



Master of Science in Counseling Annual Program Assessment Report 2019–2020

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Master of Science in Counseling Annual Program Assessment Report for 2019-2020 Academic Year

Mission of the Program

The curriculum and training of the MSC is designed to flow logically and strategically from the mission statement of the university.

The university mission statement is: *Cairn University exists to educate students to serve Christ in the church, society, and the world as biblically minded, well-educated, and professionally competent men and women of character.* The program objectives of the MSC embody these themes.

The mission statement of the graduate counseling program is to equip women and men to be biblically-minded, professionally competent persons of character as professional counselors.

Cairn’s MSC program provides an emphasis in clinical mental health counseling as it pursues this mission.

Learning Outcomes Summary

Master of Science in Counseling Annual Program Assessment for 2019-2020 Academic					
Learning Outcomes Summary Table					
<p>Courses rostered this academic year: Summer 2019, Fall 2019, Spring 2020 include: 601, 602, 611, 612, 621, 622, 631, 632, 701, 702, 711, 712, 722, 821, 822, 851, 855, 856, 857, 860, 891, 892, THE 621</p> <p>Assessment plan methodology: data assessed are based on student’s grades recorded in the eLearning gradebook.</p> <p>Column 1: program objectives demonstrated by learning outcomes Column 2: courses incorporating specific program objectives Column 3: specific learning objectives associated with each program objective are listed by course and specific learning objective designator from the course syllabus Column 4: course and the category of assignment [see assignment key below] for individual learning objective Column 5: key performance indicators for that learning objective collected from one or more forms of student evaluation Column 6: indication if rubric for course objective was met based on KPI’s (the objective is met when 90% of students achieve an 86% or better on the measure)</p>					
1.	2.	3.	4.	5.	6.
Program Objectives The student will demonstrate:	Courses/measures incorporating program objectives	Specific Course Learning Objectives	Demonstration of Learning (assignment type*)	KPI’s for 2019-2020	Rubric & Outcome Met Criteria
Knowledge of Christian psychology [KCP]	611, 612, 621, 631, 632, 701, 702, 712, 722, 855, 860, 891, 892, T621	611- F 612- B 621- H 631- A, B, C, D	611- CC/TP 612- RP 621- PP 622- CSA	631-PP	YES

		632- A, B, C, D 701- I 702- C 711- H 712- C 722- E, F 855- D 891- H 892- H T621- A, B, C, D	631- PP 632- J, PP 701- RP, EX, CC/TP 702- RP 711- IP 712- RP 722- RP 822- GP 851- RP 855- PP 891- CCTP 892- CCTP		
Knowledge of the counseling profession [KCPR]	601, 621, 622 860, 891, 892	601- A, B, C, D 621- C, I 622- C, F 860- B, C, D, E 891- A, B, C 892- A, B, C	601- EX 622- EX 860- OLA, SSE 891- SSE 892- SSE	601- EX 860-OLA	YES YES
Knowledge of counseling theory [KCT]	601, 611, 701, 711, 722, 821, 822, 891, 892	601-E, F 611- B, C 621- A, B, D, E, F, G 722- A, B 821- A, B, C 822- A, B, C 891- D, E, F 892- D, E, F	601- EX, RP-T 611- EX, CC/TP, RR 621- OLA 701- EX, RP, CC/TP 711- IP 722- Conf 821- RP-T 822- RP-T 860- Conf, CTP 891- CTP, CC/TP 892- CTP, CC/TP	601- RP-T 722- Conf 711- IP	YES YES YES
Knowledge of the standards of ethical and professional practice [KEP]	622, 860, 891, 892	622- A, B, C, D, E 860- E 891- I 892- I	622- EX, CSA, OLA 891- SSE 892- SSE	622- CSA 622- EX 892- SSE	YES YES YES
Knowledge of empirical research and theory [KER]	611, 722, 821, 856	611- B, C 722- A, B, C 821- A, B, C, D, E, F 856- A, B, C, D, E	611- RP-LIT 722- Conf 821- RP-T 856- RP-LIT	611- RP-LIT 821-RP-T	NO YES
Knowledge of models of treatment of psychopathology [KTP]	611, 722, 822, 853, 855, 891, 892	601- K, L 611- C, D	601- EX, CC/TP 611- EX, CC/TP	891-CC/TP 722- Conf	YES YES

		722- A, B, C 822- A, B, C, D, E 855- A, B, C 891- D, E, F 892- D, E, F	612- CRP, CV 701- EX, CC/TP 711- EX, IP 722- Conf 822- GP 855- EX 860- Conf 891- CC/TP, Cpres 892- CC/TP, Cpres	860- OLA 822- GP 891- CC/TP	YES YES YES
Knowledge of marriage and family counseling [KMF]	701, 702	701- A, B, C, D E, F, G	701- EX 701- RP	701- EX	YES
Knowledge of group counseling [KGP]	711, 712	711- A, B, C, D, E, F 712-	711- EX, IP 712- CRP	711- IP	YES
Knowledge of multicultural counseling [KMC]	621, 891, 892	621- A, B, C, D, E, F, G, H, I	621- RP, PP, GP, OLA 891- SSE 892- SSE	621- OLA 621-PP	YES YES
Knowledge of empirical research methodology [KRM]	856	856- F, G, H	856- EX, RPROP 857- EX	856- RPROP 857-EX	YES YES
Knowledge of career counseling [KCC]	851	851- A, B, C, D, E, F, G, H, I	851- PP, R	851- PP 851- R	YES YES
Interpersonal relationship counseling skills [IRS]	601, 602, 612, 702, 712	601-I 602-A	601- EX 602- CRP, CV, CP, MPDA, FPDA 612- CRP, CV, CP, MPDA, FPDA 702- CRP, CV, CP, MPDA, FPDA 712- CRP, CV, CP, MPDA, FPDA 891- SSE 892- SSE	602- CV 602- CRP 891-SSE 892- SSE	YES YES YES YES
Self-assessment skills [SAS]	602, 612, 621, 702, 712	602- B 612- B 621- RP 702- B 712- B 891- CPT, FPDA 892- CPT, FDPA	602- RP, MPDA, FPDA 612- RP, MPDA, FPDA 621- RP 701- RP 702- RP, MPDA, FPDA 712- RP, MPDA, FPDA 891- ISE, SSE 892- ISE, SSE	891- ISE 701- RP	YES YES

Case conceptualization skills [CCS]	612, 722, 860, 891, 892	722- A, B, C, D 612- A 821- D, E, F 891- D, E, F 892- D, E, F	611- CC/TP, EX 612- CC/TP 702- CC/TP 722- OLA, Conf 821- CC/TP 822- GP 855- CSA 857- PTR, EX 860- CC/TP, SSE 891- CC/TP, SSE 892- CC/TP, SSE	821- CC/TP 891- CC/TP 702- CV	YES YES NO
Academic research and writing skills [RWS]	601, 611, 621, 631, 632, 701, 711, 821, 822	611- 711-	601- RP-T 611- RP-LIT 621- GP 711- IP 821- RP-T 822- RP-T 856- RP	601-RP-T 611- RP-T 711- IP	YES NO YES
Psychological assessment skills [PAS]	857	857-	857- PTR 891- Cpres 892- Cpres	891- Cpres	YES
Professional practice skills [PPS]	860, 891, 892	860- 891- 892-	860- CTP, CV 891- CTP, SSE 892- CTP, SSE	891- CTP 891- SSE	YES YES
Individual counseling skills [ICS]	611, 612	611- A, B, C, D, E 612- A	611- RR, CC/TP 612- CC/TP, CRP, CV	612- CV	NO
Marriage/family counseling skills [M/FCS]	702	702- A	702- CRP 702- CV	702- CV	NO
Group counseling skills GCS	712	712- C, F	711- EX 712- CRP	712- CRP	YES
Professional dispositions [PD]	602, 612, 702, 712, 891, 892 Alumni Survey Employer Survey	602- B 612- B 702- B 712- B 891- H, I 892- H, I	602- MPDA, FPDA 612- MPDA, FPDA 702- MPDA, FPDA 712- MPDA, FPDA 891- FPDA, SSE 892- FPDA, SSE PS- survey EEG- survey	End of year assessment Post graduation assessment	YES YES YES

*Assessment Plan Assignment Key			
Assignment type	Assignment Abbreviation	Courses utilizing	Rubric (yes/no)
Exam	EX	601, 611, 622, 701, 711, 857	
Reading review	RR	611, T621	
Research paper-theory	RP-T	601, 821, T621	X
Research paper-lit review	RP-Lit	611	X
Position paper	PP	621, 631, 632, 851, T621	X
Reflection paper	RP	602, 612, 621, 701, 702, 712, 851, T621	X
Research proposal	RPROP	856	
Individual project	IP	711	
Group project	GP	621	
Individual presentation	IPRES		
Group presentation	GPRES	621	
Conference participation	Conf	722, 860	
Case concept/treatment plan	CC/TP	701, 601, 821, 891, 892	X
Treatment plan	TP	701, 722, 891, 892	X
Case study analysis	CSA	622, 855	
Psychological test & report	PTR	857	
Case presentation	Cpres	891, 892	
Counseling role play	CRP	602, 612, 702, 712	X
Counseling video	CV	602, 612, 702, 892	X
Counselor Training Plan	CTP	860, 891, 892	
Intern skills self-assessment	ISE	891, 892	X
Site supervisor skills eval	SSE	891, 892	X
Class participation	CP	THE 621, 722, 821	
Forum	F	622, 631, 632, 711, 722, 821, T621	X
Journal	J	621, 632,	
Resume	R	851	
On-Line assignment	OLA	621, 622, 631, 632, 722, 821, T621	
Professional Dispositions Rubric Mid-semester assessment	MPDA	602, 612, 702, 712	X
Professional Dispositions Rubric End of semester assessment	FPDA	602, 612, 702, 712, 891, 892	X
Employer Evaluation of Graduate	EEG		X
Post-grad. Survey	PGS		X

Additional Measures for Program Evaluation

Program Objective	Source of Information addresses program objective			Program Objective Met
	Program Objective Learning Categories	Summary of 2017-2018 MS in Counseling Alumni Survey- % rating as good or excellent	Employer Survey Scale 1-5 1: poor: below expectations 2: below average: inconsistently meets expectations 3: average: meets expectations consistently 4: above average: exceeds expectations regularly 5: superior: demonstrates advance competence	
Knowledge program objectives	Student acquired requisite knowledge in: <ul style="list-style-type: none"> • Christian psychology • Counseling theory • Empirical research in psychology • Professional counseling practice 	97% 97% 77% 90%	4.3 4.3	YES
Skills program objectives	Student acquired requisite skills in: <ul style="list-style-type: none"> • Individual counseling • Couple counseling • Group counseling • Case conceptualization • Psychological assessment • Critical thinking in psychology and theology • Research and information literacy • Knowledge and skills through professional practice 	97% 100% 90% 77% 87% 87% 77% 97%	4.3 3.7 4.0 4.0	YES
Professional Dispositions program objectives	Student acquired requisite development of professional dispositions necessary to promote change in others through counseling	100%	4.0	YES
Additional Measures for Program Evaluation				
Employment in the counseling profession	50% are employed in an area directly related to their degree; 29% are employed in areas indirectly related to their degree, and 21% are employed in unrelated areas			
Passed LPC exam	26% have taken a credentialing exam and all 26% have passed 45% plan on taking a credentialing exam in the future 48% are currently pursuing licensure			

Continued graduate education in counseling	36% are currently enrolled in graduate-level coursework 10% are enrolled in doctoral-level coursework
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Additional Measures for Program Evaluation: Applicant and Student Demographics											
Diversity	Male	Female	Non-RA	Pacific Isl	Asian	Black	Hispanic	White	Mult	Unknown	Over 40
F19-SP20 MSC Applicants (n=62)	18 30%	44 70%	0 0%	0 0%	2 3%	15 24%	5 8%	33 53%	3 5%	4 6%	34 54%
F19-SP20 MSC Students (n =19)	3 16%	16 84%	0 0%	0 0%	0 0%	7 37%	2 11%	9 47%	1 5%	0 0%	3 16%
F19-SP20 Total Graduate Student Body Demographics n=414	159: 38%	255: 62%	24 6%	1 1%	30 7%	59 14%	14 3%	257 62%	17 4%	12 3%	153 37%
Retention Rate	5 Year Average		Fall 2017		Fall 2016		Fall 2015		Fall 2014		Fall 2013
MSC 48 credit program	61%		83%		60%		65%		58%		62%

Learning Outcomes Analysis

1. The Learning Outcomes Summary Explanation is designed to focus on two questions:
 - a. What specifically did this cycle of assessment identify as proven strengths or progress made in outcomes?
 - b. What specifically did assessment identify as weaknesses or outcomes that were not accomplished or met?
2. The data gleaned from the Learning Outcome Summary Table is organized by identifying strengths and weaknesses evidenced in each program objective. The summary of this assessment by MSC faculty appears below.

Knowledge and Skills Program Objectives

1. Christian psychology
 - a. Strengths demonstrated
 1. Students demonstrated synthesis of their understanding of the worldview concerns involved in Christian psychology enabling them to clarify their own application of models of counseling and psychotherapy in the development of a personal approach to counseling.
 2. Students demonstrated an ability to critically evaluate specific foundational tenets of models of counseling and psychotherapy from a Christian worldview
 - b. Weaknesses evident
 1. Students continue to evidence deficiencies in their ability to integrate Christianity and psychology in theory construction as it relates to the application of specific models of counseling to case conceptualization
 2. Students continue to evidence deficiencies in their capacity to conceptualize client problems, both theoretically and procedurally, in biblical-theological theoretical categories and biblical-exegetical categories

2. Counseling profession
 - a. Strengths demonstrated
 1. Professional regulation- practice regulation, professional ethics and ethical decision making, managing risks and liabilities in the counseling profession
 2. Professional counseling world- being a participant member in the profession of counseling
 - a. Professional organizations and participation in professional communities
 - b. Personal professional development and continuing education as a professional counselor
 3. Professional practice- understanding the nuts and bolts of counseling practice procedures
 - b. Weaknesses evident
 1. Professional advocacy- the social-cultural context of the counseling profession
 2. Professional counseling and applications of technology
3. Counseling theory
 - a. Strengths demonstrated
 1. Models of counseling/psychotherapy- student demonstrates proficiency in explaining the basic tenets of the following models:
 - a. Psychodynamic models with special emphasis on attachment theory and Adlerian psychotherapy
 - b. Cognitive models with a special emphasis on schema theory
 - c. Humanistic models with 1) critical assessment of humanism/existentialism as worldviews; 2) depth understanding of humanistic principles applied to counseling methodologies (helping relationships)
 - d. Trauma and complex trauma models
 - e. Diathesis stress model with special emphasis on interconnections between neurophysiological variables and psychological variables in explaining behavior
 - f. Systems model- with special emphasis on the application of general systems theory in understanding client problem
4. Ethical practice
 - a. Strengths demonstrated
 1. Students demonstrated proficiency in their application of current ethical standards to complex case scenarios
 2. Interns demonstrated awareness of potential ethical dilemmas by seeking supervision as complex scenarios involving mandatory reporting and confidentiality concerns presented in counseling
 3. Knowledge of principles guiding the assessment of client suicidality
 - b. Weaknesses evident
 1. Application of regulations guiding mandatory reporting
5. Knowledge of general theories and empirical research
 - a. Strengths demonstrated
 1. Students demonstrated advanced knowledge in their theoretical understanding of trauma and complex trauma
 2. Students demonstrated understanding of addictions pathology
 3. Understanding of the concepts of personality theory, psychologies of the self, developmental psychopathology of the self, personality disorders
 4. Students demonstrated understanding of the application of life-span or developmental psychology to counseling- including models and topics in lifespan development relevant to counseling
 5. Understanding of the nature of interpersonal relationships and persons in multiple-systemic contexts (especially cultural contexts)
 6. Understanding from a developmental, diathesis, and neurological vantage point models and assessment of cognitive-social abilities in specific cultural contexts
6. Knowledge of case conceptualization and treatment of psychopathology (including both knowledge and skills categories in this assessment since knowledge is often demonstrated in practice)
 - a. Strengths demonstrated
 1. Understanding the nature of trauma and approaches to the counseling of traumatized individuals

2. Knowledge of clinical assessment involving an understanding diagnosis, threat assessment
3. Ability to assess clients using a trans-theoretical process of change model of counseling
4. Understanding the biological foundation to psychopathology and application of to various medical or biologically based treatment approaches
5. Ability to engage in multi-theoretical case conceptualization- viewing the client and their problems simultaneously through a series of theoretical perspectives and using these perspectives to develop distinctive problem definitions and approaches to treatment
6. Ability to engage in trans-theoretical case conceptualization using the MATRIX model
- b. Weaknesses evident
 1. Understanding of specific etiologies regarding types of psychopathology and the application of these models to treatment planning and counseling interventions
 2. Inconsistency in their development of effective treatment plans based on a clear assessment of counseling goals
7. Marriage and family counseling
 - a. Strengths demonstrated
 1. Students demonstrated synthesis of family systems theory in the assessment of family of origin dynamics, integrating this understanding into a self-assessment of the student's own family of origin
 2. Students demonstrate a biblical-theological understanding of marriage and relationships
 3. Students demonstrate an understanding of family of origin issues on personality development, family process, couple relationships
 4. Students demonstrated an applied understanding of attachment theory to couple counseling
 - b. Weaknesses evident
 1. An applied understanding of emotionally focused therapy models of couple counseling
 2. An understanding of counseling complex marriage and family issues- blended families, impact of divorce, impact of mental illness and physical and mental illness, bereavement, environmental stressors, addictions
8. Knowledge of group counseling
 - a. Strengths demonstrated
 1. Understanding of group formation, group stages and process
 2. Understanding of therapeutic factors that contribute to group effectiveness
 - b. Weaknesses evident
9. Knowledge of multicultural counseling
 - a. Strengths demonstrated
 1. Privilege and power-impact in general and on the counseling profession and counseling practice
 2. Theories and models of multicultural counseling, cultural identity development
 3. Impact of spiritual worldview beliefs on client's and counselor's worldviews
 - a. Grasp of worldview concepts and constraints involved in multiculturalism and interactions with a Christian worldview
 4. How persons from different cultural/ethnic/subgroups view counseling thematic concerns
 - b. Skills strength- evidence of multicultural counseling competencies in internship student evaluations
 - c. Weaknesses evident
 1. Social and political concerns for professional counselors- Involvement of Christian counselors in participating in, strategizing about and eliminating social barriers towards counseling services, developing optimum mental health, eliminating oppression and discrimination
10. Knowledge of research methodology
 - a. Weaknesses evident
 1. Students demonstrated deficiencies in their grasp of basic empirical research methodology and statistical analysis applied to counseling
11. Career counseling

- a. Strengths demonstrated
 - 1. Students demonstrated effective integration of career counseling theory and self-assessment in the development of career path selection
 - 2. Students demonstrated effective knowledge of the use of career assessment instruments
- b. Weaknesses evident- NA
- 12. Interpersonal relationship counseling skills
 - a. Strengths demonstrated
 - 1. Effective application of basic attending and interviewing skills in practice counseling sessions
 - 2. Effective use of open-ended questions in practice counseling sessions
 - b. Weaknesses evident
 - 1. Students demonstrated inconsistent application of evocative empathy in practice counseling sessions
 - 2. Students demonstrated deficiencies in applying non-linear analysis to client data
- 13. Self- assessment skills
 - a. Strengths demonstrated
 - 1. Progressive development of emotional intelligence in processing personal content in lab sessions
 - 2. Conceptualization of family or origin dynamics on present relationship style
 - 3. Weaknesses evident
 - a. Students demonstrated deficiencies in conceptualizing the impact of past personal trauma on current interpersonal behaviors
- 14. Case conceptualization skills
 - a. Strengths demonstrated
 - 1. Case conceptualization utilizing the MATRIX trans-theoretical model
 - b. Weaknesses evident
 - 1. Students demonstrated deficiencies in multi-theoretical case conceptualization
 - 2. Students demonstrated deficiencies in the application of counseling techniques to treatment planning
- 15. Academic research and writing skills
 - a. Weaknesses evident
 - 1. Student demonstrate deficiencies conducting psychological literature reviews
 - 2. Students demonstrate deficiencies with academic writing
- 16. Psychological assessment skills
 - a. Strengths demonstrated
 - 1. Applying knowledge of the role cultural bias in psychological testing considerations
 - b. Weaknesses evident
 - 1. Students demonstrated deficiencies in integrating results from psychological tests into case conceptualization and diagnosis
- 17. Professional practice skills
 - a. Strengths demonstrated
 - 1. Regular and routine documentation
 - 2. Effective use of supervision
- 18. Individual counseling skills
 - a. Strengths demonstrated
 - 1. Formation of therapeutic alliance with clients
 - 2. Clinical assessment and diagnosis

- b. Weaknesses evident
 - 1. Students demonstrated deficiencies creating connections between case conceptualization and treatment goals
 - 2. Students demonstrated deficiencies in developing effective homework and counseling interventions
- 19. Marriage/family counseling skills
 - a. Strengths demonstrated
 - 1. Biblical-theological integration in marriage and family counseling
 - 2. Application of attachment theory and family systems theory to assessment of family of origin concerns
 - b. Weaknesses evident
 - 1. Students demonstrated deficiencies in the utilization of EFT in couple counseling
- 20. Group counseling skills- not assessed
- 21. Professional dispositions
 - a. Strengths demonstrated
 - 1. Consistent development of intra and interpersonal awareness
 - 2. Increased relational risk taking and tolerance of ambiguity
 - 3. Increased curiosity in self and client understanding

Action Plans

New Action Plans		
Description	Responsibility	Projected Completion Date
Curriculum	Faculty	End of Spring semester 2021
1.a.1. Introduce more curriculum resources presenting critical analysis of specific counseling models from a Christian worldview perspective	Maier	Fall 2020
1.b.2. Develop more specific case illustrations and counseling vignettes of Christian counselors applying biblical-theological models, exegetical work done in session with clients to integrate counseling case conceptualization skills and a Christian model of persons and psychopathology	Black/Maier	End of Spring semester 2021
2.b.1. Introduce content related specifically to social advocacy & the counseling profession in 601	Jones	Fall 2020
2.b.2. Introduce current best practices for professional counseling and the use of technology in 601	Jones	Fall 2020
4.b.1. Review of mandatory reporting practices in 860 & 891 through complex case analysis	Jetter/Black/Miller	Summer & Fall 2020
6.b.1. Require documented research for interns as a component of case conceptualizations	Black, Miller	Fall 2020
6.b.2. Modify treatment planning procedures in 891	Black, Miller	Spring 2021
7.b.1. Develop a curriculum library of EFT in practice and implement use of video examples in course	Black	Spring 2021
7.b.1. Change text to a skills based-manualized model of EFT training	Black	Spring 2021
8.b.2. Construct a group counseling skills rubric and train 712 students in use of rubric	Miller	Fall 2020
General curriculum- continued refinement of CSG curriculum to highlight synthesis of CACREP Professional Identity standards	Faculty	End of Spring semester 2021
Instruction		
More inter-course synthesis: refinement of curriculum as a result of attempts to coordinate both content and sequencing and scheduling of assignments that makes knowledge and skills acquisition more favorable for students.	Faculty	End of Spring semester 2021

Introduce more variety in delivering course content using other modalities besides traditional in-class lecture formats.	Faculty	End of Spring semester 2021
Continued development of general assignment rubrics aimed at objectifying and streamlining the student assessment process. We continue to develop new and refine previous student assessment rubrics used for frequently used assessment categories (e.g. Case conceptualizations, videos and role plays demonstrating specific counseling skills).	Faculty	End of Spring semester 2021
Develop comprehensive research/writing remediation plan phased through three years: year 1 diagnosis of academic writing and literacy skills	Faculty	End of Spring semester 2021
Resource allocation		
Counseling faculty make requests for specific resources through the office of the Dean of the School of Liberal Arts and Sciences often involving purchasing of materials. The Dean responds to these requests on a case by case basis after discussion with the Department Chair.	N/A	N/A
Program promotion		
The counseling department faculty provide the university with proposals for developing web-based marketing and promotional material for the MSC.	N/A	N/A
Retention- no changes proposed		
The counseling faculty meet to discuss a process of retention for students who we view as at risk and develop a coordinated action plan with involved faculty, utilization of student mentors and university resources like the ARC. Students are also referred for medical evaluation if warranted, referred for psychiatric evaluation if warranted or referred for professional counseling apart from counseling services provided by the university.		