

INSTITUTIONAL EFFECTIVENESS PLAN

FOR ACADEMIC YEAR: 2011-2012

DEPARTMENT: School of Counseling: MA in Professional Counseling Program Outcomes

PURPOSE STATEMENT: Richmond 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.

GOALS:

1. Program will maintain an enrollment of at least 115 students in the MAPC program each in fall and spring terms 2011-12.
2. Program will achieve fall-to-fall student retention rates of at least 90% for each academic year.
3. Program will achieve student graduation rates of at least 60% within 4 years from initial enrollment.
4. Program will achieve first-time pass rates of 80% or better on the licensure examination for Professional Counseling.
5. Program will achieve an in-field professional employment rate of at least 80% or better for program graduates.
6. Program will attain a rating of "Satisfactory" or better regarding program quality from at least 90% of graduates.
7. Program will attain a rating of "Satisfactory" or better regarding the professional competence of graduates from at least 90% of employers.
8. Program will increase visibility of program faculty through research and scholarship.

ASSESSMENTS:

1. Goal 1 will be assessed by the enrollment data from spring and fall terms 2011-2012.
2. Goal 2 will be assessed by the percentage of students returning in fall 2011 who were enrolled in fall 2010 minus number graduating.
3. Goal 3 will be assessed by the percentage of students each year who graduate within 4 years from initial enrollment.
4. Goal 4 will be assessed by the percent of students who pass licensure examination on first attempt.
5. Goal 5 will be assessed by the percent of students who become employed in professional counseling roles within 6 months following graduation.
6. Goal 6 will be assessed by the exit survey of graduating students regarding program quality

7. Goal 7 will be assessed by the survey of employers regarding professional competence of graduates.
8. Goal 8 will be assessed by the number of scholarly publications by program faculty each year.

LOCATION OF RESULTS:

Enrollment and records data and percentages will be tracked and kept on electronic database as well as files in records and department offices.

DISSEMINATION/DISCUSSION:

Information is communicated throughout the department via email updates, in-person unit meetings, and shared reports. Information is communicated to administration, faculty and staff members through faculty/staff meetings, academic affairs meetings, and administrative council meetings. Information is communicated to board members through semi-annual board meetings.

RESULTS:

1. Goal 1 was not achieved. Based on the enrollment data, 106 students were enrolled in the MAPC Program during 2011-2012.
2. Goal 2 was achieved. The overall retention rate from Fall 2011 to Fall 2012 for the University was 92%.
3. Goal 3 was achieved. The data showed that 60% of Atlanta MAPC and 83% of Chattanooga MAPC students who matriculated in Fall of 2008 graduated within four years. Of those who matriculated in 2009, 88% of Atlanta students and 100% of Chattanooga students graduated within four years.
4. Goal 4 was achieved. For 2012, 59 of the 63 students (MAPC/MAMFT) who took the NCE in the spring passed the exam—a 94% passing rate.
5. Goal 5 was achieved. Of the 22 respondents on the Richmond 6 Month Post Graduate Survey, 21 reported being employed within 6 months following graduation—95% rate.
6. Goal 6 was achieved. Exit survey data showed that 100% of respondents (MAPC/MAMFT) (N=35) agreed that the Counseling Core Curriculum was “very good”; 97.14 % (N=34) agreed the program was managed in an efficient and professional manner; and 2.86% (N=1) was neutral.
7. Goal 7 was achieved based on data from the Employers and Supervisors survey, which reflected that 100% of respondents rated the professional competence of graduates at “Satisfactory” or better.
8. Goal 8 was achieved. During 2011-2012, 11 faculty members combined for 17 publications and 25 professional presentations.

MODIFICATIONS/PLANNED IMPROVEMENTS BASED ON ANALYSIS OF RESULTS:

Goals for the future:

1. Maintain an enrollment of at least 115 students in the MAPC program each in fall and spring terms for 2012-13. Increase enrollment efforts through recruiting, development of strategic partnerships with other institutions, offering evening courses and possibly through the establishment of distance learning courses.
2. Achieve fall-to-fall student retention rates of at least 90% for each academic year. Provide academic support and mentoring to students in jeopardy of dismissal or withdrawal. Maintain current admission standard, while decreasing admission of late applicants.
3. Achieve student graduation rates of at least 60% within 4 years from initial enrollment. Continue to provide advisement, construct and foster compliance with individual plans of studies. Support development efforts to fund more scholarships and reduce need for tuition increase.
4. Achieve first-time pass rates of 80% or better on the licensure examination for Professional Counseling. Continue to provide review of core curriculum content in Professional Seminar course.
5. Achieve an in-field professional employment rate of at least 80% or better for program graduates. Increase opportunities for students to obtain job-seeking, resume-writing, interviewing, and marketing training. Assist with placement through Alumni and Career Services Office.
6. Attain a rating of "Satisfactory" or better regarding program quality from at least 90% of graduates. Maintain quality of program through retention of faculty and recruitment of qualified new faculty to meet program needs. Continue to engage Academic Affairs Committee and Administrative Council in program oversight.
7. Attain a rating of "Satisfactory" or better regarding the professional competence of graduates from at least 90% of employers. While respondents to the 2012 survey rated graduates as proficient, the number of respondents was low (N=4). We will increase efforts to augment response rate among employers surveyed, utilizing the Alumni Relations and Career Placement Office to foster relationships with employers.
8. Increase visibility of program faculty through research and scholarship. Promote faculty participation in research and scholarship. Secure funding to provide release time, allowing faculty to engage in such activities.

TIMELINE, REQUIREMENTS, AND APPROVALS:

The goals for the future listed under modifications will be implemented and enforced within the next year.

EVIDENCE OF IMPLEMENTATION:

1. Outcome/Goal 1:
 - a. Evening program
 - i. Four evening classes were offered during the Fall 2012 semester and five were offered during the Spring 2013 semester
 - ii. See (Appendix) for schedules
 - b. Strategic Partnership
 - i. 3/2 program was established between the University and Bryan College.
 - ii. See (Appendix) for SACS Approval Letter_Bryan
2. Outcome/Goal 2:
 - a. Early intervention and support
 - i. Faculty was directed to inform the Dean of any student who failed to perform adequately on their midterm exam or early assignments. Students identified by professors were offered support through their advisor and encouraged to utilize study groups to enhance performance. Library faculty assisted students with research and writing.
 - ii. See (Appendix) for Midterm Report of Struggling Students_email as an example
3. Outcome/Goal 3:
 - a. Advising and Support
 - i. Upon enrollment and when considering deviation from their original plan, students met with their advisor or member of the academic team to review their program of study exploring appropriate options to assure continuance in the program.
 - ii. See (Appendix) Program of Study_MAPC 2.5 years for example
4. Outcome/Goal 4:
 - a. Professional Seminar Course Curriculum
 - i. Seminar provided review in 8 content areas covered on NCE.

ii. See (Appendix) for Spring 2013 Professional Seminar Syllabus

5. Outcome/Goal 5:

a. Professional Seminar Course Curriculum

- i. Added Job Hunting 101 to course and extended Marketing Strategies for Counselors segment
- ii. See (Appendix) Spring 2013 Professional Seminar Syllabus Schedule

6. Outcome/Goal 6:

a. Faculty retention

- i. All core faculty were retained for the 2012-2013 academic year.
- ii. See (Appendix) for Academic Affairs Committee Core Faculty Roster

7. Outcome/Goal 7:

a. Email communication

- i. Email communication between Academic Team and Alumni Relations/Career Placement Office addressed collection of employment data
- ii. See (Appendix) Employment Data_email for sample of efforts

8. Outcome/Goal 8:

a. Budget for research

- i. Funding was allocated in the 2012-2013 academic budget to allow faculty to participate in professional development activities including research and presentation at conference.
- ii. See (Appendix) Academic Budget_August 2012.

INSTITUTIONAL EFFECTIVENESS PLAN

FOR ACADEMIC YEAR: 2012-2013

DEPARTMENT: School of Counseling: MA in Professional Counseling Program Outcomes

PURPOSE STATEMENT: Richmond 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.

GOALS:

1. Program will maintain an enrollment of at least 115 students in the MAPC program each in fall and spring terms 2012-13.
2. Program will achieve fall-to-fall student retention rates of at least 90% for each academic year.
3. Program will achieve student graduation rates of at least 60% within 4 years from initial enrollment.
4. Program will achieve first-time pass rates of 80% or better on the licensure examination for Professional Counseling.
5. Program will achieve an in-field professional employment rate of at least 80% or better for program graduates.
6. Program will attain a rating of "Satisfactory" or better regarding program quality from at least 90% of graduates.
7. Program will attain a rating of "Satisfactory" or better regarding the professional competence of graduates from at least 90% of employers.
8. Program will increase visibility of program faculty through research and scholarship.

ASSESSMENTS:

1. Goal 1 will be assessed by the enrollment data from spring and fall terms 2012-20113.
 - a. Criterion: 115 students
2. Goal 2 will be assessed by the percentage of students returning in fall 2012 who were enrolled in fall 2011 minus number graduating.
 - a. Criterion: 90% retention rate
3. Goal 3 will be assessed by the percentage of students each year who graduate within 4 years from initial enrollment.

- a. Criterion: 60% graduation rate within 4 years
- 4. Goal 4 will be assessed by the percent of students who pass licensure examination on first attempt.
 - a. Criterion: 80% first time pass rate
- 5. Goal 5 will be assessed by the percent of students who become employed in professional counseling roles within 6 months following graduation.
 - a. Criterion: 80% in field employment rate
- 6. Goal 6 will be assessed by the exit survey of graduating students regarding program quality
 - a. Criterion: 90% “satisfactory” rating
- 7. Goal 7 will be assessed by the survey of employers regarding professional competence of graduates.
 - a. Criterion: 90% “satisfactory” rating
- 8. Goal 8 will be assessed by the number of scholarly publications by program faculty each year.
 - a. Criterion: 10 publications
 - b. Criterion: 20 presentations

LOCATION OF RESULTS:

Enrollment and records data and percentages will be tracked and kept on electronic database as well as files in records and department offices.

DISSEMINATION/DISCUSSION:

Information is communicated throughout the department via email updates, in-person unit meetings, and shared reports. Information is communicated to administration, faculty and staff members through faculty/staff meetings, academic affairs meetings, and administrative council meetings. Information is communicated to board members through semi-annual board meetings.

RESULTS:

1. Goal 1 was achieved. Based on the enrollment data, 118 students were enrolled in the MAPC Program during 2012-2013—an increase of 11.32% from the previous year.
2. Goal 2 was not achieved. The overall retention rate from Fall 2011 to Fall 2012 for the 2011 cohort combined was 85.5% for the Atlanta campus and 88% for the Chattanooga campus.
3. Goal 3 was achieved. The data showed that 70% of Atlanta students and 80% of Chattanooga students who matriculated in Fall of 2009 graduated within four years.

4. Goal 4 was achieved. For 2013, 53 of the 54 students (MAPC/MAMFT) who took the NCE in the spring passed the exam—a 98% passing rate as compared to 94% in 2012.
5. Goal 5 was achieved based on data from the Richmond 6 Month Post Graduate Survey. Of the respondents (MAPC/MAMFT), 80% reported being employed within 6 months following graduation.
6. Goal 6 was achieved. Exit survey data showed that 100% of respondents (MAPC/MAMFT) (N=45) agreed that the Counseling Core Curriculum was “very good”; 97.8 % (N=45) agreed the program was managed in an efficient and professional manner; and 2.22% (N=1) was neutral.
7. Goal 7 was achieved based on data from the Employers and Supervisors survey, which reflected that 100% of respondents rated the professional competence of graduates at “Satisfactory” or better.
8. Goal 8 was not achieved. During 2012-2013, 10 faculty members combined for 10 presentations during Spring 2013. Publications were not noted. The figure, however, does not include contribution of supporting adjunct faculty.

TIMELINE, REQUIREMENTS, AND APPROVALS:

The goals for the future listed under modifications will be implemented and enforced within the next year.

MODIFICATIONS/PLANNED IMPROVEMENTS BASED ON ANALYSIS OF RESULTS:

Goals for the future:

1. Maintain an enrollment of at least 120 students in the MAPC program each in fall and spring terms for 2013-14. Increase enrollment efforts through recruiting, continued development of strategic partnerships with other institutions, and offering evening courses.
2. Achieve fall-to-fall student retention rates of at least 90% for each academic year. Provide academic support and mentoring to students in jeopardy of dismissal or withdrawal in a timely manner.
3. Achieve student graduation rates of at least 60% within 4 years from initial enrollment. Continue to provide advisement, construct and foster compliance with individual plans of studies.
4. Achieve first-time pass rates of 80% or better on the licensure examination for Professional Counseling. Continue to provide review of core curriculum content in Professional Seminar course, while addressing any significant change with the NCE.
5. Achieve an in-field professional employment rate of at least 80% or better for program graduates. Increase opportunities for students to obtain job-seeking, resume-writing, interviewing, and marketing training. Assist with placement through Alumni and Career Services Office.

6. Attain a rating of “Satisfactory” or better regarding program quality from at least 90% of graduates. Maintain quality of program through retention of faculty and recruitment of qualified new faculty to meet program needs. Continue to engage Academic Affairs Committee and Administrative Council in program oversight.
7. Attain a rating of “Satisfactory” or better regarding the professional competence of graduates from at least 90% of employers. While respondents to the 2013 survey rated graduates as proficient, the number of respondents was low (N=7) but was an improvement from the previous year (N=4). We will increase efforts to augment response rate among employers surveyed, utilizing the Alumni Relations and Career Placement Office to foster relationships with employers.
8. Increase visibility of program faculty through research and scholarship. Promote faculty participation in research and scholarship through development of programmatic research. Secure funding to provide release time, allowing faculty to engage in such activities.

EVIDENCE OF IMPLEMENTATION:

1. Outcome/Goal 1:

a. Evening program

- i. Six evening classes were offered during the Fall 2013 semester and eight classes are being offered the Spring 2014 semester, a 56% increase from the previous academic year.
- ii. See (Appendix) for 2013-2014 Atlanta weekly schedules

b. Strategic Partnership

- i. A new 3/2 program was established between the University and Emmanuel College.
- ii. See (Appendix) 3-2 Emmanuel College Brochure

2. Outcome/Goal 2:

a. Early intervention and support

- i. Faculty was directed to inform the Dean of any student who failed to perform adequately on their midterm exam or early assignments. Students identified by professors were offered support through their advisor and encouraged to utilize study groups to enhance performance. Library faculty assisted students with research and writing.
- ii. See (Appendix) Midterm Exam & Student Performance_email as an example.

3. Outcome/Goal 3:

a. Advising and Support

- i. Upon enrollment and when considering deviation from their original plan, students met with their advisor or member of the academic team to review their program of study exploring appropriate options to assure continuance in the program.
- ii. See (Appendix) Review of Program of Study_Email Correspondence for example.

4. Outcome/Goal 4:

a. Professional Seminar Course Curriculum

- i. Seminar provided review in 8 content areas covered on NCE. A review of the the DSM-5 was also added due to its inclusion in the 2014 NCE.
- ii. See (Appendix) CED7892 - Professional Seminar syllabus.

5. Outcome/Goal 5:

a. Professional Seminar Course Curriculum

- i. Maintained Job Hunting 101 and Marketing Strategies for Counselors segment
- ii. See (Appendix) CED7892 - Professional Seminar syllabus

6. Outcome/Goal 6:

a. Addition of Faculty & Modification of Curriculum

- i. A new core faculty member was added during Fall 2013. Modifications to courses were approved by the Academic Affairs Committee.
- ii. See (Appendix) AAC - Minutes for 11-06-13

7. Outcome/Goal 7:

a. Academic Team

- i. Improvement of Employer Survey Response rate was addressed in Academic Team meeting
- ii. See (Appendix) Ateam 2013 09 16_Minutes for example

8. Outcome/Goal 8:

a. Development of Programmatic Research

- i. Director of Research recommended strategy to foster programmatic research at the University.
- ii. See (Appendix) Programmatic Research Exploration_email for example.

INSTITUTIONAL EFFECTIVENESS PLAN

FOR ACADEMIC YEAR: 2011-2012

DEPARTMENT: School of Counseling: MA in Professional Counseling Student Learning Outcomes

PURPOSE STATEMENT: Richmond 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.

GOALS: Students are expected to

1. Integrate a Christian perspective in the theoretical knowledge and clinical practice of professional counseling. Specific goals:
 - a. 90% of students score at the “Competent” level or above on the CED7891 Evaluation Rubric
 - b. 90% of students score at the “Average” level or above on the CED7942 Clinical Internship Case Presentation Evaluation
2. Demonstrate knowledge and use of effective counseling skills in establishing helping relationships in clinical practice. Specific goals:
 - a. 90% of students score at the “Average” level or above on the CED7942 Clinical Evaluations
 - b. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
3. Demonstrate knowledge of individual and group approaches to clinical assessment and diagnostic evaluation in counseling. Specific goals:
 - a. 90% of students score at the “Average” level or above on the CED6143 Evaluation Rubric
 - b. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
 - c. 90% of students score at the “Average” level or above on CED7942 Clinical Evaluations
4. Design and apply appropriate intervention plans and counseling strategies to help prevent and alleviate human problems and encourage growth. Specific goals:
 - a. 90% of students score at the “Competent” level or above on the CED 6143 Evaluation Rubric
 - b. 90% of students score at the “Average” level or above on CED7942 Clinical Evaluations

5. Demonstrate knowledge of human growth and development and its application to individuals at different developmental levels. Specific goals:
 - a. 90% of students score at the “Average” level or above on CED7942 Clinical Evaluations
 - b. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
6. Demonstrate knowledge of career and lifestyle development and its application in counseling. Specific goals:
 - a. 90% of students score at the “Average” level or above on CED7942 Clinical Evaluations
 - b. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
7. Demonstrate sensitivity to multicultural diversity in relationships and in individual and group counseling practices. Specific goals:
 - a. 90% of students score at the “Average” level or above on CED7942 Clinical Evaluations
 - b. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
8. Demonstrate knowledge and application of group development, group dynamics, and group counseling approaches and skills. Specific goals:
 - a. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
9. Demonstrate ability to evaluate research related to clinical practice, evidence-based treatments, and program evaluation as well as ethical and legal considerations in research. Specific goals:
 - a. 90% of students score at the “Average” level or above on the CED7713 Evaluation Rubric
 - b. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
10. Demonstrate knowledge of history, roles, organizational structure, ethics, legal considerations, standards, and credentialing in professional counseling. Specific goals:
 - a. 90% of students score at the “Average” level or above on CED6123 Evaluation Rubric
 - b. 90% of students score at the “Average” level or above on CED7891 Evaluation Rubric
 - c. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year

ASSESSMENTS:

1. CED 7891 Professional Seminar Student Integrative Statement Evaluation Rubric; CED 7942 Clinical Internship Case Presentation Evaluation
 - a. Criterion: 90% of students score at the “Competent” level or above on the CED7891 Evaluation Rubric
 - b. Criterion: 90% of students score at the “Average” level or above on the CED7942 Clinical Internship Case Presentation Evaluation
2. Comprehensive Exam Score for Helping Relationships; CED 7942 Clinical Internship II Evaluations.
 - a. Criterion: 90% of students score at the “Average” level or above on the CED7942 Clinical Evaluations
 - b. Criterion: Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
3. Comprehensive Exam Score for Appraisal; CED 6143 Case Study Evaluation Rubric; CED 7942 Clinical Internship II Evaluations.
 - a. Criterion: 90% of students score at the “Average” level or above on the CED6143 Evaluation Rubric
 - b. Criterion: Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
 - c. 90% of students score at the “Average” level or above on CED7942 Clinical Evaluations
4. CED 6143 Case Study Evaluation Rubric; CED 7942 Clinical Internship II Evaluations
 - a. Criterion: 90% of students score at the “Competent” level or above on the CED 6143 Evaluation Rubric
 - b. Criterion: 90% of students score at the “Average” level or above on CED7942 Clinical Evaluations
5. Comprehensive Exam Score for Human Growth & Development; CED 7942 Clinical Internship II Evaluations
 - a. Criterion: 90% of students score at the “Average” level or above on CED7942 Clinical Evaluations
 - b. Criterion: Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
6. Comprehensive Exam Score for Career & Lifestyle Development; CED 7942 Clinical Internship II Evaluations

- a. Criterion: 90% of students score at the “Average” level or above on CED7942 Clinical Evaluations
 - b. Criterion: Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
- 7. Comprehensive Exam Score for Social & Cultural Foundations; CED 7942 Clinical Internship II Evaluations
 - a. Criterion: 90% of students score at the “Average” level or above on CED7942 Clinical Evaluations
 - b. Criterion: Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
- 8. Comprehensive Exam Score for Group Work.
 - a. Criterion: Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous
- 9. Comprehensive Exam Score for Research & Program Evaluation; CED 7713 Research Project Evaluation Rubric
 - a. Criterion: 90% of students score at the “Average” level or above on the CED7713 Evaluation Rubric
 - b. Criterion: Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
- 10. Comprehensive Exam Score for Professional Orientation & Ethics; CED 7891 Professional Seminar Career Mapping Notebook Grading Rubric; CED 6123 Ethics Case Study Evaluation Rubric
 - a. Criterion: 90% of students score at the “Average” level or above on CED6123 Evaluation Rubric
 - b. Criterion: 90% of students score at the “Average” level or above on CED7891 Evaluation Rubric
 - c. Criterion: Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year

LOCATION OF RESULTS:

Virtual portfolios containing rubrics and student results will be maintained on the University database.

DISSEMINATION/DISCUSSION:

Information is communicated throughout the department via email updates, in-person unit meetings, and shared reports. Information is communicated to administration, faculty and staff members through faculty/staff meetings, academic affairs meetings, and administrative council meetings. Information is communicated to board members through semi-annual board meetings.

RESULTS:

1. Goal 1 was achieved in the following way:

- a. 100 percent of students assessed using the Professional Seminar Student Integrative Evaluation Rubric satisfactorily reflected competency, demonstrating the ability to integrate a Christian perspective in the theoretical knowledge and clinical practice of professional counseling.

Goal 1 was not achieved in the following way:

- b. Clinical Internship II instructors were not able to assess this objective using the CED 7942 Clinical Internship II Evaluations.

2. Goal 2 was achieved in the following way:

- a. 100% of Atlanta students assessed demonstrated average and above performance at their Hope Center placement on their clinical evaluation. Outplacement evaluation ranged from 90.48% to 100% on the various factors. 100 % of Chattanooga students assessed demonstrated average and above performance.
- b. Richmond's mean on the CPCE For Helping Relationships was 12.07, compared to the national mean of 11.93 (Exit Exam and Non-Exit Exam Combined).

Goal 2 was not achieved in the following way:

Richmond's score, however, increased less than 5% from the previous year's score of 12.03.

3. Goal 3 was achieved in the following way:

- a. Richmond's mean score on the CPCE for Appraisal was 10.45, compared to the national mean of 10.3 (Exit Exam and Non-Exit Exam Combined). Richmond's score was a 7% increase from the previous year's score of 9.78.
- b. Using the CED 7942 Clinical Internship II Evaluations, 96.15% demonstrated average to above performance in the use diagnostic/assessment skills at their Hope Center placement. Outplacement evaluation ranged from 95.45 % to 96.15% on the various factors. 100% of Chattanooga students demonstrated average to above performance in the use diagnostic/assessment skills.

Goal 3 was not achieved in the following way:

- c. Sufficient data was not obtained from CED 6143

4. Goal 4 was achieved in the following way:

- a. 100% demonstrated average to above performance in the use intervention skills at their Hope Center placement. Outplacement evaluation ranged from 94.12% to 95.45% on the various factors. 93% of Chattanooga students scored "Average" level or above on their clinical evaluations.

Goal 4 was not achieved in the following way:

- b. Sufficient data was not obtained from CED 6143

5. Goal 5 was partially achieved in the following way:

- a. Clinical evaluations did not reflect sufficient data for this criterion
- b. Richmond's mean score on the Counselor Preparation Comprehensive Examination for Human Growth and Development was 11.96 compared to the national mean of 12.06. Richmond's score, however, was lower than last year's score of 12.56.

6. Goal 6 was not achieved in the following way:

- a. Clinical evaluations did not reflect sufficient data for this criterion
- b. Richmond's mean score on the Counselor Preparation Comprehensive Examination for Career & Lifestyle Development was 11.28 compared to the national mean of 11.34. Richmond's score was lower than last year's score of 11.3.

7. Goal 7 was achieved in the following way:

- a. 100% of Atlanta and Chattanooga students demonstrated average to above performance with regard to multicultural sensitivity at their clinical placements as reflected by their clinical evaluations.
- b. Richmond's mean score on the Counselor Preparation Comprehensive for Social and Cultural Foundations was 11.49 compared to the national mean of 10.94. Richmond's score was 5% higher than last year's score of 10.92.

8. Goal 8 was achieved in the following way:

- a. Richmond's mean score on the Counselor Preparation Comprehensive Examination for Group Work was 12.6 compared to the national mean of 11.73.

Goal 8 was not achieved in the following way:

- b. Richmond's score, however, was lower than last year's score of 13.25.

9. Goal 9 was achieved in the following way:

- a. Richmond's mean score on the Counselor Preparation Comprehensive Examination for Research and Program Evaluation was 11.89 compared to the national mean of 11.61. Richmond's score was a 9% increase from last year's score of 10.92.

Goal 9 was not achieved in the following way:

- b. Sufficient data was not obtained from CED 7713

10. Goal 10 was achieved in the following way:

- a. All students assessed using the Professional Seminar Student Career Mapping Notebook Grading Rubric satisfactorily met the objective.

Goal 10 was not achieved in the following way:

- b. Sufficient data was not obtained from CED 6123
- c. Richmond's mean score on the Counselor Preparation Comprehensive Examination for Professional Orientation and Ethics was 12.28 compared to the national mean of 12.37. Richmond's score was also lower than last year's score of 12.38.

MODIFICATIONS/PLANNED IMPROVEMENTS BASED ON ANALYSIS OF RESULTS:

Goals for the future:

1. Integrate a Christian perspective in the theoretical knowledge and clinical practice of professional counseling. 90% of students score at the "Competent" level or above on the CED7891 Evaluation Rubric. This goal, however, may be modified as assessment through the clinical case presentation will be reconsidered.
2. Demonstrate knowledge and use of effective counseling skills in establishing helping relationships in clinical practice. 90% of students score at the "Average" level or above on the CED7942 Clinical Evaluations. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year. Explore modifications to enhance Professional Seminar content.
3. Demonstrate knowledge of individual and group approaches to clinical assessment and diagnostic evaluation in counseling. 90% of students score at the "Average" level or above on the CED6143 Evaluation Rubric. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year. 90% of students score at the "Average" level or above on CED7942 Clinical Evaluations. Assure implementation of summative assessment for CED 6143.
4. Design and apply appropriate intervention plans and counseling strategies to help prevent and alleviate human problems and encourage growth. 90% of students score at the "Competent" level or above on the CED 6143 Evaluation Rubric. 90% of students score at the "Average" level or above on CED7942 Clinical Evaluations. Assure implementation of summative assessment for CED 6143.
5. Demonstrate knowledge of human growth and development and its application to individuals at different developmental levels. 90% of students score at the "Average" level or above on CED7942 Clinical Evaluations. This goal, however, may be modified as use of clinical evaluations will be reconsidered. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year.
6. Demonstrate knowledge of career and lifestyle development and its application in counseling. 90% of students score at the "Average" level or above on CED7942 Clinical Evaluations. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year. Use of clinical evaluations will be reconsidered. Explore modifications to enhance Professional Seminar course content. Assure adequate time for review of content area.
7. Demonstrate sensitivity to multicultural diversity in relationships and in individual and group counseling practices. 90% of students score at the "Average" level or above on CED7942 Clinical

Evaluations. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year. Assure adequate time for review of content area in Professional Seminar course.

8. Demonstrate knowledge and application of group development, group dynamics, and group counseling approaches and skills. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year. Assure adequate time for review of content area in Professional Seminar course.
9. Demonstrate ability to evaluate research related to clinical practice, evidence-based treatments, and program evaluation as well as ethical and legal considerations in research. 90% of students score at the "Average" level or above on the CED7713 Evaluation Rubric. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year. Assure implementation of CED 7713 summative assessment.
10. Demonstrate knowledge of history, roles, organizational structure, ethics, legal considerations, standards, and credentialing in professional counseling. 90% of students score at the "Average" level or above on CED6123 Evaluation Rubric. 90% of students score at the "Average" level or above on CED7891 Evaluation Rubric. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year. Assure implementation of CED6123 summative assessment.

EVIDENCE OF IMPLEMENTATION:

1. Outcome/Goal 1:
 - a. Clinical Evaluations Review
 - i. Clinical team reconsidered use of clinical evaluations in assessing criterion
 - ii. See (Appendix) Clinical Evaluations_Email
2. Outcome/Goal 2:
 - a. Formation of faculty subcommittee to review Professional Seminar course
 - i. A subcommittee was formed to review format/content of Professional Seminar Course
 - ii. See (Appendix) Faculty subcommittee_Professional Seminar_email
3. Outcome/Goal 3:
 - a. Summative assessment for CED 6143
 - i. Summative assessment was implemented.
 - ii. See (Appendix) Summative Assessment_CED 6143_Email
4. Outcome/Goal 4:
 - a. Summative assessment for CED 6143
 - i. Summative assessment was implemented.

- ii. See (Appendix) Summative Assessment_CED 6143_Email
- 5. Outcome/Goal 5:
 - a. Clinical Evaluations Review
 - i. Clinical team reconsidered use of clinical evaluations in assessing criterion
 - ii. See (Appendix) Clinical Evaluations_Email
- 6. Outcome/Goal 6:
 - a. Professional Seminar Course
 - i. Course schedule was modified
 - ii. See (Appendix) CED7891 Professional Seminar spring 2013
- 7. Outcome/Goal 7:
 - a. Professional Seminar Course
 - i. Course schedule was modified
 - ii. See (Appendix) CED7891 Professional Seminar spring 2013
- 8. Outcome/Goal 8:
 - a. Professional Seminar Course
 - i. Course schedule was modified
 - ii. See (Appendix) CED7891 Professional Seminar spring 2013
- 9. Outcome/Goal 9:
 - a. CED7713 rubric
 - i. Summative assessment was fully implemented
 - ii. See (Appendix) SLO Summary form_CED7713 Methods of Research_Fall 2012
- 10. Outcome/Goal 10:
 - a. CED6123 Summative Assessment
 - i. Summative assessment was fully implemented
 - ii. See (Appendix) Summative Assessment - CED 6123_Fall 2012

INSTITUTIONAL EFFECTIVENESS PLAN

FOR ACADEMIC YEAR: 2012-2013

DEPARTMENT: School of Counseling: MA in Professional Counseling Student Learning Outcomes

PURPOSE STATEMENT: Richmond 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.

GOALS: Students are expected to

1. Integrate a Christian perspective in the theoretical knowledge and clinical practice of professional counseling. Specific goals:
 - a. 90% of students score at the “Competent” level or above on the CED7891 Evaluation Rubric
 - b. 90% of students score at the “Average” level or above on the CED7942 Clinical Internship Case Presentation Evaluation
2. Demonstrate knowledge and use of effective counseling skills in establishing helping relationships in clinical practice. Specific goals:
 - a. 90% of students score at the “Average” level or above on the CED7942 Clinical Evaluations
 - b. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
3. Demonstrate knowledge of individual and group approaches to clinical assessment and diagnostic evaluation in counseling. Specific goals:
 - a. 90% of students score at the “Average” level or above on the CED6143 Evaluation Rubric
 - b. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
 - c. 90% of students score at the “Average” level or above on CED7942 Clinical Evaluations
4. Design and apply appropriate intervention plans and counseling strategies to help prevent and alleviate human problems and encourage growth. Specific goals:
 - a. 90% of students score at the “Competent” level or above on the CED 6143 Evaluation Rubric

- b.** 90% of students score at the “Average” level or above on CED7942 Clinical Evaluations
- 5.** Demonstrate knowledge of human growth and development and its application to individuals at different developmental levels. Specific goals:
 - a.** 90% of students score at the “Average” level or above on CED7942 Clinical Evaluations
 - b.** Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
- 6.** Demonstrate knowledge of career and lifestyle development and its application in counseling. Specific goals:
 - a.** 90% of students score at the “Average” level or above on CED7942 Clinical Evaluations
 - b.** Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
- 7.** Demonstrate sensitivity to multicultural diversity in relationships and in individual and group counseling practices. Specific goals:
 - a.** 90% of students score at the “Average” level or above on CED7942 Clinical Evaluations
 - b.** Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
- 8.** Demonstrate knowledge and application of group development, group dynamics, and group counseling approaches and skills. Specific goals:
 - a.** Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
- 9.** Demonstrate ability to evaluate research related to clinical practice, evidence-based treatments, and program evaluation as well as ethical and legal considerations in research. Specific goals:
 - a.** 90% of students score at the “Average” level or above on the CED7713 Evaluation Rubric
 - b.** Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
- 10.** Demonstrate knowledge of history, roles, organizational structure, ethics, legal considerations, standards, and credentialing in professional counseling. Specific goals:

- a. 90% of students score at the “Average” level or above on CED6123 Evaluation Rubric
- b. 90% of students score at the “Average” level or above on CED7891 Evaluation Rubric
- c. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year

ASSESSMENTS:

1. CED 7891 Professional Seminar Student Integrative Statement Evaluation Rubric; CED 7942 Clinical Internship Case Presentation Evaluation
 - a. Criterion: 90% of students score at the “Competent” level or above on the CED7891 Evaluation Rubric
 - b. Criterion: 90% of students score at the “Average” level or above on the CED7942 Clinical Internship Case Presentation Evaluation
2. Comprehensive Exam Score for Helping Relationships; CED 7942 Clinical Internship II Evaluations.
 - a. Criterion: 90% of students score at the “Average” level or above on the CED7942 Clinical Evaluations
 - b. Criterion: Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
3. Comprehensive Exam Score for Appraisal; CED 6143 Case Study Evaluation Rubric; CED 7942 Clinical Internship II Evaluations.
 - a. Criterion: 90% of students score at the “Average” level or above on the CED6143 Evaluation Rubric
 - b. Criterion: Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
 - c. Criterion: 90% of students score at the “Average” level or above on CED7942 Clinical Evaluations
4. CED 6143 Case Study Evaluation Rubric; CED 7942 Clinical Internship II Evaluations
 - a. Criterion: 90% of students score at the “Competent” level or above on the CED 6143 Evaluation Rubric

- b. Criterion: 90% of students score at the “Average” level or above on CED7942 Clinical Evaluations
5. Comprehensive Exam Score for Human Growth & Development; CED 7942 Clinical Internship II Evaluations
 - a. Criterion: 90% of students score at the “Average” level or above on CED7942 Clinical Evaluations
 - b. Criterion: Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
6. Comprehensive Exam Score for Career & Lifestyle Development; CED 7942 Clinical Internship II Evaluations
 - a. Criterion: 90% of students score at the “Average” level or above on CED7942 Clinical Evaluations
 - b. Criterion: Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
7. Comprehensive Exam Score for Social & Cultural Foundations; CED 7942 Clinical Internship II Evaluations
 - a. Criterion: 90% of students score at the “Average” level or above on CED7942 Clinical Evaluations
 - b. Criterion: Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
8. Comprehensive Exam Score for Group Work.
 - a. Criterion: Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous
9. Comprehensive Exam Score for Research & Program Evaluation; CED 7713 Research Project Evaluation Rubric
 - a. Criterion: 90% of students score at the “Average” level or above on the CED7713 Evaluation Rubric
 - b. Criterion: Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year
10. Comprehensive Exam Score for Professional Orientation & Ethics; CED 7891 Professional Seminar Career Mapping Notebook Grading Rubric; CED 6123 Ethics Case Study Evaluation Rubric

- a. Criterion: 90% of students score at the “Average” level or above on CED6123 Evaluation Rubric
- b. Criterion: 90% of students score at the “Average” level or above on CED7891 Evaluation Rubric
- c. Criterion: Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year

LOCATION OF RESULTS:

Virtual portfolios containing rubrics and student results will be maintained on the University database.

DISSEMINATION/DISCUSSION:

Information is communicated throughout the department via email updates, in-person unit meetings, and shared reports. Information is communicated to administration, faculty and staff members through faculty/staff meetings, academic affairs meetings, and administrative council meetings. Information is communicated to board members through semi-annual board meetings.

RESULTS:

1. Goal 1 was achieved in the following way:

- a. 100 percent of students assessed using the Professional Seminar Student Evaluation Rubric satisfactorily reflected competency, demonstrating the ability to integrate a Christian perspective in the theoretical knowledge and clinical practice of professional counseling.

Goal 2 was not achieved in the following way:

- b. 100% of students completed the CED7942 Clinical Internship Case Presentation. While presentations required students to address spiritual issues in their presentations, sufficient data was not obtained in the evaluation of this objective.

2. Goal 2 was achieved in the following way:

- a. Using the CED 7942 Clinical Internship II Evaluations, 100% of students on both the Atlanta and Chattanooga campuses achieved a rating of average and above on this objective.

- b. Richmond's mean score on the Counselor Preparation Comprehensive Examination (CPCE) for Helping Relationships was 10.91 compared to the national mean of 10.32.

Goal 2 was not achieved in the following way:

- a. Richmond's score on the CPCE was lower than last year's score of 12.07. However this was consistent with the overall downward trend in scores as last's year national mean score was 11.93. Student performance was more accurately reflected by scores on the National Counselor Examination for Licensure and Examination (NCE), administered at the end of students' final semester. Compared to the NCE national mean score of 21.19 on Helping Relationships, Richmond's mean score Atlantawas 27.51 for the Atlanta campus and 26.23 for the Chattanooga campus.

3. Goal 3 was partially achieved in the following way:

- a. Using the CED 7942 Clinical Internship II Evaluations, 100% of students on both the Atlanta and Chattanooga campus achieved a rating of average and above on this objective.

Goal 3 was not achieved in the following way:

- a. Of the students assessed using the Case Study Rubric from CED 6143, 78% of the students completed an acceptable level of graduate work and 12% scored below the acceptable level. Another 10% failed to complete the assignment.
- b. Richmond's mean score on the Counselor Preparation Comprehensive Examination for Appraisal was 9.77 compared to the national mean of 10.1. Richmond's score was lower than last year's score of 10.45 but consistent with the overall downward trend in scores as last's year national mean score was 10.3. Student performance was more accurately reflected by scores on the National Counselor Examination for Licensure and Examination (NCE), administered at the end of students' final semester. Compared to the NCE national mean score of 11.12 on Assessment, Richmond's mean score was 14.39 for the Atlanta campus and 13.69 for the Chattanooga campus.

4. Goal 4 was partially achieved in the following way:

- a. Using the CED 7942 Clinical Internship II Evaluations, 100% of students on both the Atlanta and Chattanooga campus achieved a rating of average and above on this objective.

Goal 4 was not achieved in the following way:

- a. Of the students assessed using the Case Study Rubric from CED 6143, 78% of the students completed an acceptable level of graduate work and 12% scored below the acceptable level. Another 10% failed to complete the assignment.

5. Goal 5 was partially achieved in the following way:

- a. Richmond's mean score on the Counselor Preparation Comprehensive Examination for Human Growth and Development was 12.6 compared to the national mean of 12.37. Richmond's score was higher than last year's score of 11.96 which was under the national mean score of 12.06. Student performance was also reflected by scores on the National Counselor Examination for Licensure and Examination (NCE), administered at the end of students' final semester. Compared to the NCE national mean score of 7.07 on Human Growth and Development, Richmond's mean scores were 9.22 for the Atlanta campus and 9.85 for the Chattanooga campus.

Goal 5 was not achieved in the following way:

- b. Clinical supervisors were not able to assess this objective using the CED 7942 Clinical Internship II Evaluations. Clinical experience failed to yield sufficient data to evaluate this objective.

6. Goal 6 was not achieved in the following way:

- a. Richmond's mean score on the Counselor Preparation Comprehensive Examination for Career & Lifestyle Development was 10.09 compared to the national mean of 10.57. Richmond's score was lower than last year's score of 11.28 but consistent with the overall downward trend in scores as last year's national mean score was 11.34. Student performance, however, was more accurately reflected by scores on the National Counselor Examination for Licensure and Examination (NCE), administered at the end of students' final semester. Compared to the NCE national mean score of 12.36 on Career Development, Richmond's mean score was 15.16 for the Atlanta campus and 15.31 for the Chattanooga campus. Clinical supervisors were not able to assess this objective using the CED 7942 Clinical Internship II Evaluations. Modifications will be addressed.

7. Goal 7 was partially achieved in the following way:

- a. Richmond's mean score on the Counselor Preparation Comprehensive for Social and Cultural Foundations was 9.05 compared to the national mean of 8.57.

Goal 6 was not achieved in the following way:

- a. Richmond's score was lower than last year's score of 11.49 but consistent with the overall downward trend in scores as last year's national mean score was 10.94. Student performance, however, was more accurately reflected by scores on the National Counselor Examination for Licensure and Examination (NCE), administered at the end of students' final semester. Compared to the NCE national mean score of 6.50 on Social and Cultural Diversity, Richmond's mean score was 8.33 for the Atlanta campus and 7.85 for the Chattanooga campus.

Clinical supervisors were not able to assess this objective using the CED 7942 Clinical Internship II Evaluations. Modifications will be addressed.

8. Goal 8 was not achieved in the following way:
- a. Richmond's mean score on the Counselor Preparation Comprehensive Examination for Group Work was 10.57 compared to the national mean of 10.58. Richmond's score was lower than last year's score of 12.6 but consistent with the overall downward trend in scores as last's year national mean score was 11.73. Student performance was more accurately reflected by scores on the National Counselor Examination for Licensure and Examination (NCE), administered at the end of students' final semester. Compared to the NCE national mean score of 10.02 on Group Work, Richmond's mean score was 11.76 for the Atlanta campus and 12.0 for the Chattanooga campus.

9. Goal 9 was partially achieved in the following way:
- a. Richmond's mean score on the Counselor Preparation Comprehensive Examination for Research and Program Evaluation was 9.71 compared to the national mean of 9.6.
 - b. Of the students assessed using the CED 7713 Research Project Grading Rubric, 93% scored at a competent level and above and 4% scored below indicative of needed remediation

Goal 9 was not achieved in the following way:

- a. Richmond's score was lower than last year's score of 11.89 but consistent with the overall downward trend in scores as last's year national mean score was 11.61. Student performance was more accurately reflected by scores on the National Counselor Examination for Licensure and Examination (NCE), administered at the end of students' final semester. Compared to the NCE national mean score of 9.06 on Research and Program Evaluation, Richmond's mean score was 11.69 for the Atlanta campus and 10.77 for the Chattanooga campus.

10. Goal 10 was achieved in the following way:

- a. 100% of students assessed using the Professional Seminary Student Career Mapping Notebook Grading Rubric satisfactorily met the objective.

Goal 10 was not achieved in the following way:

- b. Of the students assessed using the CED 6123 Ethics Case Study Rubric, 84% of the students completed an acceptable level of graduate work and 9% scored below the acceptable level. Another 7% failed to complete the assignment.

- c. Richmond's mean score on the Counselor Preparation Comprehensive Examination for Professional Orientation and Ethics was 11.61 compared to the national mean of 11.97.
- d. Richmond's score was lower than last year's score of 12.28 but consistent with the overall downward trend in scores as last's year national mean score was 12.37. Student performance was more accurately reflected by scores on the National Counselor Examination for Licensure and Examination (NCE), administered at the end of students' final semester. Compared to the NCE national mean score of 19.79 on Professional Orientation and Ethical Practice, Richmond's mean score was 23.76 for the Atlanta campus and 24.77 for the Chattanooga campus.

MODIFICATIONS/PLANNED IMPROVEMENTS BASED ON ANALYSIS OF RESULTS:

Goals for the future:

1. Integrate a Christian perspective in the theoretical knowledge and clinical practice of professional counseling. 90% of students score at the "Competent" level or above on the CED7891 Evaluation Rubric. Evaluation Rubric will be enhanced to provide students clearer expectation of the assignment.
2. Demonstrate knowledge and use of effective counseling skills in establishing helping relationships in clinical practice. 90% of students score at the "Average" level or above on the CED7942 Clinical Evaluations. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year. Explore modifications to enhance Professional Seminar content. Continue efforts to improve quality of instruction, opportunities for student practice, and evaluation of student learning within applicable courses. Maintain effectiveness of Applied Clinical Training Curriculum through quality instructions, labs, direct clinical practicum/internship activities and supervision.
3. Demonstrate knowledge of individual and group approaches to clinical assessment and diagnostic evaluation in counseling. 90% of students score at the "Average" level or above on the CED6143 Evaluation Rubric. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year. 90% of students score at the "Average" level or above on CED7942 Clinical Evaluations. Assure implementation of evaluation rubric for CED 6143. Continue efforts to improve quality of instruction, opportunities for student practice, and evaluation of student learning within applicable courses. Maintain effectiveness of Applied Clinical Training Curriculum through quality instructions, labs, direct clinical practicum/internship activities and supervision.
4. Design and apply appropriate intervention plans and counseling strategies to help prevent and alleviate human problems and encourage growth. 90% of students score at the "Competent" level or above on the CED 6143 Evaluation Rubric. 90% of students score at

the “Average” level or above on CED7942 Clinical Evaluations. Assure implementation of evaluation rubric for CED 6143. Continue efforts to improve quality of instruction, opportunities for student practice, and evaluation of student learning within applicable courses. Maintain effectiveness of Applied Clinical Training Curriculum through quality instructions, labs, direct clinical practicum/internship activities and supervision.

5. Demonstrate knowledge of human growth and development and its application to individuals at different developmental levels. 90% of students score at the “Average” level or above on CED7942 Clinical Evaluations. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year. Continue efforts to improve quality of instruction, opportunities for student practice, and evaluation of student learning within applicable courses. Maintain effectiveness of Applied Clinical Training Curriculum through quality instructions, labs, direct clinical practicum/internship activities and supervision. Use of clinical evaluations will be reconsidered since for a consecutive cycle clinical supervisors were not able to assess this skill through the clinical experience of students. An alternative assessment will be explored.
6. Demonstrate knowledge of career and lifestyle development and its application in counseling. 90% of students score at the “Average” level or above on CED7942 Clinical Evaluations. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year. Explore modifications to enhance Professional Seminar course content. Assure adequate time for review of content area. Continue efforts to improve quality of instruction, opportunities for student practice, and evaluation of student learning within applicable courses. Maintain effectiveness of Applied Clinical Training Curriculum through quality instructions, labs, direct clinical practicum/internship activities and supervision. Use of clinical evaluations will be reconsidered since for a consecutive cycle clinical supervisors were not able to assess this skill through the clinical experience of students. An alternative assessment will be explored.
7. Demonstrate sensitivity to multicultural diversity in relationships and in individual and group counseling practices. 90% of students score at the “Average” level or above on CED7942 Clinical Evaluations. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year. Assure adequate time for review of content area in Professional Seminar course. Continue efforts to improve quality of instruction, opportunities for student practice, and evaluation of student learning within applicable courses. Maintain effectiveness of Applied Clinical Training Curriculum through quality instructions, labs, direct clinical practicum/internship activities and supervision. Use of clinical evaluations will be reconsidered since for a consecutive cycle clinical supervisors were not able to assess this skill through the clinical experience of students. An alternative assessment will be explored.
8. Demonstrate knowledge and application of group development, group dynamics, and group counseling approaches and skills. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year. Assure adequate time for review of content area in Professional Seminar course. Continue

efforts to improve quality of instruction, opportunities for student practice, and evaluation of student learning within applicable courses. Maintain effectiveness of Applied Clinical Training Curriculum through quality instructions, labs, direct clinical practicum/internship activities and supervision.

9. Demonstrate ability to evaluate research related to clinical practice, evidence-based treatments, and program evaluation as well as ethical and legal considerations in research. 90% of students score at the “Average” level or above on the CED7713 Evaluation Rubric. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year. Assure implementation of CED 7713 Evaluation Rubric. Continue efforts to improve quality of instruction, opportunities for student practice, and evaluation of student learning within applicable courses. Maintain effectiveness of Applied Clinical Training Curriculum through quality instructions, labs, direct clinical practicum/internship activities and supervision.
10. Demonstrate knowledge of history, roles, organizational structure, ethics, legal considerations, standards, and credentialing in professional counseling. 90% of students score at the “Average” level or above on CED6123 Evaluation Rubric. 90% of students score at the “Average” level or above on CED7891 Evaluation Rubric. Richmond average student mean score is above the national average on Comprehensive Exam and has improved by 5% from the previous year. Assure implementation of CED6123 summative assessment. Continue efforts to improve quality of instruction, opportunities for student practice, and evaluation of student learning within applicable courses. Maintain effectiveness of Applied Clinical Training Curriculum through quality instructions, labs, direct clinical practicum/internship activities and supervision.

EVIDENCE OF IMPLEMENTATION:

1. Outcome/Goal 1:
 - a. Evaluation Rubric
 - i. Evaluation rubric was modified to provide greater clarity of expectations on Integration assignment in CED7891
 - ii. See (Appendix) Pro Sem Rubric 2014
2. Outcome/Goal 2:
 - a. Counselor Preparation Comprehensive Examination (CPCE)
 - i. Faculty adopted changes to the administration of the CPCE, setting passing criterion, adopting syllabi excerpt for all content area courses, and a new text to supplement all content area courses to enhance student preparation for the exam.
 - ii. See Appendix_Counselor Preparation Comprehensive Examination_Syllabi Excerpt and Appendix_Counselor Preparation Comprehensive Examination Proposed Changes

3. Outcome/Goal 3:

- a. Counselor Preparation Comprehensive Examination (CPCE)
 - i. Faculty adopted changes to the administration of the CPCE, setting passing criterion, adopting syllabi excerpt for all content area courses, and a new text to supplement all content area courses to enhance student preparation for the exam.
 - ii. See Appendix_Counselor Preparation Comprehensive Examination_Syllabi Excerpt and Appendix_Counselor Preparation Comprehensive Examination Proposed Changes
- b. Planned instruction changes were implemented in class CED 6143
 - i. In case study instruction, highlight the importance of professional APA Writing style (See Appendix_Evidence of Implementation_Psychopathology_Writing)
 - ii. During case discussions, promote awareness of multicultural considerations and biases (See Appendix_Evidence of Implementation_Psychopathology_Multicultural)
 - iii. Illustrate example of treatment plan with goals, objectives, and interventions (See Appendix_Evidence of Implementation_Psychopathology_Case Analysis and Treatment Plan)

4. Outcome/Goal 4:

- a. Planned instruction changes were implemented in class CED 6143
 - i. In case study instruction, highlight the importance of professional APA Writing style (See Appendix_Evidence of Implementation_Psychopathology_Writing)
 - ii. During case discussions, promote awareness of multicultural considerations and biases (See Appendix_Evidence of Implementation_Psychopathology_Multicultural)
 - iii. Illustrate example of treatment plan with goals, objectives, and interventions (See Appendix_Evidence of Implementation_Psychopathology_Case Analysis and Treatment Plan)

5. Outcome/Goal 5:

- a. Counselor Preparation Comprehensive Examination (CPCE)
 - i. Faculty adopted changes to the administration of the CPCE, setting passing criterion, adopting syllabi excerpt for all content area courses,

and a new text to supplement all content area courses to enhance student preparation for the exam.

- ii. See Appendix_Counselor Preparation Comprehensive Examination_Syllabi Excerpt and Appendix_Counselor Preparation Comprehensive Examination Proposed Changes

6. Outcome/Goal 6:

a. Counselor Preparation Comprehensive Examination (CPCE)

- i. Faculty adopted changes to the administration of the CPCE, setting passing criterion, adopting syllabi excerpt for all content area courses, and a new text to supplement all content area courses to enhance student preparation for the exam.
- ii. See Appendix_Counselor Preparation Comprehensive Examination_Syllabi Excerpt and Appendix_Counselor Preparation Comprehensive Examination Proposed Changes

b. NCE Prep Review

- i. Additional instruction was provided to students to supplement instruction provided at Professional Seminary and in Vocational class to enhance comprehension of content and readiness for licensure exam. (See Appendix_NCE Prep Review)

7. Outcome/Goal 7:

a. Counselor Preparation Comprehensive Examination (CPCE)

- i. Faculty adopted changes to the administration of the CPCE, setting passing criterion, adopting syllabi excerpt for all content area courses, and a new text to supplement all content area courses to enhance student preparation for the exam.
- ii. See Appendix_Counselor Preparation Comprehensive Examination_Syllabi Excerpt and Appendix_Counselor Preparation Comprehensive Examination Proposed Changes

b. The following lectures were presented to students in campus community meetings to enhance understanding of social and cultural foundations and working with multicultural populations:

- i. Counseling Diverse Populations: Addressing Spirituality and Religion (See Appendix_Counseling Diverse Populations- Addressing Spirituality & Religion)

- ii. Counseling Military Families (See Appendix_Counseling Military Families)
 - c. Summative assessment in CED 7153 Social & Cultural Issues was identified to possibly replace the CED7942 Clinical Evaluations in the assessment of this objective.
 - i. See Appendix_ Social and Cultural Issues in Counseling Analytic Rubric
- 8. Outcome/Goal 8:
 - a. Counselor Preparation Comprehensive Examination (CPCE)
 - i. Faculty adopted changes to the administration of the CPCE, setting passing criterion, adopting syllabi excerpt for all content area courses, and a new text to supplement all content area courses to enhance student preparation for the exam.
 - ii. See Appendix_Counselor Preparation Comprehensive Examination_Syllabi Excerpt and Appendix_Counselor Preparation Comprehensive Examination Proposed Changes
- 9. Outcome/Goal 9:
 - a. Counselor Preparation Comprehensive Examination (CPCE)
 - i. Faculty adopted changes to the administration of the CPCE, setting passing criterion, adopting syllabi excerpt for all content area courses, and a new text to supplement all content area courses to enhance student preparation for the exam.
 - ii. See Appendix_Counselor Preparation Comprehensive Examination_Syllabi Excerpt and Appendix_Counselor Preparation Comprehensive Examination Proposed Changes
 - b. Planned instruction changes were implemented in class CED 7713
 - i. Provide examples of “good” vs. “poor” APA style in citing (See Appendix_Evidence of Implementation_Methods of Research_Good vs Poor APA Style)
 - ii. During literature review lecture, spend time highlighting strengths of research (See Appendix_Evidence of Implementation_Methods of Research_Project Outline)
 - iii. Provide class time to practice connecting hypothesis to research design; practice as a group and then divide up in pairs for continued practice and feedback (See Appendix_Evidence of Implementation_Methods of Research_Group Practice with Hypothesis docx)

- iv. Over the course of the semester, providing ongoing demonstrations of database searches (See Appendix_ Evidence of Implementation_Methods of Researchc_EBSCO Search Tips)

10. Outcome/Goal 10:

- a. Counselor Preparation Comprehensive Examination (CPCE)
 - i. Faculty adopted changes to the administration of the CPCE, setting passing criterion, adopting syllabi excerpt for all content area courses, and a new text to supplement all content area courses to enhance student preparation for the exam.
 - ii. See Appendix_Counselor Preparation Comprehensive Examination_Syllabi Excerpt and Appendix_Counselor Preparation Comprehensive Examination Proposed Changes
- b. Planned instruction changes were implemented in class CED 6123
 - i. Spend more lecture time on identification of primary and secondary ethical dilemmas (See Appendix_Evidence of Implementation_Ethics)
 - ii. During the classroom instruction, focus on the application of relevant ethical standards (See Appendix_ Class 3_ Ethics_Evidence Based Research_2013_SV.pdf)
 - iii. During the classroom instruction, highlight the application of relevant statutory laws (See Appendix_Evidence of Implementation_Ethics)
 - iv. During case discussions, promote awareness of multicultural considerations and biases (See Appendix_Evidence of Implementation_Ethics)
 - v. Highlight the importance of professional writing style (See Appendix_Evidence of Implementation_Ethics_APA Writing)