



RICHMONT
GRADUATE UNIVERSITY™

Annual Institutional Effectiveness and
Assessment Plan
2008-2009

This document has been prepared by the Office of Institutional Effectiveness.

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Definitions of Institutional Effectiveness and Assessment

Institutional Effectiveness: "...the extent to which the college is meeting its mission and achieving its goals as demonstrated by a comprehensive, integrated, participatory planning and evaluation process that focuses on improvement in all aspects of college operations and educational outcomes" (Cherry, 2008, August).

Assessment: "... the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development" (Palomba & Banta, 1999, p.4).

Introduction

Richmont Graduate University engages in institutional effectiveness (IE) and assessment for two primary reasons, beyond the fact that it is required by both regional and specialized accreditation: (1) to engage in the systematic process of improving teaching and learning and (2) to demonstrate continuous improvement in the services delivered to students and other constituents.

As required by Comprehensive Standard 3.1.1 and 3.3.1.1-5 of the *Principles of Accreditation* (SACS, 2008), the institution must demonstrate evidence of improvements in programs, student learning, administrative support, educational support, community/public service, and research. Through consultation with Mr. Norman Cherry, a consultant recommended by SACS, Richmont has revised its university-wide IE plan. This new plan includes five important aspects: (1) a focus on the University mission, the missions of the School of Counseling and School of Psychology (Psychological Studies Institute), the University's goals and strategic initiatives, and the goals of individual programs; (2) the identification of 3-5 outcomes for each degree program, specialization, and each support services department, including research and community service; (3) broad-based involvement via the presentation and evaluation of outcomes by the IE committee and sub-committees; (4) demonstration of improvements to curriculum,

program, and services delivered based on assessment, and (5) accountability and transparency through the publication of institutional effectiveness and assessment data to all University constituencies. The process is systematic, cyclical, continuous, and is itself subject to evaluation and improvement.

An important aspect of institutional effectiveness is the evaluation of how Richmond is achieving its mission and accomplishing its goals. For this reason, the University and School mission statements, University and program goals, and strategic initiatives are included in the *Annual Institutional Effectiveness and Assessment Plan* and will be used by assessment coordinators and the IE Committee members in the development and refinement of student learning, program, and support services outcomes.

It is important to note that the plan described below having been adopted by the institution represents a refinement of the University's previous institutional effectiveness plan, rather than a new initiative. Similar data have been compiled in previous years by the Office of Institutional Effectiveness and published in the *Institutional Effectiveness Handbook*. The *Annual Institutional Effectiveness and Assessment Plan* replaces the *Institutional Effectiveness Handbook* as the publication presenting these data.

The Institutional Effectiveness Process

Each assessment coordinator for a degree program, specialization, or support service provided by the institution has selected 3-5 outcomes for assessment and improvement during the 2008-2009 academic year. For each outcome, a six-column table has been adopted by the University to record the assessment method, the expected performance standard, the assessment results, changes that will be made as a result of the assessment, and the budgetary impacts of these changes. These tables are included in the Assessment Plan section of this document (pp. 18-126). As recommended by the SACS Reaffirmation On-Site Committee, student learning outcomes for the three degree programs and specializations were reformatted to conform to the new tabular format for inclusion in the final report. The 2007-2008 degree program student learning outcome tables developed for that purpose have been included in this document to illustrate

improvements the University has made based on assessment and the continuous nature of the institutional effectiveness and assessment process.

The assessment coordinator for each degree program and specialization will collect and evaluate the data for that program's student learning and program outcomes. If improvement is required, the assessment coordinator will identify improvements designed to increase the performance of the students or program (as appropriate) for the outcome and enumerate any budgetary implications of those improvements. In general, those outcomes that require improvements will be assessed again in the 2009-2010 academic year to determine whether the desired performance standard has been reached as a result of the improvements made. Those outcomes that do not require improvements will be considered complete after the 2008-2009 academic year and new outcomes will be developed to replace them for review in the 2009-2010 academic year. Data collected from the common assessments developed for the Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling standards prescribed by the Council for the Accreditation of Counseling and Related Education Programs (CACREP) will be of particular importance in the development of student learning outcomes for the MAPC and the MAMFT. This will be discussed in greater detail in the note that follows this introduction.

The assessment coordinator will present his outcomes and results from the 2008-2009 academic year and his proposed outcomes for 2009-2010 to the Student Learning Outcomes and Program Outcomes Committees, both subcommittees of the IE Committee, for discussion. Any agreed upon recommendations from these committees will be incorporated into the report and will be submitted to the IE Committee for review. All student learning and program outcomes will receive final approval from the Richmond faculty.

A similar procedure will be followed for the assessment of outcomes in administrative and educational support services, community/public services, and research. The assessment coordinator will collect the required data and evaluate performance in comparison to the expected performance outcome. If improvement is required, the assessment coordinator will identify improvements designed to increase performance or delivery of services and enumerate any budgetary implications of those

improvements. In general, those outcomes that require improvements will be assessed again in the 2009-2010 academic year to determine whether the desired performance standard has been reached as a result of the improvements made. Those outcomes that do not require improvements will be considered complete after the 2008-2009 academic year and new outcomes will be developed to replace them for review in the 2009-2010 academic year. The assessment coordinator will present his outcomes and results from the 2008-2009 academic year and his proposed outcomes for 2009-2010 to the Support Services Committee, a subcommittee of the IE Committee, for discussion and approval. Any agreed upon recommendations from this committee will be incorporated into the report and the final version will be approved by the IE Committee.

Assessment coordinators and members of the IE Committee will receive copies of surveys, course evaluations (as determined as appropriate by the Academic Dean), and other pertinent data collected by the University that could inform the development of outcomes for the following year.

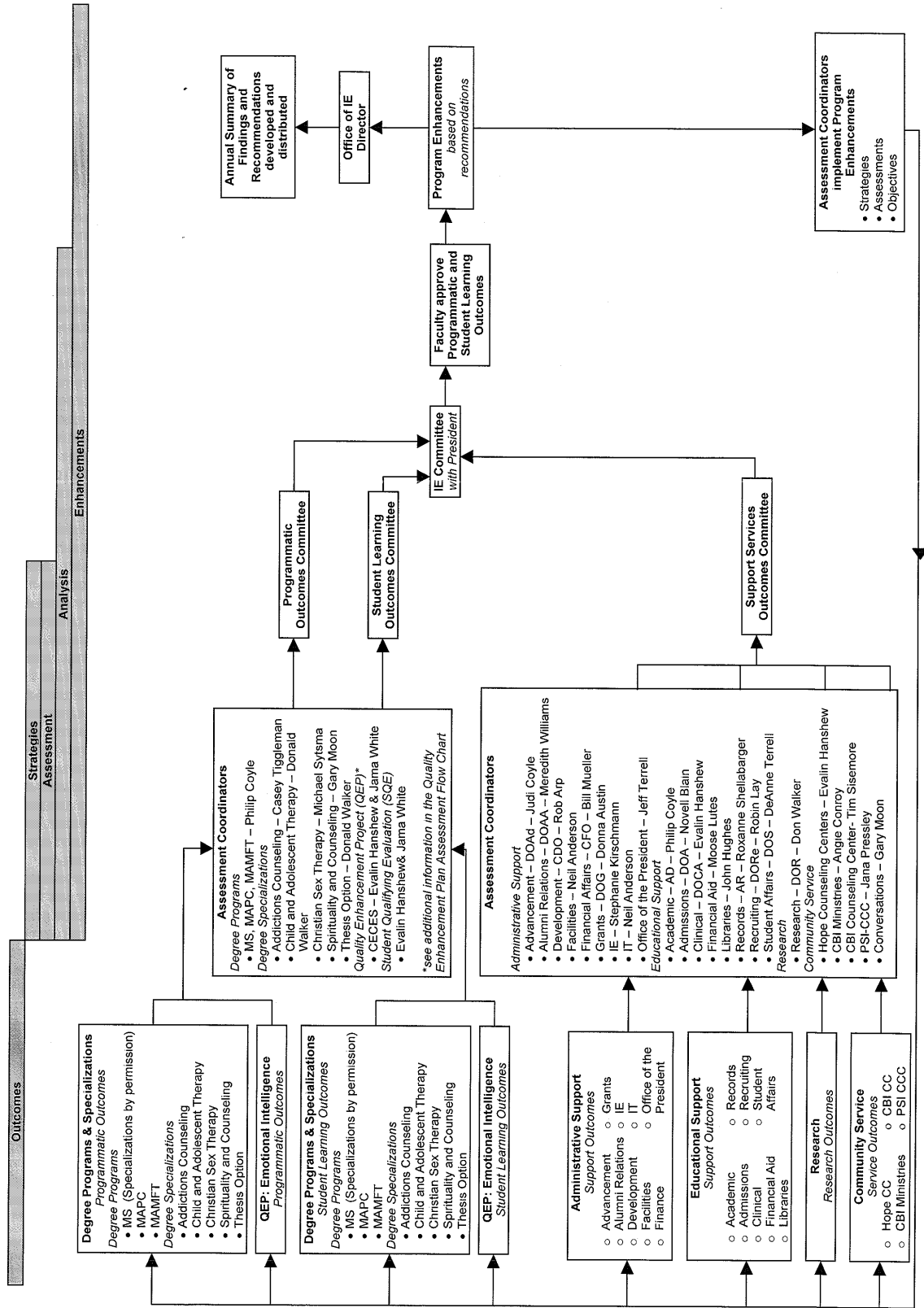
Following approval by the IE Committee, each assessment coordinator will submit his completed report of 2008-2009 outcomes and 2009-2010 outcomes to be assessed to the Director of Institutional Effectiveness who will compile these data to produce the *Annual Institutional Effectiveness and Assessment Plan*. This document will be distributed to all members of the Board of Trustees, the Administrative Council, and members of the IE Committee. A PDF of the document will be posted on the University website for review by faculty, prospective and current students, graduates, employers, supervisors, and the public.

The Richmond Graduate University Institutional Effectiveness process is depicted graphically in the Office of Institutional Effectiveness Flow Chart on the next page of this document. The timeline for data collection and committee meetings and a list of the assessment coordinators and their areas of responsibility follows.

NOTE: Richmond Graduate University has submitted a self-study to CACREP and is seeking accreditation by this organization. With the development of the 2009 Standards for Accreditation, CACREP has operationalized the recommendations of the American Association of Colleges and Universities (AACU) and the Council for Higher Education

Accreditation (CHEA) that each university “develop ambitious, specific, and clearly stated goals for student learning appropriate to its mission” and “gather evidence about how well students... are achieving learning goals” (AAC&U & CHEA, 2008, p.2). In order to comply with the rigorous assessment standards set forth by CACREP, Richmond is developing a series of common assessments that will be administered to all students on both campuses to assess their competency in the knowledge, skills, and abilities standards delineated by CACREP for Clinical Mental Health Counseling (MAPC) and Marriage, Couple, and Family Counseling (MAMFT) programs. Future copies of the *Annual Institutional Effectiveness and Assessment Plan* will include specific sections related to these items.

Office Of Institutional Effectiveness Assessment Flow Chart



Timeline:

In order to submit a Monitoring Report to SACS in September 2009 that documents completion of an entire cycle of assessment, the timeline for Richmond's institutional effectiveness process has been truncated. Please see the following tentative timeline for information on submission deadlines and committee meetings that will take place during 2009.

May 1-26, 2009	Data collected and analyzed for 08-09 outcomes 08-09 outcomes evaluated and 09-10 outcomes developed by Departments
May 27, 2009	Reports due to IE
May 28-June 24, 2009	Modifications made by Departments
June 24, 2009	SLO Committee meets
July 1, 2009	Program Outcomes Committee meets
July 8, 2009	Support Services Committee meets
July 9 - 21, 2009	Modifications made by Departments
July 22, 2009	IE Committee meets
August 09 – July 10	Assessment and data collection for 09-10 outcomes
August 3, 2009	IE Office begins preparing Monitoring Report
August 5, 2009	Faculty approval of SLO & Program outcomes at AAC
August 6, 2009	Annual Institutional Effectiveness and Assessment Report Published
August 31, 2009	Ad Council will review and approve Monitoring Report
September 8, 2009	Monitoring Report due to SACS

In future years, it is anticipated that the IE process will follow a timeline similar to the one laid out below:

June to August: Finalize data collection and analysis for academic year

September: Assessment Coordinators submit reports to the DoIE for help and support

October: Student Learning Outcomes Committee meets
Program Outcomes Committee meets
Support Services Outcomes Committee meets

November: Assessment Coordinators make revisions to outcomes based on Committee recommendations

December: Annual Report produced, distributed and placed online
Improvement Budget Items submitted to the CFO

Assessment Coordinators:

Assessment coordinators are tasked with developing outcomes for their areas of responsibility in conjunction with the appropriate sub-committee of the Institutional Effectiveness committee. Assessment coordinators for the degree programs, specializations, and QEP are responsible for coordinating the assessment of both student learning and program outcomes. They are also responsible for ensuring that the necessary assessments are performed, data collected, and analyses performed.

Degrees:

M.A. in Professional Counseling: Phil Coyle
M.A. in Marriage and Family Therapy: Phil Coyle
M.S. in Christian Psychological Studies: Phil Coyle

Specializations:

Addictions Counseling: Casey Tiggelman
Child and Adolescent Therapy: Don Walker
Christian Sex Therapy: Michael Sytsma
Spirituality and Counseling: Gary Moon
Thesis Option: Don Walker

Quality Enhancement Plan: Committee for Excellence in Counselor Education and Supervision

Administrative Support:

Advancement: Judi Coyle
Alumni Relations: Meredith Williams
Development: Rob Arp
Facilities: Neil Anderson
Financial Affairs: Bill Mueller
Grants: Donna Austin
Institutional Effectiveness: Stephanie Kirschmann
Information Technology: Neil Anderson
President's Office: Jeff Terrell

Educational Support:

Academic: Phil Coyle
Admissions: Novell Blain
Clinical: Evalin Hanshew
Financial Aid: Moose Lutes
Libraries: John Hughes
Records: Roxanne Shellabarger
Recruiting: Robin Lay
Student Affairs: DeAnne Terrell

Research:

Research: Don Walker

Community/Public Service:

CBI Counseling Center: Tim Sisemore

CBI Ministries: Angie Conroy

Hope Counseling Centers: Evalin Hanshew

Richmont Community Counseling Center: Jana Pressley

Conversations: Gary Moon

Statements of Purpose

The Richmond Graduate University Mission Statement:

Richmont Graduate University provides graduate education, integrating professional counseling, applied psychology and practical theology for Christ-centered transformation.

The Richmond Graduate University School of Counseling Mission Statement:

Richmont Graduate University School of Counseling provides graduate programs that integrate counselor education and Christian faith. We are committed to academic and clinical excellence through educating counselors to be spiritually sensitive practitioners.

The Richmond Graduate University School of Psychology (Psychological Studies Institute) Mission Statement:

Richmont Graduate University School of Psychology offers an integrative perspective on the relationship between psychology and faith through graduate education and clinical research.

Statement of Faith

Richmont Graduate University is founded on principles that adhere to the National Association of Evangelicals Statement of Faith appearing below. This statement has been affirmed by more than 70 denominations and thus represents a broad evangelical consensus. All faculty members affirm this statement, and students who attend Richmont are taught from a Christian perspective.

- We believe the Bible to be the inspired, the only infallible, authoritative Word of God.
- We believe that there is one God, eternally existent in three persons: Father, Son, and Holy Spirit.
- We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
- We believe that for the salvation of lost and sinful man, regeneration by the Holy Spirit is absolutely essential.
- We believe in the present ministry of the Holy Spirit, by whom the Christian is enabled to live a godly life.
- We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation.
- We believe in the spiritual unity of believers in our Lord Jesus Christ.

Institutional Goals

The primary mission of Richmond Graduate University is to provide quality counselor education with a Christian emphasis. The University's secondary objective is to provide service to the Christian community and the world through the operation of counseling centers in both Atlanta, Georgia, and Chattanooga, Tennessee.

1. Graduate education:
 - a. Richmond Graduate University's primary objective is to provide Master's level graduate training from a Christian perspective.
 - b. This training occurs within the context of a structured curriculum and supervisory relationships, and is designed to equip graduates to facilitate spiritual growth, mental health, and relational healing.
 - c. This training culminates in either a Master of Arts in Professional Counseling or a Master of Science in Christian Psychological Studies.

2. Counseling:
 - a. As a part of the clinical training provided to our students, Richmond maintains counseling centers throughout the Atlanta and Chattanooga areas.
 - b. These centers allow our students to work with clients in church-based and community settings under the supervision of Christian mental health professionals.
 - c. These centers assist the church and enable Christians who are struggling with psychological concerns to receive low-cost counseling.

3. Programmatic research:
 - a. Institutional programmatic research enables Richmond to better evaluate its progress and improve institutional effectiveness.
 - b. In addition, Richmond makes the tools of counseling available to measure clinical applications of Christian theology and spiritual formation activities.
 - c. Finally, Richmond encourages systematic investigation of the interface between mental health and spiritual issues.

4. Service to the Church:
 - a. Richmond offers a "Curriculum of Christlikeness" for the Christian church that is designed to provide a comprehensive series of learning modules on spiritual transformation.
 - b. Other activities designed to enhance pastoral care and spiritual transformation include the provision of Christian resources to the community, including libraries, seminars and lay training programs for the local church.
 - c. Richmond faculty make significant contributions to academic and professional journals designed to benefit the Church.

**Institutional Strategic Initiatives
2007-2010**

1. Strengthen the quality and excellence of the institutional mission.
2. Model and experience authentic Christian community.
3. Involve all parts of the community in development.
4. Increase diversity among our students, faculty, staff and trustees.
5. Facilitate placement of our students.
6. Conduct a feasibility study and begin planning for the development of a doctoral program.
7. Begin a comprehensive campaign to support facilities in Atlanta and Chattanooga and prepare for the strategic initiatives outlined above.

Program Goals

Master of Arts in Professional Counseling

1. Theoretical and Clinical Knowledge

Students will:

- gain knowledge of the theoretical and empirical foundations of the field of professional counseling.
- gain theoretical and practical knowledge in the history of counseling, professional orientation and ethical practice, social and cultural diversity and advocacy, human growth and development, psychopathology and diagnosis of mental disorders, helping relationships, group dynamics and group counseling, clinical assessment and appraisal, research and program evaluation, counseling prevention and intervention, career planning and vocational counseling, crisis intervention and emergency response, and clinical and integrative theology.

2. Counseling Clinical Skills

Students will:

- acquire the skills of clinical assessment and intervention in counseling cases.
- learn how to design and apply treatment plans and how to apply the techniques of various models of counseling.
- learn the helping relationship skills required of an effective counselor.
- These skills are acquired through direct counseling practice in the clinical training sequences of courses, including supervised counseling Practicum and Internships.

3. Professional Identity and Ethical Character

Students will:

- develop a practical understanding of the ethical, legal and professional standards of counselors.
- subscribe to the codes of ethics as outlined by ACA and CAPS.
- understand licensure standards, professional society functions and standards, and other business and professional identity process related to professional counseling.

4. Preparation for Licensure as a Professional Counselor

- Graduates with the M.A. in Professional Counseling will meet the academic eligibility requirements for licensure as an LPC in Georgia, Tennessee, and most other states. Required content area courses for licensure as a professional counselor are listed in the Graduate Catalog.

5. Theological Understanding

Students will:

- gain knowledge in historical, systematic, Biblical and philosophical theology relevant to issues of the nature of God and man within the context of counseling.

- gain knowledge in Biblical literature, Church history, the relationship between counseling and Christian faith, and methods and models of integrating Christian theology with the clinical practice of professional counseling.
6. Personal and Spiritual Formation
- Students will:
- gain insight into the unique personal and spiritual demands of the life and work of the professional counselor.

Master of Arts in Marriage and Family Therapy

1. Theoretical and Clinical Knowledge
- Students will:
- gain knowledge of the theoretical and empirical foundations of the field of marriage, couple, and family counseling.
 - gain theoretical and practical knowledge in the history of counseling, family systems theory, professional orientation and ethical practice, social and cultural diversity and advocacy, human sexuality and development, psychopathology and diagnosis of mental disorders, helping relationships, group dynamics and group counseling, clinical assessment and appraisal, research and program evaluation, counseling prevention and intervention, career planning and vocational counseling, crisis intervention and emergency response, and clinical and integrative theology.
2. Counseling Clinical Skills
- Students will:
- acquire the skills of clinical assessment and intervention in counseling cases.
 - learn how to design and apply treatment plans and how to apply the techniques of various schools of counseling.
 - learn the helping relationship skills required of an effective counselor.
 - These skills are acquired through direct counseling practice in the clinical training sequences of courses including supervised counseling Practicum and Internships.
3. Professional Identity and Ethical Character
- Students will:
- develop a practical understanding of the ethical, legal and professional standards of marriage, couple, and family counselors.
 - subscribe to the codes of ethics as outlined by ACA, and CAPS.
 - understand licensure standards, professional society functions and standards, and other business and professional identity processes related to marriage, couple, and family counseling.
4. Preparation for Licensure as a Professional Counselor and Marriage and Family Therapist
- Graduates with the M.A. in Marriage and Family Therapy will meet the academic eligibility requirements for licensure as an LPC and LMFT in Georgia, Tennessee, and most other states. LPC and LMFT required content area courses are listed in the Graduate Catalog.

5. Theological Understanding

Students will:

- gain knowledge in historical, systematic, Biblical and philosophical theology relevant to issues of the nature of God and man within the context of marriage, couples, and family counseling.
- gain knowledge in Biblical literature, Church history, relationship between counseling and Christian faith, and methods and models of integrating Christian theology with the clinical practice of professional counseling.

6. Personal and Spiritual Formation

Students will:

- gain insight into the unique personal and spiritual demands of the life and work of the marriage, couple, and family counselor.
- understand the interpersonal aspects of theodicy, the dynamics of spiritual direction, and means by which to address spirituality in counseling.

Master of Science in Christian Psychological Studies

1. Graduates understand the methods and models of integrating psychology and Christian theology.

Courses such as CED 6322, Methods and Models of Integration; CED 7362, Integrative Theology; and the various clinical theology courses are designed to assist the student in the integration of psychology and Christian theology. Christian faith is viewed as the primary source to identify and enlighten a healthy psychology. The skills of integration are seen as fundamental to the other areas of the program. A growing awareness and intent toward a healthy personal spiritual formation is expected of each graduate.

2. Graduates understand integrating their faith and profession in their personal lives in an experiential sense.

Integration is not taught as a merely intellectual enterprise but is addressed as a part of personal integrity. CED 6112, Personal and Spiritual Life of the Psychotherapist, and clinical theology courses teach students to examine how psychological and theological truths impact their personal lives and can be integrated into their identity. Course requirements include experiential elements to facilitate this aim.

3. Graduates bring relevant information from the traditional theological areas of Biblical studies, theology and church history to their counseling.

Biblical studies are addressed in CED 6232, Biblical Exegesis for Counseling, and CED 7152, Scripture and Counseling. Elements of systematic theology are covered in CED 7362, Integrative Theology for Counseling, and in some electives. Church history is surveyed in CED 6342, Christian Traditions for Counseling. This set of courses is designed to draw explicit implications from these pivotal sources for Christian faith and practice and to relate them to psychology and counseling.

4. Graduates are equipped to interpret issues of mental health and disorder from a consistently Christian worldview.

Given that human well-being and alleviation of suffering are foci of the study of psychology, the application of integrative perspectives to mental health is a focus of the curriculum. The clinical significance of integration is most specifically addressed in PSY 6143, Psychopathology: Diagnosis and Treatment of Mental Disorders; CED 7623, Structural and Behavioral Marriage & Family Therapy; CED 6813, Cognitive-Behavioral Therapy; CED 7822, Psychodynamic Theories and Therapies; and CED 7132, Theodicy and Trauma Counseling. Students learn to distinguish between mental and spiritual health and spiritual versus psychological problems. The role of biology in mental and spiritual conditions is covered, and students are encouraged to develop a worldview to incorporate these dimensions.

5. Graduates who practice counseling are sensitive to faith and spirituality issues in their counseling.

Students who complete this degree and are qualified to practice counseling will be able to address spirituality and faith issues in the counseling room and to do so in ways consistent with professional ethics.

MASTER OF ARTS IN PROFESSIONAL COUNSELING: AY 07-08

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<i>Three to Five Expected Changes in Students</i>	<i>Method/Instrument used to collect the SLO data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>
Students will develop a well-reasoned comprehensive treatment plan.	<p>A comprehensive written treatment plan based on actual case-based role play</p> <p>Two additional Treatment Plans based on two written case studies</p>	<p>Students are expected to score 85 points or higher on the clinical assessment plan evaluation rubrics. Competency should be demonstrated in each of the six areas assessed:</p> <ol style="list-style-type: none"> 1) narrative description 2) systems and functional analysis 3) treatment forms 4) assessment methods 5) treatment strategies 6) session agendas 	<p>90% of the students scored 85 points or higher on the clinical assessment plan evaluation rubrics.</p> <p>10% of students showed deficiencies in one or more of the six areas, notably, systems analysis and functional analysis.</p>	<p>Sample professional treatment plans will be distributed and discussed in class.</p> <p>Additional attention will be given to lecture and class discussions of the systems analysis of the clinical case.</p> <p>Development of comprehensive lectures developed on functional analysis assessment as part of comprehensive treatment planning.</p>

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
Students will be able to incorporate a client's theological mindset into clinical solutions.	A subset of the Spirituality Comprehensive Project requires the student to synthesize how a theological theme may be applied clinically.	A minimum of 80% of students will demonstrate competency integrating the client's spiritual beliefs into the therapeutic process.	81% of the students assessed demonstrated competency as measured by professor ratings of the spirituality comprehensive project. 19% did not demonstrate an understanding of the connections between the clinical issues and the client's personal spirituality or religious convictions.	Presentation of material in lectures will be changed to include a weekly focus on professional methods for giving attention to theological/spiritual themes.
Students will demonstrate empathic understanding and non-judgmental acceptance of clients during their clinical sequence.	Supervisors' Assessment of Interns: evaluation reports of students in Practicum and Internship Survey of Counseling Supervision Clinical Qualifying Evaluation	Supervisors will report a score of 4 or higher on a 5-point Likert scale on seven items designed to measure empathic responding. (See Appendices D-3 & D-5 in the Clinical Training Manual.) Students will report that a significant number of their counseling sessions are observed directly by their supervisor via video or audio recordings in order to	17% of students scored below a Likert rating of 4. The lowest scores were obtained on the following item: Recognizes own feelings and behavior and their potential impact on clients. Survey of Counseling Supervision reveals that only 7% of students received video-based or live supervision; implications for impact upon	Broad-based changes will be introduced to clinical training and phased in over a 2-4 year period. These changes include the following: <ul style="list-style-type: none"> • Greater use of video/live supervision • Development of subjective measures to include the Self Awareness Paper and Life Experiences Review

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
		<p>enhance empathic responding.</p> <p>Students are expected to receive approval for continuance in the clinical sequence from all faculty every semester as per SQE.</p>	<p>development of empathic responding and clinical self-awareness</p> <p>Observations noted during the SQE process revealed diminished empathic responding as students advanced through the clinical sequence.</p>	<ul style="list-style-type: none"> Greater involvement of faculty in demonstrating clinical skills, specifically empathy <p>Note: The results of this assessment were integral in establishing the foundation for the selection of the QEP topic: E-IQ- Empathic Intelligence: Developing a Program of Excellence in Counselor Education & Supervision.</p>

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<p>Students will demonstrate the ability to apply ethical and legal standards in counseling.</p>	<p>Subscales of the NCE: - Professional Practice Issues - Programmatic and Clinical Interventions - Professional Identity Issues</p> <p>Ethical-dilemma case study role-plays collaborative debriefings</p> <p>Supervisor's Assessment of Interns Evaluation Form</p>	<p>Richmontstudents are expected to achieve a PR .70 on the NCE subscale.</p> <p>Students are expected to identify and analyze the ethical dilemmas inherent in the role-plays as evaluated by the professor.</p> <p>Students are expected to achieve a 4 or higher on the 5 point Likert scale for each of the four professionalism items.</p>	<p>Students scored as follows: Professional Practice Issues PR .86. Programmatic and Clinical Interventions PR .88 Professional Identity Issues PR .89</p> <p>Though most students consistently demonstrated the ability to apply ethical and legal standards in counseling to the role-plays, 5-10% demonstrated difficulty distinguishing between cases requiring clear ethical actions and those posing a true ethical dilemma.</p> <p>95% of students scored at a 4 or greater on a 5-point Likert scale. However, these scores were based on self-report rather than direct or video observation.</p>	<p>Litigation attorneys will be asked to be guest lecturers and address such topics as court proceedings, professional demeanor, serving as an expert witness, and risk management.</p> <p>The Executive Director of GAMFT will lead an annual workshop on licensure requirements and preparation.</p> <p>Professor will amend lecture material to help students more accurately distinguish between cases requiring clear ethical actions and those posing a true ethical dilemma and to establish ethical decision-making processes.</p>

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<p>Students will demonstrate sensitivity to issues of racism and discrimination.</p>	<p>Social & Cultural Diversity subscale of the NCE.</p> <p>Cross-cultural experience paper</p> <p>Multicultural reflection journals</p>	<p>Richmontstudents are expected to achieve a PR .70 on each of the subscales.</p> <p>Presentation and required cross-cultural experience paper will reflect an understanding of how the role of racism and discrimination have impacted the life of the subject group.</p> <p>Students will demonstrate a growing sensitivity to issues of racism and discrimination across the course as reflected in their journals.</p>	<p>Social & Cultural Diversity PR .75</p> <p>Despite achievement of the goal, scores on the Social & Cultural Diversity subscale represents the single lowest score attained by Richmont students by 10 percentiles.</p> <p>All Students scored a Pass on the multicultural reflection journals in most recent year (on Pass-Fail Scale). On a qualitative level, however, in reviewing the journals and in other venues (class discussions, etc.), professors have observed an academic understanding and processing that seemed, at times, void of personal sensitivity and a true ability to evaluate the personal impact of racism and discrimination on person’s lives.</p>	<p>Establishment of the Richmont Black Students/Alumni Collaborative with an explicit goal of encouraging cultural and racial sensitivity.</p> <p>Adoption of CACREP student learning objectives in CEDCED7353: Social and Cultural Issues in Counseling course.</p> <p>Content was revised in CEDCED7892: Professional Seminar regarding constructs such as racism, discrimination and multiculturalism.</p>

MASTER OF ARTS IN PROFESSIONAL COUNSELING: AY 08-09 (PROJECTIONS BASED ON ENHANCEMENTS)

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<i>Three to Five</i>	<i>Method/Instrument used to collect the SLO data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>
Students will develop a well-reasoned comprehensive treatment plan.	<p>A comprehensive written treatment plan based on actual case-based role play</p> <p>Two additional Treatment Plans based on two written case studies</p> <p>Two comprehensive written treatment plans based on one video family presentation and one written case study.</p>	<p>Students are expected to score 85 points or higher on the clinical assessment plan evaluation rubrics. Competency should be demonstrated in each of the six areas assessed:</p> <ol style="list-style-type: none"> 1) narrative description 2) systems and functional analysis 3) treatment forms 4) assessment methods 5) treatment strategies 6) session agendas 		

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<p>Students will demonstrate empathic understanding and non-judgmental acceptance of clients during their clinical sequence.</p>	<p>Supervisors' Assessment of Interns: evaluation reports of students in Practicum and Internship</p> <p>Course evaluations: questions on live observation/audio and video recording</p> <p>Student Qualifying Evaluations</p>	<p>Supervisors will report a score of Above Average or Superior on items designed to measure empathic responding.</p> <p>Students will have at least 1 counseling session each semester observed live or by audio or video to enhance empathic responding.</p> <p>Students will receive approval for continuance in the clinical sequence from all faculty every semester as per the SQE.</p>		

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<p>Students will demonstrate the ability to apply ethical and legal standards in counseling.</p>	<p>Subscales of the NCE: - Professional Practice Issues - Programmatic and Clinical Interventions - Professional Identity Issues</p> <p>Ethical-dilemma case study role-plays collaborative debriefings</p> <p>Supervisor's Assessment of Interns Evaluation Form</p>	<p>Richmont students are expected to achieve a PR .70 on the NCE subscale.</p> <p>Students are expected to identify and analyze the ethical dilemmas inherent in the role-plays as evaluated by the professor.</p> <p>Students are expected to achieve a score of Above Average or Superior on each of the ethics items.</p>		
<p>Students will be able to critique existing models for integrating counseling and theology and develop a model of integrating counseling and theology</p>	<p>Integration Model Paper</p>	<p>Using the "Dimensions of a Thorough Model of Integration Scale" students will evaluate existing models of integration and then develop a personal model for integrating theology, counseling and spirituality in counseling.</p>		

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<p>Students will demonstrate sensitivity to issues of racism and discrimination.</p>	<p>Social & Cultural Diversity subscale of the NCE.</p> <p>Cross-cultural experience paper</p> <p>Multicultural reflection journals</p>	<p>Richmont students are expected to achieve a PR .70 on each of the subscales.</p> <p>Presentation and required cross-cultural experience paper will reflect an understanding of how the role of racism and discrimination have impacted the life of the subject group.</p> <p>Students will demonstrate a growing sensitivity to issues of racism and discrimination across the course as reflected in their journals.</p>		

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
Students will be able to assess the relevance of the religions and/or spiritual domains in the client’s therapeutic issues and are sensitive to and receptive of religious and/or spiritual themes in the counseling process.	Student responses to case study vignettes.	Using the “Practical Integration Grid” students will receive feedback on their responses to case study vignettes through a series of five-point likert scales. Students will be expected to have an average likert score of 4 or higher.		

MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY: AY 07-08

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<i>Three to Five Expected Changes in the Student</i>	<i>Method/Instrument used to collect the SLO data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>
Students will be able to differentiate between healthy and dysfunctional family systems.	Examination on characteristics of healthy families. Family of Origin analysis paper Critique of family functioning patterns in film clips	Students are expected to accurately define and explain 14 characteristics of healthy family functioning. Students are expected to identify and discriminate between characteristics of family health and family dysfunction in their family of origin using a 14-pt. criteria scale. Students are expected to present and explain film clips which demonstrate patterns of health and dysfunction	100% of students were able to define and explain the 14 characteristics of healthy family functioning at a satisfactory level; written examination (grades greater than or equal to 95%). In the Family of Origin paper and presentation of video clips, students showed clear evidence of discrimination of healthy and unhealthy characteristics. However during class presentations and paper evaluations, evaluator noted weaknesses in	In the Healthy Family Functioning course, the use of role-play and/or video-taped presentations of clinical families for students to identify strengths and weakness and make applications of change strategies to strengthen the identified weaknesses in the family system.

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
			intervention/change application of the identified dysfunctional pattern.	
Students will be able to demonstrate applications of family systems theory to clinical cases.	<p>Case presentations based on a family systems theoretical model.</p> <p>Case presentations in Practicum and Internship group supervision following the “Case Presentation Format”</p> <p>Post-master’s Internship supervisors</p>	Students are expected to utilize interventions well-grounded in systems theory and demonstrate this ability during Internship II and post-master’s degree supervision evaluated per case presentation critique by clinical supervisors/professors.	<p>Reports from clinical supervisors, faculty and students show evidence that students are not demonstrating a consistent high level of understanding and applications of systems theory to marital and family clinical cases, but show tendencies toward non-contextual understandings of individuals more readily.</p>	<p>Supervisor’s Assessments of Intern evaluation process will include more specific criteria related to theoretical applications to cases, thereby engaging students in processing systems concepts with supervisors.</p> <p>Each Marriage and Family Therapy course will include an assignment or experience to engage students in applying systems theory to a given case.</p>

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
Students will develop a well-reasoned comprehensive treatment plan.	<p>Examination on characteristics of healthy families.</p> <p>Family of Origin analysis paper</p> <p>Critique of family functioning patterns in film clips</p>	<p>Students are expected to score 85 points or higher on the clinical assessment plan evaluation rubrics. Competency should be demonstrated in each of the six areas assessed:</p> <ol style="list-style-type: none"> 1) narrative description 2) systems and functional analysis 3) treatment forms 4) assessment methods 5) treatment strategies 6) session agendas 	<p>90% of the students scored 85 points or higher on the clinical assessment plan evaluation rubrics. 10% of students showed deficiencies in one or more of the six areas: notably, systems analysis and functional analysis.</p>	<p>Sample professional treatment plans will be distributed and discussed in class.</p> <p>Additional attention will be given to lecture and class discussions of the systems analysis of the clinical case.</p> <p>Development of comprehensive lectures developed on functional analysis assessment as part of comprehensive treatment planning.</p>

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
Students will be able to incorporate a client's theological mindset into clinical solutions.	A subset of the Spirituality Comprehensive Project requires the student to synthesize how a theological theme may be applied clinically.	A minimum of 80% of the students in will demonstrate competency integrating the client's spiritual beliefs into the therapeutic process.	81% of the students demonstrated competency as measured by professor ratings of the spirituality comprehensive project. 19% did not demonstrate an understanding of the connections between the clinical issues and the client's personal spirituality or religious convictions.	Presentation of material in lectures will be changed to include a weekly focus on professional methods for giving attention to theological/spiritual themes.
Students will demonstrate empathic understanding and non-judgmental acceptance of clients during their clinical sequence.	Supervisors' Assessment of Interns: evaluation reports of students in Practicum and Internship Survey of Counseling Supervision Student Qualifying Evaluation	Supervisors will report a score of 4 or higher on a 5-point Likert scale on seven items designed to measure empathic responding. (See D-3 & D-5 in the Clinical Training Manual.) Students will report that a significant number of their counseling sessions are observed directly by their supervisor via video or audio recordings in order to enhance empathic	17% of students scored below a Likert rating of 4. The lowest scores were obtained on the following item: Recognizes own feelings and behavior and their potential impact on clients. Survey of Counseling Supervision reveals that only 7% of students received video-based or live supervision; implications for impact upon development of	Broad-based changes will be introduced to clinical training and phased in over a 2-4 year period. These changes include the following: <ul style="list-style-type: none"> • Greater use of video/live supervision • Development of subjective measures to include the Self Awareness Paper and Life Experiences Review • Greater

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
		<p>responding.</p> <p>Students are expected to receive approval for continuance in the clinical sequence from all faculty every semester as per SQE.</p>	<p>empathic responding and clinical self-awareness</p> <p>Observations noted during the SQE process revealed diminished empathic responding as students advanced through the clinical sequence.</p>	<p>involvement of faculty in demonstrating clinical skills, specifically empathy</p> <p>Note: The results of this assessment were integral in establishing the foundation for the selection of the QEP topic: E-IQ-Empathic Intelligence: Developing a Program of Excellence in Counselor Education & Supervision.</p>

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<p>Students will demonstrate the ability to apply and adhere to ethical and legal standards in counseling.</p>	<p>Subscales of the NCE: - Professional Practice Issues - Programmatic and Clinical Interventions - Professional Identity Issues</p> <p>Ethical-dilemma case study role-plays collaborative debriefings</p> <p>Supervisor’s Assessment of Interns Evaluation Form</p>	<p>Richmont students are expected to achieve a PR .70 on each of the subscales of the NCE.</p> <p>Students are expected to identify and analyze the ethical dilemmas inherent in the role-plays as evaluated by the professor.</p> <p>Students are expected to achieve a 4 or higher on the 5 point Likert scale for each of the four professionalism items.</p>	<p>Students scored as follows: Professional Practice Issues PR .86 Programmatic and Clinical Interventions PR .88 Professional Identity Issues PR .89</p> <p>Though most students, consistently demonstrated the ability to apply ethical and legal standards in counseling to the role-plays, 5-10% demonstrated difficulty distinguishing between cases requiring clear ethical actions and those posing a true ethical dilemma.</p> <p>95% of students scored at a 4 or greater on a 5-point Likert scale. However, these scores were based on self-report rather than direct or video observation.</p>	<p>Litigation attorneys will be asked to be guest lecturers and address such topics as court proceedings, professional demeanor, serving as an expert witness, and risk management.</p> <p>The Executive Director of GAMFT will lead an annual workshop on licensure requirements and preparation.</p> <p>Professor will amend lecture material to help students more accurately distinguish between cases requiring clear ethical actions and those posing a true ethical dilemma and to establish ethical decision-making processes.</p>

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<p>Students will demonstrate a sensitivity to issues of racism and discrimination.</p>	<p>Social & Cultural Diversity subscale of the NCE.</p> <p>Cross-cultural experience paper</p> <p>Multicultural reflection journals</p>	<p>Richmont students are expected to achieve a PR .70 on each of the subscales.</p> <p>Presentation and required cross-cultural experience paper will reflect an understanding of how the role of racism and discrimination have impacted the life of the subject group.</p> <p>Students will demonstrate a growing sensitivity to issues of racism and discrimination across the course as reflected in their journals.</p>	<p>Social & Cultural Diversity PR .75</p> <p>Despite achievement of the goal, scores on the Social & Cultural Diversity subscale represents the single lowest score attained by Richmont students by 10 percentiles.</p> <p>All Students scored a Pass on the multicultural reflection journals in most recent year (on Pass-Fail Scale). On a qualitative level, however, in reviewing the journals and in other venues (class discussions, etc.), professors have observed an academic understanding and processing that seemed, at times, void of personal sensitivity and a true ability to evaluate the personal impact of racism and discrimination on person's lives.</p>	<p>Establishment of the Richmont Black Students/Alumni Collaborative with an explicit goal of encouraging cultural and racial sensitivity.</p> <p>Adoption of CACREP student learning objectives in CED7353: Social and Cultural Issues in Counseling course.</p> <p>Content was revised in CED7892: Professional Seminar regarding constructs such as racism, discrimination and multiculturalism.</p>

MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY: AY 08-09 (PROJECTIONS BASED ON ENHANCEMENTS)

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<i>Three to Five</i>	<i>Method/Instrument used to collect the SLO data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>
Students will be able to differentiate between healthy and dysfunctional family systems.	Examination on characteristics of healthy families. Family of Origin analysis paper Critique of family functioning patterns in film clips	Students are expected to accurately define and explain characteristics of healthy family functioning. Students are expected to identify and discriminate between characteristics of family health and family dysfunction in their family of origin. Students are expected to present and explain film clips which demonstrate patterns of health and dysfunction.		

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<p>Students will be able to demonstrate applications of family systems theory to clinical cases.</p>	<p>Case presentations in Practicum and Internship group supervision following the “Case Presentation Format.”</p> <p>Evaluations by Internship Supervisors</p>	<p>Students will utilize family systems theory in case conceptualization, treatment planning, and interventions when presenting their cases as evaluated by clinical professors/supervisors.</p> <p>Students are expected to achieve a score of Above Average or Superior on the item regarding application of family systems theory.</p>		

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
Students will be able to develop a well-reasoned comprehensive treatment plan.	<p>A comprehensive written treatment plan based on actual case-based role play</p> <p>Two additional Treatment Plans based on two written case studies</p>	<p>Students are expected to score 85 points or higher on the clinical assessment plan evaluation rubrics. Competency should be demonstrated in each of the six areas assessed:</p> <ol style="list-style-type: none"> 1) narrative description 2) systems and functional analysis 3) treatment forms 4) assessment methods 5) treatment strategies 6) session agendas 		
Students will be able to assess the relevance of the religions and/or spiritual domains in the client's therapeutic issues and are sensitive to and receptive of religious and/or spiritual themes in the counseling process.	Student responses to case study vignettes.	Using the "Practical Integration Grid" students will receive feedback on their responses to case study vignettes through a series of five-point Likert scales. Students will be expected to have an average Likert score of 4 or higher.		

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
Students will demonstrate empathic understanding and non-judgmental acceptance of clients during their clinical sequence.	<p>Supervisors' Assessment of Interns: evaluation reports of students in Practicum and Internship</p> <p>Course evaluations: questions on live observation/audio and video recording</p> <p>Student Qualifying Evaluations</p>	<p>Supervisors will report a score of Above Average or Superior on items designed to measure empathic responding.</p> <p>Students will have at least 1 counseling session each semester observed live or by audio or video to enhance empathic responding.</p> <p>Students will receive approval for continuance in the clinical sequence from all faculty every semester as per the SQE.</p>		
Students will be able to critique existing models for integrating counseling and theology and develop a model of integrating counseling and theology	Integration Model Paper	Using the "Dimensions of a Thorough Model of Integration Scale" students will evaluate existing models of integration and then develop a personal model for integrating theology, counseling and spirituality in counseling.		

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<p>Students will demonstrate the ability to apply and adhere to ethical and legal standards in counseling.</p>	<p>A subscale of the NCE: - Professional Practice Issues PR .88 - Programmatic and Clinical Interventions PR .88 - Professional Identity Issues PR .89</p> <p>Ethical-dilemma case study role-plays collaborative debriefings</p> <p>Supervisor's Assessment of Interns Evaluation Form</p>	<p>Richmont students are expected to achieve a PR .70 on each of the subscales of the NCE.</p> <p>Students are expected to identify and analyze the ethical dilemmas inherent in the role-plays as evaluated by the professor.</p> <p>Students are expected to achieve a score of Above Average or Superior on each of the ethics items.</p>		

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<p>Students will demonstrate a sensitivity to issues of racism and discrimination.</p>	<p>Social & Cultural Diversity subscale of the NCE.</p> <p>Cross-cultural experience paper</p> <p>Multicultural reflection journals</p>	<p>Richmont students are expected to achieve a PR .70 on each of the subscales.</p> <p>Presentation and required cross-cultural experience paper will reflect an understanding of how the role of racism and discrimination have impacted the life of the subject group.</p> <p>Students will demonstrate a growing sensitivity to issues of racism and discrimination across the course as reflected in their journals.</p>		

MASTER OF SCIENCE IN CHRISTIAN PSYCHOLOGICAL STUDIES: AY 07-08

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<i>Three to Five Expected Changes in Students</i>	<i>Method/Instrument used to collect the SLO data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>
Students will develop a model of integrating counseling and theology.	Integration Model Paper	Using the “Dimensions of a Thorough Model of Integration Scale” to evaluate the paper, students are expected to address core issues that define a model of integration, drawing from class materials (readings, lectures, etc.) and thinking them through to form a tentative model for themselves. Papers are graded based on (1) completeness of addressing each category, (2) thoroughness in incorporating materials from class, and (3) thoughtfulness and coherence in organizing the overall	Students performed as follows: Average score was 91.7; students showed strong evidence of completeness of addressing each dimension, and thoroughness in incorporating materials from class. Students demonstrated less skill and thoughtfulness in developing a coherent, organized integration model.	Some class materials were not useful in producing the paper (as defined by not being cited often) and were replaced with others that more helpfully addressed the areas of need. Eliminate the CAPS text that did not contribute to understanding a model Increase course lecture material to relate the 15 dimensions of a model together into a coherent model.

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
Students will be able to exegete Biblical passages.	Exegetical Paper	<p>model.</p> <p>Students are expected to interpret the original meaning of Biblical passages, delineate the contextual factors, and make applications of the passage to contemporary life. Using a rubric to evaluate the paper, students should score above a 30 on each of the three scales and have a minimal total score of 90.</p>	Students consistently score above 90 on the Exegetical Paper; however, on the narrative sections of course evaluations, students express a lack of confidence in their Biblical exegesis skills.	<p>Within the courses Biblical Exegesis and Scripture and Counseling, professors will re-examine textbook selection and potentially select a better resource. Lectures will be re-designed to dedicate more time to original meaning, context and contemporary application. The process of exegesis will be presented more systematically during the Biblical Exegesis course. There will be more attention to application during the Scripture and Counseling course. Lectures will contain more explicit connections between counseling and Biblical Exegesis.</p>

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
Students will be able to develop a well-reasoned comprehensive treatment plan.	<p>A comprehensive written treatment plan based on actual case-based role play</p> <p>Two additional Treatment Plans based on two written case studies</p>	<p>Students are expected to score 85 points or higher on the clinical assessment plan evaluation rubrics. Competency should be demonstrated in each of the six areas assessed:</p> <ol style="list-style-type: none"> 1) narrative description 2) systems and functional analysis 3) treatment forms 4) assessment methods 5) treatment strategies 6) session agendas 	<p>90% of the students scored 85 points or higher on the clinical assessment plan evaluation rubrics.</p> <p>10% of students showed deficiencies in one or more of the six areas: notably, systems analysis and functional analysis.</p>	<p>Sample professional treatment plans will be distributed and discussed in class.</p> <p>Additional attention will be given to lecture and class discussions of the systems analysis of the clinical case.</p> <p>Development of comprehensive lectures on functional analysis assessment as part of comprehensive treatment planning.</p>

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
Students will be able to distinguish between spiritual issues and mental health disorders.	Three written examinations	Students are expected to earn 80/100 on each of the three exams as evidence that students are able to recognize the criteria for clinical and personality disorders (as distinct from spiritual issues).	Test avg. – 88 Midterm avg. – 96 Final avg. – 72.4 Avg. Final grade for the clinical and personality disorders competency – 88.39	Adopt CACREP learning objectives for Psychopathology. The professor will incorporate lectures on “Blending Goals & Techniques – Psychological vs. Spiritual” and lectures on Personality Disorders vs. Religious Convictions.

MASTER OF SCIENCE IN CHRISTIAN PSYCHOLOGICAL STUDIES: AY 08-09 (PROJECTIONS BASED ON ENHANCEMENTS)

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<i>Three to Five Expected Changes in Students</i>	<i>Method/Instrument used to collect the SLO data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>
Students will be able to critique existing models for integrating counseling and theology and develop a model of integrating counseling and theology	Integration Model Paper	Using the “Dimensions of a Thorough Model of Integration Scale” students will evaluate existing models of integration and then develop a personal model for integrating theology, counseling and spirituality in counseling.		

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
Students will be able to develop a well-reasoned comprehensive Treatment Plan	<p>A comprehensive written Treatment Plan based on actual case-based role play</p> <p>Two additional Treatment Plans based on two written case studies</p>	<p>Students are expected to score 85 points or higher on the clinical assessment plan evaluation rubrics. Competency should be demonstrated in each of the six areas assessed:</p> <ol style="list-style-type: none"> 1) narrative description 2) systems and functional analysis 3) treatment forms 4) assessment methods 5) treatment strategies 6) session agendas 		
Students will be able to assess the relevance of the religions and/or spiritual domains in the client's therapeutic issues and are sensitive to and receptive of religious and/or spiritual themes in the counseling process.	Student responses to case study vignettes.	Using the "Practical Integration Grid" students will receive feedback on their responses to case study vignettes through a series of five-point likert scales. Students will be expected to have an average likert score of 4 or higher.		

ADDICTIONS SPECIALIZATION: AY 07-08

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<i>Three to Five</i>	<i>Method/Instrument used to collect the SLO data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>
Students will be able to describe the physical, psychological and spiritual characteristics of addiction.	The final exam will include objective questions that will measure understanding of basic principles of the addictive process and essay questions that measure an ability to apply treatment principles based on an accurate understanding of the client's unique addictive characterizations.	Students are expected to answer objective questions correctly as learned from the text and lectures and to identify the physical, psychological, and spiritual components of addiction in the treatment plan.	Every student answered at least 90% of objective questions correctly and adequately integrated these components into a well-designed plan as indicated in the essay questions.	Increased use of online resources in class, including most recently updated information at the SAMHSA and NAADAC websites. These websites will help students stay current with new understandings of the addictive process.

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
Students will be able to diagnose chemical dependencies.	Interview techniques using the Addictions Severity Index (ASI)	Demonstrations and practice sessions using the ASI will be evaluated by the instructor and peers with feedback to improve confidence and performance. Each student is expected to employ and score the ASI according to accepted standards of practice, as reported in the literature, and as evaluated by peers.	Students demonstrated a wide variation in assessment and interviewing skills ranging from inability to diagnose accurately (15%) to an accurate multi-axial diagnosis (85%). Further, the ASI is designed to be completed in 45 minutes. Some students found this to be adequate while others did not; some gathered more useful data by way of conversation, while others stuck to the form. Individual styles can be accommodated as long as all important data are gathered in a timely manner.	The professor will use video and instructor demonstration of ASI and other assessment instruments next year with the intention of standardizing the gathering of data in a timely and effective manner. These demonstrations will help establish clearer expectations and performance standards.

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
Students will be able to develop a comprehensive individualized treatment plan for the treatment of an addiction.	Written treatment plan addressing an addiction/dependency presented via in-class case study.	Treatment plans are to include a clear problem statement with behavioral focus rather than merely a diagnosis. Each problem is to have clear behavioral change objectives that are observable and measurable. Interventions by the counselor are to be directly related to those performance objectives and to reflect current standards of practice.	All (100%) students presented an accepted treatment plan over a varied selection of addictions. Computer generated treatment plans appeared to be more thorough and more precise than plans designed using other resources, including the text.	Increase demonstration of computer-based treatment planning resources such as Therascribe and other similar products.

ADDICTIONS SPECIALIZATION: AY 08-09 (PROJECTIONS MADE ON ENHANCEMENTS)

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<i>Three to Five</i>	<i>Method/Instrument used to collect the SLO data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>
Students will be able to describe the physical, psychological and spiritual characteristics of addiction.	The final exam will include objective questions that will measure understanding of basic principles of the addictive process and essay questions that measure an ability to apply treatment principles based on an accurate understanding of the client's unique addictive characterizations.	Students are expected to answer objective questions correctly as learned from the text and lectures and to identify the physical, psychological, and spiritual components of addiction in the treatment plan.		

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
Students will be able to diagnose chemical dependencies.	Interview techniques using the Addictions Severity Index (ASI)	Demonstrations and practice sessions using the ASI will be evaluated by the instructor and peers with feedback to improve confidence and performance. Each student is expected to employ and score the ASI according to accepted standards of practice, as reported in the literature, and as evaluated by peers.		
Students will be able to develop a comprehensive individualized treatment plan for the treatment of an addiction.	Written treatment plan addressing an addiction/dependency presented via in-class case study.	Treatment plans are to include a clear problem statement with behavioral focus rather than merely a diagnosis. Each problem is to have clear behavioral change objectives that are observable and measurable. Interventions by the counselor are to be directly related to those performance objectives and to reflect current standards of practice.		

CHILD AND ADOLESCENT THERAPY SPECIALIZATION: AY 07-08

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<i>Three to Five</i>	<i>Method/Instrument used to collect the SLO data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>
Students will be able to demonstrate knowledge of the diagnostic criteria for psychological disorders of children and adolescents.	Written and oral evaluations of DSM-IV-TR diagnostic criteria using diagnostic case studies Narrative section of course evaluations and exit surveys.	Students are expected to provide an accurate differential diagnosis on the case studies.	93% of the students provided an accurate diagnosis on the case studies. Feedback from students via course evaluations and exit surveys suggests a desire for child track specialization supervision groups as a means to increase diagnostic and treatment skills for the child and adolescent population.	To enhance students' diagnostic skills, clinical supervisors will increase collaboration around disorders in children and adolescents during Practicum and Internship supervision by implementation of child-focused specialization supervision groups.
Students will be able to develop treatment plans for child and adolescent therapy cases using different counseling systems.	Students complete written reflection papers and in-class discussions related to different counseling systems. In addition, students complete case studies with a	Students are expected to demonstrate competency at a 90% or higher on clinical case studies. Competency is measured using a rubric with specific	Though students consistently demonstrate competency at a 90% or higher on clinical case studies overall, two areas of general weakness were	Though the child and adolescent counseling faculty had developed a new course: Advanced Counseling with Children and Adolescents as the fourth required course

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
	<p>rubric in which they consider:</p> <p>a) their understanding of their child’s presenting problem, b) goals for treatment, c) describe how they would explain the treatment plan to the child and parent(s), d) family systems factors in the case, and e) a formulated treatment plan.</p>	<p>treatment components that students are expected to identify within each of the five domains within the case studies.</p>	<p>identified:</p> <p>1) Developing a treatment plan that includes the family systems factors which contribute to the identified problem, 2) Development of specific intervention strategies for the case.</p>	<p>in the C & A training sequence to address a similar weakness identified in the previous year, further enhancement to the course are needed to improve the students’ abilities to develop effective treatment plans using resources from various counseling systems, including:</p> <ul style="list-style-type: none"> • Family Structural Assessments, identifying systems dynamics contributing to targeted problem • Selection of textbook on Practice Guidelines for the treatment of adolescents and children. • Presentations of treatment plan during course periods

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
				<p>demonstrating specific interventions based upon a systemic analysis of the case.</p> <p>Additional courses in the area of child and adolescent therapy will be presented to AAC.</p>
<p>Students will be able to develop a treatment plan based upon the Play Therapy approach to counseling children.</p>	<p>Child Counseling Play Therapy Treatment Plan</p>	<p>Students will be able to develop a play therapy treatment plan including the following components:</p> <ul style="list-style-type: none"> • Diagnosis • Formulation of problem based upon specific play therapy model • Treatment goals and specific intervention techniques • Integration of Christian faith in the plan 	<p>The average score on the treatment plan was 95.9.</p> <p>Though successful in completing the assignment, it was noted that the students tended to gravitate to only a few of the available models and were therefore not exposed as extensively to other available models.</p>	<p>In the future, the professor will give more directive instructions for this assignment requiring students to use a specific assigned model.</p> <p>Additionally, he will require them to read more extensively on the other available models so that they may compare the model they utilize more knowledgeably to the others.</p>

CHILD AND ADOLESCENT THERAPY SPECIALIZATION: AY 08-09 (PROJECTIONS BASED ON ENHANCEMENTS)

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<i>Three to Five</i>	<i>Method/Instrument used to collect the SLO data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>
Students will be able to demonstrate knowledge of the diagnostic criteria for psychological disorders of children and adolescents.	Written and oral evaluations of DSM IV-TR diagnostic criteria using diagnostic case studies Narrative section of course evaluations and exit surveys.	Students are expected to provide an accurate differential diagnosis on the case studies.		

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<p>Students will be able to develop treatment plans for child and adolescent therapy cases using different counseling systems.</p>	<p>Students complete written reflection papers and in-class discussions related to different counseling systems. In addition, students complete case studies with a rubric in which they consider:</p> <ul style="list-style-type: none"> a) their understanding of their child’s presenting problem, b) goals for treatment, c) describe how they would explain the treatment plan to the child and parent(s), d) family systems factors in the case, and e) a formulated treatment plan. 	<p>Students are expected to demonstrate competency at a 90% or higher on clinical case studies. Competency is measured using a rubric with specific treatment components that students are expected to identify within each of the five domains within the case studies.</p>		

CHRISTIAN SEX THERAPY SPECIALIZATION: AY 07-08

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<i>Three to Five</i>	<i>Method/Instrument used to collect the SLO data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>
The student will develop written treatment plans based on the treatment protocol for selected sexual dysfunctions.	Development of 3 acceptable written treatment plans that demonstrate an understanding of treatment protocols related to selected sexual dysfunction.	Treatment plans are to include an operational definition of the presenting problem, clear behavioral change objectives, and interventions that are grounded in accepted standards of practice.	Students exhibited consistent ability to identify treatment protocols in cases. Despite fulfilling the expectations for written treatment plans, student feedback and clinical supervisors observations suggest less comfort and a lower level of clear treatment focus with in vivo application.	Within the specialization, professors will add additional role play exercises during class where students provide peer feedback and professors provide instruction and consultation.

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<p>Students will be able to articulate the DEC-R Model of Sex Therapy including the critical points for each stage of the model</p>	<p>Objective Examination on the DEC-R Model</p>	<p>Students will pass the DEC-R examination with a score of 85 or higher.</p>	<p>Students' average score on the DEC-R was 87. Professor's evaluation and student's course evaluations suggest the need to implement an experiential assignment to further master the DEC-R model.</p>	<p>Plans for next year will include the implementation and evaluations of student role-plays of the four stages of the DEC-R Model in class.</p>
<p>Students will develop a personal theology of sexuality.</p>	<p>Sexual Integration Paper</p>	<p>Students will respond to nine questions regarding their personal theology of sexuality. A 40-point rubric is utilized to evaluate the student's level of development of their personal theology of sexuality across these nine content areas.</p>	<p>Students' responses have been consistently well developed with students averaging 35 points on the rubric.</p> <p>The area of weakness are: 1) applying a sexual theology to coaching others in sexual understanding and wholeness, 2) a focus on personal sexual life experience as opposed to a professional articulation of their developing theology of sexuality.</p>	<p>The Sexual Integration Paper assignment will be refined with a focus on developing a professional perspective issues related to the theology of sexuality.</p> <p>Professors will systematically articulate their own personal theology of sexuality with applications toward helping others develop sexual wholeness.</p>

CHRISTIAN SEX THERAPY SPECIALIZATION: AY 08-09 (PROJECTIONS BASED ON ENHANCEMENTS)

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<i>Three to Five</i>	<i>Method/Instrument used to collect the SLO data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>
The student will develop written treatment plans based on the treatment protocol for selected sexual dysfunctions.	Development of 3 acceptable written treatment plans that demonstrate an understanding of treatment protocols related to selected sexual dysfunction.	Treatment plans are to include an operational definition of the presenting problem, clear behavioral change objectives, and interventions that are grounded in accepted standards of practice.		
Students will be able to articulate the DEC-R Model of Sex Therapy including the critical points for each stage of the model.	Objective Examination on the DEC-R Model	Students will pass the DEC-R examination with a score of 85 or higher.		

<p>Students will develop a personal theology of sexuality.</p>	<p>Sexual Integration Paper</p>	<p>Students will respond to nine questions regarding their personal theology of sexuality. A 40 point rubric is utilized to evaluate the student's level of development of their personal theology of sexuality across these nine content areas.</p>		
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SPIRITUALITY AND COUNSELING SPECIALIZATION: AY 07-08

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<i>Three to Five</i>	<i>Method/Instrument used to collect the SLO data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>
Students will demonstrate engagement in a growing understanding of their own spiritual experience with God.	Spiritual Transformation Inventory (STI) Self-Analysis Paper Time Logs	Students will demonstrate engagement and gain insight helpful to self-understanding across the five subscales of the STI by completing the inventory. (e.g., Spiritual Meaning and Vitality; Spiritual Commitment and Community; Secure Spiritual Attachment; Dismissing Spiritual Attachment; Preoccupied Spiritual Attachment.) Students' self analysis papers and time-logs will reflect a growing process of spiritual formation as determined by	100% of students completed the inventory and received results relative to CCCU norms. (Note: Students scores were at the mean for each subscale.) Richmont students scored lower than the norm group when responding to the following two items: 1) My closest friends do not know much about my spiritual life and 2) There is at least one person who is a spiritual mentor. The quality of journal entries and quality of	To address the weaknesses found in the papers, journals and results of the STI, <i>The Christian Life Assessment Tool Workbook</i> will be incorporated in way that will allow for meaningful comparison between their individual beliefs, practices and virtues and the group norms. Students will engage three peers in a collaborative process focusing on spiritual formation.

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
		professors.	papers submitted by 10% of students reflected a lack of engagement on a weekly basis.	
Students will be able to exegete Biblical passages.	Exegetical Paper	Students are expected to interpret the original meaning of Biblical passages, delineate the contextual factors and to make applications of the passage to contemporary life. Using a rubric to evaluate the paper, students should score above 30 on each of the three scales and have a minimal total score of 90.	Students consistently score above 90 on the Exegetical Paper; however, on the narrative sections of course evaluations, students express lack confidence in their Biblical exegesis skills.	Within the courses Biblical Exegesis and Scripture and Counseling, professors will re-examine textbook selection and potentially select a better resource. Lectures will be re-designed to dedicate more time to original meaning, context and contemporary application. The process of exegesis will be presented more systematically during the Biblical Exegesis course. There will be more attention to application during the Scripture and Counseling course. Lectures will contain more explicit connections between counseling and Biblical Exegesis.

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<p>Students will develop a model of integrating counseling and theology.</p>	<p>Integration Model Paper</p>	<p>Using the “Dimensions of a Thorough Model of Integration Scale” to evaluate the paper, students are expected to address core issues that define a model of integration, drawing from class materials (readings, lectures, etc.) and thinking them through to form a tentative model for themselves. Papers are graded based on (1) completeness of addressing each category, (2) thoroughness in incorporating materials from class, and (3) thoughtfulness and coherence in organizing the overall model.</p>	<p>Students performed as follows: Average score was 91.7; students showed strong evidence of completeness of addressing each dimension, and thoroughness in incorporating materials from class.</p> <p>Students demonstrated less skill and thoughtfulness in developing a coherent, organized integration model.</p>	<p>Some class materials were not useful in producing the paper (as defined by not being cited often) and were replaced with others that more helpfully addressed the areas of need.</p> <p>Eliminate the CAPS text that did not contribute to understanding a model.</p> <p>Increase course lecture material to relate the 15 dimensions of a model together into a coherent model.</p>

STUDENT LEARNING OUTCOMES

DEGREE PROGRAM OR SPECIALIZATION: SPIRITUALITY AND COUNSELING SPECIALIZATION **ACADEMIC YEAR:** AY 08-09

ASSESSMENT COORDINATOR: GARY W. MOON

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Students will increase both the amount of time spent practicing classic spiritual disciplines and their value of the six great traditions of Christian faith.	The Christian Life Profile Assessment Tool and self-report instruments for 12 classic spiritual disciplines and the six traditions of Christian faith.	Students will show an increase in both the amount of time spent practicing classic spiritual disciplines and their value of the great traditions of Christian faith. A pre and post instrument will be administered at the beginning and end of CED 6112.			

Spirituality & Counseling Student Learning Outcomes

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
Students will demonstrate competency for each of the Nine “Critical Competencies” recommended by ASERVIC	Final Exam (Critical Competencies for Integrating Spirituality and Counseling Practice/”CCISC”) in the Counseling and Spirituality Course designed in a similar format as the NBCC exam.	Students will pass the CCISC examination with a score of 85 or higher.			
Students will demonstrate competency in leading a spiritual formation group.	Feedback on video tape using Landro System	Using “Group Leadership Grid” students will receive feedback on their ability to lead a spiritual formation group and score 4 or higher on a 5 point Likert scale.			

THESIS TRACK: AY 07-08

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<i>Three to Five</i>	<i>Method/Instrument used to collect the SLO data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>
Students can write research reports in APA format.	Evaluation of the completed thesis by thesis mentor and thesis committee.	Students are expected to demonstrate proficiency in the use of APA Publication Manual style rubric on the written thesis.	<p>Students have demonstrated some difficulty in the application of APA format to their research reports.</p> <p>Classroom observation of previous Methods of Research, Research Group, and Thesis classes have indicated a need for additional classroom instruction on the use of APA format.</p>	Faculty are to incorporate the student workbook on the use of APA style in Methods of Research courses. Students are now required to pass a comprehensive exam on APA format as part of Methods of Research.

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
Students can conduct a literature review and synthesize the review in the introduction of their thesis.	Evaluation of the completed thesis by thesis mentor and thesis committee.	Students are expected to complete a comprehensive review of the literature and summarize it in 6 to 8 pages, as in a publication style introduction section.	Students consistently demonstrated the ability to do so. However, a small minority of students (5-10%) relied too heavily upon secondary sources as opposed to primary sources or precedent literature.	Research Group I was re-designed with heavy emphasis on conducting a literature review including the various methods to identify precedent literature specific to the research variables.
Students can collect and analyze data using a statistical software package.	Evaluation of the completed thesis by thesis mentor and thesis committee.	Students are expected to collect data from a sample, enter the data into a statistical package, and analyze the data using statistical software with the help of their advisor.	Students consistently demonstrated the ability to collect and enter data. Students continue to demonstrate the need for assistance in analyzing data using statistical software .	Additional didactic training in the use of statistical software will be incorporated into courses. Broader availability of statistical analysis programs will be launched over the next two years.

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<p>Students can reflect upon the implications of their findings for the field of counseling in the discussion section of their thesis.</p>	<p>Evaluation of the completed thesis by thesis mentor and thesis committee.</p>	<p>Students are expected to write publication-style discussion sections in their theses.</p>	<p>Students consistently demonstrated the ability to write publication style discussion sections.</p> <p>*Note. Both students who have completed theses in the last academic year have presented at the American Psychological Association Annual Conference.</p>	<p>None anticipated.</p>

THESIS TRACK: AY 08-09 (PROJECTIONS BASED ON ENHANCEMENTS)

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
<i>Three to Five</i>	<i>Method/Instrument used to collect the SLO data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>
Students can write research reports in APA format.	Evaluation of the completed thesis by thesis mentor and thesis committee.	Students are expected to demonstrate proficiency in the use of APA Publication Manual style rubric on the written thesis.		
Students can conduct a literature review and synthesize the review in the introduction of their thesis.	Evaluation of the completed thesis by thesis mentor and thesis committee.	Students are expected to complete a comprehensive review of the literature and summarize it in 6 to 8 pages, as in a publication style introduction section.		
Students can collect and analyze data using a statistical software package.	Evaluation of the completed thesis by thesis mentor and thesis committee.	Students are expected to collect data from a sample, enter the data into a statistical package, and analyze the data using statistical software with the help of their advisor.		

Expected Student Learning Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results
Students can reflect upon the implications of their findings for the field of counseling in the discussion section of their thesis.	Evaluation of the completed thesis by thesis mentor and thesis committee.	Students are expected to write publication-style discussion sections in their theses.		

STUDENT LEARNING OUTCOMES

DEGREE PROGRAM OR SPECIALIZATION: QEP EMOTIONAL INTELLIGENCE **ACADEMIC YEAR:** 2008-2009

ASSESSMENT COORDINATORS: DRS. HANSHEW AND WHITE

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Enhanced Self-Awareness: Development of self-awareness as a foundation for empathic listening	Self-Awareness Papers in Interpersonal Skills Applied Lab Internship II Self-awareness ratings using Landro during each clinical course	90 % of Students score in 75 – 100 range (Exemplar) on Self-awareness rubrics. Supervisors note improved self-awareness in 90% of students.	Note: QEP in preparatory phases during 2008-2009 academic year		
Demonstrated Empathy Skills: Development and demonstration of accurate nonverbal and verbal empathy skills	Phases of Helping Scores of sessions with Landro Supervision in Interpersonal Skills and Applied Lab	90% of students score in 75-100 range (Exemplar) on course Empathy rubrics.	See above		

QEP Student Learning Outcomes

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<p>Demonstrated Empathy Skills: Demonstration of continued refinement of empathy skills throughout the training program</p>	<p>Phases of Helping Scores Of sessions with Landro Supervision in Practicum, Internship I & II</p>	<p>90% of students score in 75-100 range (Exemplar) on course Empathy rubrics</p>	<p>See above</p>		

PROGRAM OUTCOMES

DEGREE PROGRAM OR SPECIALIZATION: MASTER OF ARTS IN PROFESSIONAL COUNSELING ACADEMIC YEAR: 2008-09

ASSESSMENT COORDINATOR: PHILIP A. COYLE, PH.D.

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Increase student memberships in ACA.	ACA Membership roster	50% of students enrolled in Practicum or Internship will be student members of ACA.			
Increase student participation in ACA-sponsored conferences.	Conference participants list	20% of enrolled students will attend the annual ACA conference.			
Students will pass the NCE exams.	NCE score reports	90% pass rate 70PR in each content area			
Students will express a high degree of satisfaction with the	Student Exit Survey Course evaluations	75% of students surveyed will report satisfaction with recent			

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
integration curriculum.		changes to the integration curriculum.			
Students will obtain employment in the counseling field.	Survey of Graduates 3 years after graduation	70% of students will obtain employment in the counseling field			
Student will obtain LPC licensure.	Survey of Graduates 3 years after graduation	50% of students will obtain LPC licensure			
The curriculum will be assessed to determine if all of the core content areas and clinical mental health counseling standards are covered in the curriculum.	Minimum program requirements Course Syllabi CACREP Self-study and accreditation process	Most CACREP standards will be covered in the existing curriculum, however, the self-study process will reveal deficiencies and weaknesses that need to be addressed.			

PROGRAM OUTCOMES**DEGREE PROGRAM OR SPECIALIZATION: MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY ACADEMIC YEAR: 2008-09****ASSESSMENT COORDINATOR: PHILIP A. COYLE, PH.D.**

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Increase student memberships in ACA.	ACA Membership roster	50% of students enrolled in pPacticum or Internship will be student members of ACA.			
Increase student participation in ACA-sponsored conferences.	Conference participants list	20% of enrolled students will attend the annual ACA conference.			
Students will express a high degree of satisfaction with the integration curriculum.	Student Exit Survey Course evaluations	75% of students surveyed will report satisfaction with recent changes to the integration curriculum.			

MAMFT Program Outcomes

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
Students will obtain employment in the counseling field.	Survey of Graduates conducted 3 years after graduation	70% of students will obtain employment in the counseling field			
Student will obtain LMFT licensure.	Survey of Graduates conducted three years after graduation	50% of students will obtain LMFT licensure			
The curriculum will be assessed to determine if all of the core content areas and Marriage, Couple, and Family Counseling standards are covered in the curriculum.	Minimum program requirements Course Syllabi CACREP self-study and accreditation process	Most CACREP standards will be covered in the existing curriculum, however, the self-study process will reveal deficiencies and weaknesses that need to be addressed.			

PROGRAM OUTCOMES**DEGREE PROGRAM OR SPECIALIZATION: M.S. CHRISTIAN PSYCHOLOGICAL STUDIES ACADEMIC YEAR: 2008-09****ASSESSMENT COORDINATOR: PHILIP A. COYLE, PH.D.**

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Students will express a high degree of satisfaction with the integration curriculum.	Student Exit Survey Course evaluations	75% of students surveyed will report satisfaction with recent changes to the integration curriculum.			
Graduates will report use of integration in their professional work.	M.S. Graduate Survey	75% of respondents will report use of integration principles in their professional work.			
Students enrolled in the program will have a licensure-eligible counseling degree.	Admissions Review	25% of the students who enroll in the program in 08-09 will have earned or be in the process of earning a licensure-eligible counseling degree.			

PROGRAM OUTCOMES**DEGREE PROGRAM OR SPECIALIZATION: ADDICTIONS SPECIALIZATION****ACADEMIC YEAR: 2008-09****ASSESSMENT COORDINATOR: CASEY TIGGLEMAN, PH.D.**

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Develop in-house addictions treatment groups for participation of interns and observation by students	Addictions Group up and running by February 1, 2009	One (1) group in process during Spring, 2009			
Increase enrollment of students in addictions specialization	Number of students in addictions specialization in 2008-09 greater than 2007-08	Increase of 10%			
Increase number of student memberships in IAAOC and NAADAC	Number of student memberships greater in 2008-2009.	One or more students join IAAOC in 2008-09.			

Addictions Program Outcomes

<p>Increase involvement of interns in local addiction treatment programs, e.g.FOCUS and CADAS</p>	<p>Number of interns placed in local addiction treatment programs in 2008-09 greater than 2007-08</p>	<p>One or more interns placed during Spring, 2009</p>			
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PROGRAM OUTCOMES

DEGREE PROGRAM OR SPECIALIZATION: CHILD & ADOLESCENT COUNSELING ACADEMIC YEAR: 2008-09

ASSESSMENT COORDINATOR: DONALD WALKER, PH.D

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Increase student participation on the Child and Adolescent Specialization.	End of year report from the records office.	Student participation will increase from approximately a dozen students this year to two dozen students over the next two years.			
Student participation in child and adolescent Practicum and Internships will increase. One hundred percent of Child and Adolescent Specialization trainees will see child and adolescent clients while on Practicum and Internship.	End of the year report from Dean of Clinical Training.	One hundred percent of Child and Adolescent Specialization trainees will see child and adolescent clients while on Practicum and Internship.			

Child & Adolescent Counseling Program Outcomes

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<p>Student participation in child and adolescent Practicum and Internships supervision groups will increase. One hundred percent of Child and Adolescent Specialization trainees will participate in child and adolescent focused group supervision throughout the Practicum and Internship.</p>	<p>End of year report from the Dean of Clinical Training.</p>	<p>One hundred percent of Child and Adolescent Specialization trainees will participate in child and adolescent focused group supervision throughout the Practicum and Internship.</p>			

PROGRAM OUTCOMES

DEGREE PROGRAM OR SPECIALIZATION: SEX THERAPY ACADEMIC YEAR: 08/09

ASSESSMENT COORDINATOR: MICHAEL SYTSMA, PH.D

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Students will be placed in an Internship setting that allows them to work with individuals seeking counseling in sexual related issues.	Survey of Practicum/intern students.	All specialization students will provide counseling on at least one sexuality related case during their Practicum/Internship.			
Students will address sexuality and/or the impact of the client's sexual life on the presenting issue with their clients during Practicum and Internship.	Surveys of Practicum/Internship students.	Students will address sexuality in some form with at least 80% of their clients.			

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
Students will be student members of the American Board of Christian Sex Therapists (ABCST).	Student membership list available from ABCST.	75% of specialization students will hold an ABCST student membership.			
Development of an Advanced course in Counseling for Sexual Trauma and Abuse	Development of a course syllabus and scheduling of the course.	Syllabus completed and course scheduled by end of academic year (course date expected for following academic year).			

PROGRAM OUTCOMES

DEGREE PROGRAM OR SPECIALIZATION: SPIRITUALITY AND COUNSELING **ACADEMIC YEAR:** 08-09

ASSESSMENT COORDINATOR: GARY W. MOON

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Student enrollment will increase.	Roster of Spirituality Track Students	Enrollment will increase by 10%			
Students will participate in an Internship experience that allows them to lead spiritual formation groups	Record of students approved to receive Internship credit for leading spiritual formation groups	50% of students in spirituality track will have this opportunity			
Students in spirituality track will avail themselves to either individual or group spiritual direction	End of year survey	50% of students in spirituality track will receive spiritual direction in either an individual or group context			

THESIS PROGRAM OUTCOMES

DEGREE PROGRAM OR SPECIALIZATION: RESEARCH PROGRAM ACADEMIC YEAR: 2008-09

ASSESSMENT COORDINATOR: DONALD WALKER, PH.D

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Increase student participation on the thesis track.	End of year thesis track report.	Student participation will increase from approximately half a dozen students this year to ten students next year.			
Increase faculty participation in mentoring student theses.	End of year thesis track report.	Fifty percent of faculty will be mentor student thesis work.			
Increase thesis student presentation and publications.	End of year student/faculty publication report.	One hundred percent of enrolled thesis students will publish or present their completed thesis.			

PROGRAM OUTCOMES

DEGREE PROGRAM OR SPECIALIZATION: QEP EMOTIONAL INTELLIGENCE **ACADEMIC YEAR:** 2008-2009

ASSESSMENT COORDINATOR: DON WALKER

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Evidence of Client Satisfaction of Empathic Responding by Interns	Client ratings on CARE instrument during Practicum and Internship II		QEP in preparatory phases during 2008-2009		
Programmatic Improvements in Supervision Resources and Experiences	QEP Survey on Counseling Supervision: Pre and post comparison		See above		
Improvements in Students' Skills across Cohorts	Pre-post 2009 vs. 2012 Cohort Data		See above		

QEP Program Outcomes

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
Positive evaluations by External Consultants	External Consultants' Evaluation		QEP in preparatory phases during 2008-2009		

ADMINISTRATIVE SUPPORT SERVICES OUTCOMES

OFFICE: ADVANCEMENT

ACADEMIC YEAR: 2008/2009

MISSION STATEMENT: THE ADVANCEMENT DEPARTMENT PROVIDES LEADERSHIP FOR FUND-RAISING EFFORTS, PROMOTES THE MISSION OF RICHMONT GRADUATE UNIVERSITY AND ITS INSTITUTIONAL FUNDING PRIORITIES IN THE CHATTANOOGA REGION. THIS DEPARTMENT SEEKS FUNDING, CREATES AND MAINTAINS POSITIVE RELATIONSHIPS AND STRATEGIC PARTNERSHIPS THAT STRENGTHEN THE MISSION OF THE SCHOOL.

ASSESSMENT COORDINATOR: JUDI COYLE, M.A., LPC

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
1. Increase donor/community contacts	Moves Management/CAMS	30% increase in contacts			
2. Increase donor events @ Chatt campus	# of events and # of attendees, year end contribution amounts	30% increase in participations rate and 30% increase in year end donations			
3. (SLO) Increase student awareness and involvement in development process	Student attendance @ development events throughout year	60% student participation			

ADMINISTRATIVE SUPPORT SERVICES OUTCOMES

OFFICE: ALUMNI RELATIONS **ACADEMIC YEAR:** **08/09**

MISSION STATEMENT: THE DEPARTMENT OF ALUMNI RELATIONS HELPS ALUMNI STAY CONNECTED TO THEIR ALMA MATER AND ENCOURAGES THEIR CAREER GROWTH THROUGH CONSISTENT COMMUNICATION, CONTINUING EDUCATION EVENTS, NETWORKING EVENTS, AND THE ALUMNI ASSOCIATION.

Assessment Coordinator: Meredith Williams

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Increased Alumni Giving	<ul style="list-style-type: none"> - Account Ledger/Transaction Reports - Track number of alumni association members - Track donor response to specific alumni appeals. 	For 08/09 academic yr: <ul style="list-style-type: none"> - 15% increase in alumni giving - 15% increase in alumni association members. - 15% increase in response rate to specific appeals 			
Increase Alumni Networking	<ul style="list-style-type: none"> - Track attendance at networking events: specifically - Track number of class leaders to organize class networking events. - Track activity and referrals made within 	For 08/09 academic yr: <ul style="list-style-type: none"> - 3 Richmond-sponsored networking events - 10 committed class leaders for 08/09 school year - 15% increase in referrals made 			

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
	RichmontCareer Listserv.	through listserv			
Increase Alumni Connection to School	<ul style="list-style-type: none"> - Track attendance at continuing education events - Track number of events offered in one year - Track number of alumni speakers at lunch n learn events. 	<p>For 08/09 academic yr:</p> <ul style="list-style-type: none"> - 15% increase in attendance at alumni reunion - 1 large (150-300 attendees) and two medium CE events (50-75) offered by Richmont; track initial number attending at the two new events. - 8 “lunch n learn” events offered to alumni for 1 hour CE credit. - 15% increase in participation in “Class Notes” section of Richmont Connecting newsletter. - 15% increase in alumni speakers at lunch n learn events 			

ADMINISTRATIVE SUPPORT SERVICES OUTCOMES

OFFICE: DEVELOPMENT ACADEMIC YEAR: 08/09

MISSION STATEMENT: The Office of Development’s primary mission is to cultivate relationships with those who support Richmond’s mission with financial gifts and to promote the university to the public through a variety of mediums including, but not limited to, fund-raisers, website (www.richmont.edu), university’s newsletter, *Connecting*, Alumni associations, and strategic marketing.

ASSESSMENT COORDINATOR: DR. ROB ARP

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Donations from the Atlanta region will make up a larger ratio of giving	- Account ledger/Transaction regional report	- New Atlanta donor revenue will increase by 35%			
Acknowledgement of donor giving will be followed up in an accurate and timely manner	- Moves management tracking system - Weekly reporting of follow-up by development staff	- Thank you call to major donors within 24 hours - Thank note to major donor donors within 72 hours - Mail impact report quarterly to all			

Development - Administrative Support Services Outcomes

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
		donors and prospects			
Atlanta Students will be engaged in more development Strategies	<ul style="list-style-type: none"> - Signature luncheons for students - Student testimonials at major donor events - Establish follow-up luncheons with scholarship recipients 	<ul style="list-style-type: none"> - 25% of the Atlanta student body will attend signature lunches - 10% of Atlanta student body will participate in major donor events. - 100% of scholarship recipients will write correspondence to scholarship donor 			

ADMINISTRATIVE SUPPORT SERVICES OUTCOMES

OFFICE: CHATTANOOGA FACILITIES ACADEMIC YEAR: 2008-2009

MISSION STATEMENT: THE CHATTANOOGA FACILITIES OFFICE COORDINATES BUILDING MAINTENANCE, FACILITY USE, AND INTERACTS WITH PUBLIC CONSTITUENCES IN EVENT PLANNING.

ASSESSMENT COORDINATOR: NEIL ANDERSON

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Installation of fire-alarm pull stations and strobes and alarms.	Re-inspection by City Fire Marshal	Vendors will determine the appropriate quantities of both items.			
Modification of current restrooms to be ADA compliant	Completion of construction	3 ADA compliant restrooms (2 for each gender) will be accessible.			
Repair, seal, and stripe existing parking lot.	Completion of project.	All four parking lots will be repaired, sealed and striped.			

ADMINISTRATIVE SUPPORT SERVICES OUTCOMES

OFFICE: FINANCE

ACADEMIC YEAR: 2008 - 2009

MISSION STATEMENT:

The Office of Finance is responsible for managing the overall accounting, treasury, financial reporting and financial services operations of the University. This includes managing internal controls to mitigate risk; creating and presenting financial status and financial condition reports to internal and external parties, ensuring that the official accounting records of the University are up-to-date and accurate; safeguarding the assets of the University to minimize risk of financial loss; and developing and maintaining robust costing systems and reporting tools to provide high-quality financial information that supports the University's strategic management initiatives.

ASSESSMENT COORDINATOR: W. J. MUELLER

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Financial results published monthly	PeachTree Software installed and utilized in all monthly financial transactions	Statements prepared and analyzed monthly in a timely manor			
Issue monthly budget performance to department heads	PeachTree Software installed and utilized in all monthly financial transactions	Performance reports prepared and analyzed monthly in a timely manor			

Finance - Administrative Support Services Outcomes

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
Have the annual audit report issued by the September board meeting	Audit statement is issued within required time frame	Audit preparation completed by August 1st			

ADMINISTRATIVE SUPPORT SERVICES OUTCOMES

OFFICE: GRANTS DEPARTMENT

ACADEMIC YEAR: 2008-2009

MISSION STATEMENT: TO SEEK OUT AND CULTIVATE RELATIONSHIPS WITH FOUNDATIONS AND CHURCHES FOR THE PURPOSE OF OBTAINING FUNDING FOR INSTITUTIONAL PROGRAMS, PROJECTS, AND GENERAL OPERATING EXPENSES.

ASSESSMENT COORDINATOR: DONNA AUSTIN, J.D., M.A.

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Increase the number of grant proposals written in fiscal year 2009, as compared to fiscal year 2008.	Annual grant report generated within the grants department.	Increase in proposals written by 10%.			
Increase the revenue received in response to grant proposals written in fiscal year 2009, as compared to fiscal year 2008.	Annual grant revenue report generated within the grants department.	Increase revenue received in response to grant proposals written in fiscal year 2009, as compared to fiscal year 2008.			

Grants - Administrative Support Services Outcomes

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
Conduct informational interviews with key members of faculty, staff and administration to the potential funding needs of the institution.	Personal interviews	Identify three programs or projects as the subject of future grant proposals for fiscal year 2010.			

ADMINISTRATIVE SUPPORT SERVICES OUTCOMES

OFFICE: INSTITUTIONAL EFFECTIVENESS ACADEMIC YEAR: 2008-09

MISSION STATEMENT:

THE OFFICE OF INSTITUTIONAL EFFECTIVENESS PROVIDES SUPPORT TO FACULTY AND STAFF BY COORDINATING THE SYSTEMATIC COLLECTION, REVIEW, AND USE OF INFORMATION ABOUT EDUCATIONAL PROGRAMS TO MAKE THE ASSESSMENT PROCESS AN INSTRUMENT TO IMPROVE STUDENT LEARNING AND DEMONSTRATE ACCOUNTABILITY TO REGIONAL AND PROFESSIONAL ACCREDITORS.

ASSESSMENT COORDINATOR: STEPHANIE L. KIRSCHMANN, M.S.

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Support services mission statements will include a reference to Richmond students.	Annual Assessment Report (08-09)	75% of support services mission statements will include a reference to Richmond students.			
Support services unit outcomes will include student learning outcomes.	Annual Assessment Report (08-09)	33% of support services unit outcomes will include student learning outcomes			

Institutional Effectiveness - Administrative Support Services Outcomes

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
All assessments required by all degree, specialization, QEP, or support services outcomes will be completed and results reported.	Annual Assessment Report (08-09)	90% of the required assessments will be carried out and results reported			
An assessment information packet will be prepared and distributed to assessment coordinators, SLO, program, support services, and IE committee members.	Completed assessment packet	All assessment coordinators and committee members will receive the information packet.			
Assessment Coordinators will report that the Institutional Effectiveness process has been effective	Survey of Assessment Coordinators	80% of respondents will indicate the process has been helpful to their department			

ADMINISTRATIVE SUPPORT SERVICES OUTCOMES

OFFICE: INFORMATION TECHNOLOGY ACADEMIC YEAR:2008-09

MISSION STATEMENT: THE OFFICE OF INFORMATION TECHNOLOGY SEEKS TO PROVIDE THE MOST CURRENT TECHNOLOGIES TO FACULTY, STAFF AND STUDENTS TO IMPROVE STUDENT LEARNING

ASSESSMENT COORDINATOR: NEIL ANDERSON

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Install thin-clients for student use on both campuses	Successful installation	Approx. 25 total units will be installed on both campuses			
Research the possibility of expanding the use of thin-clients in network environment to include faculty and staff	Decision about deployment of thin clients for faculty and staff can be made	A decision will be reached by the Summer of 08.			
Implementation of CAMS Enterprise	Successful use of the new system by faculty, staff, and students	Implementation of Enterprise and Student, Faculty, and Alumni Portals			

ADMINISTRATIVE SUPPORT SERVICES OUTCOMES**OFFICE OF THE PRESIDENT ACADEMIC YEAR: 2008-2009**

MISSION STATEMENT: The president provides oversight for all areas and divisions of the institution. The President serves to carry out objectives and policies of the Board of Trustees, to participate as an ex-officio member of all committees, and to raise awareness of and commitment to Richmond from significant members of the community.

ASSESSMENT COORDINATOR: C. JEFFREY TERRELL, PH.D.

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five Initiatives</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Trustees will attend all Board Meetings.	<ul style="list-style-type: none"> Board Meeting Minutes 	<ul style="list-style-type: none"> Percentage of trustees attending meetings increases by 10% over 07-08. 			
Staff will have little interpersonal conflict and experience good morale.	<ul style="list-style-type: none"> Conversations with senior leadership Annual staff survey 	<ul style="list-style-type: none"> Every dean-level employee reports improvement Less than 10% of staff report low morale 			

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
The President will increase the number of contacts made with current/potential donors.	<ul style="list-style-type: none"> Number of contacts with caseload 	<ul style="list-style-type: none"> Average of two contacts per day Make at least 15 personal asks 			
Staff, faculty, and trustees will represent diverse populations.	<ul style="list-style-type: none"> Number of interviews given to minority candidates Number of minority staff and faculty Number of minority trustees 	<ul style="list-style-type: none"> Every staff position will actively seek minority applicants for interview Number of minority staff and trustees will increase 			
The number of students and faculty involved in development efforts will increase.	<ul style="list-style-type: none"> Number of students involved Number of faculty involved 	<ul style="list-style-type: none"> 50% of students will participate 75% of faculty will participate 			

EDUCATIONAL SUPPORT SERVICES OUTCOMES

OFFICE: ACADEMIC SERVICES

ACADEMIC YEAR: 2008-2009

MISSION STATEMENT: THE PURPOSE OF ACADEMIC SERVICES IS TO ENABLE STUDENTS TO DEVELOP CORE COMPETENCIES SPECIFIC TO THEIR CHOSEN PROFESSION THROUGH THE GRADUATE EDUCATION DEGREE PROGRAMS AND THROUGH THEIR RELATIONSHIP WITH RICHMONT GRADUATE UNIVERSITY FACULTY. ACADEMIC SERVICES IS CHARGED WITH THE RESPONSIBILITY TO DEVELOP AND MAINTAIN THE ACADEMIC RESOURCES (CURRICULA AND FACULTY) REQUIRED TO PROVIDE A HIGH QUALITY LEARNING ENVIRONMENT FOR GRADUATE STUDENTS.

ASSESSMENT COORDINATOR: PHILIP COYLE, PH.D., ACADEMIC DEAN

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Students will demonstrate knowledge in eight core counseling domains: professional identity, helping relationships, group work, assessment, research and program evaluation, family studies and family counseling	National Counselor Examination	Students are expected to pass the NCE: 95% pass rate on first administration Students are expected to score above the 75 th percentile relative to the National Mean on each subscale of the NCE			

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
Complete a comprehensive self-study, implementing any and all changes necessary, in order to achieve accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP)	CACREP On-site Team Visit, the Team Report, the Institutional Response to the Team Report and Final CACREP Board decision regarding the comprehensive review of the Richmond Graduate University School of Counseling	Accreditation by CACREP			
Broader-based involvement of the Richmond Faculty in ACA professional development and related events (e.g. attending ACA conferences and division meetings, and increased use of and submissions to ACA journals, etc.)	Participation in Conferences and Division Meetings Submission of proposals to ACA and related journals	An increase in participation in conferences and proposal submissions by 20% each year over the next 5 years.			
Increase the racial diversity of Richmond Graduate University School of Counseling Faculty	Fact Book (Faculty Demographic Report)	Hire a minimum of one African-American Faculty member during the 2008-09 Academic Year			
Complete a feasibility and self-study for a Ph.D. program in Counselor Education	Feasibility Study Report Evaluation of Substantive Change Report by the Southern Association of Colleges and Schools (SACS)	Approval by SACS of the application for a Substantive Change relative to the creation of the Ph.D. degree program in Counselor Education			

EDUCATIONAL SUPPORT SERVICES OUTCOMES

OFFICE: ADMISSIONS ACADEMIC YEAR: 2008/2009

MISSION STATEMENT: The Admissions department of Richmond Graduate University supports the department of student services by assisting students in becoming knowledgeable about and integrated into the culture of Richmond as a Christ-centered counseling training program.

ASSESSMENT COORDINATOR: NOVELL BLAIN

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Admit students whose academic, personal, vocational and community achievement reflect the character and values of Richmond as identified by the admissions process (i.e., the assessment methods)	Pre-admission assessment: GRE/Undergraduate GPA Community involvement, related work and volunteer experiences. Post-admission assessment: First 12 hours GPA at Richmond, NCE scores, graduation rates	Majority of admitted students meet or exceed the standards. Reducing the rate of students who leave due to academic issues			

Admissions - Educational Support Services Outcomes

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<p>Improve communication with prospective students through emails, phone calls, letters and campus visits for the prospects demonstrate understanding of the programs at Richmond</p>	<p>Surveys and informal interviews</p>	<p>Consistent positive ratings on the surveys</p>			
<p>Facilitate more effectively students' orientation into Richmond culture through community events, mentoring, timely dissemination of information and one Body opportunities, professional development events and networking opportunities</p>	<p>Orientation survey and assessment at the end of the first year</p>	<p>Consistent positive responses to survey items</p>			

EDUCATIONAL SUPPORT SERVICES OUTCOMES

OFFICE: CLINICAL AFFAIRS _____ **ACADEMIC YEAR: 2008-2009**

MISSION STATEMENT: The Department of Clinical Affairs of Richmond Graduate University exists to provide students with quality Practicum and Internship experiences that will prepare them for service to the church and community as professional counselors and marriage and family therapists who are equipped to deliver competent mental health services from the perspective of a Christian worldview.

ASSESSMENT COORDINATOR: EVALIN RHODES HANSHEW, DEAN OF CLINICAL AFFAIRS

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Increase number of visits to existing training sites.	Monthly report	Visit one site per month			
Offer seminars in clinical supervision	Program evaluations	One training event per year			
Increase number of clinically approved MFT supervisors	List of participating supervisors	Add a minimum of one supervisor during the academic year			

EDUCATIONAL SUPPORT SERVICES OUTCOMES

OFFICE: DIRECTOR OF FINANCIAL AID **ACADEMIC YEAR:** 2008/2009

MISSION STATEMENT: TO PROVIDE STUDENTS WITH THE INFORMATION ON THE AVAILABILITY OF FEDERAL FINANCIAL AID TO ASSIST WITH THEIR EDUCATIONAL GOALS.

ASSESSMENT COORDINATOR: MOOSE LUTES

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Students will be provided information concerning Federal and Private Financial aid availability and the procedures to apply.	Survey of Students during the Pre-View days and Orientation day events.	90% of returned Surveys Indicate that this information was received			
Students to have electronic access to their Business Office Accounts and Financial Aid Information via the Director of Financial Aid 24/7	Survey of Students each semester.	90% of returned surveys indicate that the Students received this access when requested.			Cost of 24/7 Telephonic and computer access to the Student records is estimated to be \$780 per year. Network Access off campus \$300, Telephonic access \$480.

Financial Aid- Educational Support Services Outcomes

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
Students will be able to apply for and receive Financial Aid on-line in paperless environment.	Review of all Financial Aid applications to see if there are exceptions to this process, and review the applications that did not use this process.	95% of all Financial Aid applications completed online in this paperless process.			

EDUCATIONAL SUPPORT SERVICES OUTCOMES

OFFICE: __ INFORMATION SERVICES ACADEMIC YEAR: __2008

MISSION STATEMENT: _ The Information Services Department (Libraries) provides for all of the curricular and research information needs for the institution, in support of the institution’s statement of purpose.

ASSESSMENT COORDINATOR: __JOHN HUGHES, DIRECTOR OF LIBRARIES

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Achieve chapter level cataloging for relevant titles in collection.	Reports from online library system. Keyword –v- Subject term searches. (Possibly higher circulation numbers, resulting from more results in searches	Increase number of citations returned for a given search by 10% over the next year			
Complete reclassification of library collection in Atlanta (new titles in Chattanooga to be cataloged under LCCN, and continue reclassification of collection)	Report from online library system (demonstrating all resources by call number division)	End of year, the entire collection in Atlanta is reclassified under LCCN. Increase of the number of volumes in Chattanooga classified under LCCN.			

Libraries - Educational Support Services Outcomes

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
Increase access to local and remote online resources available to library users.	A report, consisting of a descriptive list of available resources.	A listing of resources not currently available, supporting the curriculum and research efforts of the institution (drawing from both local and remote sources).			
Establish a system in the online library system to generate overdue notices to be e-mailed to library users through the “go” e-mail accounts.	Successful generation and dissemination of overdue notices to library users.	By end of year, the online library system will be generating and disseminating overdue notices to library user’s e-mail addresses.			

ADMINISTRATIVE SUPPORT SERVICES OUTCOMES

OFFICE: RECORDS OFFICE **ACADEMIC YEAR:** 2008-2009

MISSION STATEMENT:

THE OFFICE OF THE REGISTRAR AT RICHMONT EXISTS TO PROVIDE PROFESSIONAL AND COURTEOUS SERVICE TO STUDENTS AND FACULTY WHILE BALANCING THE THREE GOALS OF PROMPTLY DISBURSING ACCURATE INFORMATION TO VARIOUS CONSTITUENCEIES, SAFEGURADING THE PRIVACY OF STUDENTS, AND PROTECTING THE INTEGRITY OF THE INSTITUTION’S RECORDS AND DEGREES.

ASSESSMENT COORDINATOR: ROXANNE SHELLABARGER

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Increase participation of faculty in approval of incomplete coursework to 90%.	Signature and/or proof of correspondence with specific course professor for each incomplete received.	2008-09 School year and 90% participation rate			
Implement a policy and procedure for re-ordering diplomas	The published policy and order form for diplomas	100% of students who re-order will use the form and abide by diploma procedures			

Records - Educational Support Services Outcomes

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
Create a Registrar manual	The published policy, rules, and guidelines for the records office	The records office will follow regulations set by registrar manual 100% of the time.			

EDUCATIONAL SUPPORT SERVICES OUTCOMES

OFFICE: _RECRUITING ACADEMIC YEAR: 2008-2009

MISSION STATEMENT: Recruiting department will seek to inform and attract culturally diverse and intellectually-minded students who desire to pursue the rigorous professional training and personal Christ-centered transformation provided by Richmond Graduate University.

ASSESSMENT COORDINATOR: ROBIN LAY

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Increase awareness about Richmond Graduate University through campus visits, organizational visits, conferences and fairs.	# of contacts	Increase contacts by 10%			
Increase recruiting efforts for minority students and non-traditional students through focus on recruiting at historically black colleges and universities and organizations that focus on minority students as well as greater focus on targeting churches and other ministry organizations.	# of contacts, # of visits to minority and non-traditional student contacts. (i.e., churches & ministries)	Increase contacts/visits 10%			

Recruiting - Educational Support Services Outcomes

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
Facilitate more effective recruiting efforts by targeted visits to organizations that reflect the values of Richmond Graduate University	# of contacts, assessment of expenditures, # of matriculated students, trip reports and annual report – Annual planning meeting	Increase matriculated students at Richmond by 10%			

EDUCATIONAL SUPPORT SERVICES OUTCOMES

OFFICE: STUDENT AFFAIRS ACADEMIC YEAR: 2008/2009

MISSION STATEMENT: The department of Student Services offers support and encouragement to students in order to promote effective professional training and foster personal Christ-centered transformation throughout the experience at Richmond Graduate University. The Student Services department seeks to enhance student learning and development through providing opportunities for leadership, personal and professional growth, interpersonal skills enrichment and increased social and community responsibility and service.

ASSESSMENT COORDINATOR: DEANNE TERRELL

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Increase Student participation in community activities	Increase # of activities Increase # of students who attend Assessment of event	10% increase in #'s of activities Consistently positive responses on the surveys			
Improve Placement Services	Increase awareness of Career mapping Increase participation in listserv and placement activities	10% more participation by current students and alumni Increase 10% of listings to listserv			

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
Increase retention rates through providing support to students through acculturation to community, advisement resources, and community times that reflect student concerns and desired learning topics.	List of matriculated students – informal interview regarding return	Maintain 90% retention rate			

STUDENT LEARNING OUTCOMES

DEGREE PROGRAM OR SPECIALIZATION: RESEARCH PROGRAM ACADEMIC YEAR: 2008

ASSESSMENT COORDINATOR: DONALD WALKER, PH.D

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Increase student publications	End of year student/faculty publication report.	Student publications will increase by 2 publications this year.		Recommend increase in faculty release time for all 3 goals	Money to increase faculty release time for all 3 goals
Increase student presentations	End of year student/faculty publication report.	Student presentations will increase by 2 presentations this year.		Recommend increase in number of faculty across campuses. With an increase in faculty – designate faculty as thesis/research mentors or clinical faculty.	Money to increase number of faculty on both campuses.
Increase faculty publications	End of year student/faculty publication report.	Fifty percent of core faculty will publish an empirical or conceptual article during the year.			

COMMUNITY/PUBLIC SERVICE SUPPORT SERVICES OUTCOMES

OFFICE: _HOPE COUNSELING CENTERS_____

ACADEMIC YEAR: 2008-2009

MISSION STATEMENT: THE HOPE COUNSELING CENTERS EXIST TO PROVIDE COUNSELING SERVICES FROM A CHRISTIAN WORLDVIEW TO THE CHURCH AND TO THE SURROUNDING COMMUNITIES AND TO PROVIDE AN OPPORTUNITY FOR STUDENTS AT RICHMONT GRADUATE UNIVERSITY TO TRAIN IN AN EXPLICITLY CHRISTIAN SETTING UNDER THE SUPERVISION OF CHRISTIAN MENTAL HEALTH PROFESSIONALS.

ASSESSMENT COORDINATOR: EVALIN RHODES HANSHEW, PH.D.

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Increase number of sessions conducted in Hope Centers	Counseling centers' annual report	Increase of 10 percent over previous year			
Increase group counseling offerings	Counseling centers' annual report	A minimum of one group offered each semester			
Increase number of Hope Centers in Chattanooga	Letters of agreement	One agreement signed in the academic year			

COMMUNITY/PUBLIC SERVICE SUPPORT SERVICES OUTCOMES

OFFICE: CBI COUNSELING CENTER **ACADEMIC YEAR:** 2008-9

MISSION STATEMENT: TO FURTHER THE OVERALL MISSION OF Richmond BY PROVIDING QUALITY COUNSELING SERVICES TO THE CHATTANOOGA COMMUNITY, BEING A MODEL OF AN EFFECTIVE CHRISTIAN COUNSELING CENTER, AND PROVIDING OPPORTUNITY FOR Richmond STUDENTS TO GAIN EXPERIENCE IN OUTPATIENT COUNSELING AND A PRIVATE PRACTICE MODEL

ASSESSMENT COORDINATOR: DR. TIM SISEMORE

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Provide extensive counseling services to the Chattanooga community	Total number of sessions; total number of referrals	Average 900 sessions per month; average 50 new referrals per month			None
Provide a model of an effective Christian Counseling Center	Number of ethical or other complaints (including those about the Christian basis of services; monitoring compliance with HIPAA and other professional and Christian standards	No ethical complaints and no more than 1 personal complaint per month made to the Director; ongoing education re: standards in staff mtgs.			None

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
Provide training opportunities for Richmond students	Number of interns and number of sessions	Two fulltime interns with 300 direct hours annually and two part-time interns with 100 or more direct hours. Direct hours may be individual or group.			

COMMUNITY/PUBLIC SERVICE SUPPORT SERVICES OUTCOMES

OFFICE: _DIRECTOR OF CBI

ACADEMIC YEAR 2008-2009

MISSION STATEMENT: TO SERVE THE COMMUNITY THROUGH CHRISTIAN CLASSES, CHRISTIAN COUNSELING AND THE POINDEXTER LIBRARY- A CHRISTIAN RESOURCE LIBRARY _____

ASSESSMENT COORDINATOR: __ANGIE CONROY__ _____

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
To increase total class enrollment	Class rosters	Increase class enrollment from 120 participants to 135 participants per semester			
To involve local retired Pastors in teaching	Class schedule	Attempt to have at least one retired pastor on the class roster per semester			
To secure more funds for class scholarships	Documentation of monies donated	To raise \$350 during 08-09 equaling 10 class scholarships per year			

COMMUNITY/PUBLIC SERVICE SUPPORT SERVICES OUTCOMES

OFFICE: CONVERSATIONS JOURNAL **ACADEMIC YEAR:**
2008/2009

MISSION STATEMENT:

CONVERSATIONS: A FORUM FOR AUTHENTIC TRANSFORMATION PROVIDES SPIRITUAL ACCOMPANIMENT AND HONEST DIALOGUE FOR THOSE WHO LONG FOR RADICAL TRANSFORMATION IN CHRIST. IT STIMULATES HUMGER AND ILLUMNIATES THE PATH BY DRAWING ON CLASSICAL WISDOM AND PRACTICE, EXPLORING THEVITAL ROLE OF COMMUNITY, AND ILLUSTRATING THE JOURNEY WITH REALISM AND HOPE.

ASSESSMENT COORDINATOR: GARY W MOON/JOANNAH M. SADLER

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
Increase number of paid subscribers.	Customer database as kept in QuickBooks.	Increase per mailing Spring 09 and Fall 09 by 10% over pervious mailings (Spring 08 and Fall 08).			
Submit grant proposal for funding for additional marketing.	Copy of request.	Approval of grant. And funding sufficient to hire additional staff.			

Conversations – Community/Public Services Outcomes

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
Increase the number of partners who will promote Conversations through their email listserv.	Receipt of emails as a document of promotion.	Double the number of partners who will do this: From 3 to 6.			

COMMUNITY/PUBLIC SERVICE SUPPORT SERVICES OUTCOMES

OFFICE: RICHMONT COMMUNITY COUNSELING CENTER **ACADEMIC YEAR:** 2008-09

MISSION STATEMENT: The Richmont Community Counseling Center, an outreach program of Richmont Graduate University, is an agency dedicated to serving individuals and families who are uninsured, underinsured, or have financial barriers that have prevented mental health treatment. Our mission is twofold: 1) to provide excellent quality counseling to underserved populations, and 2) to train and equip Richmont graduates in the knowledge and counseling skills necessary to devote their professional careers to the service of the most needy in our society.

ASSESSMENT COORDINATOR: JANA PRESSLEY, PSYD

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<i>Three to Five</i>	<i>Method/Instrument used to collect the program data</i>	<i>Quantitatively expressed for a period of time</i>	<i>How did we do against the expected/desired performance standards?</i>	<i>What will be done differently or continue to be improved upon as the result of the information in the assessment?</i>	<i>What new money will be requested to implement improvements based on assessment?</i>
CCC will increase the number of client referrals received.	Phone intake form	CCC will increase new client referrals who complete phone intake by 25%.			
CCC will develop and utilize client database to track demographic and treatment outcome information.	Excel spreadsheet	CCC will track 100% of client data from intakes beginning July 1, 2008.			

Richmont Community Counseling Center – Community/Public Services Outcomes

Program Outcomes	Assessment Method	Expected Performance Standards	Assessment Results	Use of Assessment Results	Budgetary Implications
<p>CCC director will offer specialized training to staff & interns bimonthly to increase professional resources for treating underserved populations.</p>	<p>Training schedule</p>	<p>Training schedule will reflect 2 sessions per month where interns & staff receive training in topics relevant to serving underserved populations.</p>			
<p>CCC will offer screen all child & adolescent incoming clients for trauma history, in order to implement our specialized trauma-informed, evidence-based models when appropriate to client need.</p>	<p>Phone intake form and record-keeping log for TF-CBT and PCIT clients.</p>	<p>All child and adolescent clients with trauma/abuse history will be offered the opportunity to receive evidence-based specialized treatment through either PCIT or TF-CBT, as appropriate to presenting problem.</p>			

References:

- AAC&U & CHEA. (2008). *New Leadership for student learning and accountability: A statement of principles, commitment to action*. Washington DC: CHEA.
- Cherry, N. (2008, August). *Planning to Succeed*. Presentation at Richmond Graduate University Faculty/Staff Retreat, Atlanta, Georgia.
- Palomba, C.A. & Banta, T.W. (1999). *Assessment Essentials: Planning, implementing, and improving assessment in higher education*. San Fransisco: Jossey-Bass.
- SACS. (2008). *Principles of Accreditation: Foundations of quality enhancement* (3rd ed.). Atlanta, GA: SACS.