

REGIS UNIVERSITY

School of Mental and Behavioral Health

CACREP ANNUAL REPORT

Standard 2.F Program Evaluation Report

Clinical Mental Health Counseling (M.A.)

CACREP-Accredited Entry-Level Program

Counselor Education and Supervision (Ph.D.)

Doctoral Program

Academic Year 2024-2025

Year 3 of 8-Year Accreditation Cycle

Prepared by:

Department of Counseling Faculty

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Executive Summary

This Annual Report is submitted in accordance with CACREP 2024 Standard 2.F, which requires counselor education programs to publish annual program evaluation results, document curriculum modifications informed by evaluation data, and report significant program changes. The Regis University Clinical Mental Health Counseling (CMHC) program and Counselor Education and Supervision (CES) doctoral program remain committed to continuous quality improvement, transparent accountability, and the formation of competent, ethical, and culturally responsive counseling professionals.

The 2024-2025 academic year represented a period of thoughtful reflection and strategic planning for our programs. Program leadership, core faculty, and university administration convened for a comprehensive faculty Data Retreat to review program evaluation results, engage in transparent dialogue about opportunities for growth, and collaboratively develop actionable improvement plans. The evaluation process was grounded in Ignatian pedagogy, with faculty centering themselves in the Jesuit principle of presupposition—assuming that all stakeholders, including students providing feedback, are coming from a place of good faith and genuinely wanting what is best for the program.

Faculty articulated clear expectations for the retreat outcomes: the development of concrete, implementable solutions; viable paths forward; action items that can be executed effectively; open and honest communication among all participants; and a continued commitment to working together collaboratively while building on the trust and psychological safety necessary to navigate important conversations.

Summary of Key Findings

Evaluation Metric	Result
Ethics Knowledge Assessment Pass Rate	82.4% at 70% threshold (n=91)
Overall Mean Ethics Score	77.6% (SD = 9.7%)
Student Survey Responses	183 completed responses
Overall Program Satisfaction	74.9% Somewhat Satisfied or Higher
Teaching Quality Rating (7+ out of 10)	72.7% (Mean: 7.40)
Mean Belonging Score	71.0 out of 100 (Median: 78)
Values/Promises Alignment	61.6% Mostly/Completely Aligned

The evaluation data demonstrate a program with strong academic outcomes and dedicated faculty. Nearly three-quarters of students report satisfaction with their program experience, and teaching quality ratings remain strong. The data also identified

opportunities for enhancement, particularly in the areas of communication, experiential learning integration, and student support services. Faculty have developed comprehensive improvement plans to address these opportunities, detailed in Section B of this report.

Section A: Summary of Program Evaluation Results

In accordance with CACREP Standard 2.F.3(a), this section presents comprehensive program evaluation results including achievement of academic quality indicators. The program utilizes multiple measures to assess student learning outcomes, including course-embedded assessments, professional dispositions evaluations, and comprehensive student surveys.

1. Course-Embedded Assessment: Professional Orientation and Ethical Practice

The program administers course-embedded knowledge assessments to measure student achievement of specific CACREP Student Learning Outcomes. The Professional Orientation and Ethical Practice examination serves as a Key Performance Indicator for CACREP Standard 2.F.1.

1.1 Assessment Description

The ethics knowledge assessment is a 40-item multiple-choice examination administered in the Professional Orientation and Ethics course. The examination is open-book and assesses student knowledge of ACA ethical codes, ethical decision-making models, professional identity, and legal issues in counseling practice. All examination items are derived directly from required course readings.

1.2 Assessment Results

Assessment Metric	Result
Total Students Assessed (AY 2024-2025)	91 students across 3 sections
Overall Mean Score	77.6%
Standard Deviation	9.7%
Score Range	50% - 92.5%
Pass Rate at 70% Threshold	82.4% (75/91 students)
Program Benchmark	80% pass rate at 70% threshold
Benchmark Status	MET (82.4% > 80%)

1.3 Section-Level Analysis

Analysis by course section revealed variability in performance across sections:

Section	N	Mean Score	Pass Rate
Section 1	31	76.2%	77.4%

Section 2	16	84.2%	100%
Section 3	44	76.1%	79.5%

Faculty analysis of section-level data informed discussions about optimizing learning environments and instructional approaches. These findings contribute to the curriculum modifications detailed in Section B.

2. Professional Dispositions Assessment

Professional dispositions are assessed by faculty throughout the program using a 5-point rating scale aligned with CACREP standards. Faculty complete disposition assessments at midterm and end-of-term for all students in their courses.

2.1 Assessment Process Evaluation

Faculty discussion during the Data Retreat focused on ensuring consistency and appropriate calibration in the professional dispositions assessment process. Faculty agreed on the importance of using the full rating scale appropriately, with ratings of 2 triggering supportive conversations with faculty advisors to help students develop professionally.

2.2 Improvement Actions

Faculty committed to the following enhancements for the professional dispositions assessment process:

- Continued emphasis on using ratings developmentally to support student growth
- Rating calibration discussions to ensure consistency across faculty
- Clear communication of intervention protocols for all rating levels
- Integration of dispositions training into affiliate faculty mentorship

3. Student Satisfaction Survey Results

The program administered a comprehensive student satisfaction survey during Summer 2025 to all currently enrolled students who had completed at least one course. A total of 183 students provided complete responses, representing a strong response rate.

3.1 Overall Program Satisfaction

Satisfaction Level	Count	Percentage
Very Satisfied (7)	33	18.0%
Satisfied (6)	70	38.3%
Somewhat Satisfied (5)	34	18.6%
Neutral (4)	11	6.0%
Somewhat Dissatisfied (3)	22	12.0%
Dissatisfied (2)	8	4.4%
Very Dissatisfied (1)	5	2.7%

Overall, 74.9% of respondents reported being Somewhat Satisfied or higher with their program experience, with the largest group (38.3%) reporting they are Satisfied.

3.2 Teaching Quality

Students rated the overall quality of teaching on a scale of 0-10. The mean teaching quality rating was 7.40, with 72.7% of respondents rating teaching quality at 7 or higher. These results reflect the strong commitment of program faculty to quality instruction.

3.3 Sense of Belonging

Students rated their sense of belonging in the program on a scale of 0-100. The mean belonging score was 71.0 (Median = 78). Faculty identified student cohesion and belonging as a priority area for continued enhancement, leading to several improvement initiatives detailed in Section B.

3.4 Advisor Satisfaction

Advisor satisfaction data indicated that while many students report high satisfaction with their advisors, some students have had limited contact with their advisors. This finding informed the advising system enhancements described in Section B.

4. Qualitative Feedback Themes

Open-ended survey responses were analyzed thematically to identify patterns in student feedback. The following themes emerged:

4.1 Program Strengths Identified by Students

- **Quality of core faculty:** Students consistently praised instructors as knowledgeable, approachable, and genuinely invested in student growth. Specific faculty members were frequently named as major program assets.
- **Strong sense of community:** Students valued the relationships with peers and described feeling part of a caring, supportive cohort environment that fosters belonging and collaborative learning.
- **Mission-driven values:** The program's commitment to social justice, diversity, inclusivity, and Jesuit values resonated with students. The majority felt the program was aligned with the values that attracted them.
- **Practical training opportunities:** The counseling lab, clinic experiences, and opportunities to practice skills were highlighted as distinctive strengths. Students appreciated the hands-on preparation for clinical work.
- **Flexible scheduling:** Evening and weekend class options that accommodate working professionals were valued. The once-per-week class meeting format was seen as a strength.
- **Professional network:** Alumni connections, relationships with practicum sites, and mentorship from graduates were noted as valuable resources.

4.2 Areas for Enhancement Identified by Students

- **Communication:** Students expressed interest in more proactive communication about program updates and changes.
- **Practicum and internship guidance:** Students desired more structured support in preparing for the practicum and internship application process.
- **Earlier skills practice:** Students expressed interest in more hands-on experiential learning integrated earlier in the curriculum.
- **Advising engagement:** Students expressed desire for more proactive check-ins and guidance from advisors.

5. Summary of Evaluation Findings

The comprehensive program evaluation reveals a program with strong foundations and clear direction for continued growth:

Program Strengths

- Academic outcome measures meet established benchmarks, with 82.4% of students passing the ethics knowledge assessment
- Teaching quality ratings are strong, with nearly three-quarters of students rating quality at 7 or above
- Core faculty quality is consistently identified as a program strength
- Practical clinical training, including the counseling lab and clinic, distinguishes the program
- The program's values alignment and mission-driven approach resonate with students

Opportunities for Enhancement

- Strengthen proactive communication about program updates
- Enhance practicum and internship preparation processes
- Increase advising engagement and touchpoints
- Integrate more experiential learning earlier in the curriculum
- Continue building student community and sense of belonging

Section B: Curriculum Modifications and Program Improvements

In accordance with CACREP Standard 2.F.3(b), this section documents curriculum modifications and program improvements informed by the evaluation data presented in Section A. Each improvement initiative emerged from faculty analysis of evaluation findings during the Data Retreat and subsequent planning meetings.

1. Integration of Experiential Learning Across the Curriculum

1.1 Rationale

Student feedback indicated interest in more hands-on skills practice earlier in the program. Faculty recognized an opportunity to integrate experiential learning components more broadly across foundational courses.

1.2 Planned Modifications

Cross-Course Coordination: Faculty teaching first-semester courses (Orientation, Human Growth and Development, Counseling Theories) will convene working meetings to design coordinated experiential components. This collaboration ensures progressive skill building.

Human Growth and Development: The course will incorporate developmental interview role-play exercises, where students practice conducting intake-style developmental history interviews.

Counseling Theories: Students will complete self-application treatment plan exercises, applying each major theoretical orientation to their own presenting concerns.

Ethics and Professional Orientation: The course will expand real-world scenario discussions and may incorporate role-play of informed consent and confidentiality discussions.

1.3 Implementation Timeline

Faculty will convene for curriculum coordination meetings during Spring 2026, with modified course structures implemented beginning Fall 2026.

2. Advising System Enhancement

2.1 Rationale

Survey data indicated opportunity to strengthen advising relationships, particularly for students who may not proactively seek advisor contact.

2.2 Planned Modifications

Orientation Integration: Faculty advisors will meet with all new advisees during new student orientation to walk through the advising guide, explain program requirements, and answer questions.

Structured Questions: Advisors will provide students with suggested questions to bring to advising meetings.

Group Advising Option: Advisors may offer group advising sessions during registration periods.

Proactive Outreach: Advisors will proactively reach out to advisees who have not initiated contact within their first semester.

2.3 Implementation Timeline

Orientation integration will begin with the Summer 2026 new student cohort.

3. Affiliate Faculty Support Enhancement

3.1 Rationale

With affiliate faculty teaching a significant portion of program courses, ensuring consistent quality and alignment with program values is essential. Faculty discussion identified the need for more structured support and ongoing contact with affiliate instructors through the course lead model.

3.2 Planned Modifications

Course Lead Model Enhancement: Core faculty course leads will maintain more frequent and structured contact with affiliate instructors teaching their courses, providing mentorship and ensuring alignment with course objectives.

Required Initial Meeting: All affiliate faculty will meet with their course lead before beginning instruction to review course expectations and access support resources.

Ongoing Contact: Course leads will maintain regular contact with affiliate instructors throughout the semester.

Mentorship Focus: The goal of increased course lead contact is supportive mentorship, helping affiliates feel connected to the program.

3.3 Implementation Timeline

Enhanced course lead protocols will be implemented beginning Spring 2026.

4. Student Wellness and Cohesion Initiatives

4.1 Rationale

Students expressed interest in more peer connection and community-building opportunities. Faculty recognized that fostering student community supports both retention and professional development.

4.2 Planned Modifications

Student Wellness Group: Faculty will support the development of a student-led wellness and community group, with students leading peer workshops on wellness topics.

Meet Your Faculty Day: Working with Chi Sigma Iota (CSI), the program will explore hosting a summer event where students can meet core faculty in an informal setting.

Peer Mentorship: The program will explore formal peer mentorship pairing, connecting newer students with advanced students.

4.3 Implementation Timeline

Student wellness group launch is anticipated for Spring 2026, with Meet Your Faculty Day targeted for Summer 2026.

5. Practicum and Internship Preparation Enhancement

5.1 Rationale

Students requested more guidance and support for the practicum and internship application process.

5.2 Planned Modifications

Enhanced Communication: Program communication will provide clear timelines and expectations for the placement process.

Career Center Partnership: Students will be connected with the university Career Center for interview and resume support.

CSI Peer Support: Advanced students in CSI will be available to support peers navigating the application process.

5.3 Implementation Timeline

Enhanced communication and Career Center partnership will be implemented beginning Spring 2026.

6. Communication Enhancement

6.1 Rationale

Student feedback indicated interest in more proactive communication about program updates.

6.2 Planned Modifications

Proactive Communication: Program leadership will provide regular updates about program developments.

Transparency: When changes occur, context will be shared with students to promote understanding.

6.3 Implementation Timeline

Enhanced communication practices are effective immediately and ongoing.

Section C: Significant Program Changes

In accordance with CACREP Standard 2.F.3(c), this section documents significant program changes during the 2024-2025 academic year.

1. Program Operations

The program implemented operational adjustments to maintain compliance with CACREP requirements while serving student needs. These adjustments included optimization of course scheduling and section management to ensure efficient use of faculty resources while maintaining program quality.

2. Online Program Exploration

During the 2024-2025 academic year, the program engaged in discussions regarding potential expansion to include an online cohort of the Clinical Mental Health Counseling program. Faculty engaged in extensive discussion of the proposed expansion, weighing potential benefits including expanded reach and resource acquisition. Faculty affirmed commitment to maintaining quality standards for all students regardless of modality. As of this report, discussions continue, and any substantive program addition would be reported in subsequent annual reports.

3. Certificate Program Updates

Based on analysis of program offerings, the Depth Psychology certificate will complete its final course offerings through Summer 2026, after which students will transition to alternative elective pathways.

4. Academic Calendar

The program is transitioning from an 8-week accelerated semester format to a 16-week traditional semester format. Faculty committed to proactive communication about the transition timeline and implications for course scheduling.

5. Retention Focus

The program has enhanced attention to student retention, with systematic outreach to students who withdraw to understand circumstances and provide support for potential return to the program.

Doctoral Program: Counselor Education and Supervision (Ph.D.)

The Counselor Education and Supervision doctoral program operates in coordination with the master's program, sharing faculty resources and some elective coursework.

1. Program Development

The doctoral program continues to develop and grow, working to establish stable enrollment and strong program identity.

2. Curriculum Efficiency

To maximize efficiency while maintaining distinct doctoral-level learning experiences, the program has implemented course sharing strategies. Research courses are shared with the nursing doctoral program. Most doctoral electives are shared with the master's program, with doctoral students completing elevated assignments to meet doctoral-level learning objectives.

3. Doctoral Student Contributions

Doctoral students contribute to the master's program through supervision roles. Students completing supervision internships may serve as triadic supervisors for master's students in practicum, providing doctoral students with required supervised supervision experience while supporting the master's program's clinical training infrastructure.

Conclusion

The Regis University Clinical Mental Health Counseling and Counselor Education and Supervision programs conclude this evaluation year with strong academic outcomes and clear direction for continued enhancement. Student performance on knowledge assessments meets established benchmarks, the majority of students report satisfaction with their experience, and the program continues to prepare competent counseling professionals who secure quality practicum and internship placements.

The faculty Data Retreat process demonstrated the program's commitment to transparent, collaborative, and evidence-based continuous improvement. Faculty engaged thoughtfully with evaluation data, assuming good faith from students providing feedback, and developed actionable plans grounded in their professional expertise and deep commitment to student success.

Looking ahead, the program remains committed to its mission of forming competent, ethical, and culturally responsive counseling professionals within the Jesuit tradition of care for the whole person. Faculty expressed gratitude for the opportunity to work together, confidence in their ability to enhance the program collaboratively, and enthusiasm for the program's continued growth and success.

The program will continue to monitor evaluation indicators, implement planned improvements, and adjust strategies based on ongoing data collection. The next annual report will document progress on initiatives outlined in Section B and report any additional significant changes.

Contact Information

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This report is published in accordance with CACREP Standard 2.F.4, which requires annual reports to be posted on the program website and made available to the public.

Report prepared: January 2026

Next annual report due: January 2027