



Corban University
CACREP 2022-23 Annual Report
2016 Standards

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Corban University
Clinical Mental Health Counseling (CMHC) Program
Annual Report 2022—2023

Graduates Fall 2022-August 2023	13
Completion Rate	100%
*Licensure/Certification Exam Pass Rate	100%
Job Placement Rate	100%

Table 1: Vital Statistics Dashboard 2022-23

The vital statistics dashboard includes key data reported on the Vital Statistics report that is filed online with CACREP each year.

Annual Report

This annual report serves as compliance for the CACREP 2016 Standards 4.D. and 4.E. (see standards below), to provide a yearly programmatic review. Corban University has one Clinical Mental Health program that is accredited by CACREP.

Program Modifications

Last year we began to transition to the 2016 standards. This year the annual report has a new look because we have fully transitioned to the 2016 standards. The faculty made adjustments to the existing assessment plan in order to meet the 2016 standards. Our updated assessment plan focuses on three program objectives:

1. Students demonstrate sufficient knowledge and skills based on the core and specialty areas of the CACREP standards.
2. Students demonstrate professional dispositions required for success in the counseling field.
3. Students in the counseling program reflect the demographic diversity of the communities they will be serving.

Data Review

The comprehensive assessment plan includes formative and summative measures for data collection across program assessment areas that meet each of the program objectives. Data is collected and recorded for each student in the program. Faculty review the data and make program modifications as needed at assessment meetings that are held twice yearly in the fall and spring semesters. In addition, we have an advisory board that is made up of community and Corban stakeholders. The advisory board meets in the fall and spring to review aggregate data and to discuss other issues of importance including demographic and diversity information.

This year we evaluated our assessments as we went into the first full year on the 2016 standards. We updated one assessment for KPI # 10 Research. This was based on the professor's rationale that the new assignment was a better measure of the student's research knowledge. We reviewed our assessment plan with the Advisory Board.

Faculty Updates

In 2022-23, our faculty remained the same. Lori Schelske, Ph.D. continued as a core faculty member and as Director of the CMHC program. Ryan Connor, Ph.D. is a non-core faculty member. Ryan plans to complete his Ph.D. in Counselor Education by Spring 2024. Nick Sotelo, Ph.D. took over the role of Internship Coordinator. Mary Aguilera, Ph.D. remained as CACREP liaison.

CACREP 2016 Standards

CACREP Standard 4.D:

Counselor education program faculty disseminate an annual report that includes, by program level,

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

The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.

CACREP Standard 4.E:

Counselor education program faculty must annually post on the program's website in an easily accessible location the following specific information for each entry-level specialty area and doctoral program:

- (1) the number of graduates for the past academic year,
- (2) pass rates on credentialing examinations,
- (3) completion rates, and
- (4) job placement rates.

Program Mission Statement

The mission of Corban University's Clinical Mental Health Counseling Program (CMHC) is to prepare competent, clinical mental health counselors who promote social, cultural, psychological, spiritual, and physical well-being of individuals, families, communities, and organizations.

Professional clinical mental health counselors serve as advocates in promoting wellness and social justice. This is accomplished through intentional focus on increasing students' persona development as well as awareness of self and others, developing knowledge and applying a theory to

practice model in the development of clinical skills, case conceptualization, applied ethical awareness, appreciation of diversity, productive vocational skills, and mastery of the cognitive, behavioral, and emotional dynamics that permeate the human experience. Corban's mental health counseling students are incrementally exposed to a broad range of clinical issues through a breadth of course work and clinical practice. Students learn to show unconditional positive regard and to develop a coherent theoretical, ethical, and multicultural framework for counseling practice. Additionally, students are prepared to serve as change agents in their community, state, region, and world. Graduates deliver effective services in a variety of mental health counseling job placements and are eligible to apply for licensure and certification upon successful program completion.

The following is our comprehensive assessment plan based on the 2016 standards:

Program Objective 1. Students demonstrate sufficient knowledge and skills based on the core and specialty areas of the CACREP standards.

Data Used to Evaluate Program Objective 1

Student KPIs

Program Key Program Indicators (KPI's) represented knowledge and skills in each of the eight core entry-level curricula area, in addition to Clinical Mental Health Counseling and foci of the program (i.e., spiritual integration). Individual student performance is tracked to ensure each student demonstrated adequate KPI performance. Aggregate KPI student performance is used to evaluate program objectives (See the KPI chart 1.1). If a student does not pass one of the KPI's an alternative assignment will be provided (See the Alternative Assignment chart 1.2).

Stakeholder Rated KPIs

Every year, the program sends a survey to alumni, site supervisors, and employers. The survey is modeled after the student KPI's so that we can triangulate our data collection. We ask these stakeholders to provide feedback on the degree to which students and graduates demonstrate KPI performance.

1.1 Curriculum Assessment Plan

Curriculum Assessment Plan – 2016 Standards 2022-2023
Key Program Indicator (KPI)/CMHC Learning Experiences//Key Objective Assessment (KOA)

PLO Level = I-Introduced M-Mastered

Key Performance Indicators KPI	CMHC Learning Experiences	Key Objective Assessments (KOA)	PLO Level
1. Professional Counseling Practice/Ethical Practice- Students will demonstrate their understanding of professional and ethical practice, including knowledge of professional roles, advocacy processes, ethical and legal procedures in counseling, technology, and record keeping.	CNL537 Legal & Ethical	Ethical Decision-Making Paper	I
	CNL563 Internship I	Clinical Evaluation	M
2. Social and Cultural Diversity- Students will demonstrate their knowledge of social and cultural diversity in terms of counselor roles, multicultural and pluralistic trends, and counseling practices in areas of identity development, social justice, advocacy and conflict resolution.	CNL532 Social & Cultural	Multicultural Field Experience (paper)	I
	CN563 Internship I	Clinical Evaluation-Case Conceptualization	M
3. Human Growth and Development- Students will demonstrate their understanding of individual and family development; systemic and environmental factors that affect human development; culturally relevant strategies for promoting development and wellness across the lifespan.	CNL522 Counseling through the Lifespan	Development Theory Paper	I
	CNL563 Internship I	Clinical Evaluation-Evaluation	M
4. Diagnosis/Treatment Planning- Students will demonstrate and understanding of: diagnostic process of the use of the DSMV; case conceptualization, treatment plans, development of measurable outcomes for clients, and evidence-based counseling strategies and techniques for prevention and intervention.	CNL535 Psychopathology/ Diagnosis	Final Clinical Project	I
	CN563 Internship II	Clinical Evaluation	M

5. Counseling and Helping Relationships- Students will demonstrate an orientation to wellness and prevention, suicide prevention models, and strategies, crisis intervention, trauma-informed and community-based strategies.	CN512 Practicum	Reflection Journal #3	I
	CNL538 Crisis, Disaster, and Trauma	Crisis/Trauma Counseling Paper	M
6. Career Development- Students will demonstrate their understanding of career development processes, techniques and resources, and the application of assessment instruments and techniques relevant to career planning and decision making in a global economy.	CNL531 Foundations	Career Post Week #6	I
	CNL533 Career and Life Planning	Occupational Assessment Report	M
7. Counseling Theory & Skills- Students will demonstrate an understanding of counseling theories, theories of addictions, and appropriate counseling intervention models, and essential, interviewing, counseling micro skills, and case conceptualization skills.	CNL 501/502 Theories & Skills	Counseling Theory Paper	I
	CNL512 Practicum	Clinical Evaluation	M
8. Group- Students will demonstrate their understanding of the principles of group dynamics, theories of group counseling methods, behaviors, and assessments.	CNL523 Group Counseling	Group Proposal Paper	I
	CNL563 Internship I or II	Clinical Evaluation	M
9. Assessment & Testing- Students will demonstrate their understanding of standardized and non-standardized assessment techniques, environmental assessments, issues of validity, reliability, and cultural factors necessary for an ethical approach to assessment.	CNL534 Appraisal	Final Exam	I
	CNL563 Internship II	Clinical Evaluation	M
10. Research- Students will demonstrate their understanding of the importance of research in advancing the counseling profession, as well as their grasp of research methodology, related ethical	CNL541 Research	PRISMA Literature Review paper	I
	CNL599 Portfolio	Portfolio	M

issues and application of research in practice.			
11. Spirituality- Students will articulate a spiritual framework for counseling that demonstrates an understanding of the impact of spiritual beliefs on counselors and client's worldview; demonstrate the ability to show unconditional positive regard, respect, and advocacy for clients.	CNL 602 Theology II	Annotated Bibliography-Paper	I
	CNL 603 Theology III	Theoretical Integration Paper	M

*** Note: Practicum, Internship, and Portfolio are on a 5-point scale**

Scoring Key for KPI Assessment

Several assessment methods are used to score core assessments. Most papers use a score of a B (83%) or above as met. A few use a cut off number as met. Most evaluations use a 1 to 5 scale: 1-very deficient; 2-deficient; 3-adequate; 4-excellent; 5-very excellent. A 3-adequate is considered being met

1.2 Alternative Assignment Chart

KPI Alternative Assignments

Table 1.

KPI	Assignment
1	I-CN531 Foundations Final Research Paper M-Internship II Eval
2	I-Nature of People M-Internship II Eval
3	I- CNL535 Final Clinical Project M-Internship II Eval
4	I-CNL 512Practicum-Case Conceptualization M-Portfolio
5	I-Internship Eval M-Portfolio
6	I-CNL 533 Mid-Term Career Assessment Report M-Portfolio
7	I-Addiction Treatment Paper M-Internship I Eval
8	I-Internship Clinical Evaluation

	M-Portfolio
9	I-Career Assignment M-Portfolio
10	I-CNL 523 Article Review-Group M-Internship II Eval
11	I-Naure of People Paper M-Portfolio

1.3 Timeline of KPI Assessments

The timeline of KPI Assessments provides a grid containing each KPI and when it will be assessed in the program.

Timeline of KPI Assessment

Table 2.

KPI	Y1 FA	Y1 SP	Y1 SU	Y2 FA	Y2 SP	Y2 SU	Y3 FA	Y3 SP	Y3 SU
1	X				X			*X	
2	X				X			*X	
3		X			X			*X	
4		X				X			*X
5				X	X				
6		X				X			
7		X		X			*X		
8				X		X	*X		*X
9				X		X	*X	*X	
10			X			X			*X
11		X				X			*X

*If the student is on a 3-year plan he/she will complete their second competency in year 3

1.4 KPI 22-23 Results

KPI Instructor Aggregate Ratings of master's Student KPI's, 2022-23

Table 3.

KPI	Introductory		Mastery	
1	n=19	Met 83 >	n=9	Met 3 >
2	n=19	Met 83 >	n=9	Met 3 >
3	n=17	Met 83 >	n=9	Met 3 >
4	n=17	Met 83 >	n=9	Met 3 >

5	n=9	Met 83 >	n=14	Met 83 >
6	n=19	Met 83 >	n=13	Met 83 >
7	n=19	Met 83 >	n=9	Met 3 >
8	n=13	Met 83>	n=9	Met 3 >
9	n=11	Met 83 >	n=9	Met 3 >
10	n=19	Met 83 >	n=9	Met 3 >
11	n=14	Met 83 >	n=14	Met 83 >

1.5 Instructor KPI Key Findings

Table 4.

Key Findings	Further Information	Planned Program Modification
Students are meeting the standards in terms of grades/quantitative assessments		We want to continue the current plan in Fall 2024 and moving to the 2024 standards starting Spring 2024

1.6 Stakeholder Surveys for Program Objective 1: Key Performance Indicators (KPI)

Corban University
Alumni Survey
CACREP 2016 standards

Corban University is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Part of the accreditation process is to get input from stakeholders of our program objectives. We value your input and request that you fill out the following survey. The survey is based on Corban's eleven key program performance indicators and five professional disposition indicators (APQ). Please score the survey below based on your experience in Corban's counseling program.

Please tell us your employment location:

Mental Health Agency
Private Practice
Hospital
Other
Not pursuing a counseling career

Job title: (LPC, school counselor, counselor educator, other) Please list:

Number of years:

How long after graduation did it take to get your first job as a Counselor (either part or full time)?

0-6 months

6 months-1-year

1-2 years

Still seeking a counseling position

Have you passed a licensing exam? _____ Yes _____ No

Objective 1. Students demonstrate sufficient knowledge and skills based on the core and specialty areas of the CACREP standards.

Please rate your learning of the programs Key Program Indicators (KPI):

KPI	Rating Scale				
	Very Deficient	Deficient	Adequate	Excellent	
1. Professional Counseling Practice/Ethical Practice- I am able to demonstrate my understanding of professional and ethical practice, including knowledge of professional roles, advocacy processes, ethical and legal procedures in counseling, technology, and record keeping.	1	2	3	4	5
2. Social and Cultural Diversity- I am able to demonstrate my knowledge of social and cultural diversity in terms of counselor roles, multicultural and pluralistic trends, and counseling practices in areas of identity development, social justice, advocacy and conflict resolution.	1	2	3	4	5
3. Human Growth and Development- I am able to demonstrate my understanding of individual and family development; systemic and environmental factors that affect human development; culturally relevant strategies for promoting development and wellness across the lifespan.	1	2	3	4	5
4. Diagnosis/Treatment Planning- I am able to demonstrate an understanding of diagnostic process of the use of the DSMV; case conceptualization, treatment plans, development of measurable outcomes for clients, and evidence-based counseling strategies and techniques for prevention and intervention.	1	2	3	4	5

5. Counseling and Helping Relationships- I am able to demonstrate an orientation to wellness and prevention, suicide prevention models, and strategies, crisis intervention, trauma-informed and community-based strategies.	1	2	3	4	5
6. Career Development- I am able to demonstrate my understanding of career development processes, techniques and resources, and the application of assessment instruments and techniques relevant to career planning and decision making in a global economy.	1	2	3	4	5
7. Counseling Theory & Skills- I am able to demonstrate an understanding of counseling theories, theories of addictions, and appropriate counseling intervention models, and essential, interviewing, counseling micro skills, and case conceptualization skills.	1	2	3	4	5
8. Group – I am able to demonstrate my understanding of the principles of group dynamics, theories of group counseling methods, behaviors, and assessments	1	2	3	4	5
9. Assessment & Testing- I am able to demonstrate my understanding of standardized and non-standardized assessment techniques, environmental assessments, issues of validity, reliability, and cultural factors necessary for an ethical approach to assessment.	1	2	3	4	5
10. Research- I am able to demonstrate my understanding of the importance of research in advancing the counseling profession, as well as their grasp of research methodology, related ethical issues and application of research in practice.	1	2	3	4	5
11. Spirituality- I am able to articulate a spiritual framework for counseling that demonstrates an understanding of the impact of spiritual beliefs on counselors and client's worldview; demonstrate the ability to show unconditional positive regard, respect, and advocacy for clients.	1	2	3	4	5

1.7 Scoring for Stakeholder Surveys for Program Objective 1

The stakeholder surveys are based on the three Corban program objectives. The survey asked the same questions for alumni, employers, and supervisors (see example above). Scoring for the Key Performance Indicators (KPI) is based on a 1 to 5 scale: 1-very deficient; 2-deficient; 3-adequate; 4-excellent; 5-very excellent. The surveys were sent electronically to 20 alumni from our alumni information spreadsheet. We received nine completed alumni surveys. The alumni were asked to forward the electronic employer survey to their employers. We received two completed employer surveys. The site supervisor survey was sent to five site supervisors who worked with our students at internship sites in 2021-22. We received 0 site supervisor surveys.

1.8 Alumni, Supervisor, and Employer Aggregate Ratings of KPI Survey

Table 5.

KPI	Alumni n=9	Supervisor n=0	Employer n=2
1	33% Very Excellent 56% Excellent 11% Adequate		50% Very excellent 50% Excellent
2	22% Very Excellent 56% Excellent 11% Adequate 11% Deficient		100% Excellent
3	22% Very Excellent 67% Excellent 11% Adequate		100% Excellent
4	11% Very Excellent 22% Excellent 33% Adequate 22% Deficient		50% Very Excellent 50% Adequate
5	22% Very Excellent 56% Excellent 22% Adequate		50% Excellent 50% Adequate
6	33% Very Excellent 11% Excellent 56% Adequate		50% Excellent 50% Adequate
7	44% Very Excellent 44% Excellent		100% Excellent

	11% Adequate		
8	33% Very Excellent 22% Excellent 44% Adequate		50% Excellent 50% Adequate
9	11% Very Excellent 22% Excellent 44% Adequate 22% Deficient		50% Excellent 50% Adequate
10	44% Very Excellent 56% Adequate		50% Excellent 50% Adequate
11	44% Very Excellent 56% Excellent		No resposne

1.8 Alumni, Supervisor, and Employer Key Findings

Table 6.

Key Findings	Further Information	Planned Program Modification
Last year we had a small cohort and only had 1 supervisor outside of the program's counseling centers.	We sent the survey to the supervisor but didn't receive a reply	We have a larger group of students at various sites this year and the survey will be sent to supervisors in the community next year
There were three KPI's -2, 4, &9 that had deficient ratings from Alumni.	Students suggested there were some areas they felt they could have been more prepared	The faculty will review these three areas and suggest ways to improve preparation. The advisory board will also review these areas
The two employers provided favorable ratings for our students training		Increase employer response next year

Program Objective 2: Students demonstrate professional dispositions required for success in the counseling field.

Data Used to Evaluate Program Objective 2

Instructor Rated Assessment of Professional Qualities (APQ)

Each year the faculty meets to evaluate dispositions necessary for students to acquire to develop a strong counselor identity. We use the Assessment of Professional Qualities (APQ) to assess each student (see the APQ chart 2.1). Individual student performance on the APQ is tracked to ensure each student demonstrates adequate performance.

Stakeholder Rated Dispositions

A survey is sent yearly to stakeholders including Alumni, site supervisors, and employers to get feedback on the education that Corban provides. The faculty uses the information to make changes to the program that Corban offers. The surveys were sent electronically to 19 alumni from our alumni information spreadsheet. The alumni were asked to forward the electronic employer survey to their employers. We received nine alumni surveys. We received two completed employer surveys. The site supervisor survey was sent to two site supervisors who worked with our students at internship sites in 2022-23. We received 0 completed supervisor surveys.

2.1 Assessment of Professional Qualities (APQ)

Student's Name: _____ Term: (circle) Fall Spring Summer Year _____

Assessment of Professional Qualities of Graduate Students
In Clinical Mental Health Counseling (CMHC) Program - Corban University

This form will be used to evaluate the professionalism graduate students display during class and program activities. It will be used to document professional progress, strengths, and address any areas of concern. This assessment supports CACREP standards 4.B. *The counselor education program evaluates: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions;* and 4. G. *The counselor education program faculty systematically assesses each student's professional dispositions throughout the program.*

Not Applicable	Serious Concerns	Needs Improvement	Emerging	Satisfactory	Advanced
NA	SC	I	E	S	A
Not applicable to the setting or not applicable at this time.	The student displays behaviors contrary to those expected for this disposition.	Occasionally but not consistently, the student displays the desired behaviors.	The student is at an emergent level; the behaviors are observed more frequently.	The student consistently displays the desired behaviors.	Student displays an advanced level of performance.

Rating	1. Collaboration and Communication: Students work effectively with peers, instructors, and mental health counseling professionals to achieve a common goal.
	1.1 Interacts constructively with peers/mental health counseling professionals:
	<input type="checkbox"/> Shows consideration & communicates in an appropriate and professional manner
	<input type="checkbox"/> Establishes good rapport with peers/counseling professionals
	<input type="checkbox"/> Works cooperatively in team/group projects
	<input type="checkbox"/> Solicits suggestions and feedback from peers/counseling professionals
	<input type="checkbox"/> Actively listens and responds to peers/counseling professionals
	1.2 Interacts constructively with faculty:
	<input type="checkbox"/> Shows consideration and communicates with faculty in an appropriate and professional manner
	<input type="checkbox"/> Establishes good rapport with faculty
	<input type="checkbox"/> Demonstrates flexibility in working with faculty
	<input type="checkbox"/> Solicits suggestions and feedback from faculty
	<input type="checkbox"/> Actively listens and responds to faculty
	<input type="checkbox"/> Maintains communication when questions or concerns arise
	2. Commitment to the Clinical Counseling Profession: Students conduct themselves in a manner befitting an ethical and honest mental health counselor in learning, research, and clinical practice.
	<input type="checkbox"/> Upholds all relevant Corban CMHC and community agency program policies
	<input type="checkbox"/> Demonstrates behavior that shows adherence to the <i>ACA Code of Professional Ethics</i> and presents sound judgment with decision making skills
	<input type="checkbox"/> Reflects upon and evaluates effectiveness as a counselor-in-training, and seeks to improve skills
	<input type="checkbox"/> Regularly re-assesses his/her commitment to the clinical counseling profession
	<input type="checkbox"/> Exhibits energy, drive, and determination to become a professional mental health counselor
	3. Respect: Students honor, value, and demonstrate consideration and regard for oneself and for others.
	Recognizes a range of valid viewpoints, including divergent cultural views
	<input type="checkbox"/> Presents self in a (professional) respectful manner (e.g., appropriate dress, communication, and behavior)
	<input type="checkbox"/> Communicates and behaves in a respectful manner that is sensitive to linguistic and cultural differences
	<input type="checkbox"/> Recognizes and respects the varied needs of others who have mental health and/or physical disabilities
	<input type="checkbox"/> Elicits trust and respect from peers/colleagues, instructors, counseling professionals, and clients
	4. Commitment to Academic Excellence: Students value learning for self and for peers in the pursuit, development, and application of clinical counseling practice.

	<input type="checkbox"/> Devotes sufficient amount of time and energy towards achieving their advanced degree
	<input type="checkbox"/> Commits to making graduate studies a priority and maintains an acceptable grade point average
	<input type="checkbox"/> Communicates verbally/visually and in writing with faculty and advisors in a timely manner
	<input type="checkbox"/> Values ongoing assessment as essential to the instructional process
	<input type="checkbox"/> Demonstrates commitment with completing class-related activities and following requested timelines
	<input type="checkbox"/> In completing course and field experience assignments, produces original work, credits sources when appropriate, and uses APA format when required

	5. Emotional Maturity: Students demonstrate appropriate behavior.
	5.1 Demonstrates self-confidence, self-determination, and efficacy
	<input type="checkbox"/> Has awareness of strengths and weaknesses and able to contain one's own internal emotional response
	<input type="checkbox"/> Displays insights into one's own intrapersonal and interpersonal dynamics
	<input type="checkbox"/> Demonstrates self-confidence through body language, voice tone/sign inflection, eye contact, and preparedness
	5.2 Is dependable, conscientious, and punctual with program requirements
	<input type="checkbox"/> Consistently arrives early or on-time
	<input type="checkbox"/> Completes assigned tasks and program requirements in a timely manner
	5.3 Models the social skills, character traits, and dispositions desired in clinical counseling students
	<input type="checkbox"/> Establishes caring and mutually respectful relationships with peers, instructors and supervisors
	<input type="checkbox"/> Demonstrates ability to manage learning and performance anxieties
	5.4 Students act independently and demonstrate accountability, reliability, and sound judgment
	<input type="checkbox"/> Has obtained and read the CMHC Graduate Student Handbook
	<input type="checkbox"/> Adheres to policies and procedures defined in the CMHC Program and Corban Catalog

(*) Any counselor-in-training in their first year that receives an average score in any section below an “E” rating will need a plan for success with a clear plan as to how improvements will be made in the area(s) of concern. Progress with identified goals is expected to be completed as rapidly as possible. Counselors-in-training can be refused internship placements based on poor academic performance, attitudes, or behaviors identified as problematic.

In general, a counseling student in his/her first year would expect to receive mostly E's and some S's as you are beginning your developmental process as a counselor. Students in their second year would expect to receive mostly S's and some A's as you move to completing your counselor training. Second year students receiving below an S may need to develop a plan for success.

COMMENTS Regarding Completed Assessment: (student will initial each comment below):

Signature of the Student Who Has Read This Form:

Signature acknowledges only that the student has had an opportunity to review this report with CMCH faculty/advisor; it does not imply concurrence with the information reported.

Signature of Student	Date	Counseling Faculty	Date
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Signature of Student Advisor	Date	Counseling Faculty	Date
------------------------------	------	--------------------	------

Cc: Student ☐ Check here if a Plan for Success has been attached
Faculty Advisor (files original copy)

2.2 Scoring for the APQ

Scoring for the APQ is based on the scale below:

Not Applicable	Serious Concerns	Needs Improvement	Emerging	Satisfactory	Advanced
NA	SC	I	E	S	A
Not applicable to the setting or not applicable at this time.	The student displays behaviors contrary to those expected for this disposition.	Occasionally but not consistently, the student displays the desired behaviors.	The student is at an emergent level; the behaviors are observed more frequently.	The student consistently displays the desired behaviors.	Student displays an advanced level of performance.

2.3 Timeline for the APQ Assessment

Table 7.

APQ	Fall Y 1	Spring Y1	Sum Y 1	Fall Y2	Spring Y 2	Sum Y2	Fall Y 3	Sp. Y3	SU Y3
1		X			X			*X	
2		X			X			*X	
3		X			X			*X	
4		X			X			*X	
5		X			X			*X	

*Students on a three-year plan will be evaluated Sp Y3.

2.4 Instructor aggregate ratings of the APQ- 2022-23

Table 8.

APQ-Professional Qualities	Year 1 n=15	Year 2 n=14	Year 3/4 N=2
1.1	94% Met S or above	100% Met S or Above	100% Met S or Above
1.2	93% Met S or above	100% Met S or Above	100% Met S or Above
2.	100% Met S or above	100% Met S or Above	100% Met S or Above
3.	100% Met S or above	100% Met S or Above	100% Met S or Above
4.	71% Met S or above	100% Met S or Above	50% Met S or Above
5.1	59% Met S or above	100% Met S or Above	100% Met S or Above
5.2	100% Met S or above	100% Met S or Above	100% Met S or Above
5.3	88% Met S or above	100% Met S or Above	100% Met S or Above
5.4	100% Met S or above	100% Met S or Above	100% Met S or Above

2.5 Instructor APQ Key Findings

Table 9.

Key Findings	Further Information	Planned Program Modifications
Several first-year student's received E's (emerging)	In their first year, students may be Emerging (E) in some areas. This is expected in the first year as they are developing their counselor identity	Watch for the E's to become S's in the second year
Second year students who had Emerging (E) in the first year have moved to S or above in the second year		Continue to monitor

2.6 Stakeholder APQ Survey

Objective 2: Students demonstrate professional dispositions required for success in the counseling field.

APQ	Rating Scale				
	Very Deficient	Deficient	Adequate	Excellent	
1. Collaboration and Communication: I am able to work effectively with peers, instructors, and mental health counseling professionals to achieve a common goal.	1	2	3	4	5
2. Commitment to the Clinical Counseling Profession: I am able to conduct myself in a manner befitting an ethical and honest mental health counselor in learning, research, and clinical practice.	1	2	3	4	5
3. Respect: I honor, value, and demonstrate consideration and regard for oneself and for others.	1	2	3	4	5
4. Commitment to Academic Excellence: I value learning for self and for peers in the pursuit, development, and application of clinical counseling practice.	1	2	3	4	5
5. Emotional Maturity: I demonstrate situation appropriate behavior.	1	2	3	4	5

2.7 Scoring for Surveys for Program Objective 2

The stakeholder surveys are based on the three Corban program objectives. The survey asked the same questions for alumni, employers, and supervisors (see example above). Scoring for the Key Performance Indicators (KPI) is based on a 1 to 5 scale-1 very deficient; 2-deficient; 3-adequate; 4-excellent; 5-very excellent. The surveys were sent electronically to 19 alumni from our alumni information spreadsheet. We received nine completed alumni surveys. The alumni were asked to forward the electronic employer survey to their employers. We received two completed employer surveys. The site supervisor survey was sent to two site supervisors who worked with our students at internship sites in 2022-23. We received 0 site supervisor surveys.

2.8 Alumni, Supervisor, and Employer Aggregate Ratings of APQ Survey

Table 10.

APQ	Alumni n=9	Supervisor n=0	Employer n=2
1	56% Very Excellent 33% Excellent 11% Adequate		50% Very excellent 50% Excellent
2	67% Very Excellent 33% Excellent		50% Very Excellent 50% Excellent
3	56% Very Excellent 33% Excellent		50% Very excellent 50% Excellent
4	44% Very Excellent 56% Excellent		50% Very Excellent 50% Excellent
5	67% Very Excellent 33% Excellent		100% Excellent

2.9 Alumni, Supervisor, and Employer APQ Key Findings

Table 11.

Key Findings	Further Information	Planned Program Modification
Both alumni and employers rated the APQ (professional		Try to encourage more employers to participate in the future

dispositions) in the excellent to very excellent		
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Program Objective 3: Students in the counseling program reflect the demographic diversity of the communities they will be serving.

Data Used to Evaluate Program Objective 3

Data for program objective three comes from a diversity profile of current students provided by Corban's registrar office, a diversity profile of applicants to the program that is provided by the admissions department, and diversity information that comes from the stakeholder surveys that are electronically sent by the CMHC program department. The CMHC Advisory Board also provides suggestions regarding developing a more diverse student body and faculty.

***Note: According to the July 2021 Census the population in Salem is 65% white-non-Hispanic and 22% Hispanic.**

3.1 Diversity profile of current students

Each year we collect data regarding faculty and student diversity for our yearly CACREP Vital Statistics Survey. This information is evaluated by faculty in our assessment meetings in order to assess and brain-storm ways to increase student body and faculty diversity.

3.2 Self-Identified Current Student Demographic Chart 2022-2023

Table 12.

	Female		Male	
American Indian or Alaska Native	1	3%		
Asian,			2	5%
Hispanic	2	5%	1	3%
Two or more			1	3%
Unknown	1	3%		
White	26	67%	5	12%
Total	30		9	

3.3 Alumni, Site Supervisor, Employer Ratings of Diverse Learning Community

Stakeholders were asked a question regarding student demographics on the Alumni, Site Supervisor, and Employer Surveys. The surveys were sent electronically to alumni from our alumni information spreadsheet. We received 6 completed alumni surveys. The alumni were asked to forward the electronic employer survey to their employers. We received two completed employer surveys. The site supervisor survey was sent to two site supervisors who worked with our students at internship sites in 2022-23. We received 0 completed site supervisor surveys. The student diversity question and results are listed below:

Table 13.

Student Diversity	Alumni	Site Supervisor	Employer
Do you believe Corban students/graduates reflect the demographic communities in which they will be working?	67% Yes 33% No		100% Yes

3.4 Diversity Profile of 2022-2023 Applicants to the Master of Counseling Program

Self-Identified Applicant Demographic Chart 2022-23

Table 14.

	Female		Male	
Asian	n=0		n=2	7%
Black/African American	n=1	3%	n=0	
Hispanic	n=0		n=0	
Unknown	n=1	3%	n=1	3%
Two or more	n=0		n=1	3%
American Indian Alaska Native	n=2	7%	n=0	
White	n=21	70%	n=1	3%
Total	25		5	

3.5 Key Findings of Demographic Diversity

Table 15.

Key Findings	Further Information	Planned Program Modifications
We need to develop a more succinct diversity plan with measurable outcomes		1.Attend college fairs with larger diverse populations 2. Meet with Corban DEI officer to brainstorm ideas 3.Possibly assign a counseling faculty member to coordinate DEI plan 4. Work with the admissions department in developing a measurable plan
The majority of alumni and employers answered that Corban students do reflect the communities where they work	This is an ongoing area of growth.	Continue to address this with the Advisory Board and Admissions

4. Other Sources of Stakeholder Data

4.1 CACREP

Corban University's counseling program is accredited by the Council for the Accreditation of Counseling and Related Programs (CACREP). Each year we prepare an annual report posted on our website and distributed to counseling program constituents. In addition, we submit an annual report online reporting on admissions, graduation, employment, and graduation stats (see table at the top of this report). We will be seeking reaccreditation based on the 2024 standards next year.

4.2 Advisory Board

Corban University's Counseling Advisory Board is comprised of counseling program stakeholders that include current students, alumni, supervisors, Corban faculty and staff, and local clinicians. The board provides feedback on the assessment plan and results and brainstorms on program offerings including increasing student and faculty diversity.

The board met in October 2022 and April 2023. In the October meeting, we discussed a possible collaboration with rural schools to provide counseling. The main issue was how we would provide supervision for students interning at the schools. There is one possibility that Dr. Schelske is pursuing.

We also discussed the Curriculum Assessment Plan based on the 2016 standards. There were a couple of minor changes to the plan as we started our first full year on the 2016 standards. We evaluated the Curriculum Assessment Plan (CAP) results-students are performing well. We will continue to monitor.

At the Spring meeting, we discussed the ongoing need for a plan for diversity. The board provided suggestions including possible grants and admissions including more diverse outreach, possible churches or other universities where there is a diversity of students.

The board discussed the Assessment of Professional Qualities (APQ) results from the Spring 2023 semester. Students are performing well.

4.3 Advisory Board Key Findings

Table 16.

Key Findings	Further Information	Planned Program Modifications
Increasing Student Diversity	The Advisory Board discussed ways to increase diversity in the student population	A diversity plan with measurable outcomes needs to be developed. The advisory board provided some suggestions
Reviewed results of spring APQ	Students performed well. Some first-year students did receive E for emerging. This is expected . We monitor this into the second year to see that they move to S-Satisfactory or higher	Continue to monitor

4.4 Northwest Commission of Colleges and Universities

Corban University is regionally accredited by the Northwest Commission of College and Universities.

4.5 Alumni Newsletter

The CMHC program sends a newsletter to alumni yearly to keep them informed of updates regarding the program. We also ask that alumni keep us informed of job changes and whether they have passed national exams.