratio and curriculum load for 2022-23 and assess the reasonable capacity of the program long-term, 2023 – 2025 based on faculty and student numbers.

## **Goal 2 Student and Faculty Wellness**

**Objective 1.1 Improve Program Support for Students:** Offer additional academic advising sessions through Zoom platforms every semester. Utilize Regis Student Support Services for students who struggle meeting basic living needs. Identify students needing remediation or support within the program and utilize referral to Remediation and Support Faculty Committee. Increase diversity and inclusion initiatives within the curriculum and through program workshops and events.

**Objective 1.2 Faculty Workload Management:** Bring workload and other faculty expectations into line with curriculum delivery needs. Implement technologies that support teaching and clinical supervision including TEVERA, Titanium and expanded WorldClass capabilities.

**Objective 1.5: Increase diversity and inclusion initiatives for students and faculty.** Appoint DEI faculty coordinator and develop programs, groups, and training that increase positive inclusion of diverse students and faculty.

**Goal 3: Clinical: Improve the overall functioning of the Regis Center for Counseling and Family Therapy for the supervised experience of Practicum students and increase the quality of counseling services to the community.**

**Objective 2.1: Improve systems and oversight of Regis Center for Counseling and Family Therapy (CCFT).** Funding was acquired to hire a full-time CCFT Director a full-time administrative staff. Improvements in systems and functioning of the CCFT have improved and more improvements are planned that will benefit student experience and services to the community.

**Objective 2.3: Track clinical hours, intake data, attendance data, and outcomes for MAC Clients, and assess practicum numbers and impact by number of sections.** Implement Tevera and Titanium technology systems to achieve data collection, research, and assessment goals.

**Goal 3: Curriculum Improvements. Based on feedback and data from the annual program evaluation, and inclusion of future accreditation needs, complete the following objectives prior to May 2023.**

**Objective 3.1: Evaluate student acquisition of skills and professional dispositions in skills courses and field experience phase of the program.** Collect and analyze data from Tevera, benchmark assignments, NCE and CPCE exam scores.

**Objective 3.2: Respond to Integrative Healthcare Standards:** Beginning fall of 2022, attendance at one IPE event is required for all MAC CMHC students during their program. Students will now have increased exposure integrated healthcare services by attending IPE events.

This initiative is supported by CACREP 2016 CMHC accreditation standards that require programs to provide experiences for students to interface with integrated behavioral health care professionals (CACREP CMHC 3.d). Further support for an increased emphasis on integrated healthcare, has been an outcome of qualitative data from alumni and employer surveys and the program’s advisory board. Additionally, Regis University’s Rueckert-Hartman College of Health Professions, in which the Division of Counseling is housed, has identified integrated healthcare as a priority for its graduates.

“While each healthcare professionals’ association mandates education to have components of interprofessional education, the focus at Regis University is to intentionally engage students interprofessionally, to empower future practitioners to create a different, more collaborative model of healthcare practice. Our goal is to prepare students to learn together to enhance collaboration in order to improve future practice by influencing health outcomes. We believe high-functioning teams can improve the experience, outcomes and costs of health care.”

<https://www.regis.edu/academics/colleges-and-schools/rueckert-hartman/interprofessional-education>

Because the Division of Counseling and Family Therapy is housed in the Rueckert-Hartman College for Health Professions we have a unique opportunity for our students to participate in interprofessional education with our medical healthcare profession students including Health Services Administration, Physical Therapy, Pharmacy, Nursing, and more. Some of these events allow collaboration with multiple professionals in training and include direct clinical practice in the community service for over one thousand community participants over the past several years\*. Examples of these events scheduled throughout the year include:

- ✓ **End of Life Simulation: Treatment Planning**
- ✓ **9 News Health Fair: Stress Reduction and Wellness\***
- ✓ **Denver Colorado, Project Homeless Connect: Triage and Community Resource Linkage\***
- ✓ **Implicit/Explicit Bias in Health Care**
- ✓ **Case Conferencing: Reducing Medical Error**

Comments or questions regarding this report may be addressed to Dr. JoLynne Reynolds, Chair, Department of Counseling, [jlreynol@regis.edu](mailto:jlreynol@regis.edu)