



COLORADO CHRISTIAN  
UNIVERSITY  
Master of Arts in  
Clinical Mental Health Counseling

## 2018-2019 PROGRAM ASSESSMENT REPORT

The Master of Arts in Clinical Mental Health Counseling program at Colorado Christian University annually evaluates the program at large using systematic data collection. CACREP, the program's accrediting body, requires the M.A. in Clinical Mental Health Counseling program at CCU to evaluate the program's objectives using the following criteria:

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

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### CCU MISSION STATEMENT

Christ-centered higher education transforming students to impact the world with grace and truth.

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### MA IN CLINICAL MENTAL HEALTH COUNSELING PROGRAM MISSION STATEMENT

The Master of Arts in Clinical Mental Health Counseling program is committed to excellence in the academic, clinical and dispositional competencies of students. Within a Christ-centered community, students integrate a biblical perspective with course content, developing spiritually and professionally to practice wellness and model the compassion of Jesus Christ. Students are trained to become ethical and culturally sensitive professional counselors who provide mental health care in their communities and around the world.

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## PROGRAM LEARNING OUTCOME 1

STUDENTS EXAMINE COURSE CONTENT AND THE COUNSELING IDENTITY FROM A BIBLICAL PERSPECTIVE.

Key Performance Indicator	2019 Target	2019 Actual Score	Met?
<b>CSL-674: Ethical Dilemma Essay</b>	Student population: 3.0 average rubric score	3.59	Yes

2018 Goals: In 2017-2018, the MA in Clinical Mental Health Counseling program prepared a self-study report in preparation for CACREP reaccreditation in 2019. As a result of the self-study, the program became aware of the need to strengthen program assessment. This new assessment plan has been implemented; however, given 2019 is the first year to assess this plan, no goals were established in 2018 for this PLO.

### 2019 PROGRAM ASSESSMENT GOALS

Develop more robust pre, mid, and post assessments; Lengthen CSL 621 to a 14-week course; Investigate using an assessment exploring the ability to integrate a Biblical perspective with an ethical counselor identity as a pre, mid, and post; Create additional targets for this PLO that consider more than rubric scores and a student's progress throughout the program.

## PROGRAM LEARNING OUTCOME 2

STUDENTS DEMONSTRATE PROFICIENT KNOWLEDGE AND SKILLS IN CLINICAL MENTAL HEALTH COUNSELING.

The College of Adult and Graduates Studies (CAGS) at Colorado Christian University has institutional Program Learning Outcomes (PLOs) that are assessed by all academic programs, including the MA in Clinical Mental Health Counseling degree. While most PLOs are general in nature, PLO2 uniquely provides the opportunity for each individual program to assess students' knowledge and skills specific to that program through Core Area Learning Outcomes (CALOs) and Key Performance Indicators (KPIs). In this case, our CALOs are the eight common core areas addressed in Section 2 of the 2016 CACREP Standards.

CALO	Key Performance Indicator	2019 Target	2019 Score	Met?
<b>Professional Counseling Orientation and Ethical Practice</b>				
	CSL-514: Liability Coverage	Student population: 100% submission	100%	Yes
	CSL-514: CCS-R 2A	Student population: CCS-R average score of 3		
	CSL-654: CCS-R 2A	Student population: CCS-R average score of 4		
	CSL-514: CCS-R 2B	Student population: CCS-R average score of 3		
	CSL-654: CCS-R 2B	Student population: CCS-R average score of 4		
	CPCE Competency Area: Professional Counseling Orientation & Ethical Practice	Student population: average score at or above the national mean score of 11.38	12	Yes
	2018 Alumni Survey: <i>I feel as though my education prepared me to practice ethically.</i>	100% of respondents agree or strongly agree	72.41% Strongly Agree 27.59% Agree n=32, 49% response rate	Yes
	2018 Alumni Employer Survey: <i>Awareness and application of ethics into the alumni's practice (ACA F.5.a)</i>	100% of respondents agree or strongly agree	50% Strongly Agree 50% Agree n=2, 1% response rate	Yes
<b>Social and Cultural Diversity</b>				
	CSL-514: CCS-R 2F	Student population:		

		CCS-R average score of 3		
	CSL-654: CCS-R	Student population: CCS-R average score of 4		
	CSL-665: Cultural Immersion Assignment	Student population: 3.0 average rubric score	3.64	Yes
	2018 Site Supervisor Survey: <i>Ability of students to provide non-discriminatory clinical practices (ACA C.5.)</i>	100% of respondents rate students as proficient or superior	54.26% superior 42.55% proficient 2.13% deficient 1.06% as harmful n=94, 67% response rate	No
	CPCE Competency Area: Social and Cultural Diversity	Student population: average score at or above the national mean score of 10.3	10	No
<b>Human Growth and Development</b>				
	CSL-641: Developmental Paper	Student population: 3.0 average rubric score	3.49	Yes
	CSL-514: Case Conceptualization	Student population: 3.0 average rubric score	N/A	N/A
	CPCE Competency Area: Human Growth and Development	Student population: average score at or above the national mean score of 11.62	12	Yes
<b>Career Development</b>				
	CSL-663: Final Reflection Paper/Growth Plan	Student population: 3.0 average rubric score	3.86	Yes
	CSL-514: Case Conceptualization	Student population: 3.0 average rubric score	N/A	N/A

	CPCE Competency Area: Career Development	Student population: average score at or above the national mean score of 9.38	10	Yes
<b>Counseling and Helping Relationships</b>				
	CSL-514 CCS-R: 1K	Student population: CCS-R average score of 3		
	CSL-514 CCS-R: 1L	Student population: CCS-R average score of 3		
	CSL-503 Final Reflection Paper	Student population: 3.0 average rubric score	3.65	Yes
	CSL-504 CCS-R: 1.A-1.H	Student population: CCS-R average score of 3		
	CPCE Competency Area: Helping Relationships	Student population: average score at or above the national mean score of 11.94	13	Yes
<b>Group Counseling and Group Work</b>				
	CSL-662: Final Paper	Student population: 3.0 average rubric score	3.69	Yes
	CSL-654 or CSL- 655	100% of students will conduct 10 hours of group work	100%	Yes
	CPCE Competency Area: Group Work	Student population: average score at or above the national mean score of 10.84	12	Yes



Assessment and Testing				
	CSL-643: Case Study	Student population: 3.0 average rubric score	3.73	Yes
	CSL-672: Final Exam	Student population: 3.0 average rubric score		
	CPCE Competency Area: Assessment	Student population: average score at or above the national mean score of 10.63	11	Yes
	2018 Site Supervisor Survey: <i>Ability of students' use of assessments to inform case conceptualization, treatment planning, and diagnosis</i>	100% of respondents rate students as proficient or superior	25.53% superior 63.83% proficient 7.45% deficient 0% as harmful 3.19% as not able to assess n=94, 67% response rate	No
Research and Program Evaluation				
	CSL-672: Research Paper	Student population: 3.0 average rubric score	3.63	Yes
	2018 Site Supervisor Survey: <i>Student's use of current research to inform evidenced-based practices.</i>	100% of respondents rate students as proficient or superior	22.34% superior 68.09% proficient 3.19% deficient 2.13% as harmful 4.26% as not able to assess n=94, 67% response rate	No
	CPCE Competency Area: Research and Program Evaluation	Student population: average score at or above the national mean score of 11.04	11	No
	2018 Alumni Survey: <i>I learned how to utilize research and</i>	100% of respondents agree or strongly agree	48.28% strongly agree 51.72% agree	Yes

	<i>other resources to inform my clinical practice.</i>		n=32, 49% response rate	
	2018 Alumni Employer Survey: <i>Alumni's use of current research to inform evidenced-based practices.</i>	100% of respondents agree or strongly agree	100% Agree n=2, 1% response rate	Yes
<b>Clinical Mental Health Counseling</b>				
	CSL-674: Final Paper	Student population: 3.0 average rubric score		
	CSL-618: Case Study	Student population: 3.0 average rubric score		
	CSL-674: Ethical Dilemma	Student population: 3.0 average rubric score	3.72	Yes
	CSL-672: Final Paper	Student population: 3.0 average rubric score	3.63	Yes

2018 Goals: In 2017-2018, the MA in Clinical Mental Health Counseling program prepared a self-study report in preparation for CACREP reaccreditation in 2019. As a result of the self-study, the program became aware of the need to strengthen program assessment. This new assessment plan has been implemented; however, given 2019 is the first year to assess this plan, no goals were established in 2018 for this PLO.

#### 2019 PROGRAM ASSESSMENT GOALS

Address issues surrounding the program Time2Track and its failure to provide CCS-R data; Transition employer survey to Qualtrics; Address Insight data collection issues for CSL-674 and CSL-618 KPIs; Review KPIs for greater reliability and validity; Develop grammar based support systems for students; Assess course load in relation to credit hours; Increase student awareness of BrainFuse; Improve assessment of development throughout program; Consider potential of groups, conducted by Internship students, being provided in CSL-662; Consider extending CSL-662 to a 14-week course; Consider CSL-672 becoming a four credit course.



### PROGRAM LEARNING OUTCOME 3

STUDENTS USE CRITICAL THINKING SKILLS TO CRITIQUE ISSUES AND PROVIDE SOLUTIONS.

Key Performance Indicator	2019 Target	2019 Actual Score	Met?
<b>CSL-618: Case Study</b>	Student population: 3.0 average rubric score		
<b>2018 Alumni Survey: As a result of my education, I am prepared to use critical thinking to critique clinical issues and provide solutions.</b>	100% of respondents agree or strongly agree	51.72% strongly agree 44.83% agree 3.45% disagree n=32, 49% response rate	No

2018 Goals: In 2017-2018, the MA in Clinical Mental Health Counseling program prepared a self-study report in preparation for CACREP reaccreditation in 2019. As a result of the self-study, the program became aware of the need to strengthen program assessment. This new assessment plan has been implemented; however, given 2019 is the first year to assess this plan, no goals were established in 2018 for this PLO.

#### 2019 PROGRAM ASSESSMENT GOALS

Address data collections procedures in Insight for CSL-618 KPI.

### PROGRAM LEARNING OUTCOME 4

STUDENTS DEMONSTRATE PROFICIENCY OF ACADEMIC WRITING.

Key Performance Indicator	2019 Target	2019 Actual Score	Met?
<b>CSL-674: Ethical Dilemma</b>	Student population: 3.0 average rubric score	3.72	Yes
<b>2018 Alumni Employer Survey: Alumni's academic/professional writing in clinical notes, treatment plans, and electronic communication</b>	100% of respondents agree or strongly agree	100% Agree n=2, 1% response rate	Yes

2018 Goals: In 2017-2018, the MA in Clinical Mental Health Counseling program prepared a self-study report in preparation for CACREP reaccreditation in 2019. As a result of the self-study, the program became aware of the need to strengthen program assessment. This new assessment plan has been implemented; however, given 2019 is the first year to assess this plan, no goals were established in 2018 for this PLO.

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2019 PROGRAM ASSESSMENT GOALS

Improve academic writing support.

**PROGRAM LEARNING OUTCOME 5**

STUDENTS DEMONSTRATE PROFICIENCY OF ACADEMIC WRITING.

Key Performance Indicator	2019 Target	2019 Actual Score	Met?
<b>CSL-672: Final Paper</b>	Student population: 3.0 average rubric score	3.63	Yes

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2018 Goals: In 2017-2018, the MA in Clinical Mental Health Counseling program prepared a self-study report in preparation for CACREP reaccreditation in 2019. As a result of the self-study, the program became aware of the need to strengthen program assessment. This new assessment plan has been implemented; however, given 2019 is the first year to assess this plan, no goals were established in 2018 for this PLO.

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2019 PROGRAM ASSESSMENT GOALS

Evaluate the KPI's ability to adequately assess information literacy.

**PROGRAM LEARNING OUTCOME 6**

STUDENTS REFLECT ON THEIR CHRISTIAN EDUCATIONAL EXPERIENCE AND ITS INFLUENCE ON THEIR PERSONAL AND PROFESSIONAL LIFE.

Key Performance Indicator	2019 Target	2019 Actual Score	Met?
<b>CSL-680: Values to Orientation Paper</b>	Student population: 3.0 average rubric score	3.73	Yes
<b>2018 Alumni Survey: <i>Since completing the program, do</i></b>	100% of respondents	68.18% strongly agree	Yes

<i>you feel as though your faith has informed your clinical identity?</i>	who identify as Christian agree or strongly agree	22.73% agree 9.09% do not identify n=32, 49% response rate	
<b>2018 Alumni Survey: Regardless of the setting or population you are currently providing clinical services to, do you believe as though you are contributing to the restorative mission of Christ in your work as a mental health professional?</b>	100% of respondents who identify as Christian agree or strongly agree	63.64 % strongly agree 27.27% agree 9.09% do not identify n=32, 49% response rate	Yes
<b>2018 Alumni Survey: My Christian education influenced my personal and professional life.</b>	100% of respondents who identify as Christian agree or strongly agree	44.83% strongly agree 41.38% agree 13.79% do not identify n=32, 49% response rate	Yes
<b>2018 Alumni Survey: I believe I grew in my faith while in the program.</b>	100% of respondents who identify as Christian agree or strongly agree	48.28% strongly agree 37.93% agree 13.79% do not identify n=32, 49% response rate	Yes

2018 Goals: In 2017-2018, the MA in Clinical Mental Health Counseling program prepared a self-study report in preparation for CACREP reaccreditation in 2019. As a result of the self-study, the program became aware of the need to strengthen program assessment. This new assessment plan has been implemented; however, given 2019 is the first year to assess this plan, no goals were established in 2018 for this PLO.

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#### 2019 PROGRAM ASSESSMENT GOALS

Implement a sub-committee to assess how the program assessment can be improved in evaluating the interaction between a student's faith and clinical development; Redesign the FICIP rubric.

## PROGRAM LEARNING OUTCOME 7

STUDENTS APPLY KNOWLEDGE AND SKILLS TO SERVE AND INFLUENCE THEIR WORKPLACE, FAMILIES, AND SOCIETY.

Key Performance Indicator	2019 Target	2019 Actual Score	Met?
<b>CSL-654: Case Conceptualization</b>	Student population: 3.0 average rubric score	3.76	Yes

2018 Goals: In 2017-2018, the MA in Clinical Mental Health Counseling program prepared a self-study report in preparation for CACREP reaccreditation in 2019. As a result of the self-study, the program became aware of the need to strengthen program assessment. This new assessment plan has been implemented; however, given 2019 is the first year to assess this plan, no goals were established in 2018 for this PLO.

### 2019 PROGRAM ASSESSMENT GOALS

Develop KPIs that more accurately assess contribution to a student's community; Consider partnering with a national organization students can provide community service to; Increase community outreach.

## PROGRAM LEARNING OUTCOME 8

THE PROGRAM TAKE INTENTIONAL STEPS TO ATTRACT AND RETAIN A DIVERSE STUDENT BODY THAT SIGNIFICANTLY CONTRIBUTES TO THE ACADEMIC EXPERIENCE, CLINICAL DEVELOPMENT, AND SELF-AWARENESS OF COUNSELORS IN TRAINING.

Key Performance Indicator	2019 Target	2019 Actual Score	Met?
<b>Diversity</b>	Build upon 2017 diversity White: 75.38% Black/African American: 8.79% Hispanic/Latino: 8.79% Two or more races: 3.52% Unknown: 2.51% Asian: 0.75%	White: 73.10% Black/African American: 9.03% Hispanic/Latino: 10.68% Two or more races: 4.11% Unknown: 1.58% Asian: 1.23%	Yes

	American/Alaska Native: 0.25%		
<b>Retention Rate</b>	Build upon 2017 retention rate: 90.1%	89.3%	No
<b>Marketing Efforts</b>	Build upon 2017 diverse marketing efforts	Increase in billboards, marketing materials, videos, and enrollments	Yes

2018 Goals: In 2017-2018, the MA in Clinical Mental Health Counseling program prepared a self-study report in preparation for CACREP reaccreditation in 2019. As a result of the self-study, the program became aware of the need to strengthen program assessment. This new assessment plan has been implemented; however, given 2019 is the first year to assess this plan, no goals were established in 2018 for this PLO.

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#### 2019 PROGRAM ASSESSMENT GOALS

Partner with marketing and enrollment to identify ways to continue attracting diverse students.

### CAMPUS SPECIFIC GOALS

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#### LAKWOOD

As data was being collected, it was discovered the Lakewood campus did not collect all target information due to a professor's failure to utilize the rubric; Empower Lakewood faculty to connect more with students during different events each year to improve campus culture; Increase conceptualization of etiology of clients; Better equip students to speak on client conceptualizations; Create a teaching faculty schedule; CPCE, NCE, NCMHCE introduction video.

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#### COLORADO SPRINGS

Empower Colorado Springs faculty to connect more with students during different events each year to improve campus culture; More faculty interaction/demonstrations; Increase faculty tutoring of APA; Increase Program Director visits to Colorado Springs.

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#### ONLINE

Promote the BrainFuse Online Writing Lab in all courses; Provide a brochure of pamphlet to help students with Practicum/Internship site selection; Investigate the possibility of a chat set up for the threaded discussion; Investigate due dates for discussion threads; Enhance writing skills and professional communication; Consider changing due dates for discussions threads to Friday and not Sunday; Foster greater community amongst online students.