

**Program Statistics**

| Enrollment & Graduation        |        | Student Demographics                    | M   | F    | UNK |
|--------------------------------|--------|---|-----|------|-----|
| <i>Credit Hours</i>            | 60     | <i>American Indian/Native Alaskan</i>   | 6   | 19   | 0   |
| <i>Applications Received</i>   | 2965   | <i>Asian</i>                            | 10  | 69   | 0   |
| <i>Applications Accepted</i>   | 2585   | <i>Black</i>                            | 162 | 782  | 2   |
| <i>Acceptance Rate</i>         | 87.18% | <i>Hawaiian Native/Pacific Islander</i> | 0   | 8    | 0   |
| <i>Current Enrollment</i>      | 6624   | <i>Hispanic</i>                         | 88  | 383  | 2   |
| <i>No. of Graduates</i>        | 1044   | <i>Two or More</i>                      | 49  | 178  | 1   |
| <i>Completion Rate</i>         | 47%    | <i>Unknown/Other</i>                    | 336 | 1144 | 9   |
| <i>Job Placement Rate</i>      | 97.8%  | <i>White</i>                            | 631 | 2721 | 21  |
| <i>Credentialing Pass Rate</i> | 87.37% | <i>International Student</i>            | 0   | 3    | 0   |
|                                |        | <i>Active-Duty Military</i>             | 93  | 115  | 1   |
|                                |        | <i>Veteran</i>                          | 269 | 315  | 5   |
|                                |        | <i>With a Disability</i>                | 35  | 175  | 1   |

For AY 2022-2023 CMHC Degree Completion Plan (DCP), please [click here](#).

**Program Summary**

**Current Student Survey**

Results of the current student survey indicate that 88.55% of respondents report a good or excellent overall rating of the digital delivery M.A. in Clinical Mental Health Counseling (CMHC-D) program. Further, 84.85% of student responses indicate good or excellent satisfaction with the overall instruction they are receiving in the CMHC-D program, 90.73% indicate they would recommend the CMHC-D program to others, and 87.46% indicate the CMHC-D program is meeting their expectations.

| Student Review of CMHC-D Program   |        |
|--|--------|
| <i>Program was academically rigorous and challenging.</i>                            | 91.15% |
| <i>Program provides a balance of theoretical and practical skills.</i>               | 86.73% |
| <i>Program is helping me develop expertise in clinical mental health counseling.</i> | 88.53% |
| <i>Program objectives are consistent with my professional goals.</i>                 | 90.00% |
| <i>Program is helping me refine my critical thinking skills.</i>                     | 91.47% |
| <i>Program is helping me develop a better understanding of diversity issues.</i>     | 83.53% |
| <i>Faculty assesses student performance per published rubrics.</i>                   | 82.84% |

|  |        |
|--|--------|
| <i>Program provides opportunities to communicate, collaborate, and connect with faculty and peers.</i>                     | 68.34% |
| <i>Faculty Advising Mentor is accessible and helpful.</i>  | 57.52% |
| <i>Program faculty are accessible and helpful outside of class.</i>  | 71.13% |
| <i>Program provides opportunities for professional development (presentations, research, conference attendance, etc.).</i> | 65.19% |
| <i>Orientation was a helpful introduction to the clinical mental health counseling program.</i>                            | 67.06% |
| <i>Student handbook is a resource often used to access program requirements and student expectations.</i>                  | 68.25% |

\* Percentages reflect student reports of 'strongly agree' or 'agree' to the survey items.

### Professional Dispositions & Behaviors

Student dispositions and behaviors are regularly assessed in each course. Results for the 2022-2023 academic year are provided below.

| S.C.R.I.P.                   |        | C.O.R.E.                       |        |
|------------------------------|--------|--------------------------------|--------|
| <i>Social Responsibility</i> | 92.55% | <i>Cooperativeness</i>         | 93.19% |
| <i>Commitment</i>            | 88.41% | <i>Openness to Feedback</i>    | 94.17% |
| <i>Reflection</i>            | 91.22% | <i>Personal Responsibility</i> | 89.99% |
| <i>Integrity</i>             | 92.70% | <i>Emotional Regulation</i>    | 97.41% |
| <i>Professionalism</i>       | 91.55% |                                |        |

\* Percentages reflect faculty and supervisor ratings of 'advanced' or 'proficient' to the survey items.

### Alumni & Employment Information

For the CMHC-D program, 1044 students graduated during the 2022-2023 academic year. Of the responses to the Fall 2022 alumni survey, 97.8% reported job placement at the time of the survey. Job placement includes alumni who reported the following: full-time or part-time employment, military, employed and continuing their education, or placement in mission or volunteer services versus those who are unemployed-seeking employment. It excludes those who indicated they are not currently seeking employment.

### Program Learning Objective (PLO) Assessment

Program learning objectives are evaluated on a 4-point scale (1 = Beginner; 2 = Developing; 3 = Competent; 4 = Advanced) over three criteria (e.g., Identify, Apply, Assess), as applicable to the assessment measure. The target for each criterion is that 80% of CMHC-D students will score 3.00 or greater, thereby reflecting ratings of 'Competent' or 'Advanced'. PLO assessment is conducted according to research questions developed by core faculty to determine if the program is meeting acceptable standards. Two program learning objectives (PLOs) were evaluated during the 2022-2023 academic year.

- Program Learning Objective 3:** *Assess the individual and group counseling skills necessary to establish and build a therapeutic relationship and will form a preliminary theoretical framework when counseling individuals at all developmental stages across the lifespan.*

**RQ for PLO 3:** Is the student able to assess the individual counseling skills necessary to establish a therapeutic relationship?

**Assessment Measure:** 'Benchmark Final Skills Competency Scale' assignment in the COUC 505 *Counseling Techniques & the Helping Relationship* course.

**Data Collected:** Fall 2022 semester.

**Assessment Results:** Evaluation results indicate that students scored at 90% (Identify), 93% (Apply), and 97% (Assess). Based upon these results, assessment targets were met.

- **Program Learning Objective 4:** *Use developmentally appropriate assessment relevant to the client's academic/education, career, personal, and social development and identify ethical, social, and cultural factors related to assessment.*

**RQ for PLO 4:** Is the student able to demonstrate use of appropriate assessments for diagnosis and treatment/intervention of client issues?

**Assessment Measure:** 'Benchmark Case Presentation Paper' assignment in the COUC 699 *Counseling Internship* course.

**Data Collected:** Spring 2023 semester.

**Assessment Results:** Evaluation results indicate that students scored at 46% (Demonstrate), 73% (Identify), and 53% (Interpret). Assessment targets were not met; the CMHC-D Program Director reviewed the results, noting that changes within the COUC 546, COUC 667, and COUC 699 courses have resulted in differing instructions for the 'Benchmark Case Presentation Paper' assignment. Therefore, the CMHC-D Program Director, the COUC 699 Subject Matter Expert (SME), and the Director of Assessment developed an action plan that will be implemented immediately.

**Action Plan:** An action plan was developed that consists of the following actions:

1. The COUC 699 'Benchmark Case Presentation Paper' instructions and grading rubric should require bio-psychosocial-spiritual information that is necessary for clinical application.
2. The 'Benchmark Case Presentation Paper' instructions and grading rubrics in other counseling courses (e.g., COUC 546 and COUC 667) should be consistent to better prepare students when completing counseling internships.
3. The following faculty will meet to review the 'Benchmark Case Presentation Paper' instructions and grading rubrics: Online Chairs, Residential Chairs, CMHC-D Program Director, CMHC-R Program Director, Director of Clinical Training, COUC 546 SMEs, COUC 667 SMEs, COUC 699 SMEs, and the Director of Assessment.
4. PLO 4 will be reassessed based on the 3-year cluster cycle. This will provide the needed time for students to matriculate through COUC 546, COUC 667, and COUC 699.

### **Subsequent Program Modifications**

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Per the feedback received on the Alumni Survey and the Current Student Survey, as well as other assessment measures, the following modifications were made:

1. Student concerns about university services (e.g., LUO Academic Advising) are addressed on an individual level. The department continuously works with university service departments to improve quality and services based upon student survey feedback, as well as specifically to inform Academic Advising about curricular and program updates. Supplemental information is provided to students through the CMHC Advising Center (deployed within Canvas), as well as through the Faculty Advising Mentors (FAMs).
2. Students expressed concerns about available opportunities to communicate, collaborate, and connect with faculty and peers, as well as opportunities for professional development. The SHARE Space in the CMHC Advising Center was specifically created for these purposes. Professional development and research opportunities are routinely posted for students to review, including external opportunities (e.g., advocacy, scholarships, leadership, etc.) available through professional organizations, such as ACA, NBCC, CACREP, and CSI. Furthermore, the SHARE Space provides a virtual space for students and faculty to interact together outside of coursework. FAMs discuss, share, and promote the SHARE Space with their advisees.

3. Students expressed concerns related to the accessibility and helpfulness of their Faculty Advising Mentor (FAM). Concerns related to FAMs are addressed on an individual level, and department-level training is provided to FAMs in topics such as student development, expectations and requirements, suggestions for increasing student engagement and retention. The CMHC-D Program Director and Online Chairs routinely emphasize to FAMs the importance of establishing connections with students and timely response times.
4. The CMHC Program Director continues to emphasize the need for timely communication, noting that faculty should respond to student inquiries within 24-36 hours – this is an ongoing effort to address student concerns related to the accessibility and helpfulness of program faculty outside of class. In addition, the CMHC Program Director reviews End of Course Surveys to evaluate student satisfaction with faculty communication and accessibility and directly connects with any faculty related to concerns raised by students.
5. In response to student concerns about the helpfulness of the student orientation, additional resources are now available to students within the CMHC Advising Center. Students receive orientation materials and resources through multiple sources: orientation meetings, the COUC 500 orientation course, and materials provided in the CMHC Advising Center. In addition, Faculty Advising Mentors (FAMs) provide additional information through periodic announcements each term and in synchronous advising meetings.
6. The program handbook is emphasized as a primary resource for students about the online CMHC program; program information, policies, and procedures are outlined in the handbook. In response to student feedback, FAMs continue to emphasize the usefulness of the handbook to locate program-related information. Moreover, the handbook is specifically addressed and reviewing within the COUC 500 orientation course.
7. As noted in the 2021-2022 Annual Report, an action plan was developed for PLO 7 that involved improving assignment instructions and providing training to faculty. PLO 7 was reevaluated in the Spring 2023 semester and again did not meet targets. Similar to concerns raised with PLO 4 assessment, curriculum and assignments were revised in COUC 546, COUC 667, and COUC 699 to better address this learning objective. As such, PLO 7 will be re-assessed on the standard 3-year cycle (AY 2024-2025) to allow sufficient time for the curriculum revision deployment and students to matriculate through the courses.
8. As noted in the PLO Assessment section above, the Online Chairs, Residential Chairs, CMHC-D Program Director, CMHC-R Program Director, Director of Clinical Training, COUC 546 SMEs, COUC 667 SMEs, COUC 699 SMEs, and the Director of Assessment reviewed the PLO 4 assessment results and developed a multi-course, multi-semester action plan to improve case conceptualization. PLO 4 will be re-evaluated again on the standard 3-year cycle (AY 2025-2026) to allow sufficient time for curriculum revision deployment and students to matriculate through the courses (COUC 546, COUC 667, COUC 693, COUC 694).

### **Other Substantial Program Changes**

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Concerns related to the Employer Survey response rate were addressed by developing and hosting focus groups designed to specifically seek feedback from employers related to CMHC-D alumni preparation and job readiness. Unfortunately, employer responsiveness remained low, and participation in the focus groups was very low. The CEFS Department is committed to seeking feedback from employer and other stakeholder and is currently strategizing and considering additional approaches to strengthen response rates from employers.

Related to synchronous and asynchronous instructional capabilities, the CEFS Department sought student feedback regarding delivery modalities. CMHC-D students reported 91.59% satisfaction rate

(‘good’ or ‘excellent’ ratings) with Canvas, the learning management system (LMS) used at Liberty University. In addition, CMHC-D students reported a 68.83% satisfaction rate with Cisco WebEx (digital communication platform) and an 78.83% satisfaction rate with intensive courses (both in-person delivery and digital delivery). Furthermore, 26.13% of CMHC-D students reported that some course content was not well-suited for digital delivery – feedback included suggestions for more synchronous delivery options among all coursework, challenges with collaborative projects when working across multiple time zones, and a desire for more in-person (on campus) intensive options. In response, the CEFS Department will review the CMHC-D program curriculum over the Spring 2024 semester to improve flow among all courses and is working with faculty to increase synchronous delivery options.

The CEFS Department initiated a CACREP self-study that concluded in December 2021 and was submitted to CACREP for initial review. An Addendum report was requested and later submitted in November 2022. The site visit was conducted in October 2023, and a final reaccreditation decision from the CACREP Board is expected in February 2024. The CEFS Department is seeking reaccreditation for this CMHC program, as well as the other four accredited programs housed within the department.