



CACREP Annual Report

October 2025

Columbia International University admits students of any race, color, national, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The university does not discriminate on the basis of race, color, national, and ethnic origin in administration of its educational policies, scholarship and loan programs, athletics, and other school-administered programs.

MA in Clinical Counseling at CIU

Columbia International University began offering a master's in Counseling degree in 1995 as part of its mission to “educate people from a biblical worldview to impact the nations with the message of Christ.” The program has since graduated **428** students (as of August 2025) who are employed in a wide variety of professional and ministerial positions nationally and internationally. The Clinical Mental Health Counseling Program began in 2010 and continues now as part of the Graduate Counseling Program along with a PhD in Counselor Education and Supervision that began in Fall 2023. CIU's Graduate Counseling Program aspires to offer excellence in biblical worldview training and professional clinical care across all programs.

MA in Clinical Counseling Program Overview

Mission Statement

The Mission of the Clinical Counseling Program is to offer professional training in clinical mental health counseling within a biblical worldview, in order to provide Christ-like therapeutic relationships for healing and growth.

Program Motto

We seek to cultivate Kingdom impact by making disciples who counsel, teach, and train.

MA in Counseling Program Requirements

Admission Requirements

- Completed application
- A GPA of 3.0 or higher
- Official transcripts for highest earned degree and any master's degree work
- Resume or CV
- Professional/Professor reference
- Interview (Once admissions documents are in, instructions will be sent)
- Application Essay (800–2000 words total, typed) in response to the following items that explore your Christian experience and reasons for applying to the clinical counseling program:
 - Describe your spiritual journey including:
 - How did you become a Christian?
 - What does it mean for you to be a follower of Jesus Christ?
 - What experiences, trials, and/or people have shaped your development?
 - On what do you base your faith as a Christian?
 - How do you understand the gospel of Jesus Christ for your salvation?
 - What has been your involvement in Christian service?
 - How do you connect with other believers?

- Explain how attending the clinical counseling program at CIU will help you achieve your professional goals in the context of God's purpose for your life?
- Self-examination is an important part of the preparation for mental health counselors. Describe your willingness to engage in this process and offer an example to support your readiness

MA Counseling Course of Study (60 credits)

<i>Counseling Core</i>	45
CNS 5075 Multicultural Counseling	3
CNS 5305 Applied Biblical Foundations of Counseling	3
CNS 5306 Foundations of Clinical Mental Health Counseling	3
CNS 5310 Counseling Theory	3
CNS 5314 Personal and Spiritual Development	1.5
CNS 5315 Spiritual Growth and Career Development	1.5
CNS 5330 Professional Orientation and Ethics	3
CNS 5342 Foundations of Marriage and Family Counseling	3
CNS 5410 Research, Statistics, and Evaluation	3
CNS 5420 Psychopathology	3
CNS 6310 Human Growth and Development	3
CNS 6410 Counseling Techniques	3
CNS 6430 Assessment	3
CNS 6440 Group Counseling	3
CNS 6810 Career Development	3
CNS 6620 Treating PTSD, Acute Stress, Grief, and Trauma	3
<i>Post Candidacy Courses</i>	9
CNS 6912 Advanced Counseling Techniques and Practicum	3
CNS 6931 Internship I *	3
CNS 6932 Internship II *	3
<i>Electives (Choose any two)</i>	6
CNS 6010 Crisis Counseling	3
CNS 6011 Sexuality Counseling	3
CNS 6110 Special Topics in Counseling	3
CNS 6220 Cross-Cultural Counseling Applications	3
CNS 6404 Short Term Counseling	3
CNS 6431 Assessment and Treatment of Childhood Disorders	3
CNS 6666 Addictive Behaviors	3
CNS 6710 Marriage Counseling	3
CNS 6821 Family Therapy	3

****Students who wish to enroll in Internship may not be on academic probation.***

Suggested Course Progression for MA in Counseling Starting Fall 2025

Planned Sem/Year	Course Code	Course Title	Credit
<i>Fall Year 1</i>			
FALL	CNS 5306	Foundations of CMHC	3
FALL	CNS 5310	Counseling Theories	3
FALL	CNS 5410	Research, Statistic, and Evaluation	3
FALL	CNS 5314	Personal & Spiritual Development	1.5
<i>Spring Year 1</i>			
SPRING	CNS 6310	Human Growth & Development	3
SPRING	CNS 5420	Psychopathology	3
SPRING	CNS 5330	Professional Orientation & Ethics	3
SPRING	CNS 5315	Spiritual Growth & Career Development	1.5
<i>Summer Year 1</i>			
SUMMER	CNS 6620	Trauma Intensive (RESIDENCY Required)	3
<i>Fall Year 2</i>			
FALL	CNS 5342	Foundations of Marriage & Family	3
FALL	CNS 6410	Counseling Techniques* (req prior to CNS 6912)	3
FALL	CNS 6440	Groups	3
<i>Spring Year 2</i>			
SPRING	CNS 5305	Applied Biblical Foundations	3
SPRING	CNS 5075	Multicultural Counseling	3
SPRING	CNS xxxx	Approved CNS Elective	3
<i>Summer Year 2</i>			
SUMMER	CNS 6912	Adv Techniques & Practicum (RESIDENCY Req.)	3
<i>Fall Year 3</i>			
FALL	CNS 6810	Career Development	3
FALL	CNS xxxx	Approved CNS ELECTIVE	3
FALL	CNS 6931	Internship 1	3
<i>Spring Year 3</i>			
SPRING	CNS 6932	Internship 2	3
SPRING	CNS 6430	Assessment	3
<i>GRADUATION SPRING</i>			

APPROVED ELECTIVES: Fall: CNS 6011, 6110, 6404, 6820, 6601 Spring: CNS 6220, 6710, 6404, 6821, 6888

Summer: CNS 6110, 6666

Students can take more or less credits per semester but should consider the possible impact on financial aid.

Full-time status for financial aid for graduate school is 9 credits. Part-time for financial aid is 4.5 hrs.*

CHANGES Beginning Fall 2025-2026

1. Electives Added to Course Progression Options:

CNS 6666 Addictive Behaviors

In this course, students will address the basic components of addiction, how addiction manifests through substance and process, how counselors can intervene through diagnosis and treatment planning, and the best methods for treatment. Specific individual, group, and family intervention throughout the process of recovery will be explored. Addictions in the areas of sexuality, pornography, and chemical dependency will be addressed.

This course will use the instructional method of collaboration and experiential learning to challenge currently held beliefs concerning addictive behaviors with the goal of supporting students as they establish a more facilitative belief system through philosophy and tools for treatment. Addiction will be assessed from a Biblical perspective with a view between moral and disease models, seeking to understand addiction as a habitual vice which affects the person intellectually, physically, emotionally, socially, and spiritually.

Prerequisite: CNS 5420 Psychopathology

Program Statistics

Consistent with the 2024 CACREP Standards regarding program evaluation and modification, the Counseling program at CIU employs a detailed assessment plan and process to collect outcome data annually. We share the outcomes with an Advisory board and other stakeholders. We publish a summary of findings in an annual report posted on our website.

Columbia International University		
Year that CIU began offering the MA in Counseling degree	1995	
Year of First Graduates	1997	N=9
Total Number of Graduates as of Report Date	Oct 2025	N=428
Year FIRST applied for CACREP Accreditation	2014	
Year for Reaccreditation Cycle	2024	
Current CACREP Approval	October 31, 2032	

MA in Clinical Counseling Demographics: Academic Year – 2024-2025

Demographic	Descriptors	Headcount	Percent
Total Headcount	Clinical Counseling Students	137	100
Gender	Female	105	76.6%
	Male	32	23.4%
Race/Ethnicity	Hawaiian Native or Pacific Islander	1	0.7%
	American Indian or Native Alaskan	1	0.7%
	Other/Not Listed	12	8.7%
	Hispanic	7	5.1%
	African American/Black	12	8.75%
	White	95	69.34%
	Asian	4	2.91%
	Two or More	5	3.64%
Age	17-23	16	11.67%
	24-29	31	22.62%
	30-39	32	23.35%
	40-49	29	21.16%
	50-59	18	13.13%
	60 and Older	3	2.18%
	N/A	8	5.83%

*As reported by the students in application data

MA in Clinical Counseling Graduation Rate:

Student Status	Headcount
Students Entering in 2020-2021	20
Graduated within 3 Years (Prescribed Course Progression)	15
Dropped or Transferred	5
Still enrolled	0
Total Graduated within 5 years	15
Graduation Rate (5 year)	71%

Graduate Outcomes	Headcount	Percentage
Number of Graduates Spring 2025/Summer 2025	30	
Licensure Examination Pass Rate	30	100%
Job Placement for those actively seeking employment	30	100%

Counselor Education Comprehensive Exam (CECE)

The Counselor Education Comprehensive Exam (CECE) is a standardized, multiple-choice exam using 120 questions to assess students' learning and knowledge across the eight core competency areas of CACREP, including: Human development, social cultural issues, helping relationships, group counseling, career counseling, appraisal, research, and professional ethics. These eight areas are the same eight competencies covered on the National Counselor Exam (NCE) used by the state of South Carolina for licensure, providing a way for students to practice for the licensure exam as well as providing analysis of program content coverage as a type of exit exam.

- *The CECE is not intended or designed as an alternate credentialing examination.*

Section	2025 CIU Means (N=32)	2025 Nat'l Average (N= 3378)	National Standard Deviations
Human Development	8.5	9.48	2.37
Social & Cultural	10.78	11.30	2.10
Helping Relationships	8.56	9.88	2.75
Group	9.09	9.74	2.36
Career	8.56	10.06	2.60
Appraisal	7.43	8.12	2.52
Research & Eval	6.18	7.49	2.81
Professional Ethics	8.31	8.94	2.55
Total	67.43	75.02	14.40

National Median Score= 75; Mode = 78; Range = 100 (Scores 21-120)

CIU Median Score = 66.50; Mode = 65,66,72; Range = 50 (Scores 43-93); STD = 10.76

CECE Results ANALYSIS: CIU students scored lower on the 2025 CECE in every area though our sample was still small in comparison with a few low scores pulling down the average. The national scores may not reflect that as well since many programs are two-year programs and our program is a three-year program.

CECE Comparison over the past 4 years

Section	2025 CIU Means (N=32)	2024 CIU Means (N= 12)	2023 CIU Means (N=26)	2022 CIU Means (N=23)
Human Development	8.5	8.92	8.85	8.56
Social & Cultural	10.78	10.67	11.08	10.86
Helping Relationships	8.56	7.92	8.96	8.08
Group	9.09	9.08	10.08	8.86
Career	8.56	8.16	9.38	8.39
Appraisal	7.43	6.50	7.00	6.69
Research & Eval	6.18	5.08	6.58	5.91
Professional Ethics	8.31	7.92	8.08	7.91
Total	67.43	64.25	70.00	65.26

National Counselor Examination (NCE) for Licensure and Certification

Examination Date: Spring & Summer 2025		Pass Rates
Number Tested:	19	
Number Passed on first attempt:	18	95%
Number Passed:	19	100%
Examination Date: Spring 2024		
Number Tested:	10	
Number Passed on first attempt:	10	100%
Examination Date: Spring 2023		
Number Passed:	27	
Number Passed on first attempt:	26	96%
Examination Date: Spring 2022		
Number Tested:	11	
Number Passed:	11	100%

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



Program: Clinical Mental Health Counseling

National Counselor Examination			
Examination Cycle:	Spring 2025		
Number Tested Nationally:	4759	Number Tested in Program:	19
Number Passed Nationally:	4149	Number Passed in Program:	18
National Pass Rate:	87%	Program Pass Rate:	95%

Work Behaviors and Domains					
	Items	University Results		National Results	
		Mean	Std Dev	Mean	Std Dev
Professional Practice and Ethics	19	11.9	3.0	11.8	3.0
Intake, Assessment and Diagnosis	19	13.5	1.7	13.6	2.8
Areas of Clinical Focus	47	34.5	4.0	34.0	5.4
Treatment Planning	14	10.2	1.6	10.2	2.0
Counseling Skills and Interventions	48	31.4	4.5	31.4	5.8
Core Counseling Attributes	13	9.6	1.7	9.7	2.0
Score	160	111.1	10.8	110.8	16.9

CACREP Content Areas				
	University Results		National Results	
	Mean	Std Dev	Mean	Std Dev
Professional Counseling Orientation and Ethical Practice	7.5	1.3	7.2	1.7
Social and Cultural Diversity	6.6	1.6	6.7	1.9
Human Growth and Development	10.4	2.0	10.5	2.6
Career Development	7.9	2.6	7.4	2.9
Counseling and Helping Relationships	41.5	4.8	41.4	7.6
Group Counseling and Group Work	13.1	3.1	12.6	2.9
Assessment and Testing	21.8	3.3	22.4	4.4
Research and Program Evaluation	2.2	0.9	2.5	1.2
Score	111.1	10.8	110.8	16.9

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**Scores from multiple students were not included in the NBCC-provided totals due to mid-summer testing dates.

Systematic Program Assessment Process: MA In Clinical Counseling

Over the course of a three-year cycle, our assessment process reviews our program from three perspectives: Professional Identity, Professional Competence and Program Area (CMHC), and Overall Program Balance.

- Assessment Cycle Year #1: Professional Identity reviews the common core domains set out in the 2024 CACREP Standard Section 3 (Foundational Counseling Curriculum).
- Assessment Cycle Year #2: Professional Competence and Program Area reviews the domains set out in CACREP Standard Section 4 (Professional Practice) and CACREP Standard Section 5.C. (Program Area: Clinical Mental Health Counseling).
- Assessment Cycle Year #3: Overall Program Balance reviews the overall program from the perspectives of Academic Excellence (“Head”), Spiritual Life Formation/ Religious Development (“Heart”), and Professional Skills Development (“Hands”). These perspectives reflect our corporate educational triad as well as our commitment to developing the whole person through the non-academic and character virtues of Faith, Hope, Love, Wisdom, Justice, Temperance, and Courage.

We have correlated each domain (outcome) under Professional Identity, Professional Competence, and Program Area (Clinical Mental Health Counseling) with a data source (e.g., 3.A. Professional Orientation and Ethics is correlated with CNS 5330). Each time we offer a course, we will collect a signature assignment (data) and store it in an electronic databank. At the appropriate time in the assessment cycle, we will draw a random representative sample from 25% of assignments for each course from the databank and will evaluate them against the pertinent rubric.

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

In addition to direct assessment of student learning outcomes, we conduct indirect assessment of the program. We gather information from surveys given to our graduating students, internship

site supervisors, and employers and feedback from the Advisory Council. We add the information collected through these indirect means to the results of our direct assessment as we compile the annual report. Each year we distribute this annual report by posting it on our webpage.

We restarted back at Cycle #1 in 2024 and are over halfway through again, starting Cycle #3 Fall 2025. We will be adjusting our assessment plan this year to align better with Virtue Standards and 2024 CACREP Standards with our new model rolling out 2026-2027 on the new start for Cycle #1, round 3.

Assessment Cycle Timeline (2023-2026)

August 2023 - May 2024	Collect and store course-related data Analyze data and develop recommendations for Assessment Cycle Year #1
Aug 2024 - Sept 2024	Receive feedback from Advisory Council (annual) Draft report on Assessment Cycle Year #1
October 2024	Distribute report on Assessment Cycle Year #1 Post to University Website on or before December 1, 2024
August 2024 – May 2025	Continue collecting and storing course-related data Administer internship site supervisor surveys (annual)
May 2025	Report on follow-up steps from Assessment Cycle Year #1 Analyze data and develop recommendations for Assessment Cycle Year #2
Aug 2025-Sept 2025	Receive feedback from the Advisory Council (annual) Draft report on Assessment Cycle Year #2
October 2025	Distribute report on Assessment Cycle Year #2 Post to University Website on or before December 1, 2025
August 2025 – May 2026	Continue collecting and storing course-related data Administer graduating student and internship site supervisor surveys (annual) Administer alumni and employer surveys (triennial)
May 2026	Report on follow-up steps from Assessment Cycle Year #2 Analyze data and develop recommendations for Assessment Cycle Year #3
Aug 2026-Sept 2026	Receive feedback from Advisory Council (annual) Draft report on Assessment Cycle Year #3
October 2026	Distribute report on Assessment Cycle Year #3 Post to University Website on or before December 1, 2026

Three-Year Assessment Plan and Process

Assessment Cycle	Outcome		Data Source	Data
Year #1 Professional Identity	3.A.	<u>Professional Counseling Orientation and Ethical Practice</u> : Students will demonstrate an understanding of the history and scope of the profession, including the inter- and intra-disciplinary roles, developing a professional counselor identity through membership with professional organizations, advocacy, self-care, lifelong learner perspective, and future supervision and practice.	CNS 5330 Professional Ethics	Position Paper

	3.B.	<u>Social and Cultural Identities & Experiences:</u> Students will demonstrate an understanding of the cultural context of relationships, issues, and trends in a multicultural society, identifying the role of their culture, experiences, values, and beliefs on their perspective of the world and others.	CNS 5075 Multicultural Counseling	Family Culture Paper & Cultural Interviews Paper
	3.C.	<u>Lifespan Development:</u> Students will demonstrate an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including the influence of addiction, biology, neurology, physiology, system, environmental factors, and worldview factors.	CNS 6310 Human Growth & Development	Research Paper
	3.D.	<u>Career Development:</u> Students will demonstrate an understanding of the theories and approaches of career development, incorporating relevant research, technology, methods, and practice for ethical and culturally relevant assessment and treatment.	CNS 6810 Career Counseling	Career Case Study
	3.E.	<u>Counseling Practice and Relationships:</u> Students will demonstrate an understanding of the counseling process from theory through skill delivery and practice.	CNS 5310 Counseling Theory CNS 6410 Counseling Techniques	Paradigm Project Paper Skills Demonstration
	3.F.	<u>Group Counseling and Group Work:</u> Students will demonstrate theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.	CNS 6440 Group Counseling	Group Design Project
	3.G.	<u>Assessment and Diagnostic Processes:</u> Students will demonstrate an understanding of individual and group approaches to assessment and evaluation in a multicultural society.	CNS 6430 Assessment	Assessment Rationale Papers
	3.H.	<u>Research and Program Evaluation:</u> Students will demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation.	CNS 5410 Research, Statistics, and Evaluation	Abbreviated Research Paper
Assessment Cycle Year #2 Professional Competence and Program Area (CMHC)	Outcome		Data Source	Data
	4.Q.-T,	<u>Practicum:</u> Students exhibit the knowledge, attitude, and skill needed to engage in an in-depth supervised field experience.	CNS 6912 Adv. Techniques /Practicum	Supervisor Evaluation
	4.U.-X	<u>Internship:</u> Students will exhibit the professional skills and character virtues appropriate to the role of a clinical mental health counselor.	CNS 6931-6932 Internship 1 & 2	Supervisor Evaluation
	5.C.	<u>Foundations:</u> Students will exhibit the foundational knowledge and skills needed to function effectively as a clinical mental health counselor.	CNS 5306 Foundations of CMHC	Textbook Quizzes
	5.C.2.	<u>Contextual Dimensions:</u> Students will demonstrate knowledge and understanding of presenting concerns, treatment intervention, referral, collaboration in clinical mental health counseling across settings, diagnoses, and situations.	CNS 5420 Psychopathology	Case Study
	5.C.3.a-e.	<u>Practice:</u> Students will exhibit the skills for effective clinical practice including holistic intake, treatment, referral, and advocacy.	CNS 6931-6932 Internship 1& 2	Case Study Paper and Presentation
CNS 5306 Foundations of CMHC			Advocacy Plan	
	Outcome		Data Source	Data

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

Summary of May 2024 Assessment Report with UPDATES:

The MA in Counseling for 2024-2025 assessment included year two of three in our assessment plan. The MA in Counseling program uses a three-year cycle to assess our program with Year 1 assessing professional identity, Year 2 exploring professional competence and our program area of CMHC, and year 3 addressing character dispositions and overall program balance. This progression back through the full cycle provides improved data and feedback for updates to the program.

Overall, the assessment process revealed growth and improvements as we implemented changes to assignments and courses to improve our alignment from the 2016 to the 2024 CACREP Standards. Many of the issues discovered last year in Cycle #1, requiring recommendations, were the result of requirement changes between these CACREP Standards.

Based on the input of the advisory council, the faculty made the following updates from the suggested recommendations of the council and the faculty group.

- **Recommendation #1:** *Outcome 2.F.1.: Professional Counseling Orientation and Ethical Practice*- Due to changes in CACREP for this Outcome that the course assignment did not reflect, this assignment did not meet the standard in 2 of the 3 areas of assessment. It is recommended that this assignment is expanded to have students consider their identity, role, and development more comprehensively to address parts 1-3 (out of 4) for this outcome as the Position Paper only addresses the final point AND use other assignments in the course such as the Professional Organization Membership assignment and advocacy assignment to meet this standard.
 - **Update:** Additional elements were added to the Position Paper for Spring 2025 to reflect the need to cover these assessment elements with the membership assignment included as an element of assessment by the primary faculty member teaching this course, but this faculty member left in December 2024 before teaching the course. When the new faculty member took over the course, the revised assignment felt cumbersome and disjointed. Faculty decided that the position paper should be refined and streamlined, and assignments from CNS 5306 Foundations of CMHC should be used to meet this standard, as it is better aligned with the requirements.
- **Recommendation #2:** *Outcome 2.F.2.: Social and Cultural Diversity* – Students successfully identified various people groups and understood various cultural theories in the application of counseling to diverse communities. This artifact did not seek to prompt students to articulate their attitudes and biases in relation to the treatment of other diverse groups, as the first artifact sought to assess those areas.
 - **Update:** A section was added to the end of the Family Culture Paper to prompt students to reflect, assess, and evaluate their personal cultural lens through the perspective of a different cultural lens, sharing their process and experience with another student through in-class discussion, in advance of recording this process in the conclusion of their paper.
- **Recommendation #3:** *Outcome 2.F.3.: Human Growth and Development* - Papers were primarily drawn from Dr. Lois Mayo's online course with adjustments to the assignment from its design and correction from last cycle 1 to improve direct research application and evidence-based practice. It is recommended that the assignment clarify the intention and need for research for evidence-based practice and incorporate discussions of holistic elements, including the influence of addiction, biology, neurology, and physiological factors.
 - **Update:** Specific prompts and direction for considering the whole person and the systemic, cultural, environmental, biological, and social factors that influence and interact with the symptoms identified as well as methods for considering these elements in treatment and prevention were added to the assignment description and the rubric.

Systematic Program Assessment: Master's Cycle #2 May 2025

Artifact & Course	Description	Total Students & 25%	Assessment Rubric
6912 Adv. Techniques/Practicum – <i>Supervisor Evaluation</i>	Site supervisors provide both mid-term and final evaluations of the student. Final evaluations are used for the purpose of this artifact.	26 (2022), 13 (2023), 24 (2024), 63 total students, 16 students for significance	Rubric with Results in Appendix A
6931-6932 Internship – <i>Supervisor Evaluation</i>	Site supervisors provide both mid-term and final evaluations of the student each semester. Final evaluations for both 6931 and 6932 are used for the purpose of this artifact.	26 total students, 7 students for Significance	Rubric with Results in Appendix A
6931-6932 Internship – <i>Case Study Paper & Presentation</i>	Case conceptualization is the cornerstone of good client care. Students need to demonstrate the ability to assess, diagnose, and plan for treatment of clients. Practice in case conceptualization will increase students' competence and confidence and prepare students for future clinical work. Students will present a 10-15 minute case consultation presentation.	27 (22-23), 12 (23-24), 33 (24-25), 72 total students, 18 students for significance	Rubric with Results in Appendix A
5306 Foundations of CMHC – <i>Textbook Quizzes</i>	Students will complete seven Textbook Quizzes on clinical mental health counseling from the Young & Cashwell (2016) textbook to demonstrate understanding of foundational concepts in the clinical mental health counseling profession.	34 (2022), 60 (2023), 59 (2024), 153 total, 38 students for significance	Rubric with Results in Appendix A
5306 Foundations of CMHC – <i>Advocacy Plan</i>	Students will complete assigned readings on advocacy. The advocacy plan will include a definition of the selected problem, a determination of the type of advocacy action, and a detailed plan to address issues such as the target population, possible supporting organizations, ways of measuring effectiveness, and desired outcomes. Students will also consider how their advocacy plan aligns with a biblical approach to social change.	34 (2022), 60 (2023), 59 (2024), 153 total, 38 students for significance	Rubric with Results in Appendix A
5420 Psychopathology – <i>Case Study</i>	A case study is a professional clinical report that details the symptoms, history, diagnosis, conceptualization, and treatment recommendations of a client. An outline for formatting and content of the case study is provided on Canvas. Students will select a fictional character from a movie, book, TV show, or other popular culture media that seems meets criteria for one or more psychological disorders in the DSM-5 to use as their subject for the case study, supplementing known information from the source with assumed or probable content to	28 (2023), 43 (2024), 38 (2025), 109 total students, 27 students for significance	Rubric with Results in Appendix A

	complete the outline. Paper should be 10-12 pages, following the provided template format.		
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*See Rubrics for MA in Counseling Cycle #1 Assessment in Appendix A

MA in Counseling May 2025 Assessment Report Outcomes

- **Outcome 3.F.-I.: Practicum and Outcome 3.J.-M.: Internship – 2.16 Overall.**

Overall, students demonstrated exceptional professional dispositions with 90-96% receiving top scores in emotional stability and self-control (91%), motivation to learn and grow (96%), openness to feedback (94%), flexibility and adaptability (90%), and congruence and genuineness (95%). These statistics indicate well-developed professional identities and personal attributes conducive to effective counseling. The assessment results suggest a developmental trend where students master foundational skills and professional dispositions more readily than advanced intervention techniques. Areas requiring focused development include confrontation skills (with only 49% receiving top scores and 14% unable to be observed) and advanced reflection techniques (65% receiving top scores for reflecting meaning). This pattern aligns with typical counselor development models where complex integrative skills develop later in training. The program should consider targeted interventions to strengthen these advanced clinical competencies while maintaining the strong foundation in therapeutic relationship building and professional conduct.

Recommendations: 1) Utilize a 5-point Roles model for providing feedback during the video reviews in supervision with one student assigned each of the following perspectives to observe during video and report: client, physical space, counselor, metaphor, general feedback; 2) Incorporate a transcript review with a grid to the assignments for videos; 3) Start both these recommendations during Counseling Techniques

- **Outcome 5.C.1.a.-e.: Foundations – Textbook Quizzes - 2.85 Overall.**

Student grades on textbook quizzes were used to demonstrate learning and ability on this standard with 153 total students across eight sections and three years scoring an overall average of 95.07% on the quizzes. Meets Standard but may need a different method for assessing this outcome for greater refinement and granularity than the total textbook quizzes.

Recommendation: Take the newly created addendum from the Position Paper for Spring 2025 (addendum in CNS 5330) and create as a new assignment for CNS 5306 to demonstrate history, process, and identity of the counselor within the field of clinical mental health counseling (Dr. Scott will follow up with Nicole Kinney who is re-creating this course for Fall 2025).

- **Outcome 5.C.2.a.-m. Contextual Dimensions – Psychopathology Case Study - 2.16 Overall**

All papers scored at least 15 points out of 25, with no papers falling below this threshold. The majority (14 papers) fell in the 15-19 point range, indicating satisfactory but not exceptional performance.

Recommendation: Provide modeling and practice walk through for finding academic sources connected to diagnostic categories, assessment, and theoretical applications in the Psychopathology class. Remind that “research” is not scanning a blog or page-one Google results.

- **Outcome 5.C.3.a.-e.: Practice – Internship Case Study & Presentation – 2.46 Overall.**

The average across all papers was 81.94% or 2.46/3, meeting the standard for this category. Some students struggled to synthesize information about the client symptoms with theory and whole person conceptualization to guide effective treatment, but most students demonstrated strong conceptualization skills.

Recommendation: Remove the presentation part from this artifact and just have the artifact represented by the Case Study Paper as the presentation is made live during the internship course and is difficult to assess at a future date.

- **Outcome 5.C.3.a.-e.: Practice – Foundations of CMHC Advocacy Plan – 1.79 Overall.**

The most common area where papers lost points was in Criterion 2 (integrating literary research), with many papers scoring only 1 point in this category. Previous attempts to fix this included improved wording regarding the necessity of utilizing academic research.

Recommendation: The expectations and guidelines for this assignment need to be adjusted to reinforce process and practice of incorporating scholarly research (and modeling and defining what is meant by “scholarly research”) for revisions to this assignment by Nicole Kinney in CNS 5306 adjustments. Scholarly Research – Not a blog or SimplePsychology or other Website, not WebMd or Cleveland Clinic – needs to be peer-reviewed or original research from established journals.

Summary of 2024-25 Results

The assessment process for Cycle #2 revealed how the process of evaluation and improvements made in the last round through this cycle strengthened the students’ success in alignment with the Standards and scores on the Outcomes with only one Outcome measure (5.C.3.a.-e.) falling below the 2.0 threshold. With an almost complete change to the faculty revising and teaching each of these course, the review process of the assessment outcome expectations was helpful to refine the assignments and their alignment to the overall process. With the input of the advisory council, the faculty will complete the plan for changes based on this assessment report and implement those changes in academic year 2025-2026, report updates in May 2026, and then submit the update in the advisory report in Fall 2026. We will also be updating and revising the three-year assessment process this year as we finish the second time through all three cycles. The revision is intended to clarify and streamline the process of assessment and program evaluation in alignment with the 2024 CACREP Standards and also as our program grows in students and faculty to make the process easier and more automated.

Advisory Council Meeting Feedback

September 15, 2025 | 6:00 PM | Alumni Center

Attendees: Seth Scott, Ben Mathew, David Croteau, Sarah Parker Mounce, Curtis McGowan, Jill Crossgrove, Casey Lee, James Walden, Brian Messimer

Absent: Nicole Kinney, Janalee Smith, Suzie Hardy, Shenika Jones

Key Priorities

- **Faculty Needs:** Attract more faculty; encourage admin to align pay with industry.
- **Program Growth:** Strong development, grounded in a biblical worldview.

Faculty & Roles

- **Introductions:** Seth Scott, Ben Mathew, Karen Herzel, Jackie Perry, Steve Stuhldreier, Jamie Klemashevich, Shenika Jones, Matt Casada.
- **Orientation/Training:** “Effective Integration” program for remote faculty; mentoring & prayer groups to build relationships.
- **Virtue Formation:** Three Orthos – orthodoxy (head), orthopathy (heart), orthopraxy (hands).
- **Role Assignments:**
 - Dean – Seth Scott
 - PhD – Steve Stuhldreier
 - Training & Internship – Jamie Klemashevich
 - CACREP Liaison – Seth Scott → transitioning to Shenika Jones
 - Assessment & CE – Ben Mathew
 - IRB Coordinator – Steve Stuhldreier
 - Research/Scholarship – Karen Herzel
 - Remediation/PIP – Karen Herzel
 - Associate Director Kepha MACC – Seth Scott

Meetings & Assessment

- Monthly 1-hour faculty meetings (discipleship focus).
- MA & PhD assessment: update to 2024 CACREP standards, data collection via Canvas, aligned with the three Orthos framework (Orthodoxy, Orthopathy, Orthopraxy).
- Accreditation approved through Oct 31, 2032.
- Rewriting assessment plan to streamline and model virtue formation.

Faculty & Student Engagement

- Strong faculty-student interaction beyond classroom (mentoring, podcasts, meals, cultural engagement).
- Exploring **Expressive Arts in Therapy** and **trauma group therapy** in residencies.
- Challenges: reliance on adjuncts, remote faculty relationship-building.
- Creating a database for supervision support.

Comments & Observations

- Curtis: Appreciates focus on faculty spiritual growth and online program design.
- James: Other schools adopting integration approach due to CIU's influence.
- Sarah Parker: Strong faculty-student engagement cited as a strength.
- Brian: CIU students/grads praised for flexibility and work ethic.
- Jill: Positive feedback from site supervisors; internship demand is high.
- Marketing: Limited—mainly podcasts, conferences, SEO. High student interest due to program reputation and faith + CACREP distinctives.

- Dave Croteau: Limited marketing tied to faculty capacity concerns.
- Leadership Goals: Dept. and university setting goals around faculty capacity, student support, and retention.

Grants & Initiatives

- **BCBS Grant (\$400K, submitted):** 3-year support for community clinic in Denny Terrace (admin, supervisors, tech, utilities). Services on sliding scale; PhD students supervise MA/UG. Addresses food desert & transit gap.
- **Prisma Health Grant (\$75K, pending):** Partnership for mental health/urgent care services (modeled after Cooperative Care).
- **Care Institute:** CE opportunities through biblical worldview immersion.
 - Phase I: 6-video courses
 - Phase II: Clinical soul care
 - Phase III: Lay counseling mentoring/discipleship
 - Promotion via *Faith and Mental Health in America* podcast (Patreon).

Closed by praying together as a group.

PhD in Counselor Education & Supervision Program Overview

The Doctor of Philosophy in Counselor Education and Supervision prepares graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings with professional excellence and from a contextualized biblical worldview. This advanced degree in counselor education and supervision enables counselors to shift in identity and skill from clinical practitioners to scholar practitioners, learning the philosophy and skills of teaching and supervision while contributing to the field through advocacy, supervision, leadership, research, and educational instruction. Persons graduating with this doctoral degree in counselor education and supervision will be fully equipped to fulfill God's purposes as ambassadors of the gospel to burgeoning faith-based and secular graduate counseling programs around the world.

Counseling addresses issues of identity, meaning, purpose, and belonging, all issues that find their reality within the truth of the gospel and a biblical worldview. This program is uniquely suited to fulfill the mission of CIU within this critical need area by training counselor educators from a biblical worldview to impact the world for Christ as counselor educators in both faith-based and secular counseling programs, as supervisors in clinical settings, as researchers and authors providing insights and integration to address the whole person, and as leaders in the field to promote the focus on the whole person as made in the image of God. Counselor educators are needed, both within our own Master of Arts in counseling programs, and in hundreds of other faith-based and secular graduate counseling programs around the country and the world. This program has the opportunity to address the mission of God as CIU graduates within this niche in a unique way. Counselor educators are prepared for leadership and impact in clinical counseling, supervision, program evaluation and leadership, research, counseling education, and advocacy for effective change. Through practical experience throughout the program and opportunities for professional practice, PhD students in this program model the program philosophy of head, heart, and hands through excellence in

knowledge, character, and skill across the five focal areas in counselor education and supervision.

Program Mission Statement

The **Mission of CIU's PhD in Counselor Education and Supervision** is to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings with professional excellence and from a contextualized biblical worldview.

PhD in CES Program Requirements

The course content for the program is completed online with one initial two-day virtual residency at the start of the program and two five-day residencies after the first and second years. Successful completion of the Competency Exam during the third residency and Clinical Supervision and Consultation course during the second year provides for registration in the Advanced Practicum in Clinical Counseling course. Successful completion of four research courses is required to present research during the third residency, enabling advancement to the dissertation proposal in Proposal Development. During the Advanced Research Methodology course, students will seek a qualified faculty mentor as a chair for their dissertation committee and to assist in proceeding toward Proposal Development. When the faculty mentor deems the dissertation to be ready for defense, the candidate defends his/her dissertation before a committee of at least two faculty readers, either internal or external to the university. The program is designed to be completed in three years of full-time study.

Objectives

Students will be able to:

- Research and write at an advanced level of clinical and social science scholarship under the functional authority of Scripture.
- Provide a scholarly contribution to the field of counseling.
- Develop future counselors through engagement across teaching, clinical skill development, supervision, leadership, and advocacy.
- Design educational content for clinical counselor development and training.
- Contribute responsibly in the context of supervisory relationships and leadership roles while exhibiting CIU's core value of victorious Christian living.

Admission Requirements

- Hold a licensure-track, 48-hour (minimum) master's degree in counseling or a significantly related field such as psychology or social work from a regionally accredited institution. Those with less than 48 hours or non-CACREP accredited degrees may have to take additional coursework as a prerequisite to admission or concurrently with their first year in the program.
- Have a minimum of a 3.5 GPA in your graduate level coursework.
- Have at least one year of experience in a mental health field (highly desirable).
- Proficiency in conducting research and writing at the graduate level, demonstrated by completion of a master's thesis or a major research paper (at least 10,000 words) provided from a prior degree or coordinated during the application process.

- Interview with admissions committee considering academic readiness, academic placement aim, dissertation aim, personal maturity, and career goals. Students with deficiencies in any area must address those deficiencies to the satisfaction of the committee before they are fully admitted to the program.
- Because of the non-residential delivery of the program, students must demonstrate access to adequate and reliable online service.
- Students are required to attend one 2-day virtual residency and two 5-day residencies during the summers in the program with an optional fourth writing intensive residency the final summer of dissertation.

Completion Requirements

- Successful completion of all classes with a grade of B or higher.
- Successful completion of a dissertation proposal prepared under the supervision of a faculty mentor.
- Successful oral defense of a dissertation that is an original work of academic research (at least 80,000 words) before a committee of at least two internal and/or external faculty readers with program director joining the defense when two external readers are present.
- Affirmation of the CIU doctrinal statement.
- Successful completion of all requirements within eight years from matriculation.

Course of Study (60 credits)

Ph.D. Residencies (3-4)

- CNS 9000 - Year One Residency: Orientation and Integration Credits: 1
- CNS 9001 - Year Two Residency: Teaching and Research Credits: 1
- CNS 9002 - Year Three Residency: Clinical Practice and Research Presentations Credits: 1
- CNS 9003 - Optional Residency: Writing Intensive Credits: 1

Curricular Requirements (42)

- CNS 9200 - Professional Orientation, Ethics, & Identity Credits: 3
- CNS 9310 - Advanced Counseling Theories Credits: 3
- CNS 9411 - Research Theory, Designs, and Methods Credits: 3 credits
- CNS 9412 - Quantitative Research Methodology Credits: 3
- CNS 9413 - Qualitative Research Methodology Credits: 3
- CNS 9460 - Clinical Supervision & Consultation Credits: 3
- CNS 9510 - Program Evaluation, Leadership, & Publications Credits: 3
- CNS 9700 - Teaching in Counselor Education Credits: 3
- CNS 9710 - Advanced Multicultural Counseling Credits: 3
- CNS 9720 - Capstone: Counseling & Christian Thought Credits: 3
- CNS 9910 - Advanced Practicum in Clinical Counseling Credits: 3
- CNS 9930 - Teaching Internship Credits: 3
- CNS 9931 - Internship – Domains Credits: 3

Choose one of the following Advanced Research Methodology Courses:

- CNS 9414 - Advanced Quantitative Research Methodology Credits: 3
- CNS 9415 - Advanced Qualitative Research Methods Credits: 3
- CNS 9416 - Advanced Mixed Methods Research Methods Credits: 3

Dissertation (15)

- CNS 9960 - Proposal Development Credits: 3
- CNS 9961 - Dissertation I Credits: 4
- CNS 9962 - Dissertation II Credits: 4
- CNS 9963 - Dissertation III Credits: 4

Suggested Course Progression (2025-2028)

PLANNED SEMESTER/YEAR	COURSE CODE	COURSE TITLE	CREDIT HOURS
Fall Term 1			
August, 2025	CNS 9000	Residency – Year One (Orientation & Integration)	1
Fall 2025	CNS 9200	Professional Orientation, Ethics, & Identity	3
Fall 2025	CNS 9411	Research Theory, Designs, & Methods	3
Spring Term 2			
Spring 2026	CNS 9700	Teaching in Counselor Education	3
Spring 2026	CNS 9412	Quantitative Research Methodology	3
Summer Term 1			
May, 2026	CNS 9001	Residency – Year Two (Teaching & Research)	1
Summer 2026	CNS 9310	Advanced Counseling Theories	3
Summer 2026	CNS 9413	Qualitative Research Methodology	3
Fall Term 2			
Fall 2026	CNS 9460	Clinical Supervision & Consultation	3
Fall 2026	CNS 9414	Advanced Quantitative Research Methodology	3
Fall 2026	CNS 9415	OR Advanced Qualitative Research Methodology	3
Fall 2026	CNS 9416	OR Advanced Mixed Methods	3
Spring Term 2			
Spring 2027	CNS 9930	Teaching Internship	3
Spring 2027	CNS 9510	Program Evaluation, Leadership, & Publications	3
Summer Term 2			
May, 2027	CNS 9002	Residency – Year Three (Clinical & Research Presentations)	1
Summer 2027	CNS 9910	Internship in Clinical Counseling & Supervision	3
Summer 2027	CNS 9960	Proposal Development	3
Fall Term 3			
Fall 2027	CNS 9961	Dissertation 1	4
Fall 2027	CNS 9931	Internship - Leadership OR Advocacy OR Supervision OR Research	3
Spring Term 3			
Spring 2028	CNS 9710	Advanced Multicultural Counseling	3
Spring 2028	CNS 9962	Dissertation 2	4
Summer Term 3			
May, 2028	CNS 9003	optional Residency – (Writing Intensive)	(1)
Summer 2028	CNS 9963	Dissertation 3	4
Summer 2028	CNS 9720	Capstone: Counseling & Christian Thought	3
	CNS 9999	Dissertation Continuation (<i>if needed</i>)	3

PhD in CES Systematic Program Assessment Process

Over the course of a three-year cycle, our assessment process reviews our program from three perspectives: Head, Heart, and Hands to demonstrate alignment with the 2024 CACREP Standards and Program Objectives, and Student Learning Outcomes.

- ⑩ Assessment Cycle Year #1: **Head (Academic & Scholarly Competence)** reviews Student Learning Outcomes 1 and 2 with emphasis on the doctoral role domains of Research and Scholarship (6.B.4.) and Leadership and Advocacy (6.B.5.).
- ⑩ Assessment Cycle Year #2: **Heart (Professional Identity & Character)** reviews Student Learning Outcomes 5 and 6 with an emphasis on the professional identity and the person of the counselor educator.
- ⑩ Assessment Cycle Year #3: **Hands (Professional Skill & Application)** reviews Student Learning Outcomes 3 and 4 with emphasis on the application of all five doctoral role domains (6.B.1.-6.B.5.) as well as the Doctoral Internship Courses (6.C. & 6.D.).

The curriculum map provides an overview of the alignment and progression from introduction through mastery of the program outcomes throughout the curriculum. The CES Educational Program Assessment Report (EPAR) also lays out course and assignment alignment to the Student Learning Outcomes. The following table sets out the outcomes we will measure and the corresponding data we will analyze for each year in the cycle.

Each Program objective and Student Learning Outcome is correlated with a Domain of Head, Heart, or Hand, aligned with a corresponding CACREP Standard, and evidenced through the content mastery progression in the Curriculum Map and with the course and component assignment for each annual assessment cycle. At the appropriate time in the assessment cycle, we will draw a random sample of 25% of the assignments for each course over a three-year period and will evaluate them against the pertinent rubric. At least one faculty member who is not responsible for teaching the course will review and evaluate the sample assignments.

The primary means we will use in the process is direct assessment of student learning outcomes (SLOs) based on course work collected each year and evaluated using rubrics designed according to a four-level scale: Unsatisfactory (0), Marginal (1), Satisfactory (2), and Exceptional (3). We will consider an outcome to be met successfully when the student work evaluated achieves an average score of 2.00 or better.

In addition to direct assessment of student learning outcomes, we will conduct indirect assessment of the program. Our advisory council will meet annually to provide input, and we will administer our graduating student and internship site supervisor surveys annually. We will administer our alumni and employer surveys every third year (during Assessment Cycle Year #3). We will add the information collected through these indirect means to the results of our direct assessment as we conduct our analysis during a two-day workshop in May.

PhD in Counselor Education & Supervision Curriculum Map

Program Outcomes	Curriculum Layout																		
	Residency – Year One: Orientation & Integration	Professional Orientation, Ethics, & Identity	Research Theory, Designs, & Methods	Teaching in Counselor Education	Quantitative Research Methodology	Residency – Year Two: Teaching & Research	Advanced Counseling Theories	Qualitative Research Methodology	Clinical Supervision & Consultation	Advanced Research Methodology	Teaching Internship	Program Evaluation, Leadership, & Publications	Residency – Year 3: Clinical & Research Presentations	Internship in Clinical Counseling & Supervision	Proposal Development	Dissertation	Internship: Five Domains	Advanced Multicultural Counseling	Capstone: Counseling & Christian Thought
1. Research and write at an advanced level of clinical and social science scholarship under the functional authority of Scripture.			I		R			R		R		R	R		R	M			R
2. Provide a scholarly contribution to the field of counseling.	I	R	R		R			R		R		R	R		R	M			R
3. Develop future counselors through engagement across	I	R		R		R	R		R		M	R	R				R	R	R
a. teaching,...	I	R				R	R						R	M					
b. clinical skill development, ...	I	R				R	R						R	M					
c. supervision, ...	I	R					R		M		R	R	R	R			R		
d. leadership, and advocacy.	I	R	R	R		R			R		R	M	R	R	R	R	R	R	
4. Design educational content for clinical counselor development and training.		I		R		R	R		R		M	R					R		R
5. Contribute responsibly within the context of educational, clinical, supervisory relationships, and leadership roles while exhibiting CIU's core value of victorious Christian living.	I	R				R			R		R	R	R	R	R	R	M	R	R
6. Display continual personal and professional growth and	I	R		R			R		R			R						R	M

PhD in Counselor Education & Supervision Curriculum Map

Program Outcomes	Curriculum Layout																		
	Residency – Year One: Orientation & Integration	Professional Orientation, Ethics, & Identity	Research Theory, Designs, & Methods	Teaching in Counselor Education	Quantitative Research Methodology	Residency – Year Two: Teaching & Research	Advanced Counseling Theories	Qualitative Research Methodology	Clinical Supervision & Consultation	Advanced Research Methodology	Teaching Internship	Program Evaluation, Leadership, & Publications	Residency – Year 3: Clinical & Research Presentations	Internship in Clinical Counseling & Supervision	Proposal Development	Dissertation	Internship: Five Domains	Advanced Multicultural Counseling	Capstone: Counseling & Christian Thought
improvement.																			

Assessment Methods for PhD in CES

Assessment Cycle Year #1 Head: Academic & Scholarly Competence	Program Objective		Student Learning Outcome	2024 CACREP Standard	Course	Component
	1	Research and write at an advanced level of clinical and social science scholarship under the functional authority of Scripture.	Students will demonstrate a contextualized biblical worldview by researching and writing at an advanced level of clinical and social science scholarship.	6.A.2.a.; 6.B.1.a.; 6.B.1.d.; 6.B.4.a.; 6.B.4.b.; 6.B.4.c.; 6.B.4.d.; 6.B.4.f.; 6.B.4.g.; 6.B.4.i.; 6.B.4.j.; 6.B.4.l.; 6.B.4.m.;	CNS 9411 Research Theory, Designs, & Methods	Abbreviated Research Plan
				6.A.2.b.; 6.B.4.a.; 6.B.4.b.; 6.B.4.d.; 6.B.4.e.; 6.B.4.f.; 6.B.4.g.; 6.B.4.h.; 6.B.4.i.; 6.B.4.j.; 6.B.4.l.; 6.B.4.m.;	CNS 9412 Quantitative Research Methodology	Final Reflection Discussion
				6.A.2.a.; 6.B.4.a.; 6.B.4.c.; 6.B.4.d.; 6.B.4.e.; 6.B.4.f.; 6.B.4.g.; 6.B.4.h.; 6.B.4.i.; 6.B.4.j.; 6.B.4.l.; 6.B.4.m.;	CNS 9413 Qualitative Research Methodology	Qualitative Research Project
				6.A.2.c.; 6.B.4.a.; 6.B.4.c.; 6.B.4.d.; 6.B.4.e.; 6.B.4.f.; 6.B.4.g.; 6.B.4.h.; 6.B.4.i.; 6.B.4.j.; 6.B.4.l.; 6.B.4.m.;	CNS 941X Advanced Research Methodology	Presentation of the Research Project
				6.A.2.b.; 6.A.2.c.; 6.A.7.; 6.B.4.a.; 6.B.4.g.; 6.B.4.h.; 6.B.4.i.; 6.B.4.j.; 6.B.4.l.; 6.B.4.m.;	CNS 9963 Dissertation	Completed Dissertation
	2	Provide a scholarly contribution to the field of counseling.	Students will contribute scholarly research materials, educational content, clinical skill and training, and leadership and advocacy practices from a contextualized biblical worldview.	6.A.2.c.; 6.B.1.d.; 6.B.4.f.; 6.B.4.g.; 6.B.4.h.; 6.B.4.i.	CNS 9002 Residency Year 3	Research Prospectus Presentation
				6.A.2.a.; 6.A.2.b.; 6.A.5.; 6.B.4.a.; 6.B.4.g.; 6.B.4.h.; 6.B.4.l.; 6.B.4.m.	CNS 9960 Proposal Development	Dissertation Research Proposal
				6.A.2.b.; 6.A.2.c.; 6.A.7.; 6.B.4.a.; 6.B.4.g.; 6.B.4.h.; 6.B.4.i.; 6.B.4.j.; 6.B.4.l.; 6.B.4.m.;	CNS 9963 Dissertation	Completed Dissertation
	Program Objective		Student Learning Outcome	2024 CACREP Standard	Course	Component
Assessment Cycle Year #2 Heart: Professional Identity & Character	5	Contribute responsibly in the context of educational, clinical, supervisory relationships, and leadership	Students will exhibit ethical, moral, spiritual, professional, and authentic caring behaviors as a Christian	6.A.2.g.; 2.B.2.j.; 6.B.1.a.; 6.B.3.a.; 6.B.3.b.; 6.B.3.c.; 6.B.3.d.; 6.B.3.e.; 6.B.3.f.; 6.B.3.g.; 6.B.3.h.; 6.B.3.i.; 6.B.3.j.; 6.B.3.k.; 6.B.3.l.; 6.B.3.m.; 6.B.5.d.; 6.C.1.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.	CNS 9930 Teaching Internship	Supervisor Evaluation
				6.B.1.a.; 6.B.1.b.; 6.B.1.d.; 6.B.1.e.; 6.B.1.f.; 6.B.2.a.; 6.B.2.c.; 6.C.1.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.;	CNS 9910 Internship in Clinical	Supervisor Evaluation

		roles while exhibiting CIU's core value of Victorious Christian Living.	counselor educator.	6.C.7.; 6.C.8.; 6.D.1.; 6.D.2.; 6.D.3.; 6.D.4.	Counseling & Supervision	
				6.A.2.d.; 6.B.1.e.; 6.B.5.a.; 6.B.5.b.; 6.B.5.c.; 6.B.5.d.; 6.B.5.e.; 6.B.5.f.; 6.B.5.g.; 6.B.5.h.; 6.B.5.i.; 6.B.5.j.; 6.B.5.k.; 6.B.5.l.; 6.B.5.m.; 6.B.5.n.	CNS 9510 Program Evaluation, Leadership, & Publications	Advocacy within Program Evaluation Project
				6.A.2.c.; 6.A.2.d.; 6.A.8.; 6.B.1.c.; 6.B.1.d.; 6.B.1.f.; 2.B.2.l.; 6.B.3.f.; 6.B.3.l.; 6.B.5.h.; 6.B.5.m.;	CNS 9710 Advanced Multicultural Counseling	Advocacy Amidst Relentless Tension (AART) Project
				6.B.1.a.; 6.B.1.b.; 6.B.1.c.; 6.B.5.h.	CNS 9720 Capstone: Counseling & Christian Thought	Integrative Philosophy of Counseling Paper
	6	Seek continual personal and professional growth and improvements.	Students will experience personal and professional growth as counselor educators throughout the program, engaging in leadership and advocacy now and for the future as contributors to the field.	6.B.5.j.; 6.B.5.n.;	CNS 9000 Residency Year 1	Habits & Rhythms Plan
				6.A.2.e.; 6.B.1.c.; 6.B.1.f.; 2.B.2.j.; 2.B.2.k.; 2.B.2.l.; 6.B.3.l.; 6.B.5.d.; 6.B.5.k.; 6.B.5.m.;	CNS 9200 Professional Orientation, Ethics, & Identity	Professional Identity & Developmental Plan
				6.A.2.e.; 6.A.2.f.; 6.B.1.a.; 6.B.1.c.; 6.B.2.c.; 6.C.1.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.; 6.D.1.; 6.D.2.; 6.D.3.; 6.D.4	CNS 9931 Internship (Five Domains)	Supervisor Evaluation
Assessment Cycle Year #3 Hands: Professional Skills & Application	Program Objective		Student Learning Outcome	2024 CACREP Standard	Course	Component
	3	Develop future counselors through engagement across teaching, clinical skill development, supervision, leadership and advocacy, and scholarly research.	Students will expand their professional identity from counselor to counselor educator, increasing skill and identity from clinical to engagement across teaching, clinical skill	6.A.2.e.; 6.B.1.c.; 6.B.1.f.; 2.B.2.j.; 2.B.2.k.; 2.B.2.l.; 6.B.3.l.; 6.B.5.d.; 6.B.5.k.; 6.B.5.m.	CNS 9200 Prof. Orientation, Ethics, & Identity	Advocacy Plan
				6.A.2.d.; 6.A.2.f.; 6.B.1.e.; 6.B.5.a.; 6.B.5.b.; 6.B.5.c.; 6.B.5.d.; 6.B.5.e.; 6.B.5.f.; 6.B.5.g.; 6.B.5.h.; 6.B.5.i.; 6.B.5.j.; 6.B.5.k.; 6.B.5.l.; 6.B.5.m.; 6.B.5.n.	CNS 9510 Program Evaluation, Leadership, & Publications	Advocacy within Program Evaluation Project
				6.B.1.a.; 6.B.1.b.; 6.B.2.a.; 6.B.2.b.; 6.B.2.c.; 6.B.2.d.; 6.B.2.e.; 6.B.2.f.; 6.B.2.g.; 2.B.2.h.; 2.B.2.i.; 2.B.2.j.; 2.B.2.k.; 2.B.2.l.;	CNS 9460 Clinical Supervision & Consultation	Supervision Disclosure Statement

			development, supervision, leadership and advocacy, and scholarly research.	6.A.2.g.; 2.B.2.j.; 6.B.1.a.; 6.B.3.a.; 6.B.3.b.; 6.B.3.c.; 6.B.3.d.; 6.B.3.e.; 6.B.3.f.; 6.B.3.g.; 6.B.3.h.; 6.B.3.i.; 6.B.3.j.; 6.B.3.k.; 6.B.3.l.; 6.B.3.m.; 6.B.5.d.; 6.B.5.i.; 6.C.1.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.	<i>CNS 9930 Teaching Internship</i>	Supervisor Evaluation
				6.B.1.d.; 6.B.1.e.; 6.B.1.f.; 6.B.2.a.; 6.B.2.b.; 6.B.2.c.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.; 6.D.1.; 6.D.2.; 6.D.3.; 6.D.4.	<i>CNS 9910 Internship in Clinical Counseling & Supervision</i>	Artifacts & Skill Recordings
				6.B.1.a.; 6.B.1.c.; 6.B.1.f.; 6.B.2.e.; 6.C.1.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.; 6.D.1.; 6.D.2.; 6.D.3.; 6.D.4.	<i>CNS 9931 Internship (Five Domains)</i>	Supervisor Evaluation
	4	Design educational content for clinical counselor development and training.	Students will engage in educational content design for clinical counselor development and training.	6.B.3.a.; 6.B.3.b.; 6.B.3.c.; 6.B.3.d.; 6.B.3.e.; 6.B.3.f.; 6.B.3.g.; 6.B.3.h.; 6.B.3.i.; 6.B.3.j.; 6.B.3.k.; 6.B.3.l.; 6.B.3.m.; 6.B.5.d.;	<i>CNS 9700 Teaching in Counselor Education</i>	Personal Philosophy of Teaching Parts 1 & 2
				6.A.2.g.; 2.B.2.j.; 6.B.1.a.; 6.B.3.a.; 6.B.3.b.; 6.B.3.c.; 6.B.3.d.; 6.B.3.e.; 6.B.3.f.; 6.B.3.g.; 6.B.3.h.; 6.B.3.i.; 6.B.3.j.; 6.B.3.k.; 6.B.3.l.; 6.B.3.m.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.	<i>CNS 9930 Teaching Internship</i>	Supervisor Evaluation
				6.B.3.a.; 6.B.3.b.; 6.B.3.c.; 6.B.3.d.; 6.B.3.e.; 6.B.3.f.; 6.B.3.g.; 6.B.3.h.; 6.B.3.j.; 6.B.3.l.; 6.B.3.m.; 6.C.1.	<i>CNS 9001 Residency Year 2</i>	Teaching Evaluation

*** Yellow Cells represent courses not yet delivered in this second year of the program.

The following table provides a summary of the points at which we will assess students during the three years of their program of study.

Pre-Admission	Research Proposal, Essay, Group Interview		
Year 1	<u>Summer Semester:</u> CNS 9000 – Habits & Rhythms Plan		
	Fall Semester:	Spring Semester:	Summer Semester:
	CNS 9200 – Professional Identity & Developmental Plan CNS 9411 - Abbreviated Research Plan	CNS 9700 – Personal Philosophy of Teaching (1 & 2) CNS 9412 - Final Reflection Discussion	CNS 9001 – Teaching Evaluation CNS 9413 - Qualitative Research Project
Year 2	Fall Semester:	Spring Semester:	Summer Semester:
	CNS 9460 – Supervision Disclosure Statement	CNS 9930 – Supervisor Evaluation	CNS 9002 – Research Prospectus Presentation CNS 9910 – Supervisor Evaluation

	CNS 941X - Presentation of the Research Project	CNS 9510 - Advocacy within Program Evaluation Project	CNS 9960 – Research Proposal
Year 3	Fall Semester:	Spring Semester:	Summer Semester:
	CNS 9931 – Supervisor Evaluation	CNS 9710 – Advocacy Amidst Relentless Tension (AART) Project	CNS 9963 – Completed Dissertation CNS 9720 - Integrative Philosophy of Counseling Paper
Post-Graduation:	Graduating Student Survey; Alumni survey; Employer survey		

At our annual May workshop, the entire School of Counseling faculty team will serve as the assessment committee to review the area designated for that year of the assessment cycle. In addition to reviewing sample assignments and other data identified above, we will also consider other input (e.g., feedback from our Advisory Council, information from our graduating student and internship site supervisor surveys). We will analyze the information we have collected, make specific recommendations based on that analysis, and develop plans for implementation and/or remediation. We will draft and distribute an annual report that documents the finding of that year's assessment and describes any modifications to the program. As part of the report, we will assign follow-up steps to specific program faculty members for implementation. These faculty members will be responsible to document any changes made and report on them at the next workshop. Their follow-up reports will close the loop on the assessment cycle year.

Timeline for Implementing First Assessment Cycle (2024-2026):

May 2024	Collect and store course-related data Analyze data and develop recommendations for Assessment Cycle Year #1: Head (Academic & Scholarly Competence)
August 2024	Receive feedback from Advisory Council (annual) Draft report on Assessment Cycle Year #1
September 2024	Distribute report on Assessment Cycle Year #1
Aug 2024 – May 2025	Continue collecting and storing course-related data Administer internship site supervisor surveys (annual)
May 2025	Report on follow-up steps from Assessment Cycle Year #1 Analyze data and develop recommendations for Assessment Cycle Year #2: Heart (Professional Identity & Character)
August 2025	Receive feedback from Advisory Council (annual) Draft report on Assessment Cycle Year #2
November 2025	Distribute report on Assessment Cycle Year #2

Aug 2025 – May 2026	Continue collecting and storing course-related data Administer graduating student and internship site supervisor surveys (annual) Administer alumni and employer surveys (triennial)
May 2026	Report on follow-up steps from Assessment Cycle Year #2 Analyze data and develop recommendations for Assessment Cycle Year #3: Hands (Professional Skill & Application)
August 2026	Receive feedback from Advisory Council (annual) Draft report on Assessment Cycle Year #3
November 2026	Distribute report on Assessment Cycle Year #3

Assessment Methods for PhD in CES Cycle 1, Year 2

*See Rubrics for the assessments in Appendix B

Outcome	Assessment Term/Year	Assessment Measure(s) Used + Target Result	Total Students & 25%	Relationship between Measure(s) and Outcome
5a.	Cycle 2/ 2024-2025	Supervisor Evaluation Rubric (Target 2.0 on 0-3.0 scale) Establishing Baseline	5 Total Students, 2 Students	Supervisor Evaluations assess the teaching intern's development and performance throughout their internship. The evaluation measures competence in course design, instructional delivery, classroom management, and the integration of counseling theory with teaching practice.
5b.	Cycle 2/ Not Yet Developed	Supervisor Evaluation Rubric (Target 2.0 on 0-3.0 scale) Needs Baseline		Supervisor Evaluations assess the clinical intern's development and performance throughout their internship. The evaluation measures competence in clinical supervision and counseling practice.
5c.	Cycle 2/ 2024-2025	Advocacy in Program Eval Rubric (Target 2.0 on 0-3.0 scale) Establishing Baseline	5 Total Students, 2 Students	The program evaluation project incorporates a holistic assessment and consideration of advocacy factors in the project.
5d.	Cycle 2/ Not Yet Developed	AART Project Rubric (Target 2.0 on 0-3.0 scale) Need Baseline		This project incorporates advocacy response elements amidst the social and biblical justice elements.
5e.	Cycle 2/ Not Yet Developed	Integrative Philosophy Paper Rubric (Target 2.0 on 0-3.0 scale) Need Baseline		This paper provides a comprehensive presentation of the students' conception of biblical worldview immersion and integration in counselor education.
6a.	Cycle 2/ 2024-2025	Habits & Rhythms Plan Rubric (Target 2.0 on 0-3.0 scale) Establishing Baseline	14 Total Students, 3 Students	This plan demonstrates students' plan and process for successful habits and rhythms as a counselor educator.
6b.	Cycle 2/ 2024-2025	Prof. ID & Development Plan Rubric (Target 2.0 on 0-3.0 scale) Establishing Baseline	14 Total Students, 3 Students	This plan includes a comprehensive personal exploration of the concepts discussed over the course of the term, allowing students to fully develop a personal philosophy statement regarding their role as a counselor educator and supervisor.
6c.	Cycle 2/ Not Yet Developed	Supervisor Eval Rubric (Target 2.0 on 0-3.0 scale) Need Baseline		Supervisor Evaluations assess the teaching intern's development and performance throughout their internship. The evaluation will measure competence and practice across the domains students engage in during this term.

*** Yellow Cells represent courses not yet delivered in this second year of the program.

Summary of May 2024 Assessment Report with UPDATES:

May 2024 was the first year to assess the first cycle of the PhD program with only Outcomes 1A. and 1B. available with data for reporting. Outcome 1A. met the standard with a 2.5/3.0, resulting in no specific recommendations for improvement as the "Students evidenced an acceptable engagement with a contextualized biblical worldview and the ability to create and generate new knowledge." Outcome 1B. also met the standard with a 2.5/3.0 with students demonstrating scholarly writing ability well. A recommendation was made to strengthen the intentionality of the biblical integration content and so a prompt was added to the discussion post for students to more directly integrate a biblical worldview lens in their responses.

PhD in CES Cycle 1, Year 2: Results and Analysis

Outcome	Results and Interpretation of Related Assessments	Conclusion about Outcome
5a.	2.675/3 - meets standard.	Meet outcome, continued encouragement to consider process of application of teaching theories to delivery and practice
5c.	2.66/3 - meets standard. Good alignment with biblical worldview and ethical practice for advocacy.	Meets outcome, continue to reinforce kingdom lens on biblical justice
6a.	2.25/3 - meets standard.	Assessment Outcome Rubric inferred evaluation of success/failure in meeting goals, but was absent in the assignment rubric – revise assignment to incorporate completion of goals along with frequency to also show accomplishment.
6b.	2.54/3 - meets standard. Good demonstration of leadership, ethics, advocacy, and self-awareness across all assessed papers.	Review this assignment plan in their final year, specifically CNS 9931, to reflect and update this plan for the learning spiral.

Appendix A. MA in Counseling Assessment Rubrics Cycle 2

Master of Arts in Counseling

Outcome 3.F-I. *Practicum*: Students exhibit the knowledge, attitude, and skill needed to engage in an in-depth supervised field experience.

Artifact: *Supervisor Evaluation* from CNS 6912 Advanced Techniques and Practicum

Rating Scale: Unacceptable (0) "Poor" Marginal (1) "Fair" Acceptable (2) "Good" Exceptional (3) "Very Good" or "Excellent"		Scores
Demonstrates foundational knowledge of counseling theories, skills, and techniques.		2.25
Demonstrates empathy and appropriately responds to client issues.		2.25
Demonstrates effective skills, techniques, and interventions.		2
Total Score/3		2.17

See summary and discussion below

Students did well except for the advanced skills and need to do better at understanding confrontations and reflections of meaning.

Students seem scared to provide helpful feedback to one another.

Recommendations: 1) Utilize a 5-point Roles model for providing feedback during the video reviews in supervision with one student assigned each of the following perspectives to observe during video and report: client, physical space, counselor, metaphor, general feedback

2) Incorporate a transcript review with a grid to the assignments for videos

3) Start both these recommendations during Counseling Techniques

Assessment Cycle Year #2

Summary of Supervisor Evaluations – Practicum

Scale Conversions			
CCS-R Rating Scale		CACREP Rating Scale Unacceptable (0) - Poor; Marginal (1) – Fair; Acceptable (2) – Good; Exceptional (3) – Very Good or Excellent	
1	Harmful	0	Poor
2	Below Expectations/ Unacceptable	0.75	Fair
3	Near Expectations/ Developing Competency	1.5	Fair to Good
4	Meets Expectations/ Demonstrates Competency	2.25	Good
5	Exceeds Expectations/ Demonstrates Competency	3	Very Good or Excellent

Summary of CCS-R Final Evaluations from Practicum				
CCS-R Measure	% receiving a 4 or 5	% receiving a 2 or 3	% receiving a 1 on	Unable to Observe

	on CCS-R (2.25 to 3 on CACREP Scale)	on CCS-R (0.75 to 1.5 on CACREP Scale)	CCS-R (0 on CACREP Scale)	
Nonverbal	93%	4%	0%	0%
Encouragers	90%	6%	0%	1%
Questions – Use of	75%	19%	0%	2%
Reflecting – Paraphrasing	81%	12%	0%	2%
Reflecting – Feelings	80%	15%	0%	2%
Reflecting – Summarizing	83%	11%	0%	2%
Advanced Reflecting – Meaning	65%	24%	0%	6%
Confrontations	49%	33%	0%	14%
Goal Setting	73%	15%	0%	7%
Focus of Counseling on Goals	70%	21%	0%	5%
Therapeutic Environment - Empathy, Caring, Presence	93%	4%	0%	1%
Therapeutic Environment – Respect and compassion	94%	1%	0%	1%
Ethical Practice	91%	5%	0%	1%
Professional Behavior	94%	2%	0%	1%
Boundaries – Personal and Professional	96%	1%	0%	0%
Knowledge/Adherence to policies (site & course)	94%	1%	0%	1%
Record Keeping & Tasks	83%	7%	0%	7%
Multicultural Competence with Clients	84%	6%	0%	7%
Emot'l Stability and Self-Control	91%	4%	0%	0%
Motivation to learn & grow	96%	1%	0%	0%
Openness to feedback	94%	1%	0%	1%
Flexibility & Adaptability	90%	4%	0%	1%
Congruence and Genuineness	95%	2%	0%	0%

The Counselor Competencies Scale—Revised (CCS-R) assesses counselors' and trainees' skills development and professional competencies. Supervisors measure students in a variety of areas including counseling skills, the ability to facilitate therapeutic conditions, counseling dispositions (dominant qualities) and behaviors.

Comprehensive analysis of student performance based on the Counselor Competencies Scale-Revised (CCS-R) assessment reveals significant insights into counseling competency development across multiple domains. The data collected represents a thorough evaluation of students' skills, knowledge, and professional dispositions in counseling practice:

Foundational Knowledge of Counseling Theories, Skills, and Techniques

Students demonstrated exceptionally strong foundational knowledge, with 83-94% receiving top scores (2.25-3 on CACREP Scale) in critical areas such as record keeping, ethical practice, and professional behavior. Knowledge and adherence to policies showed 94% receiving top scores (2.25-3 on CACREP

Scale), indicating excellent grasp of theoretical frameworks and professional standards. Ethical practice ratings were particularly impressive with 91% of students receiving top marks (2.25-3 on CACREP Scale), demonstrating a solid understanding of ethical codes and their application in counseling scenarios. Only 1-7% of students received mid-range scores (1.5-2.25 on CACREP Scale) in these categories, with no students scoring in the lowest range (0-1.5 on CACREP Scale), suggesting overall strong preparation in foundational counseling principles.

Empathy and Appropriate Response to Client Issues

Students excelled in therapeutic environment metrics, with 93-94% receiving top scores (2.25-3 on CACREP Scale) for empathy, caring, presence, respect, and compassion. Additionally, 96% received top scores (2.25-3 on CACREP Scale) for maintaining appropriate boundaries, and 95% for congruence and genuineness, suggesting strong client-centered approaches and authentic therapeutic presence.

Multicultural competence with clients showed 84% receiving top scores (2.25-3 on CACREP Scale), indicating robust awareness of diverse client needs and cultural considerations. These high ratings across relationship-building competencies suggest students have developed strong abilities to create safe, supportive therapeutic environments. The data shows minimal deficiencies in this area, with only 1-6% receiving mid-range scores (1.5-2.25 on CACREP Scale) and no students scoring in the lowest range (0-1.5 on CACREP Scale), highlighting the program's effectiveness in developing essential therapeutic relationship skills.

Effective Skills, Techniques, and Interventions

Students showed varying proficiency in counseling techniques and interventions. Nonverbal skills (93%) and use of encouragers (90%) were strongest, demonstrating excellent basic communication abilities.

Reflecting skills were well-developed, with summarizing (83%), paraphrasing (81%), and reflecting feelings (80%) all showing strong results. However, more complex interventions like advanced reflecting on meaning (65%) and confrontations (49%) showed lower mastery, suggesting these advanced skills require additional development. Goal setting (73%) and focus on counseling goals (70%) received moderately strong ratings. The data reveals that 19-33% of students received mid-range scores (1.5-2.25 on CACREP Scale) in these more complex intervention categories, indicating a clear developmental progression from basic to advanced counseling skills. The particularly high percentage (33%) of students scoring in the mid-range (1.5-2.25 on CACREP Scale) for confrontation skills identifies this as a primary area for programmatic focus and enhancement.

Summary of Data

Overall, students demonstrated exceptional professional dispositions with 90-96% receiving top scores in emotional stability and self-control (91%), motivation to learn and grow (96%), openness to feedback (94%), flexibility and adaptability (90%), and congruence and genuineness (95%). These statistics indicate well-developed professional identities and personal attributes conducive to effective counseling. The assessment results suggest a developmental trend where students master foundational skills and professional dispositions more readily than advanced intervention techniques. Areas requiring focused development include confrontation skills (with only 49% receiving top scores and 14% unable to be observed) and advanced reflection techniques (65% receiving top scores for reflecting meaning). This pattern aligns with typical counselor development models where complex integrative skills develop later in training. The program should consider targeted interventions to strengthen these advanced clinical competencies while maintaining the strong foundation in therapeutic relationship building and professional conduct.

Master of Arts in Counseling

Outcome 3.J-M. Internship: Students will exhibit professional skills and character virtues appropriate to the role of a clinical mental health counselor.

Artifact: Supervisor Evaluation from CNS 6931 & CNS 6932 Internship		
Rating Scale: Unacceptable (0)	"Poor"	Scores
Marginal (1)	"Fair"	
Acceptable (2)	"Good"	
Exceptional (3)	"Very Good" or "Excellent"	
Demonstrates an ability to foster rapport and maintain healthy working alliances with clients.		2.25
Demonstrates appropriate interviewing and assessment skills, showing wisdom and courage in the evaluation process.		2
Demonstrates an ability to establish working relationships with staff and co-workers.		2.25
Demonstrates an understanding and respect for clients in light of their unique cultural and/or spiritual beliefs and practices, especially clients who adhere to a Christian worldview.		2.25
Total Score/4		2.19

See summary and discussion above as scoring was about the same

Students did well except for the advanced skills and need to do better at understanding confrontations and reflections of meaning.

Students seem scared to provide helpful feedback to one another.

- Recommendations:** 1) Utilize a 5-point Roles model for providing feedback during the video reviews in supervision with one student assigned each of the following perspectives to observe during video and report: client, physical space, counselor, metaphor, general feedback
2) Incorporate a transcript review with a grid to the assignments for videos
3) Start both these recommendations during Counseling Techniques

Master of Arts in Counseling

Outcome 5.C.1.a.-e-. Foundations: Students will exhibit the foundational knowledge and skills needed to function as a clinical mental health counseling and the seven-character virtues of effective formation.

Artifact: Textbook Quizzes from CNS 5306 Foundations of Clinical Mental Health Counseling		
Rating Scale:	Unacceptable (0)	"Poor"
	Marginal (1)	"Fair"
	Acceptable (2)	"Good"
	Exceptional (3)	"Very Good" or "Excellent"
Demonstrates an understanding of the history and present of counseling with capacity to explain the process of licensure in the field of counseling.		
Demonstrates understanding of the etiology, principles, theories, and practices of cause, prevention, assessment, and treatment of mental health and disorders, highlight courage, justice, and temperance in the evaluation, assessment, and treatment process.		
Demonstrates an ability to define and describe the academic and character dispositions necessary to become an effective mental health counselor.		

Fall 2022 CNS 5306-01 – 15 total students, Quiz Category Range 88% - 99.43%, **AVG 95.67%**
 Fall 2022 CNS 5306-V01 – 19 total students, Quiz Category Range – 82%-99.43%, **AVG 95.91%**
 Fall 2023 CNS 5306-01 – 22 total students, Range – 82-99.43%, **AVG 95.67%**
 Fall 2023 CNS 5306-V01 – 25 total students, Range – 78-99.43%, **AVG 94.86%**
 Fall 2023 CNS 5306-V02 – 13 total students, Range – 82.57-99.43%, **AVG 95.76%**
 Fall 2024 CNS 5306-01 – 24 total students, Range – 77.71-99.43%, **AVG 95.61%**
 Fall 2024 CNS 5306-V02 – 18 total students, Range – 0-99.43%, **AVG 90.87%**
 Fall 2024 CNS 5306-V03 – 17 total students, Range – 84.29-100%, **AVG 96.26%**

153 Total Students, Range 0-100%, Overall Average – 95.07%

Recommendations to Implement for CNS 5306 in the Future

Meets Standard but may need a different method for assessing this outcome for greater refinement and granularity than the total textbook quizzes.

**Take the newly created addendum from the Position Paper –
 Addendum in CNS 5330 and create as a new assignment for CNS 5306
 (will follow up with Nicole Kinney who is re-creating this course for Fall 2025)**

Master of Arts in Counseling

Outcome 5.C.2.a.-m. Contextual Dimensions: Students will demonstrate knowledge and understanding of presenting concerns, treatment intervention, referral, collaboration in clinical mental health counseling across settings, diagnoses, and situations, exhibiting the character virtues of Faith, Hope, and Wisdom.

Artifact: Case Study from CNS 5420 Psychopathology		
Rating Scale: Unacceptable (0)	"Poor"	Scores
Marginal (1)	"Fair"	
Acceptable (2)	"Good"	
Exceptional (3)	"Very Good" or "Excellent"	
Demonstrates an ability to form accurate mental health diagnoses.		
Demonstrates competency in case conceptualization using a biological-psychological-social-spiritual model.		
Demonstrates an ability to form appropriate treatment recommendations and assessment in hope and help for change.		
Demonstrate a holistic conceptualization of the client, accounting for spiritual dimensions alongside contextual, systemic, biological, social, and emotional factors.		

Average of all papers is 72% or 2.16/3

See "Comprehensive Case Conceptualization Paper Evaluation" for individual breakdown and evaluation.

Overall Performance: All papers scored at least 15 points out of 25, with no papers falling below this threshold. The majority (14 papers) fell in the 15-19 point range, indicating satisfactory but not exceptional performance.

Highest Scoring Category: Assessment Details had the most papers (5) achieving the highest score of 5.

Lowest Scoring Category: Integration of Sources had the most papers (13) scoring a 3, indicating this was the most challenging aspect for students.

Recommendations for Improvement

1. **For Assessment Details**
 - a. Include at least 2-3 specific assessment tools relevant to the presenting problem
 - b. Provide actual scores and interpretation
 - c. Connect assessment findings directly to diagnosis and treatment planning
2. **For Scholarly Integration**
 - a. Include at least 3-5 peer-reviewed sources
 - b. Connect research specifically to the client's presentation
 - c. Use current literature (within 5-10 years) to support treatment approach
3. **For Theoretical Framework**
 - a. Clearly state the theoretical orientation being used
 - b. Explain why this approach is appropriate for this specific client
 - c. Connect theory to interventions and cultural considerations
4. **For Treatment Planning**
 - a. Develop SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound)
 - b. Include clear objectives for each goal
 - c. Specify interventions that connect directly to assessment findings
5. **For Organization and Structure**
 - a. Follow the complete case conceptualization outline
 - b. Ensure logical flow between sections
 - c. Provide adequate detail in each section

The most successful case conceptualizations demonstrated a clear understanding of how assessment informs diagnosis, which then guides treatment planning within a specific theoretical framework, all while considering the client's unique cultural context and strengths.

Recommendations to Implement for CNS 5420 in the Future

Provide modeling and practice walk through for finding academic sources connected to diagnostic categories, assessment, and theoretical applications in the Psychopathology class. Remind that "research" is not scanning a blog or page-one Google results.

Master of Arts in Counseling

Outcome 5.C.3.a-e Practice: Students exhibit the knowledge and skills needed to treat, refer, and prevent mental health and emotional disorders and the character virtues of Love, Wisdom, and Justice.

Artifact: Case Study Paper and Presentation from CNS 6931 & CNS 6932 Internship		
Rating Scale: Unacceptable (0)	"Poor"	Scores
Marginal (1)	"Fair"	
Acceptable (2)	"Good"	

Exceptional (3)	“Very Good” or “Excellent”	
Demonstrates an ability to complete an intake, assessment, diagnosis, and treatment planning in counseling.		
Demonstrates an ability to use appropriate principles, practices, and character virtues in treating mental and emotional disorders in counseling.		
Demonstrates inclusion of collaboration and advocacy in assessment and planning.		

Average across all papers is 81.94% or 2.46/3

Score Range	Number of Papers	Percentage
90-100 (Excellent)	3	16.7%
80-89 (Good)	8	44.4%
70-79 (Satisfactory)	5	27.8%
Below 70 (Needs Improvement)	2	11.1%

Recommendations for Improvement

For students looking to improve their case conceptualization skills:

1. Include specific assessment data and psychometric results to support diagnostic impressions
2. Clearly articulate how theoretical orientation informs understanding of client issues
3. Develop specific, measurable treatment goals aligned with client needs
4. Balance subjective client reports with objective clinical observations
5. Document client progress and treatment effectiveness
6. Integrate evidence-based practices with clear rationales for interventions
7. Provide comprehensive risk assessments when applicable
8. Demonstrate cultural competence and consideration of diversity factors

The strongest case conceptualizations demonstrate not only clinical knowledge but also the ability to synthesize information into a coherent understanding of the client that guides effective treatment planning.

Recommendations to Implement for Future CNS 6931 & 6932

Remove Presentation element from artifact to just be Case Study Paper.

Master of Arts in Counseling

Outcome 5.C.3.a-e Practice: Students exhibit the knowledge and skills needed to treat, refer, and prevent mental health and emotional disorders and the character virtues of Love, Wisdom, and Justice.

Artifacts: Advocacy Plan from CNS 5306 Foundations of Clinical Mental Health Counseling		
Rating Scale: Unacceptable (0)	"Poor"	Scores
Marginal (1)	"Fair"	
Acceptable (2)	"Good"	
Exceptional (3)	"Very Good" or "Excellent"	
Researches a particular demographic, issue, or culture and presents unique factors that contribute to their worldview with humility and insight.		
Integrates information from literary research to develop a holistic plan for advocacy modeling humility and justice.		
Demonstrates love and wisdom in the proposed action model for intervention in advocacy with measurable and concrete goals and steps for change.		

Average score across all papers is 59.7% or 1.79/3

The most common area where papers lost points was in Criterion 2 (integrating literary research), with many papers scoring only 1 point in this category.

To improve future advocacy plans, students should:

1. Start with a thorough literature review that directly informs their advocacy approach
2. Develop detailed, multi-faceted evaluation methods with specific metrics
3. Create concrete implementation plans with clear timelines and action steps
4. Consider multiple stakeholders and how to engage them effectively
5. Address potential obstacles and sustainability concerns
6. Demonstrate cultural sensitivity and contextual understanding
7. Make explicit connections between research findings and advocacy strategies

Recommendations to Implement for Future CNS 5306

See comments noted in use and application of scholarly research implementation in previous issue, but the expectations and guidelines for this assignment need to be adjusted to reinforce process and practice of incorporating scholarly research (and modeling and defining what is meant by "scholarly research") for revisions to this assignment by Nicole Kinney in CNS 5306 adjustments.

Scholarly Research – Not a blog or SimplePsychology or other Website, not WebMd or Cleveland Clinic – needs to be peer-reviewed or original research from established journals.

Appendix B: PhD in CES Assessment Rubrics Cycle 2

PhD in Counselor Education & Supervision

Assessment Cycle Year 2 HEART: Professional Identity & Character

Program Objective 5: Contribute responsibly in the context of educational, clinical, supervisory relationships, and leadership roles while exhibiting CIU's core value of Victorious Christian Living.					
Student Learning Objective 5: Students will exhibit ethical, moral, spiritual, professional, and authentic caring behaviors as a Christian counselor educator.					
Components: CNS 9930 Supervisor Evaluation (2 students for significance)					
	Unacceptable (0)	Marginal (1)	Acceptable (2)	Exceptional (3)	Score
Demonstrates integration of biblical principles with counseling ethics; articulates personal framework for faith-informed ethical decision-making with examples.	Criteria #1: Knowledge of Subject Matter (CACREP 6.B.3.a) Demonstrates deep knowledge of counseling theories, practices, and relevant research. Effectively relates lecture content to professional standards and counselor identity development.				2.80, 2.49
Models professional boundaries while maintaining authentic caring relationships; demonstrates Christ-like servant leadership in professional interactions.	Criteria #3: Engagement with Students (CACREP 6.B.3.b) Skillfully and seamlessly responded to student needs and questions, enhancing learning. Criteria #6: Communication Skills (CACREP 6.B.3.c) Communicates ideas clearly, effectively, and in a manner appropriate to students' developmental levels. Uses verbal and non-verbal communication that enhances learning				2.85, 2.6
Demonstrates commitment to ongoing spiritual growth; engages in self-reflection that enhances professional development; models spiritual disciplines.	Criteria #4: Integration of Theoretical and Practical Knowledge (CACREP 6.B.3.d) Connects theory to practical applications in counseling, utilizing real-world examples, case studies, or experiential learning.				2.6, 2.5
Demonstrates ethical leadership that reflects Victorious Christian Living; mentors others in ethical practice; advocates for ethical standards in the profession.	Criteria #9: Ethical and Professional Behavior (CACREP 6.B.3.k) Demonstrates ethical conduct and professional demeanor consistent with counseling profession standards. Models appropriate professional boundaries and behavior.				3.0, 2.6
Total Score: 11.25, 10.19 Total Divided by 4:					2.81, 2.54 2.675

PhD in Counselor Education & Supervision

Assessment Cycle Year 2 HEART: Professional Identity & Character

Program Objective 5: Contribute responsibly in the context of educational, clinical, supervisory relationships, and leadership roles while exhibiting CIU’s core value of Victorious Christian Living.					
Student Learning Objective 5: Students will exhibit ethical, moral, spiritual, professional, and authentic caring behaviors as a Christian counselor educator.					
Components: CNS 9510 Advocacy Project (2 students for significance)					
	Unacceptable (0)	Marginal (1)	Acceptable (2)	Exceptional (3)	Score
Demonstrates integration of biblical principles with counseling ethics; articulates personal framework for faith-informed ethical decision-making with examples.	#1 – good focus for biblical purpose and mission, motivation of program – 2.75 #2 – focus and purpose of plan aligns with ethical counseling practice from a biblical mission – 2.75				2.75
Models professional boundaries while maintaining authentic caring relationships; demonstrates Christ-like servant leadership in professional interactions.	#1 – good planning with current staff and explanation of needed roles to promote and maintain boundaries – 2.5 #2 – Good acknowledgement of roles and scope of practice and care at CIU and the importance of their proposal for effective boundaries and service – 2.75				2.63
Demonstrates commitment to ongoing spiritual growth; engages in self-reflection that enhances professional development; models spiritual disciplines.	#1 – program proposal for mentorship and counseling care demonstrates a desire for holistic engagement and programming – 2.75 #2 – model provides context for growth by engaging the whole person – 2.75				2.75
Demonstrates ethical leadership that reflects Victorious Christian Living; mentors others in ethical practice; advocates for ethical standards in the profession.	#1 – Good balance of suggestions for leading and leaning on existing provisions, key mentor model – 2.5 #2 – Strong proposal for ethical counseling care and leadership through improved plan for university mental health – 2.5				2.5
Total Score: 10.63 Total Divided by 4:					2.66

PhD in Counselor Education & Supervision

Assessment Cycle Year 2 HEART: Professional Identity & Character

Program Objective 6: Seek continual personal and professional growth and improvements.					
Student Learning Objective 6: Students will experience personal and professional growth as counselor educators throughout the program, engaging in leadership and advocacy now and for the future as contributors to the field.					
Component: CNS 9000 Habits & Rhythms Plan					
	Unacceptable (0)	Marginal (1)	Acceptable (2)	Exceptional (3)	Score
Demonstrates initiative in pursuing knowledge beyond course requirements; seeks diverse learning opportunities; articulates a plan for continued education with specific goals and timelines.	Good inclusion of specific research to strengthen plan and process.				2.35
Engaged in leadership roles within academic and professional settings; initiates projects that benefit the counseling community; mentors peers; demonstrates innovative approaches to leadership challenges.	Developing in these roles.				2.15
Identifies and addresses systemic barriers affecting clients or the profession; develops and implements effective advocacy strategies; engages others in advocacy efforts; can demonstrate measurable impact of advocacy work.	Strong exploration and explanation of specific insights to issues of investigation.				2.25
Demonstrates self-awareness and reflection on personal and professional growth; integrates feedback into practice; articulates a professional identity as a counselor educator that incorporates personal values and professional ethics.	Excellent insight modeled with awareness and reflections.				2.25
Total Score:		9	Total Divided by 4:		2.25

PhD in Counselor Education & Supervision

Assessment Cycle Year 2 HEART: Professional Identity & Character

Program Objective 6: Seek continual personal and professional growth and improvements.					
Student Learning Objective 6: Students will experience personal and professional growth as counselor educators throughout the program, engaging in leadership and advocacy now and for the future as contributors to the field.					
Component: CNS 9200 Professional Identity & Development Plan (3 Students for Significance)					
	Unacceptable (0)	Marginal (1)	Acceptable (2)	Exceptional (3)	Score
Demonstrates initiative in pursuing knowledge beyond course requirements; seeks diverse learning opportunities; articulates a plan for continued education with specific goals and timelines.	#1 – strong engagement with the literature and models curiosity and passion for the aspects of the counseling field – 2.5 #2 – models strong interest, motivation, & passion – 3.0 #3 – Good focus and planning – 2.5				2.67
Engaged in leadership roles within academic and professional settings; initiates projects that benefit the counseling community; mentors peers; demonstrates innovative approaches to leadership challenges.	#1 – new to the field but demonstrates a firm grasp of the roles and responsibilities as a member and leader – 2.0 #2 – Active in current leadership roles, showcases insight and plans for continued initiative – 2.75 #3 – Active in community roles & initiatives – 2.75				2.5
Identifies and addresses systemic barriers affecting clients or the profession; develops and implements effective advocacy strategies; engages others in advocacy efforts; can demonstrate measurable impact of advocacy work.	#1 – Good insight and focus on present and future issues and needs along with specific plan for response – 2.25 #2 – good experience and insight, good practical work already – 2.5 #3 – identifies and addresses barriers – 2.75				2.5
Demonstrates self-awareness and reflection on personal and professional growth; integrates feedback into practice; articulates a professional identity as a counselor educator that incorporates personal values and professional ethics.	#1 – Shows good humility and curiosity in growth, application of congruent values across roles – 2.0 #2 – active learner with strong professional identity and engagement – 2.75 #3 – Good insight, awareness, and professional identity – 2.75				2.5
Total Score: 10.17 Total Divided by 4:					2.54