

**Program Statistics**

Enrollment & Graduation		Student Demographics			
<i>Credit Hours</i>	60	<i>American Indian/Native Alaskan</i>	M: 0	F: 0	UNK: 0
<i>Applications Received</i>	89	<i>Asian</i>	1	2	0
<i>Applications Accepted</i>	87	<i>Black</i>	1	10	0
<i>Acceptance Rate</i>	97.75%	<i>Hawaiian Native/Pacific Islander</i>	0	0	0
<i>Current Enrollment</i>	168	<i>Hispanic</i>	4	9	0
<i>No. of Graduates</i>	35	<i>Two or More</i>	0	2	0
<i>Completion Rate</i>	66%	<i>Unknown/Other</i>	1	2	0
<i>Job Placement Rate</i>	83.3%	<i>White</i>	37	91	0
<i>Credentialing Pass Rate</i>	89.74%	<i>International Student</i>	3	5	0
		<i>Active-Duty Military</i>	0	0	0
		<i>Veteran</i>	3	0	0
		<i>With a Disability</i>	3	8	0

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 96.43% of respondents report a good or excellent overall rating of the in-person delivery M.A. in Clinical Mental Health Counseling (CMHC-R) program. Further, 91.07% of student responses indicate good or excellent satisfaction with the overall instruction they are receiving in the CMHC-R program, 100% indicate they would recommend the CMHC-R program to others, and 92.45% indicate the CMHC-R program is meeting their expectations.

Student Review of CMHC-R Program	
<i>Program was academically rigorous and challenging.</i>	83.05%
<i>Program provides a balance of theoretical and practical skills.</i>	96.61%
<i>Program is helping me develop expertise in clinical mental health counseling.</i>	96.61%
<i>Program objectives are consistent with my professional goals.</i>	93.22%
<i>Program is helping me refine my critical thinking skills.</i>	94.92%
<i>Program is helping me develop a better understanding of diversity issues.</i>	83.05%
<i>Faculty assesses student performance per published rubrics.</i>	89.83%

<i>Program provides opportunities to communicate, collaborate, and connect with faculty and peers.</i>	91.53%
<i>Faculty Advising Mentor is accessible and helpful.</i>	67.24%
<i>Program faculty are accessible and helpful outside of class.</i>	84.75%
<i>Program provides opportunities for professional development (presentations, research, conference attendance, etc.).</i>	83.05%
<i>Orientation was a helpful introduction to the clinical mental health counseling program.</i>	57.63%
<i>Student handbook is a resource often used to access program requirements and student expectations.</i>	45.76%

\* 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><u>S</u>ocial Responsibility</i>	89.91%	<i><u>C</u>ooperativeness</i>	90.89%
<i><u>C</u>ommitment</i>	88.08%	<i><u>O</u>penness to Feedback</i>	91.07%
<i><u>R</u>eflection</i>	89.64%	<i><u>P</u>ersonal Responsibility</i>	86.94%
<i><u>I</u>ntegrity</i>	89.98%	<i><u>E</u>motional Regulation</i>	91.58%
<i><u>P</u>rofessionalism</i>	88.95%		

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

### Alumni & Employment Information

For the CMHC-R program, 35 students graduated during the 2022-2023 academic year. Of the responses to the Fall 2022 alumni survey, 83.3% 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-R 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 100% (Identify), 87% (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:** 'Case Presentation Final Paper' assignment in the COUC 699 *Counseling Internship* course.

**Data Collected:** Spring 2023 semester.

**Assessment Results:** Evaluation results indicate that students scored at 60% (Demonstrate), 67% (Identify), and 60% (Interpret). Assessment targets were not met; both the CMHC-R Program Director and the CMHC-D Program Director reviewed the results with the COUC 699 Subject Matter Experts (SMEs), and they noted that changes within the COUC 546, COUC 667, and COUC 699 courses have resulted in differing instructions for the 'Case Presentation Final Paper' assignment. Therefore, the CMHC-R Program Directors, the CMHC-D Program Directors, and the COUC 699 SMEs 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 'Case Presentation Final Paper' instructions and grading rubric should require bio-psychosocial-spiritual information that is necessary for clinical application.
2. The 'Case Presentation Final 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 'Case Presentation Final Paper' instructions and grading rubrics: Online Chairs, Residential Chairs, CMHC-R Program Director, CMHC-D 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., Financial Aid and Faculty 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. Upon matriculation in the CMHC-R program, students are assigned to a Faculty Advisor and encouraged to meet with them early and regularly. Faculty Advisors are kept aware of programmatic updates, changes, etc. by the CMHC-R Program Director and Residential Chair so they can communicate these to advisees. Students also have access to the CMHC/MFC Advising Center in Canvas to obtain pertinent information as needed.
2. Students expressed concerns related to the accessibility and helpfulness of their Faculty Advisor. Concerns related to Faculty Advisors are addressed on an individual level, and department-level training is provided to Faculty Advisors in topics such as student development, expectations and requirements, suggestions for increasing student engagement and retention. The CMHC-R Program Director and Residential Chair routinely emphasize the importance of connecting with

students and timely response times. Students are assigned a faculty advisor during their first semester in the program, and faculty regularly meet with students in-person or through Microsoft Teams, as well as providing academic guidance via email. Faculty members are available to students and meet with the advisees to provide guidance throughout the program. If any student concerns arise, Faculty Advisors are encouraged to reach out, meet with the student, and help develop a plan for the student to move forward and be successful in the program.

3. In response to student concerns about the helpfulness of the student orientation, additional resources are now available to students within the CMHC/MFC Advising Center (deployed within Canvas). Students receive orientation materials and resources through multiple sources: orientation meetings, the COUC 500 orientation course, and materials provided in the CMHC/MFC Advising Center. In addition, Faculty Advisors provide additional information through periodic announcements each term and in advising meetings. Moreover, the CMHC Program Director provides an in-person orientation to all students during their first semester in COUC 500, and the CEFS Department hosts fall and spring semester luncheons for all students and provides information about Practicum and Internship. The Chi Sigma Iota chapter also annually plans and hosts an informational session about Practicum and Internship.
4. The program handbook is emphasized as a primary resource for students about the residential CMHC program; program information, policies, and procedures are outlined in the handbook. In response to student feedback, Faculty Advisors 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.
5. As noted in the PLO Assessment section above, the Online Chairs, Residential Chair, CMHC-R Program Director, CMHC-D 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 692, COUC 693, and 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-R 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-R students reported 87.5% satisfaction rate ('good' or 'excellent' ratings) with Canvas, the learning management system (LMS) used at Liberty University. In addition, CMHC-R students reported a 33.33% satisfaction rate with Cisco WebEx (digital communication platform); however, it is important to note that WebEx is used infrequently with residential students, and many students (58.82%) reported no opinion on this survey item.

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.