



**RUECKERT-HARTMAN COLLEGE FOR  
HEALTH PROFESSIONS**

**Master of Arts in Counseling:  
Clinical Mental Health Counseling Specialization**

**Department of Counseling**

**Division of Counseling and Family Therapy**

**Comprehensive Annual Program Evaluation and Review  
May 17, 2023  
For year Jan 1, 2022 – Dec 31, 2022**

## **Preview Summary of Program Evaluation**

(see page 4 and beyond for full detail)

The Master of Clinical Mental Health Counseling (CMHC) program is located at Regis University, in the Rueckert-Hartman College of Health Professions, Division of Counseling and Family Therapy. The 60-credit hour program prepares students to become Licensed Professional Counselors or similar designations nationwide. This annual report includes first a summary, followed by a detailed analysis of the program evaluation of 2022 assessment data, including our assessment of student knowledge, skills, and dispositions. This report also identifies any modifications or substantive changes to the CMHC program and curriculum. Additionally, our student population is described, including demographics, credit hours, graduation, pass, and completion rates, and job placement rates.

### **Student Outcomes**

**Total Students** in program: 330

**Average class enrollment** per semester (unduplicated headcount): 249

**Cultural and Ethnic Background:** 77% identified as female, 23% male, with 73% white, 13% Hispanic/Latinae, 2.3% Asian American, and 1.9% Black or African American.

**Registered Disability:** 1%.

**Demographics** for AY22 are similar to AY21.

**Graduation Rate:** 87% within the six-year program limit 2017-2023.  
In 2022, 57 students graduated, similar to AY 21 (54).

#### **Graduate Program Completion Rate Over 6 Years Period:**

- ◆ 4% of students complete the program within 2.5 years.
- ◆ 38% within 3 years (cumulative 42%)
- ◆ 20% within 3.5 years (cumulative 62)
- ◆ 26% within 4 years (cumulative 88%)
- ◆ 6% within 4.5 years (cumulative 94%)
- ◆ 4% within 5 years (cumulative 96%)
- ◆ 4% within 6 years (cumulative 100%)

**Student passing rates** on the National Counselor Exam for licensure were 100%.

**Job placement rates:** 95% within one year of graduation (2021, 3 yr. survey cycle).

## Program Outcomes

The CMHC program provided 381 credit hours, 240 by full-time Core Faculty and 180 by Affiliate Faculty. Our teaching ratio Core/Affiliate measured at 53%, well within accreditation requirements. In AY 2022, the program measured outcomes in two specific core academic areas of (1) *Professional Counseling Orientation and Ethics* and (2) *Social and Cultural Diversity*.

### *Professional Counseling Orientation and Ethics*

Aggregate scores on preparatory and national exams indicate that in both core areas, our students score at or above the national mean. Classroom knowledge measures in this area demonstrated an average mean of 3.73/4, where 78% of students scored in the excellent range, and 22% in the satisfactory range, with no students demonstrating unsatisfactory results. In multiple measures of student skills across Techniques I, II, Practicum, and Internship A and B courses, 99% of the students meet the required skills measures as satisfactory or above. Overall, our students demonstrate the skills and practices necessary to address and adhere to ethical and legal standards within clinical mental health counseling prevention and intervention. (CACREP Clinical Mental Health Standard B, CACREP, 2.F.1.i).

### *Social and Cultural Diversity*

Aggregate scores on Counselor Preparatory Comprehensive Exam (CPCE) indicate that our students score 6.9% below the national mean for social and cultural diversity knowledge measures. However, on the National Counselor exam for licensure, our students score 1.3% above the national mean. Differences may be due to the preparatory exam being practice alone with no study required. Classroom measures of knowledge indicate an average mean of 4.11/5 on all measures, 56% of students score in the outstanding range, 44% satisfactory, and 0% unsatisfactory. Skills measures in skills courses, practicum, and internship demonstrate that 98.5% of students meet the social and cultural diversity standards, with 1.5% failing to meet the standard. Overall, our students demonstrate skills and practices of culturally sensitive clinical mental health services reflective of the diverse needs of client populations and seek to promote advocacy for diverse ethnic/cultural/socioeconomic groups. (CACREP Clinical Mental Health Standards D, and F.)

## Program Developments and Changes

**Accreditation Status:** As of May 2023 the MA Counseling program is under an 8 year accreditation renewal. Stellar results were found across all areas of the program, including meeting all 8 Core areas of counselor education, program administration, and providing students with the resources to successfully become Clinical Mental Health Counselors.

### **Substantive Course Changes:**

- MCPY 605 introduced a series of case studies that incorporate a systemic-conceptualization including Bronfenbrenner's model based on student feedback, and assessment results.

- MCPY 672 Crisis Trauma and Loss, introduced a new benchmark focused on intensive case study project to address client crisis, coping, and stabilization to prepare students more fully to address client safety, as well as to address 2016 crisis and trauma standards directly.
- MCPY 625: Updated syllabi criterion to match accreditation standard requirements more effectively.

**Measurement and Technology:** Tevera, a large-scale assessment and database management technology was implemented in early 2021. This platform provides a database of internship sites, supervisors, student applications, all classroom knowledge assessments of CACREP standards, and all skills assessments for skills acquisition courses, and documentation of student progress. This portfolio system is in continuous development, that began with implementation of assessments for skills-based courses (Fall 2020, Spring 2022), followed by foundational courses (Spring/Summer/Fall 2022). Foundational courses continue modification of assessment procedures that have either been updated or added to courses MPCY 605, 672, 650, 630, and 698.

**Program Goals Accomplishments for AY 2022-2023:** Please see the end of this document for a complete report on goal outcomes for 2022 – 2023 academic year..

## **Regis MAC CMHC Comprehensive Assessment Plan (CAP)**

### **Formative and Summative Assessments**

#### **(Multiple methods of data collection used in the Annual Systematic Comprehensive Assessment Plan)**

The purpose of this annual report is to provide stakeholders of the MA Counseling Program -students, faculty, administrators, personnel in cooperating agencies and other program constituents a report of program evaluation results, subsequent program modifications, and a summary of other substantial program changes.

#### Overview:

The Master of Arts in Counseling, Clinical Mental Health Counseling Specialization (MAC CMHC), is nationally accredited through the Council for Accreditation of Counseling and Educationally Related Programs (CACREP). The program was initially accredited through CACREP in 2006 as a 48-credit hour Community Counseling Program. In 2015, the program was re-accredited as a 60-credit hour Clinical Mental Health Counseling Program through CACREP. This report documents the program evaluation process including how faculty use evaluation data to inform program modifications (CACREP 2016 Standards 4:A,B,C, D, E).

#### Program Outcomes:

The MAC CMHC program is designed to address learning outcomes informed by CACREP standards for CMHC programs and by Regis University as an institution. As described on the Regis University website <https://www.regis.edu/About-Regis-University/Regis-University-Leadership/Office-of-the-Provost/Institutional-Learning-Outcomes.aspx> the institution is committed to the nine university-wide learning outcomes known as the *Regis Nine*. Parallel to the Regis Nine are specific CMHC program outcomes that identify knowledge, skills, and learner dispositions. MAC CMHC program outcomes are published in the MAC CMHC Student Handbook and are available on the program website: <https://www.regis.edu/RHCHP/Academics/Degrees-and-Programs/Graduate-and-Doctorate-Programs/MA-Counseling.aspx>

**The chart below illustrates the MAC CMHC program learning outcomes and their overlap with the Regis University Nine Learner Outcomes.**

	<b>Regis MAC CMHC Program Learning Outcomes</b>	<b>Regis Nine University Learning Outcomes</b>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Students will understand the impact of biological and neurological mechanisms on mental health and apply a comprehensive knowledge of individual and family developmental theories relevant to the practice of CMHC (CACREP 2016 Standard 2.F.3.; CMHC 5.C.1.b.d, 5.C.2.g.);</li> <li>• Students will demonstrate knowledge of CMHC professional foundations and apply appropriate ethical and legal foundations of the CMHC profession into their clinical decision-making and to clinical services provided (CACREP 2016 Standard 2.F.1.i; CMHC 5.C.1.a., 5.C.2.a,b,c,i,k,l,m );</li> <li>• Students will understand and apply a working knowledge of qualitative, quantitative and mixed research methods that inform evidence based CMHC practice and program evaluation (CACREP 2016 Standard 2.F.8.f; );</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Knowledge of a discipline or content area</b></li> <li>• <b>Knowledge of diverse cultures, perspectives, and belief systems</b></li> <li>• <b>Knowledge of arts, sciences, and humanities</b></li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Students will demonstrate multiculturally oriented CMHC services while applying the ACA-endorsed Multicultural and Social Justice Counseling Competencies across intersectional identities (CACREP 2016 Standard 2.F.1.i; CMHC 5.C.1.a., 5.C.2.a,b,c,i,k,l,m );</li> <li>• Students will understand and apply a working knowledge of the theories and models of career development in CMHC (CACREP Standard 2.F.4.a.; CMHC 5.C.1.b);</li> <li>• Students will demonstrate the clinical ability to use essential interviewing, counseling and case conceptualization skills with a broad range of diverse clients in CMHC practice (CACREP 2016 Standard 2.F.5.g.; CMHC 5.C.1.c.; 5.C.3.a);</li> <li>• Students will understand and apply appropriate knowledge of therapeutic factors in effective CMHC group work (CACREP 2016 Standard 2.F.6.c.; CMHC 5.C.3.b.);</li> <li>• Students will demonstrate the ability to assess, treat, and report trauma, abuse, suicidal and/or homicidal ideation at the individual and systemic level (CACREP 2016 Standards 2.F.7.c.; CMHC 5.C.2.f.; 5.C.3.a,b);</li> <li>• Students will demonstrate skills and practices of CMHC assessment for diagnostic and intervention planning purposes in order to deliver effective services for diverse client populations (CACREP CMHC Standards 5.C.1.e; 5.C.2.d,e,f,g,h,j; 5.C.3.a.b.);</li> <li>• Students will demonstrate effective skills and interventions in the delivery of clinical mental health services for the prevention and treatment of a broad range of mental health issues (CACREP Standards 2.F.5.g, h, i, j, CMHC 5.C.1.c,e; 5.C.3.a,b,c,d,e);</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ability to think critically</b></li> <li>• <b>Ability to communicate effectively</b></li> <li>• <b>Ability to use contemporary technology</b></li> </ul>

<p><b>Dispositions/Values</b></p>	<ul style="list-style-type: none"> <li>Students will demonstrate key professional dispositions including:           <ol style="list-style-type: none"> <li>an ability to receive and integrate feedback;</li> <li>self-awareness of one's own impact on others;</li> <li>acceptance of social and cultural diversity;</li> <li>professional attitudes and behaviors consistent with the ACA code of ethics; and</li> <li>a commitment to lifelong learning (CACREP 2016 Standard 4.G.).</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li><b>Commitment to ethical and social responsibility</b></li> <li><b>Commitment to leadership and service to others</b></li> <li><b>Commitment to learning as a lifelong endeavor</b></li> </ul>
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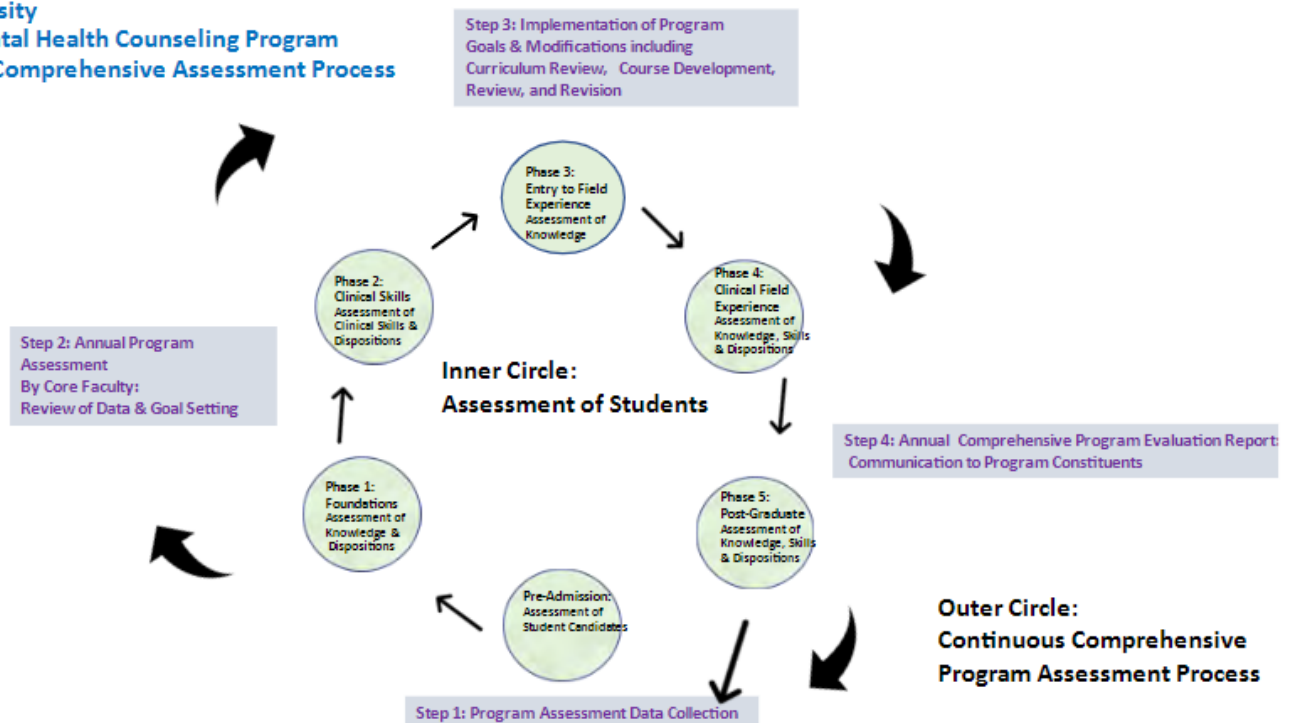
The MAC CMHC Comprehensive Program Evaluation Model (CACREP Standard 4.A):

As part of the faculty commitment to continuous program improvement, faculty actively engage in the process of individual student and program evaluation on a continuous basis.

### EMPIRICALLY-BASED SYSTEMATIC EVALUATION PLAN OF THE PROGRAM

Figure 4.1 below, illustrates both the ongoing flow of program evaluation (the outer circle of the chart) and the student assessment process (the inner circle of the flow chart). The plan systematically evaluates the program objectives including student learning. Each of these processes is described in more detail in the following narratives.

#### Regis University Clinical Mental Health Counseling Program Continuous Comprehensive Assessment Process



As illustrated in the flow chart above, the evaluation process is circular in nature, defining assessment of learning outcomes in two simultaneous parallel processes. The inner circle illustrated the way in which individual students

are assessed developmentally in their acquisition of learning outcomes from admission to graduation. The outer circle illustrates the second process, where program faculty engage in a comprehensive process of assessment to determine the overall effectiveness of the program.

#### Individual Student Evaluation Process

Individual students are evaluated developmentally throughout the program, starting with their applicant interview to assess their readiness and fit with the program. Once admitted, each student is evaluated at key developmental points as they progress through the program to assess their acquisition of CMHC professional knowledge, skills, and dispositions. Student evaluation methods use both summative and formative throughout this process. To maximize overall student success throughout the program, a faculty support and remediation process is made available for students who need assistance in acquiring satisfactory professional knowledge, skills, and/or dispositions and when necessary, dismissal from the program (CACREP Standard 4.F,G,H).

#### Program Evaluation Process

Simultaneously, program faculty engage in an annual process of comprehensive program evaluation to determine program effectiveness and make informed decisions about changes that can be made to improve the program. Faculty use summative and formative forms of program evaluation, including but not limited to 1) aggregate student assessment data that address student knowledge, skills, and professional dispositions, 2) demographic and other characteristics of applicants, students, and graduates; and 3) data from systematic follow-up studies of graduate, site supervisors, and employers of program graduates (CACREP Standard 4.B). The program evaluation process includes the collection of quantitative and qualitative evaluation data, faculty analysis and review of this data, and a faculty-driven reflection process to determine aspects of the program that work well and those that need improvement. Although data is systematically gathered yearly, key program learning outcomes are identified yearly for evaluation and subsequent program improvement. All program learning outcomes are evaluated within a 3-year rotation.

#### Formative and Summative Assessment Tools:

The following instruments and tools are used in the process of program assessment:

- Demographic characteristics of students and trends in the program:
  - Data is collected annually on program admission numbers, retention rates, student-to-faculty FTE ratios, graduation rates, and demographic and ethnic composition of students in the program. Alumni are surveyed to determine job placement rates in the profession.
- Knowledge, skills, and professional dispositions in the profession of Clinical Mental Health Counseling
  - *Benchmark Course Assignments:* In each course, benchmark assignments are used to assess students' acquisition of the eight core areas of knowledge defined by CACREP accreditation standards and reflected in the program's student learning outcomes. Course benchmark assignments are rated by instructors and are included in each student's Tevera Portfolios. Portfolio data is analyzed to determine how well students accomplish learning objectives within each course aligned with specific CACREP accreditation standards.
  - *Student Evaluation Scores on Final Capstone Project:* At the conclusion of each student's academic program, each student writes a Clinical Capstone Paper and completes an oral presentation to faculty for evaluation. The Clinical Capstone Project provides faculty with assessment of core program outcomes and integration of the professional dispositions and the Regis Jesuit Values. Capstone evaluation results are included in each student's Tevera portfolio.



- *Preliminary program exit exam:* The Counselor Preparation Comprehensive Exam (CPCE) is taken before the clinical supervision phase of the program (Practicum and Internship). The CPCE is a national exam providing comparisons of student scores in the 8 core areas of knowledge to national means of all participating CACREP accredited Clinical Mental Health programs.
- *Licensure exam scores:* Regis MAC CMHC graduates are required to take the National Certified Counselor Exam (NCE) to become a Licensed Professional Counselor in the state of Colorado. Our program receives group results for each administration of the NCE 4 times a year. These results provide the university with group passing rates, as well as total mean scores in each of the 8 core knowledge areas for Clinical Mental Health Counseling programs measured by the NCE.
- *Student Counselor Skills Evaluations (SCSE).* Clinical faculty use the SCSE developmentally throughout the program to measure skills and development of professional dispositions defined in program learning outcomes. In the early foundational phase of the curriculum, professional dispositions are introduced, and students begin the process of self-evaluation and goal-setting. Faculty use SCSE In the clinical phase (Group Counseling, Counseling Techniques I and II) of the program to assess development of professional skills and competencies. The SCSE also provides students with feedback on expected program outcomes across the supervised clinical phase at the end of the program during Practicum and Internship.
- *Student perceptions of outcomes:* Periodically, surveys are administered to current students in the last year of their degree program. These surveys gather data on satisfaction with program policies and procedures and student perceptions of how well the curriculum addressed key program learning outcomes.
- *Alumni/graduate perceptions of outcomes:* Periodically, program alumni are surveyed to measure perceptions of how well the program prepared them for their careers as mental health practitioners.
- *Constituent (field internship site, employer) perceptions of outcomes:*
  - a. Data is gathered from members of the program's Advisory Board on perceptions of graduates and trends in the clinical mental health counseling field.
  - b. Data is gathered from program clinical site supervisors and employers of graduates on their perceptions of how well internship students and alumni function in clinical settings both in skills and professional roles and responsibilities.
- *Assessment of HIPAA and ethical use of Technology:* In Practicum, students complete a Health Insurance Portability and Accountability ACT (HIPAA) Quiz to demonstrate knowledge of Federal and State laws that govern client records and use of technology in clinical settings and in use of technology of the Regis Center for Counseling and Family Therapy used by students in their Practicum Experience.

## Detail of Assessment Outcomes and Program Evaluation Overview of Applicants, Admissions, and Graduates for year 2022:

### Applicants and Enrollment by Semester and Year to Date

The chart below illustrates by semester the number of program applicants, admissions, and program graduates for MAC CMHC during the fall 21 -spring 22 semesters.

Semester/year	Number of Applicants	Number of Admissions/New Enrollments	Unduplicated Headcount	Number of Graduates
SP 2022	37	21	262	23
SU 22	32	23	228	22
FA 22	101	29	255	12
<b>2022 Totals</b>	<b>159</b>	<b>72</b>	<b>330</b>	<b>57</b>
2021 Applicants, Admissions and Graduates				
FA 2021	142	62	279	22
SU 2021	38	21	225	27
SP 2021	58	35	267	54
<b>2021 Totals</b>	<b>238</b>	<b>118</b>	<b>372</b>	<b>TBA</b>

### Summary & Analysis of Applicants and Enrollment

Applicants, Admissions, and Graduates Data Analysis and Trends: Over the past 2022 year, the program has admitted 72 students-45% of applicants. Student admissions depend upon applicant fit with the program and maintaining student-to-faculty ratios as defined by CACREP accreditation.

### Student Demographics Ethnicity by Gender and Year Comparison

Ethnicity According to Unduplicated Student Head Count Row Labels	Column Labels		Grand Total	% of Total
	Female	Male		
<b>Sp Su FA 2022-2022</b>				
American/Alaska Native	0	0	0	0
Asian-American	5	1	6	2.3
Black or African American	4	1	5	1.9
Hispanic/Latino-American	24	10	34	13.0
Multiple Races Reported	7	1	8	3.1
Non-Resident Alien	3	0	3	1.1
Unknown	8	2	10	3.8
White/Caucasian	149	43	192	73.6
Registered Disabilities	1	2	3	1.1
<b>TOTALS</b>	<b>201</b>	<b>60</b>	<b>261*</b>	
% of Total	<b>77%</b>	<b>23%</b>	<b>100%</b>	

### AY 2021-2022

American/Alaska Native	0	0	0	0
Asian American	6	2	8	2.6
Black or African American	5	2	7	2.3
Hispanic/Latino American	28	9	37	11.9
Multiple Races Reported	9	3	12	3.9
Non-Resident Alien	3	0	3	1.0
Unknown	14	6	20	6.4
White/Caucasian American	166	53	219	70.4
Registered Disability	4	1	5	1.6
<b>TOTALS</b>	<b>235</b>	<b>76</b>	<b>311</b>	
% of Total	75.6%	24.4%	100%	

### *Summary and Analysis of Demographics:*

The ratio of identified M-F and overall diversity remained consistent from 2021 through 2022. According to the 2020 Colorado Census, our programs are above the proportions of the state ratios for white/caucasian (73.6 v. 61.6), and below the ratios for Black (1.9 v. 12.4), below for Hispanic/Latin-x (13.0 v. 18.7), Asian (2.3 v. 6), American/Alaskan Native (0 v. 1.1) and Multiple Race (2.1 v. 10.2).

Colorado State Census 2020: Race and ethnicity (White alone 61.6%; Black alone 12.4%; Hispanic 18.7%; Asian alone 6%; American Indian and Alaska Native alone 1.1%; Native Hawaiian and Other Pacific Islander alone 0.2%; Some Other Race alone 8.4%; Two or More Races 10.2%)

<https://www.census.gov/library/stories/state-by-state/colorado-population-change-between-census-decade.html>

\*Note that the 2022 total of 261 was available demographic data. Unduplicated headcount (see prior page) is at 330.

## **Key CACREP faculty FTE and teaching Ratios**

**Student FTE to Faculty FTE Ratios:** CACREP accreditation standards: Section 1.T. For any calendar year, the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 12:1

### *Summary & Analysis of FTE Data*

As shown in the table below, the program stayed lower than the minimum 1:12 student-to-faculty ratios for the average of the 2022 year. Average Student to Faculty Ratios for the 2022 year was 1:10, thus meeting CACREP accreditation requirements. The data in the chart below details the student-to-faculty ratios for each semester beginning spring 2022 through fall semester 2022. Unduplicated student headcounts for each semester are also included.

Semester/year	Student Unduplicated Headcount	51% Core Faculty Teaching Standard	Core Faculty	Student to Faculty FTE Ratio
Spring 2022	262	63%	12	1:11
Summer 2022	228	38%	11	1:8
FA 22	255	56%	10	1:11
<b>2022 Total</b>	<b>(Unduplicated Headcount)</b>	<b>TTL 2022 Core faculty 53%</b>	<b>Average 10</b>	<b>Average 1:10</b>

598 (this number reflects unduplicated numbers each semester without graduated students subtracted for the total)	40+44+43=127 (TTL courses offered) 27+15+25=67 (ttl core faculty taught)		
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**Teaching Ratios of Core and Non-core/Affiliates: Standard 1.S.** To ensure that students are taught primarily by core counselor education program faculty, for any calendar year, the combined number of course credit hours taught by non-core faculty must not exceed the number of credit hours taught by core faculty.

***Summary & Analysis of Faculty FTE and Teaching Ratios***

In the spring and fall semesters core faculty taught 63% and 56% of coursework offered. During the summer semester core faculty only taught 37% of the coursework. Because CACREP looks at the annual ratio as the basis for this standard, the program met the 51% standard for coursework instruction by Core faculty for the 2022 year overall.

**Summary of 2022 Credit Hours and Teaching Ratio**

Semester	Core Faculty # of credits taught	Non-core/Affiliates # of credits taught	Total semester credit hours	Core and Non-Core %
Spring 22	81 cr. (27 courses)	48 cr. (16 courses)	129 cr./43 courses)	Core= 63% Non-core= 37%
Su 22	45 cr. (15 courses)	75 cr. (25 courses)	120 cr. (40 courses)	Core=37% Non-core=63%
FA 22	75 cr. (25 courses)	57 cr. (19 courses)	132 cr. (44 courses)	Core=56% Non-core=44%
2022 Total	240 cr. (80 courses)	180 cr. (60 courses)	381 cr. (127 courses)	<b>Annual Core Teaching = 53%</b> of degree coursework <b>Annual Non-core= Teaching 47%</b> of coursework

## PROGRAM EVALUATION BASED ON TESTING DATA

### STATE LICENSURE PASS RATES: NATIONAL COUNSELOR EXAM SCORES

YEAR EVAL	Student N	Passing N	REGIS % Pass	Cycle Dates
2023	14	14	100%	Spring-Fall 2022***
2022	33	31	93%*	
2021	26	23	88%	Fall 2021 only
2020	39	38	97%	
2019	37	37	100%	
2018	51	51	100%	

#### Pass Rates on Colorado State Licensure Exam *Summary & Analysis of National Counselor Exam*

NCE results (though based on limited data due to the National Board of Certified Counselors database limitations) show a 100% pass rate over decreased pass rates from 2020 through 2022. Speculatively, review indicates some of the impacts may have been Covid related, however there was no other data to indicate programmatic deficits leading to decreased passing rates. When full database access is provided a review will be conducted to further analyze these trends.

\*Corrected from 91% error. \*\*Because of the cycle of testing and reporting the data from the previous years may be reported in following year.

\*\*\*NCE summary aggregate scoring on the 8 CACREP areas is unavailable due to NBCC transferring to new database – forthcoming. Rates were determined and

### Assessment of Knowledge and Skills Outcomes

<b>Course Assessment Schedule</b>			
Yr./Eval date	Performance indicators	Main courses reviewed	Additional data
2020-May, 21	Student, alumni, and stakeholder assessment	None	None
2021-May, 22	Human growth and development & Career development	605 & 650	CPCE, NCE, 692, 693, 698AB
2022-May, 23	Professional counseling and orientation and ethical practice & Social and cultural diversity	625 & 615	CPCE, NCE, 635, 636, 692, 693, & 698AB
2023-May, 24	Group counseling and group work & Research and program evaluation	630 & 640	CPCE & NCE
2024-May, 25	Counseling and helping relationships & Assessment and testing	635, 636, 692, 693, 698AB, & 672	CPCE & NCE
2025-May, 26	Clinical mental health & Dispositions	635, 636, 692, 693, & 698AB	CPCE & NCE

**Green** indicates current evaluation rotation.

<b>Assessment Framework: Measures for Student Knowledge and Skills</b>						
<b>CACREP section</b>	<b>MAC CMHC Program Student Learning Outcomes</b>	<b>Performance Indicator</b>	<b>Course</b>	<b>Benchmark data Points</b>	<b>CPCE Data Points</b>	<b>NCE Data Points</b>
Professional counseling orientation and ethical practice	Students will demonstrate the skills and practices necessary to address and adhere to ethical and legal standards within the clinical mental health counseling prevention and intervention. (CACREP Clinical Mental Health Standard B.).	/(See MYCP 625 syllabus Knowledge and Skill outcomes #5)	625	7 Criterion Student data from 2019 to present (n = 44)	17 items n= 51	Exam dependent 2022
			635 636 692/693 698A/B	Student data from 2019 to present  N=49 (Capstone)  Datapoints over 371 students = 571 (aprox.) due to repeated measures		Pending, used 2021 temporary analysis. N= 30, 11 items.
<b>CACREP section</b>	<b>MAC CMHC Program Student Learning Outcomes</b>	<b>Performance Indicator</b>	<b>Course</b>	<b>Benchmark data Points</b>	<b>CPCE Data Points</b>	<b>NCE Data Points</b>
Social and Cultural Diversity	Students will demonstrate skills and practices of culturally sensitive clinical mental health services reflective of the diverse needs of client populations and seek to promote advocacy for diverse ethnic/cultural/socioeconomic groups. (CACREP Clinical Mental Health Standards D, and F.)	Students will demonstrate the ability to practice counseling using multicultural and pluralistic characteristics 2.F.2.a (See MYCP 615 syllabus course objective #2)	615	10 items N=11	17 items n= 51	Exam Dependent
			635 636 692/93 698A/B	Student data from 2019 to present N= 49 (Capstone) Datapoints over students = 570 (aprox.) due to repeated measures		2021 Data used in lieu of 2022 data. N=30, 3 items.

## SUMMARY DATA PER COURSE: Professional Counseling Orientation and Ethical Practice (C1).

### *Summary and Analysis of Professional Orientation and Ethics SLO Assessment*

For each of the assessments completed (CPCE Exam Means, NCE Exam Means, and Tevera Student Portfolio Averages), the student showed overall mastery of the CACREP standards for knowledge and skill application. Each of the tables below detail the assessment data for each measure.

#### Professional Counseling Orientation and Ethical Practice CPCE Means

Date (Items)	Items	Regis Mean (n)	Regis SD	National Mean (n)	Nat SD	% of Nat. Mean
4/1/23	17	11.2 (9)	2.1	10.9 (1437)	2.3	102.75
2/5/22	17	12.3 (8)	2.2	12.3 (1036)	2.1	100.00
6/14/22	17	13.6 (5)	2.3	12.32 (716)	2.1	110.39
7/15/22	17	12.8 (20)	2.0	12.0 (857)	2.2	106.67
10/22/22	17	11.8 (6)	1.4	11.2 (1405)	2.2	105.36
11/5/22	17	11.8 (12)	2.9	10.9 (1058)	2.4	108.26
Aggregate	17					105.57

Results indicate that for Professional Counseling Orientation and Ethical Practice scores on the CPCE Regis, students score on average 5.57% above the national mean. Differences in the Regis vs. National average standard deviations = .33SD point toward similar normal curves between the two, and that there are less likely to be statistically significant differences in the mean scores. It is unknown if this is significantly different than the overall sample of those taking the exam as NBCC only provides aggregate scores (i.e. means) a more precise examination of the data is impossible.

2021 Results for PCOEP: In the absence of 2022 NCE Data

Professional Counseling Orientation and Ethics Data NCE. 2021 Aggregates					
Items	n (passed)	University Mean	University SD	National Mean (2977, pass %)	National SD
12	8 (4)	10.75	1.09	8.65	2.03
11	1(0)	8.00	0.00	7.98	1.81
10	14 (12)	6.71	1.33	6.83	1.72
11	7(7)	8.00	1.51	7.98	1.81
Aggregate	30 (23)	8.13	.98	7.89	1.85

2021 results used instead of absence of 2022 data indicate that for PCOEP scores, Regis students score at or slightly above the mean of the national sample. The difference in Standard Deviation indicates that this is not significantly above the mean but trending in that direction.

Because the University only receives aggregated scores (i.e. means), a more precise examination of the data is not possible.



# Group Rubric Analysis



Program	Rubric	Dates
MAC	MAC Professional Counseling and Orientation and Ethical Practice Benchmark Rubric	1/1/19-5/15/23
MAC	REGIS-1049	1/1/19-5/15/23

## Class

Prof Orientation Ethical Iss, Prof Orientation Ethical Iss [C70] [22S7W2], Prof Orientation Ethical Iss [C41] [22M7W1], Prof Orientation Ethical Iss [C70] [22M7W2], Prof Orientation & Ethical Iss [C40] [22F7W1], Prof Orientation & Ethical Iss [C70] [22F7W2], Prof Orientation & Ethical Iss [C71] [23S7W2], Prof Orientation & Ethical Iss [C70] [23S7W2], Prof Orientation & Ethical Iss [C40] [23M7W1]

Total Students Being Assessed: **105**

CRITERIA LEVEL COUNTS									
Criteria	Excellent=4 4	Good=3 3	Satisfactory=2 2	Unsatisfactory=1 1	Mean	Mode	Stdev		
Demonstrates an ability to translate a client concern 1 2016 - 2.F.1.i	34	9	1	0	3.75	4	0.48		
Demonstrates knowledge of current laws and ethics 2 2016 - 2.F.1.i	37	5	1	0	3.84	4	0.43		
Demonstrates knowledge of the appropriate profession... 3 2016 - 2.F.1.i	32	8	3	0	3.67	4	0.60		
Demonstrates knowledge of appropriate ethical behavi... 4 2016 - 2.F.1.i	33	4	6	0	3.63	4	0.72		
Demonstrates knowledge of the boundaries of professi... 5 2016 - 2.F.1.i	30	9	3	0	3.64	4	0.61		
Written case study is well articulated 6 2016 - 2.F.1.i	33	6	2	0	3.76	4	0.53		
Uses good composition, correct spelling, punctuation... 7 2016 - 2.F.1.i	36	7	1	0	3.80	4	0.46		

# Group Rubric Analysis

CRITERIA LEVEL DISTRIBUTION CHARTS			
Demonstrates an ability to translate a client concern 1 2016 - 2.F.1.i	34 (77%)	9 (20%)	1
Demonstrates knowledge of current laws and ethics 2 2016 - 2.F.1.i	37 (86%)	5 (12%)	1
Demonstrates knowledge of the appropriate profession... 3 2016 - 2.F.1.i	32 (74%)	8 (19%)	3 (7%)
Demonstrates knowledge of appropriate ethical behavi... 4 2016 - 2.F.1.i	33 (77%)	4 (9%)	6 (14%)
Demonstrates knowledge of the boundaries of professi... 5 2016 - 2.F.1.i	30 (71%)	9 (21%)	3 (7%)
Written case study is well articulated 6 2016 - 2.F.1.i	33 (80%)	6 (15%)	2
Uses good composition, correct spelling, punctuation... 7 2016 - 2.F.1.i	36 (82%)	7 (16%)	1

## Summary of MCPY 625 Professional Counseling Orientation and Ethics: CLASSROOM Rubric Data - Knowledge.

Average mean =3.73\* N=44 (1-4 Likert Scale) with a mode of 4. 78.14% of students on average score in the Excellent range of meeting the CACREP standards for knowledge. 16% of the students score in Good, 4.15% score in Satisfactory and 0% unsatisfactory across all measures, including writing.

\*Note – there are problems in the scaling – please be aware of the 1-4 Likert Scale in Ethics and the 1-5 Likert Scale in Cultural. This problem required correction throughout courses to obtain consistent analysis.

## Professional Orientation and Ethics: ALL ASSESSMENTS: Ethics, 635 Techniques I, 636 Techniques II, 692/93 Practicum, 698 A/B Internship

### Accreditation Standards - Group Analysis



Accreditation Standard

Dates

CACREP 2016

1/1/19-5/31/23

Class

Program

MAC

Total Students Being Assessed: 371

STANDARD LEVEL COUNTS		
Standards	Meets*	Does Not Meet*
The role and process of the professional counselor 2.F.1.e, 2.F.1.d	46	2
Advocacy processes needed to address institutional 2.F.1.e, 2.F.1.d	46	3
professional counseling credentialing, including c 2.F.1.g	0	0
ethical standards of professional counseling organ 2.F.1.i	47	0
strategies for personal and professional self-eval 2.F.1.k, 2.F.1.l, 5.C.2.j	3	0
self-care strategies appropriate to the counselor 2.F.1.k, 2.F.1.l, 5.C.2.j	3	0
legal and ethical considerations specific to clini 5.C.2.l	562	12
record keeping, third party reimbursement, and oth 5.C.2.m	521	15
strategies for interfacing with the legal system r 5.C.3.c, 5.C.3.d	60	0

## Professional Orientation and Ethics: Combined Data All Courses

STANDARD LEVEL DISTRIBUTION CHARTS		
The role and process of the professional counselor 26 2.F.1.e, 2.F.1.d	83 (98%)	2
Advocacy processes needed to address institutional 27 2.F.1.e, 2.F.1.d	106 (97%)	3
professional counseling credentialing, including c 28 2.F.1.g		
ethical standards of professional counseling organ 29 2.F.1.i	70 (100%)	
strategies for personal and professional self-eval 30 2.F.1.k, 2.F.1.l, 5.C.2.j	3 (100%)	
self-care strategies appropriate to the counselor 31 2.F.1.k, 2.F.1.l, 5.C.2.j	3 (100%)	
strategies for interfacing with the legal system r 1 5.C.3.c, 5.C.3.d	60 (100%)	
legal and ethical considerations specific to clini 5.C.2.l	562	12
record keeping, third party reimbursement, and oth 5.C.2.m	521	15

### Initial Summary of Combined Course Data Professional Counselor Orientation and Ethics:

Overall combined course data indicate that on average across all Professional Counselor Orientation and Ethics measures 99% of our students meet the CACREP Standards (Satisfactory and Above). Noteworthy areas of consideration may be in the following:

While these measures stem from practicum and internship, there are a small subset of students who potentially struggle with these areas, which may be from lack of exposure, experience, or potentially lack of knowledge or skills. The question for the review committee – would these areas be a consideration for greater focus in foundational courses, practicum or ethics? Further data collection throughout these courses may be conducted to determine if these were mid-term “flags” that may not have shown up in final skills evaluations in various clinical practice courses.

Two addition data sets that require review for limited/no data/measures are below:

self-care strategies appropriate to the counselor 2.F.1.k, 2.F.1.l, 5.C.2.j	3	0
professional counseling credentialing, including c 2.F.1.g	0	0

Self-care is an ethical imperative, but may fit within MCPY 672, and credentialing seems to be a measurable item that would be considered in MCPY 625 but is not part of the existing benchmark. Curriculum and Course Committees will address this measure in the 2023-24 program evaluation round.

## SUMMARY DATA PER COURSE: MCPY 615 Social and Cultural Diversity (C2).

### Social and Cultural Diversity CPCE Data

Date	Items	Regis Mean (n)	Regis SD	National Mean (n)	Nat SD	% of Nat. Mean
4/1/23	17	8.1 (9)	2.0	9.8	2.7	82.65
2/5/22	17	9.4 (8)	3.0	10.4 (1036)	2.6	90.38
6/14/22	17	10.2 (5)	1.8	10.1 (716)	2.6	100.09
7/15/22	17	10.0 (20)	1.9	9.9 (857)	2.4	101.01
10/22/22	17	8.2 (6)	1.2	8.3 (1405)	2.5	98.80
11/5/22	17	9.3 (12)	2.9	10.9 (1058)	2.4	85.32
Aggregate						93.04

Results indicate the Regis University students' Social and Cultural Diversity scores on the CPCE are 6.96% below the national average. Based on average of the differences of the standard deviations = .883, this points to Regis student scores on the normal curve not matching the national population curve means- as the average difference of the SD nears 1.

Because the University only receives aggregated scores (i.e. means) a more precise examination of the data is not possible.

### NCE Test Data for Social and Cultural Diversity

Social and Cultural Diversity Data NCE: 2021 Temporary (in lieu of 2022 Data delay from NBCC)					
Items	n (passed)	University Mean	University SD	National Mean (n, pass %)	National SD
6	8 (4)	5	0.00	4.44	1.04
3	1 (0)	2.0	0	2.28	.70
3	14(12)	2.57	.49	2.22	.67
3	7(7)	2.43	.90	2.28	.70
<b>Aggregate</b>	<b>30 (23)</b>	<b>3.16</b>	<b>.3475</b>	<b>2.805</b>	<b>.775</b>

### **Summary of 2021 NCE Results for Social and Cultural Diversity:**

On average, Regis students score at or higher than the mean for items measuring Social and Cultural Diversity on the NCE. The standard deviation indicates that this is unlikely statistically significantly different than the mean. Results do not indicate whether or not the Regis University students' Social and Cultural Diversity scores on the NCE are significantly different than the overall sample of those taking the exam Because the University only receives aggregated scores (i.e. means) a more precise examination of the data is not possible.

# Group Rubric Analysis



Program

Rubric

Dates

615 Cultural Issues and Social

MAC

Justice Rubric REGIS-1057

6/1/20-6/1/23

Class

Cultural Issues and Social Justice, Cultural Iss Social Justice [C02] [22SPV], Cultural Iss Social Justice [C03] [22SPV], Cultural Iss Social Justice [C01] [22SUV], Cultural Iss. & Social Justice [C01] [22FAV], Cultural Iss. & Social Justice [C02] [22FAV], Cultural Iss. & Social Justice [C02] [23SPV], Cultural Iss. & Social Justice [C01] [23SPV], Cultural Iss. & Social Justice [C01] [23SUV]

Total Students Being Assessed: **68**

## CRITERIA LEVEL COUNTS

Criteria	Outstanding	Satisfactory	Unsatisfactory	Mean	Mode	Stdev
Multicultural and pluralistic characteristics within... 1 2016 - 2.F.2.d, 2016 - 2.F.2.a	9	2	0	4.64	5	0.77
Strategies for identifying and eliminating barriers 2 2016 - 5.C.2.j, 2016 - 2.F.2.h	3	7	0	3.60	3	0.92
Multicultural counseling competencies 3 2016 - 2.F.2.e, 2016 - 2.F.2.c	4	6	0	3.80	3	0.98
Help-seeking behaviors of diverse clients 4 2016 - 2.F.2.f	4	6	0	3.80	3	0.98
Theories and models of multicultural counseling 5 2016 - 2.F.2.b	3	6	0	3.67	3	0.94
Theories and models of multicultural counseling (2) 6 2016 - 2.F.2.b	6	4	0	4.20	5	0.98
Theories and models of multicultural counseling (3) 7 2016 - 2.F.2.b	7	3	0	4.40	5	0.92
Mental health service delivery modalities 8 2016 - 5.C.2.c	4	6	0	3.80	3	0.98
Writing: Use of correct spelling, punctuation, and g... 9	8	2	0	4.60	5	0.80

Writing: Writes clearly and succinctly 10	8	2	0	4.60	5	0.80
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CRITERIA LEVEL DISTRIBUTION CHARTS						
<a href="#">Page View</a> Multicultural and pluralistic characteristics within... 1 2016 - 2.F.2.a	9 (82%)	2 (18%)				
Strategies for identifying and eliminating barriers 2 2016 - 5.C.2.j, 2016 - 2.F.2.h	3 (30%)	7 (70%)				
Multicultural counseling competencies 3 2016 - 2.F.2.e, 2016 - 2.F.2.c	4 (40%)	6 (60%)				
Help-seeking behaviors of diverse clients 4 2016 - 2.F.2.f	4 (40%)	6 (60%)				
Theories and models of multicultural counseling 5 2016 - 2.F.2.b	3 (33%)	6 (67%)				
Theories and models of multicultural counseling (2) 6 2016 - 2.F.2.b	6 (60%)	4 (40%)				
Theories and models of multicultural counseling (3) 7 2016 - 2.F.2.b	7 (70%)	3 (30%)				
Mental health service delivery modalities 8 2016 - 5.C.2.c	4 (40%)	6 (60%)				
Writing: Use of correct spelling, punctuation, and g... 9	8 (80%)	2 (20%)				
Writing: Writes clearly and succinctly 10	8 (80%)	2 (20%)				

**Summary of MCPY 615 Cultural Issues and Social Justice CLASSROOM Rubric Data: Knowledge and Skills\***

Average mean = 4.11 (N=11) (1-5 Likert scale) with a split mode of 5 and 3 across means. This may be due to the structural set up of the scaling which reads "1-3-5". 56 % of students on average score in the Outstanding range of meeting the CACREP standards for knowledge. 44% of the students score in Satisfactory, 0% unsatisfactory across all measures, including writing.

\*Note – there are separate likert scales – please be aware of the 1-4 Likert Scale in Ethics and the 1-5 Likert Scale in Cultural. This problem requires correction throughout courses to obtain consistent analysis, including the 1-3-5 scoring problem resulting in bilateral modes on either side of the mean.



## Social and Cultural Diversity: Combined Data All Courses Accreditation Standards - Group Analysis

STANDARD LEVEL DISTRIBUTION CHARTS	
Multicultural and pluralistic characteristics with 32 2.F.2.a, 2.F.2.d	11 (100%)
Theories and models of multicultural counseling, c 33 2.F.2.b	13 (100%)
Multicultural counseling competencies. 34 2.F.2.c, 2.F.2.e	10 (100%)
The impact of heritage, attitude, beliefs, underst 35 2.F.2.a, 2.F.2.d	11 (100%)
The effects of power and privilege for counselors 36 2.F.2.c, 2.F.2.e	10 (100%)
Help-seeking behaviors of diverse clients. 37 2.F.2.f	10 (100%)
Strategies for identifying and eliminating barrier 26 2.F.2.h, 5.C.2.j	10 (100%)
Theories of individual and	

Multicultural and pluralistic characteristics with 2.F.2.a, 2.F.2.d	11	0
Theories and models of multicultural	10	0
Multicultural counseling competencies. 2.F.2.c, 2.F.2.e	10	0
The impact of heritage, attitude, beliefs, underst 2.F.2.a, 2.F.2.d	11	0
The effects of power and privilege for counselors 2.F.2.c, 2.F.2.e	10	0
Help-seeking behaviors of diverse clients. 2.F.2.f	10	0
Strategies for identifying and eliminating barrier 2.F.2.h, 5.C.2.j	10	0

Strategies for advocating for diverse clients' care 2.F.4.g, 2.F.4.j	26	1
Strategies for facilitating client skill development 2.F.4.f, 2.F.4.h	26	1
Ethical and culturally relevant strategies for add 2.F.4.g, 2.F.4.j	26	1
cultural factors relevant to clinical mental health 5.C.2.j	571	9

***Summary of Combined Course Data: Social and Cultural Diversity***

Combined data suggests that standards are met within the limited evaluation data for MCPY 615, and among clinical skills and clinical practice courses, the standards are being met, and thus, students have satisfactory to outstanding acquisition of knowledge and skills. Repeated measures may point to some deficiencies among only a small number of students, resulting from multiple measures from skills through practice courses. For further information, these repeated measures require further longitudinal review.

## Summary of Course Measures for Professional Counselor Orientation and Ethics and Social and Cultural Diversity

### **Strengths:**

- ◆ Student learning outcomes for knowledge and skill in both show relative mastery of Student Learning Outcomes as measured by the CPCE and NCE.
- ◆ Faculty rated students' knowledge and skills outstanding/excellent to satisfactory ratings on benchmark assignments and skills evaluations for techniques through the internship.
- ◆ We now have ongoing measures that support effectiveness of student acquisition of knowledge and skill as they move from foundational courses through clinical skills and clinical practice that include overlapping easy-to-access CACREP standards for these areas.

### **Areas Noted for Potential Improvement:**

- ◆ Diversity: Our student population demographic for race/ethnicity is approximately 10% higher in white populations than the state population and 10% lower in people of color population than the state population.
- ◆ In the two competency areas addressed, no particular knowledge or skills deficiencies were assessed as needing improvement, however, the CPCE indicates that Social and Cultural Diversity trends below the national mean or at the mean for NCE scores.
- ◆ Our program faculty seeks to have students achieve above the mean and for our course delivery to seek to set higher goals for achievement in this area.
- ◆ 2022 NCE scores (not available at this time) are needed to determine further achievement in addition to the standards.

### **Further Data Collection and Analysis and Improvements:**

- ◆ As noted, the likert scales differ and require synchronization – MCPY 615 is 1-5, others 1-4.
- ◆ Further retroactive analysis is needed to gain a higher N for MCPY 615 Benchmarks Rubric Reports.
- ◆ T-scores and Z-scores required when NCE data is obtained.
- ◆ Greater interrater reliability - There are three cultural theories standards measured on the MPCY 615 rubric – and the scores varied for the 3.
- ◆ Inter-rater reliability is an issue, possibly, as is inflation/halo effect in standards evaluation for benchmarks.
- ◆ Faculty compliance: need to obtain higher completion rates of analysis, particularly in MCPY 615.
- ◆ The course lead (Dr. O'Malley) has stated he does not believe the MCPY 615 benchmark rubric measures accurately the assignment, or conversely that the assignment is geared directly to the standards- and is proposing a change.
- ◆ Overviews of the CPCE and NCE by CACREP Core Areas are needed, and will be added to the 2024 yearly report.
- ◆ As we work in the future, clear notation of standards per course are needed, along with clarity of the repeated measures items to clearly differentiate N.
- ◆ The core classes came online in Tevera last and require further development – focus on specific courses 630 and 640 compliance for next year.

## Department of Counseling 2022-2023 AY: Goals, Objectives and Tasks Outcomes

2022-23 Goals	2022-23 Goals, Obj. and Tasks	Assigned Faculty
<p><b>Goal 1: Sustain program vitality through balanced utilization of faculty as a resource, assure quality academic foundations of the program, and technology as a supportive tool to maintain accreditation standards and continuous quality improvement.</b></p>	<p><b>CACREP Standards for ratios and core faculty teaching percentages:</b> Proceed with the search for 2 faculty lines with May/Aug start dates; monitor teaching % and FTE. Advertise in diversity-friendly publications. Begin review of applicants on Dec. 1.</p> <p><b>Update:</b> Search conducted but closed because of lack of qualified faculty applicants. Search will resume in the fall of 23. A new search committee will be assigned. Program was able to meet required core faculty 51% teaching loads and FTE requirements.</p> <p><b>TEVERA:</b> Establish admin infrastructure and clear roles for Tevera. We have a needs for trouble shooting student problems, site and supervision issues. Connection, linking and onboarding is crucial and as of now no one is assigned to do it. John Arman will not do it past SP 23. Advocate for the new staff position to have at least 50% Tevera responsibilities.</p> <p><b>Update:</b> improved infrastructure and clear roles were established. New admirative hire is still in progress</p> <p><b>CACREP Site Visit:</b> Prepare for CACREP site visit in Dec. by orienting faculty, students, alumni and leadership</p> <p><b>Update.</b> CACREP site-visit was held in Dec. Of 23 virtually. The onsite team report evaluated the program passing on all 240 standards. The board will meet in June 23 to approve re-accreditation.</p> <p>Re-establish MAC advisory board and arrange for CACREP site meetings with Advisory Board, Alumni, Site Supervisors, Current Students, and Employers of graduates.</p> <p><b>Update:</b> MAC advisor board was established and met in Nov of 22.</p> <p><b>Program SLO Assessment:</b> Course Assessment for 2023 includes 635 Techn 1, 636 Techn 2, 692/693 Practicum with dispositional SLO</p> <p><b>Update:</b> Assessment day planned for MAY 10, 2023</p>	<p>Search committee: JoLynne, Marty, Terry, Luis A, Deb Roybal, and Kari Kloss.</p> <p>John A, JoLynne, and Tom, with Megan and MAC/MFT faculty as needed.</p> <p>Terry and JoLynne</p> <p>Terry and JoLynne</p> <p>Tom</p>
<p><b>Goal 2: Promote faculty and staff well-being, workload balance, and equity.</b></p>	<p><b>Course Offerings:</b> Continue pilot project for day courses; consider adding 3 daytime courses for next academic year with parallel evening sections.</p> <p><b>Update:</b> two daytime classes were added for each semester of fall 22-spring of 23. Positive enrollments and pilot project was deemed to be a success. Continue 2-3 daytime classes to academic schedule each semester.</p> <p><b>Course releases:</b> All MAC faculty should advocate in changes to course release administrative roles and duties at upcoming Division meeting.</p>	<p>JoLynne with MAC faculty input</p> <p>All MAC faculty</p>

	<p><b>Update:</b> Associate Dean has designed new course release definitions and is implementing a new process of assigning course releases with greater transparency.</p> <p><b>Search for and hire 2 qualified faculty</b> to begin in May and/or Aug. Search underway for 2 positions. Hire high quality faculty who have and understanding of Regis...what it is and what it isn't. Hard-working, motivated, team players would be crucial for the future success of our Mac department. Announcement has been posted and will be submitted to other publications to attract diverse applicants.</p> <p><b>Update:</b> A national search was conducted for both positions, but no qualified candidates were selected. The search was closed, and plans are made to readvertise and search for the 23-24 year.</p> <p><b>Faculty Workload:</b> Redesign graduation celebration to become a reception after graduation</p> <p><b>Update:</b> This was successfully accomplished with the first reception to be held on graduation day April 29, 2023.</p> <p>Rotate service duties among faculty to ensure more equity.</p> <p>Dissolve MAC reps and charge CSI with an appointed leader to represent student needs and voices.</p> <p><b>Update:</b> This was accomplished.</p>	<p>Search Committee and MAC faculty</p> <p>Division faculty committee members</p> <p>JoLynne will create a rotation schedule for open advising, admission interviews and other program needs</p> <p>Jesse as CSI faculty sponsor</p>
<p><b>Goal 3: Building community and cultural competency and inclusivity within the faculty, staff, student body, and program curriculum.</b></p>	<p><b>DEI initiatives:</b> Marty will work with MAC faculty to recommend DEI programs and improvements to our curriculum</p> <p><b>Update:</b> DEI committee formed from faculty membership. Marty is continuing accomplishing these goals.</p> <p><b>Create opportunity for a diverse faculty candidate pool:</b> Faculty searches are emphasizing interest and experience working with marginalized groups</p> <p><b>Update:</b> Search advertisement emphasized diversity and advertisement was included in targeted diversity oriented online publications.</p>	<p>Marty with MAC faculty</p> <p>Faculty search committee &amp; MAC faculty</p>
<p><b>Goal 4: Continue the integration of Jesuit principles, incorporation of RHCHP initiatives in IPE and Global Health Pathways within the MA Counseling curriculum, as well as through faculty,</b></p>	<p><b>Update:</b> <b>IPE requirement</b> implemented and guidelines in student handbook.</p> <p><b>RM Traumatology</b> certificate offerings</p> <p><b>Update:</b> Traumatology certificate did not receive approval from the university. Future continuing education may be offered in this area.</p> <p><b>MCPY 672 Disaster crisis simulation</b></p>	<p>Tom and MAC faculty</p>

<b>staff, and student engagement.</b>	<b>Update:</b> Tom Doroff offered a disaster crisis simulation for 672 students in conjunction with other Regis Healthcare programs in the fall of 23.	

<b>Global Initiatives: Additional Goal As per RHCHP Dean and Provost regarding online and New Degree Initiatives.</b>	<b>Update:</b> Ph.D. in CES proposal includes a hybrid synchronous format to attract international doctoral students for enrollment. Final approval needed from RUAC	MAC faculty
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