CIU | Columbia International University

Graduate Counseling Programs

CACREP Annual Report

November 2023

Program Overview

The mission of the Clinical Mental Health Counseling Program is to offer professional training in clinical mental health counseling within a biblical worldview in order to provide Christ-like therapeutic relationships for healing and growth. The training model focuses on the heart (personal and spiritual development), the head (professional knowledge and research), and the hands (effective interpersonal and clinical skills).

Program Requirements
Course of Study (Counseling Core + Post candidacy + Electives) 60 credits

Counseling Core   *45*

CNS 5075	Multicultural Counseling	3
CNS 5305	Applied Biblical Foundations of Counseling	3
CNS 5306	Foundations of Clinical Mental Health Counseling	3
CNS 5310	Counseling Theory	3
CNS 5313	Personal and Spiritual Development	3
CNS 5330	Professional Orientation and Ethics	3
CNS 5342	Foundations of Marriage and Family Counseling	3
CNS 5410	Research, Statistics, and Evaluation	3
CNS 5420	Psychopathology	3
CNS 6310	Human Growth and Development	3
CNS 6410	Counseling Techniques	3
CNS 6430	Assessment	3
CNS 6440	Group Counseling	3
CNS 6810	Career Development	3
CNS 6620	Treating PTSD, Acute Stress, Grief, and Trauma	3

Post candidacy Courses   *9*

CNS 6912	Advanced Counseling Techniques and Practicum	3
CNS 6931	Internship I *	3
CNS 6932	Internship II *	3

Electives (Choose any two)   *6*

CNS 6010	Crisis Counseling	3
CNS 6011	Sexuality Counseling	3
CNS 6220	Cross-Cultural Counseling Applications	3
CNS 6404	Short Term Counseling	3
CNS 6431	Assessment and Treatment of Childhood Disorders	3
CNS 6601	Theories of Addictions	3
CNS 6710	Marriage Counseling	3
CNS 6820	Family Systems Theory	3
CNS 6821	Family Therapy	3

Program Statistics

Consistent with the 2016 CACREP Standards regarding program evaluation and modification, the Counseling program at CIU employs a detailed assessment plan and process to collect outcome data annually. We share the outcomes with an Advisory board and other stakeholders. We publish a summary of findings in an annual report posted on our website.

Columbia International University		
Year that CIU began offering the MA in Counseling degree	1995	
Year of First Graduates	1997	N=9
Total Number of Graduates as of Report Date	Aug 2023	N= 381
Year FIRST applied for CACREP Accreditation	2014	
Year for Reaccreditation Cycle	2024	

MA in Counseling Demographics: Calendar Year – 2022

Demographic	Descriptors	Headcount	Percent
Total Headcount	Clinical Counseling Students	91	
Gender	Female	67	74%
	Male	24	26%
Race/Ethnicity	Non-Resident Alien	5	5%
	Unknown	21	23%
	Hispanic	3	3%
	African American	13	14%
	White	47	52%
	Mixed Race	2	2%
Age	17-23	15	16%
	24-29	37	41%
	30-39	18	20%
	40-49	11	12%
	50-59	9	10%
	60 and Older	1	1%
Citizenship	United States Citizens	85	93%

MA in Counseling Graduation Rate:

Student Status	Headcount
Students Entering in 2017-18	20
Graduated within 3 Years (Prescribed Course Progression)	12
Graduated within 3.5 Years	3
Total Graduated within 4 years	2
Total Graduated within 4.5 years	1
Total Not Graduating within 7 years	2
5- Year Graduation Rate	**18/20 90%**

Graduate Outcomes	Headcount	Percentage
Number of Graduates Spring 2022	26	
Licensure Examination Pass Rate	26	100%
Job Placement for those actively seeking employment	26	100%

Counselor Education Comprehensive Exam (CECE)

The Counselor Education Comprehensive Exam (CECE) is a standardized, multiple-choice exam using 120 questions to assess students' learning and knowledge across the eight core competency areas of CACREP, including: Human development, social cultural issues, helping relationships, group counseling, career counseling, appraisal, research, and professional ethics. These eight areas are the same eight competencies covered on the National Counselor Exam (NCE), providing the means for students to practice for the licensure exam as well as providing content coverage from the program as an exit exam. The CECE is not intended as an alternate credentialing examination. CIU's CMHC program switched from the Counselor Preparation Comprehensive Examination (CPCE) to the CECE starting in 2021 due to cost and complication of administration of the CPCE compared to the CECE. Data for the CECE starts below.

Section	2023 CIU Means (N=26)	2022 CIU Means (N=23)	2023 Nat'l Average (N= 2245)	National Standard Deviations
Human Development	8.85	8.56	9.50	2.33
Social & Cultural	11.08	10.86	11.17	2.20
Helping Relationships	8.96	8.08	9.87	2.74
Group	10.08	8.86	9.61	2.33
Career	9.38	8.39	10.03	2.57
Appraisal	7.00	6.69	8.16	2.51
Research & Eval	6.58	5.91	7.60	2.75
Professional Ethics	8.08	7.91	8.95	2.53
Total	70.00	65.26	74.89	14.16

CIU Range = 53-96   National Range = 21-117

National Counselor Examination (NCE) for Licensure and Certification

Examination Date: Spring 2023		Pass Rates
Number Tested:	26	
Number Passed:	Waiting on Scores	
Examination Date: Spring 2022		
Number Tested:	11	
Number Passed:	11	**100%**
Examination Date: Fall 2021		
Number Tested:	12	
Number Passed:	11	**92%**
Examination Date: Spring 2021		
Number Tested:	25	
Number Passed:	25	**100%**
Examination Date: Spring 2020		
Number Tested:	9	
Number Passed:	9	**100%**
Examination Date: Spring 2019		
Number Tested:	12	
Number Passed:	12	**100%**
Examination Date: Spring 2018		
Number Tested:	10	
Number Passed:	10	**100%**

*Pass rate refers to overall and not necessarily first attempt. Some students did not pass on their first attempt but then did pass after a further attempt.

Systematic Program Assessment Process

Our assessment process involves a three-year cycle, each focused on one of three areas: Professional Identity, Professional Competence and Program Area (CMHC), and Overall Program Balance.

- Assessment Cycle Year #1: **Professional Identity** reviews the common core domains set out in the 2016 CACREP Standard Section 2.F.1-8 (professional counseling identity).
- Assessment Cycle Year #2: **Professional Competence and Program Area** reviews the domains set out in CACREP Standard Section 3.F-M (professional practice: practicum and internship) and CACREP Standard Section 5.C.1-3 (program area: Clinical Mental Health Counseling).
- Assessment Cycle Year #3: **Overall Program Balance** reviews the overall program from the perspectives of Academic Excellence ("Head"), Spiritual Life Formation/Religious Development ("Heart"), and Professional Skills Development ("Hands"). These areas reflect our corporate educational triad and our commitment to developing the whole person through the non-academic and character virtues of Faith, Hope, Love, Wisdom, Justice, Temperance, and Courage.

The primary means we use in the assessment process is direct assessment of student learning outcomes (SLOs) based on course work collected each year and evaluated using rubrics designed according to a four-level scale: Unsatisfactory (0), Marginal (1), Satisfactory (2), and Exceptional (3). We will consider an outcome to be met successfully when the student work evaluated achieves an average score of 2.25 or better. In reviewing Overall Program Balance, we will supplement direct assessment of student assignments by other sources of data such as the Counselor Education Comprehensive Examination (CECE), the Supervisor Survey, the Outcome Rating Scale (ORS) and Session Rating Scale (SRS), and the Professional Performance Review (PPR). At our annual May workshop, the Graduate Counseling faculty serve as the assessment committee to review the designated area for that assessment cycle year. We review sample artifacts as outlined above, make specific recommendations based on that analysis, and develop plans for implementation and/or remediation. We compile all data from that year's assessment and draft an annual report documenting the findings, recommendations and modifications to the program. As part of the report, we assign follow-up steps to specific program faculty members for implementation. These faculty members are responsible to document any changes made and report on them at the next workshop. Their follow-up reports will close the loop on the assessment cycle year. These results are compiled and shared with the Advisory Council soon after the workshop.

In addition to direct assessment of student learning outcomes, we conduct indirect assessment of the program. We gather information from surveys given to our graduating students, internship site supervisors, and employers and feedback from the Advisory Council. We add the information collected through these indirect means to the results of our direct assessment as we compile the annual report. Each year we distribute the annual report by posting it on our webpage.

We completed the first report of the current assessment cycle during Summer 2021, the second report focusing on Cycle #2 during Summer 2022, and this is the third report focusing on Cycle #3 from assessments in Summer 2023.

Assessment Cycle Timeline (2020-2023)

September 2020 – April 2021	Collect and store course-related data Administer graduating student and internship site supervisor surveys (annual)
May 2021	Analyze data and develop recommendations for Assessment Cycle Year #1 (Professional Identity) Receive feedback from Advisory Council (annual)
June 2021	Draft report on Assessment Cycle Year #1
July 2021	Distribute report on Assessment Cycle Year #1
August 2021 – April 2022	Continue collecting and storing course-related data Administer graduating student and internship site supervisor surveys (annual)
May 2022	Report on follow-up steps from Assessment Cycle Year #1 Analyze data and develop recommendations for Assessment Cycle Year #2 Receive feedback from Advisory Council (annual)
June 2022	Draft report on Assessment Cycle Year #2
July 2022	Distribute report on Assessment Cycle Year #2
August 2022 – April 2023	Continue collecting and storing course-related data Administer graduating student and internship site supervisor surveys (annual) Administer alumni and employer surveys (triennial)
May 2023	Report on follow-up steps from Assessment Cycle Year #2 Analyze date and develop recommendations for Assessment Cycle Year #3 (Dispositional Competencies & Overall Program Balance) Receive feedback from Advisory Council (annual)
June 2023	Draft report on Assessment Cycle Year #3
August - October 2023	Distribute report on Assessment Cycle Year #3 (Post on website)

Three-Year Assessment Plan and Process

Assessment Cycle Year #1 Professional Identity	Outcome		Data Source	Data
	2.F.1.	Professional Counseling Orientation and Ethical Practice: Students will demonstrate a comprehensive understanding of how to function as a professional counselor.	CNS 5330 Professional Orientation & Ethics	Position Paper
	2.F.2.	Social and Cultural Diversity: Students will demonstrate an understanding of the cultural context of relationships, issues, and trends in a multicultural society.	CNS 5075 Multicultural Counseling	Family Culture Paper & Cultural Interviews Paper
	2.F.3.	Human Growth and Development: Students will demonstrate an understanding of the nature and needs of people at all developmental levels and in multicultural contexts.	CNS 6310 Human Growth & Development	Research Paper
	2.F.4.	Career Development: Students will demonstrate an understanding of career development and related life factors.	CNS 6810 Career Counseling	Career Case Study
	2.F.5	Counseling and Helping Relationships: Students will demonstrate an understanding of the counseling process from theory through skill.	CNS 5310 Counseling Theory CNS 6410 Counseling Techniques	Paradigm Project Paper Skills Demonstration
	2.F.6	Group Counseling and Group Work: Students will demonstrate theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.	CNS 6440 Group Counseling	Peer Skills Evaluation
	2.F.7	Assessment and Testing: Students will demonstrate an understanding of individual and group approaches to assessment and evaluation in a multicultural society.	CNS 6430 Assessment	Assessment Rationale Papers
	2.F.8	Research and Program Evaluation: Students will demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation.	CNS 5410 Research, Statistics, and Evaluation	Abbreviated Research Paper
Assessment Cycle Year #2 Professional Competence and Program Area (CMHC)	Outcome		Data Source	Data
	3.F-I.	Practicum: Students exhibit the knowledge, attitude, and skill needed to engage in an in-depth supervised field experience.	CNS 6912 Adv. Techniques /Practicum	Supervisor Evaluation
	3.J-M.	Internship: Students will exhibit the professional skills and character virtues appropriate to the role of a clinical mental health counselor.	CNS 6931-6932 Internship 1 & 2	Supervisor Evaluation
	5.C.1.a-e.	Foundations: Students will exhibit the foundational knowledge and skills needed to function effectively as a clinical mental health counselor.	CNS 5306 Foundations of CMHC	Textbook Quizzes
	5.C.2.	Contextual Dimensions: Students will demonstrate knowledge and understanding of presenting concerns, treatment intervention, referral, collaboration in clinical mental health counseling across settings, diagnoses, and situations.	CNS 5420 Psychopathology	Final Exam with Diagnostic Vignette & Case Study

	5.C.3.a-e.	Practice: Students will exhibit the skills for effective clinical practice including holistic intake, treatment, referral, and advocacy.	CNS 6912 Adv.Tech./PracticumCNS 6931-6932 Internship 1 & 2	Practicum Notebook & Case Study Paper and Presentation
Assessment Cycle Year #3 Character Dispositions & Overall Program Balance	**Outcome**		**Data Source**	**Data**
	Head	Students will demonstrate mastery of the foundational knowledge in the field of clinical mental health counseling and the seven-character virtues of Faith, Hope, Love, Wisdom, Justice, Temperance, and Courage.	CECE PPR	Exam Score Advisor Evaluation
		Students will demonstrate proficiency in culturally sensitive critical thinking skills and dispositional character virtues in the field of mental health from a bio-psycho-social-spiritual framework.	CNS 5305 Applied Biblical Foundations of Counseling	Philosophy of Counseling Paper
		Students will demonstrate mastery of the biblical design for their relationship with creation, each other, and God and the character traits of the seven virtues.	CNS 5342 Foundations of Marriage & Family Counseling	Final Exam
	Heart	Students will demonstrate consistency in individual and corporate spiritual practices and the affirmation of the seven-character virtues.	Counseling Orientation	PPR Item Spiritual Dev. (Q.28-29)
		Students will demonstrate growth in a Christian community of redemptive relationships and the consistent expression of the seven-character virtues.	Counseling Orientation	PPR Item Faithful Engagement (Ques. 14-15)
		Students will demonstrate the seven character-based virtues through the categories of insight, awareness, relationships, interaction, and personal responsibility.	Counseling Orientation	PPR
	Hands	Students will demonstrate proficiency in applying academic knowledge, spiritual transformation processes, and character virtues to clinical mental health practice.	CNS 6931-32 Internship 1 & 2	ORS/SRS
		Students will demonstrate competence in effective interpersonal skills and character virtues in clinical practice and with professional colleagues.	CNS 6931-32 Internship 1 & 2	Supervisor Evaluation
		Students will demonstrate competence in ethical, moral, and culturally sensitive care through the expression and practice of the seven-character virtues.	CNS 6931-32 Internship1 & 2	Supervisor Evaluation Employer ratings

Systematic Program Assessment: Cycle #3 May 2023

Artifact & Course	Description	Total Students & 25%	Assessment Rubric
6931-6932 Internship – *Supervisor Evaluation*	Gathered data from Site Supervisor Evaluations of students in CNS 6931 and CNS 6932 (submitted in Tevera) to evaluate areas of strength and areas for growth. Compared Initial CNS 6931 and Final CNS 6932 Site Supervisor Evaluations.	27 total students	Listed Below
Counseling Orientation – *PPR*	Gathered data from PPR in Canvas Course (In the process of moving the PPR to Tevera to assist with ease of reports). Looked for acceptable scores of 3 or 4 for "frequently or consistently demonstrates" desired character qualities.	90 total students	Listed Below
CECE Exam Score	Gathered data from CECE exam scores to provide averages for each of the 8 areas: Human Development, Social & Cultural Foundations, Helping Relationships, Group Counseling, Lifestyle Career Development, Appraisal, Research & Program Evaluation, and Professional Orientation & Ethical Practice.	26 total students	Listed Below
5305 Applied Biblical – *Philosophy of Counseling Paper*	This paper provides an opportunity to explain how an understanding of Scripture and the heart and hope of the Gospel across the biblical narrative of Creation, Fall, Redemption, and Restoration influences your understanding of people and the incorporation of this foundation to your clinical care. Drawing from the example of holistic integration in Moreland's *Finding Quiet*, the domains-based methods of Hathaway and Yarhouse, the holistic lens of Lapine, and your understanding of the biblical narrative, develop your philosophy of counseling in a 7-10-page paper.	36 total students, **9 students** for significance	Listed Below
5342 Foundations of Marriage/Family – *Final Exam*	A final exam will measure students' understanding of God's design for relationships. Specific areas of his design to be covered are perfect love relationships with creation, each other, and God.	35 total students, **9 students** for significance	Listed Below
6932 Internship – Outcome Rating Scales (ORS)	Students will demonstrate proficiency in applying academic knowledge, spiritual transformation processes, and character virtues to clinical mental health practice. Gathered data from ORS ratings of client wellbeing over several sessions to evaluate effectiveness of treatment.	27 total students **7 for significance**	Listed Below
6932 Internship- Session Rating Scales (SRS)	Students will demonstrate proficiency in applying academic knowledge, spiritual transformation processes, and character virtues to clinical mental health practice. Gathered data from clients' SRS ratings to evaluate interns' skills in rapport-building, goal-directed treatment, and overall approach.	27 total students **7 for significance**	Listed Below

UPDATES from the May 2022 Assessment Report

- **Recommendation #1:** *Outcome IV.C-D Counseling, Prevention, and Intervention* - Add a line in the assignment in Case Studies to specifically direct students to include community referrals to the treatment plan to support treatment recommendations. Glenda Nanna, as the internship course instructor, will update the template for the case study as will Seth Scott for the Psychopathology course to mirror the case study template.
    - **Update:** The Case Conceptualization/Case Study Template was updated to include specific prompts for treatment planning, including a Long-Term Goal, Two Short Term Goals, and Two Action Steps per Short Term Goal.

- **Recommendation #2:** *Outcome IV.E. Diversity* – Seth Scott will communicate with instructor for CNS 5075 Multicultural Counseling for strengthening research connection for problem and solutions based in the literature for the Cultural Interviews Assignment. Glenda Nanna will update the Advocacy plan paper in CNS 5306 to highlight the need to integrate information from literary research and/or interviews of people from a select culture to derive cultural principles to consider while developing the advocacy plan.
    - **Update:** Assignment prompts for the CNS 5075 Cultural Interviews assignment were updated to include the requirement for a minimum of six academic references for insight, application, and treatment.

- **Recommendation #3:** *Outcome IV.G-H Assessment* – Seth Scott and Glenda Nanna will change the data source to better align artifact with the standard by ensuring there is a differential and co-occurring disorder consideration on the final exam in CNS 5420 based on students' scoring results.
    - **Update:** Final Exam for CNS 5420 added questions for completing full symptom identification and differential diagnoses in addition to the identified treatment diagnosis.

- **Recommendation #4:** Faculty recognized an issue in trying to maintain employer and alumni survey. Student clerical workers will create a LinkedIn page for maintaining contact with both alumni and employers for fostering continued contact and a platform for organizing and distributing surveys.
    - **Update:** A CIU Counseling Students and Alumni group page was created in LinkedIn to maintain contacts and connections with alumni upon graduation. Students are encouraged to join the page as part of an assignment to update or build their LinkedIn profile in CNS 6810 Career Development. A survey was created and distributed to counseling graduates in May 2023 to assist in gathering feedback on the program and employment as well as demographic data.

Cycle #3 Assessment Rubrics with Analysis
Master of Arts in Counseling

Hands *Internship 1 & 2*:

- Students will demonstrate competence in effective interpersonal skills and character virtues in clinical practice and with professional colleagues.
- Students will demonstrate competence in ethical, moral, and culturally sensitive care through the expression and practice of the seven-character virtues.

Artifact: *Supervisor Evaluation* from CNS 6931 Internship 1 & CNS 6932 Internship 2	
Rating Scale: Unacceptable (0) "Poor" Marginal (1) "Fair" Acceptable (2) "Good" Exceptional (3) "Very Good" or "Excellent"	Scores
Demonstrates competence in interpersonal skills and relationships with peers.	
Demonstrates empathy and appropriately responds to diverse client issues.	
Demonstrates effective and culturally appropriate skills, techniques, and interventions.	

For Site Supervisor Evaluations (CCS-R): See Group Rubric Analysis (Appendices A 1, A 2, A 3)
Students are assessed by the Site Supervisor using the CCS-R twice in each course: CNS 6912 Practicum (Summer 2022), CNS 6931 (Fall 2022), and CNS 6932 (Spring 2023). All students have one site and some students have two sites, which accounts for the number of evaluations. We have data for 162 evaluations. For the total evaluations students' scores in almost all categories meet the standards. All students meet all standards EXCEPT:

- For the combined data, **4** evaluations did not meet the "Counselor challenges clients to recognize and evaluate…." However, in the final evaluations in CNS 6932 only **1** evaluation did not meet that standard.
- The other area not met was **1** evaluation for "Counselor focuses (or refocuses) clients on their…" and **ALL met** on the final CNS 6932 evaluations.
- The other area not met was **1** evaluation for "Responds non-defensively and alters behavior in accordance…" and **ALL met** on the final CNS 6932 evaluations.

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Hands *Internship 2*: Students will demonstrate proficiency in applying academic knowledge, spiritual transformation processes, and character virtues to clinical mental health practice.

Artifact: *ORS/SRS* from CNS 6932 Internship	
Rating Scale: Unacceptable (0) "Poor" Marginal (1) "Fair" Acceptable (2) "Good" Exceptional (3) "Very Good" or "Excellent"	Scores
Demonstrates an ability for adjustment to feedback in self-awareness.	34/40-40/40
Demonstrates capacity to apply learning to clinical practice.	5 clients improved/ 2 did not
Demonstrates an ability to establish holistic client-focused care.	34/40-40/40

For ORS: (See Appendix B1)
The ORS is a self-report measure of client wellbeing in 4 areas (Individually/ Interpersonally/Socially/ Overall). The question we hope to answer is: Q: Does the client improve over the course of treatment?

1. Steady- little change/ Client overall wellness
2. Strong + then strong -/ Client with poor wellness
3. Strong +/ Client with some areas improving significantly and one staying basically the same.
4. Negative, strong +, then -/ Client improved and then went back to baseline.
5. Strong +/ Client improved in all areas
6. Steady +/ Client improved in all areas
7. Negative, strong +, then -/ Client improved interpersonally but regressed in all other areas.

Comments: Some data is typical of client outcomes. Scores are self-report and also highlight the differences in chronic issues and more time-limited treatment goals. The short time frame of internship and termination issues may also affect ratings. Areas for improvement: In reviewing the ORS/SRS, noted some differences in scoring that indicate the need for more training in how to use the tool. Consider whether this measures students' skills well.

For SRS: (See Appendix B2)
The SRS is a client rating of the student counselor in 4 areas related to counseling (relationship/goals & topics/approach or method/overall). The question we hope to answer is: Q: Does the client feel connected and believe that the counseling is effective?

1. Client rated student perfect scores
2. Client rated student NEAR perfect scores
3. Client rated student perfect scores
4. Client rated student NEAR perfect scores
5. Client rated student NEAR perfect scores
6. Client rated student low on goals in session 1. However, ratings improved over the next sessions.
7. Client rated student lower in 1st session and all areas improved to perfect score for last session.

Comments: Most scores were perfect and the ones that were not all improved over the course of treatment, which indicates that students were able to build rapport, set goals, and use appropriate counseling approaches per client report. There are no suggestions for improvement.

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Heart *Counseling Orientation*:

- Students will demonstrate consistency in individual and corporate spiritual practices and the affirmation of the seven-character virtues.
- Students will demonstrate growth in a Christian community of redemptive relationships and the consistent expression of the seven-character virtues.
- Students will demonstrate the seven character-based virtues through the categories of insight, awareness, relationships, interaction, and personal responsibility.

Artifact: *PPR* from Counseling Orientation Canvas Shell	

Rating Scale: Unacceptable (0)   "Poor"
               Marginal (1)   "Fair"
               Acceptable (2)   "Good"
               Exceptional (3)   "Very Good" or "Excellent"
	Scores

PPR Item Spiritual Development (Questions 28-29) Demonstrates awareness and consistency in spiritual practices.	**Error in PPR setup Question not found**
PPR Item Faithful Engagement (Questions 14-15) Demonstrates awareness and growth in redemptive community.	**64 met or exceeded 7 did not** meet standard
Demonstrates awareness and growth across dispositional categories.	**Difficult to assess**

For PPR Evaluations: (See Appendix C)

The majority of students met the frequently or consistently demonstrates standard for each item. Out of 70 respondents, 4 did not answer most questions which may be due to previews by administrators.

The top area for meeting expectations was:

Q1. Awareness of your impact on others/Character virtues of wisdom and temperance.

45 responded-consistently demonstrates and 25 responded-frequently demonstrates.

The top two areas to address for improvement are:

Q14. Faithful engagement with a community of believers and the character virtues of faith, hope, and love.

46 responded-consistently demonstrates and 18 responded-frequently demonstrates.

7 responded- infrequently demonstrates- limited interaction with community of believers.

Q10. Initiative, motivations, and the character virtues of hope and courage.

43 responded-consistently demonstrates and 21 responded-frequently demonstrates.

5 responded- infrequently demonstrates occasionally participated in class activities and only met minimal expectations in assigned work.

Master of Arts in Counseling

Head *CECE*: Students will demonstrate mastery of the foundational knowledge in the field of clinical mental health counseling and the seven-character virtues of Faith, Hope, Love, Wisdom, Justice, Temperance, and Courage..

Artifact: *CECE Exam Score* from CECE Exam	
Rating Scale: Unacceptable (0) "Poor" Marginal (1) "Fair" Acceptable (2) "Good" Exceptional (3) "Very Good" or "Excellent"	**Scores**
Demonstrates a mastery of knowledge across the core clinical domains of counseling.	

DATA: AVERAGE SCORES FOR EACH CATEGORY			
	CIU N=26	**National N = 2245**	
	CIU AVERAGE	NAT'L AVERAGE	
Human Development:	**8.85**	**9.50 (2.33 SD)**	
Social & Cultural Foundations:	**11.08**	**11.17 (2.20 SD)**	.65 Below NA, Above SD
Helping Relationships:	**8.96**	**9.87 (2.74 SD)**	.09 Below NA, Above SD
Group Counseling:	**10.08**	**9.61 (2.33 SD)**	.91 Below NA, Above SD
Lifestyle Career Development:	**9.38**	**10.03 (2.57 SD)**	**.47 Above NA, Above SD**
Appraisal	**7.00**	**8.16 (2.51 SD)**	.65 Below NA, Above SD
Research & Program Evaluation	**6.58**	**7.60 (2.75 SD)**	**1.16 Below NA**, Above SD
Prof. Orientation & Ethical Practice	**8.08**	**8.95 (2.53 SD)**	**1.02 Below NA**, Above SD
			.87 Below NA, Above SD
TOTAL AVERAGE SCORE CIU:	**70.00**	**74.89 (14.16 SD)**	
			4.89 Below NA, Above SD
Range for Total SCORE:	**53-96**	**21-117**	

In all but one category, CIU students scored just under the national average score, but **above** the average score within one standard deviation (SD). In one category, Group Counseling, CIU students scored **above** the national Average.

The two areas with the greatest need for improvement are **Appraisal and Research & Program Evaluation.** Many students complete the exam after only three weeks in the Assessment class (Appraisal) so lower scores in this content area are expected. Students complete the National Counselor Exam (NCE) an average of four weeks later and pass this section on that exam, so the Appraisal concern seems to be **addressed with the later timing of the licensure exam** to the course content. Suggestion to continue to provide reminders of key concepts and practice from the students' first year Research, Statistics, and Program Evaluation course to the Assessment course in their third year will help refresh content to improve CECE scores in that content area. Students are still passing the Research and Program Evaluation section on the NCE so the lower score in this section on the CECE seems to reflect the more stringent CECE Research content from the licensure exam, which is also true of the Appraisal section between the two exams with the CECE being more difficult in statistics questions.

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Head *Applied Biblical Foundations of Counseling*: Students will demonstrate proficiency in culturally sensitive critical thinking skills and dispositional character virtues in the field of mental health from a bio-psycho-social-spiritual framework.

Artifact: *Philosophy of Counseling Paper* from CNS 5305 Applied Biblical Foundations of Counseling	

Rating Scale: Unacceptable (0)   "Poor"
                Marginal (1)   "Fair"
                Acceptable (2)   "Good"
                Exceptional (3)   "Very Good" or "Excellent"
	Scores

Demonstrates capacity for holistic and ethical integration from philosophy to clinical practice.	3,2,3,3,3,3,2,3,3 **2.8**
Integrates information from theological, academic, and personal experiences and content to provide a comprehensive approach to counseling.	3,3,3,3,2,3,2,3,3 **2.8**
Articulates an accurate and effective model for counseling.	3,2,2,3,3,3,2,3,3 **2.7**

Scores for all criteria were in the acceptable to exceptional range. No suggestions given. Continue to provide quality training to integrate biblical concepts in professionally ethical ways.

Artifact: *Final Exam* from CNS 5342 Foundations of Marriage/Family Counseling	
Rating Scale: Unacceptable (0) "Poor" Marginal (1) "Fair" Acceptable (2) "Good" Exceptional (3) "Very Good" or "Excellent"	Scores
Demonstrates an understanding of a biblical view of relationship.	3, 2.5, 3, 3, 2.5, 3 **2.8**
Demonstrates competency in articulating the implications and applications of a biblical design for relationships.	2.5, 2.5, 3, 3, 3, 3 **2.75**
Demonstrates an ability to provide ethical and effective systems interventions.	2.5, 2.5, 3, 3, 3, 3 **2.8**

The exams all consistently and effectively explain the biblical and relational models taught in the course, but it would strengthen the artifact to include explanations and demonstration of awareness of additional evidence-based approaches to marriage and family systems work.
It would also strengthen the artifact to include a question or method of assessment around self-awareness in working with couples and families (I.e., addressing virtue development through awareness).