Annual Institutional Effectiveness Report:

M. A. in Clinical Mental Health Counseling

Academic Year 2023-2024

This document has been prepared by the **Office of Institutional Effectiveness.**

Questions about this document or the material contained herein may be directed to:

Peter Brindley
Director of Institutional Effectiveness
pbrindley@richmont.edu
Richmont Graduate University
1900 The Exchange
Atlanta, GA 30339

RICHMONT AUTHORIZATIONS AND PRACTICES

Authorization Statement

Richmont Graduate University is authorized by the Georgia Nonpublic Postsecondary Education Commission (GNPEC) and the Tennessee Higher Education Commission (THEC). This authorization must be renewed each year and is based on an evaluation of minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

Georgia Nonpublic Postsecondary Education Commission
2082 East Exchange Place, Suite 220
Tucker, GA 30084-5305
770.414.3300

Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 32743-0830
615.741.3605

SACSCOC Accreditation

Richmont Graduate University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award master's and doctoral-level degrees. Richmont Graduate University may also offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Richmont Graduate University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 3033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Table of Contents

Mission Statements 5

Helpful Definitions 6

Comprehensive Assessment Plan 7

EMPIRICALLY-BASED SYSTEMATIC EVALUATION PLAN OF THE PROGRAM 7

Multiple Modalities and Sites 8

Individual Student Evaluation Process 8

Program Evaluation Process 8

Formative and Summative Assessment Tools: 9

Annual Continuous Course Improvement Procedures 12

Faculty Review of Programmatic Assessment Data 12

Annual Report Dissemination 13

Annual Vital Statistics 13

Program Objective Correlation Maps 14

Key Performance Indicator Assessment Maps 20

Knowledge, Skills and Dispositional Expectations 22

Mapping Dispositions to Program Objectives 24

Mapping Demographics to Program Objectives 26

CMHC Population 27

Demographics 27

Analysis of Demographic Data 30

Programmatic Data Results 33

Program Goals 33

Key Performance Indicators 36

CPCE: Counselor Preparation Comprehensive Examination 47

Dispositional Data – Aggregate 50

Site Supervisor Survey 50

Employer Survey 51

Combined Dispositional Analysis 52

Survey Results 53

Annual All Student Survey 53

CMHC Mission, Goals, and KPI's Survey 54

Employer Survey 61

6 Month Post Graduation Survey 64
3 Year Post-Graduation Survey 66
Data-Guided Modifications 69
Program and Curricular Modifications 69
Administrative and Support Modifications 72
Assessment Modifications 74
Works Cited 81

Mission Statements

The **Richmont Graduate University** Mission Statement:

> **Richmont Graduate University** provides Christ-centered education and research that advances God's work of healing, restoration, and transformation in the lives of individuals, churches, and communities.

The **Richmont Graduate University School of Counseling** Mission Statement:

> **Richmont Graduate University School of Counseling** provides graduate programs that integrate counselor education and Christian faith. We are committed to academic and clinical excellence through educating counselors to be spiritually sensitive practitioners.

The **Master of Arts in Clinical Mental Health Counseling Program** Mission Statement:

> The mission of the Master of Arts Degree in Clinical Mental Health Counseling at Richmont Graduate University is to integrate Christ-centered education with clinical excellence to develop ethical, compassionate, and culturally competent counselors.

Helpful Definitions

Institutional Effectiveness: "…the extent to which the college is meeting its mission and achieving its goals as demonstrated by a comprehensive, integrated, participatory planning and evaluation process that focuses on improvement in all aspects of college operations and educational outcomes" (Cherry, 2008, August).

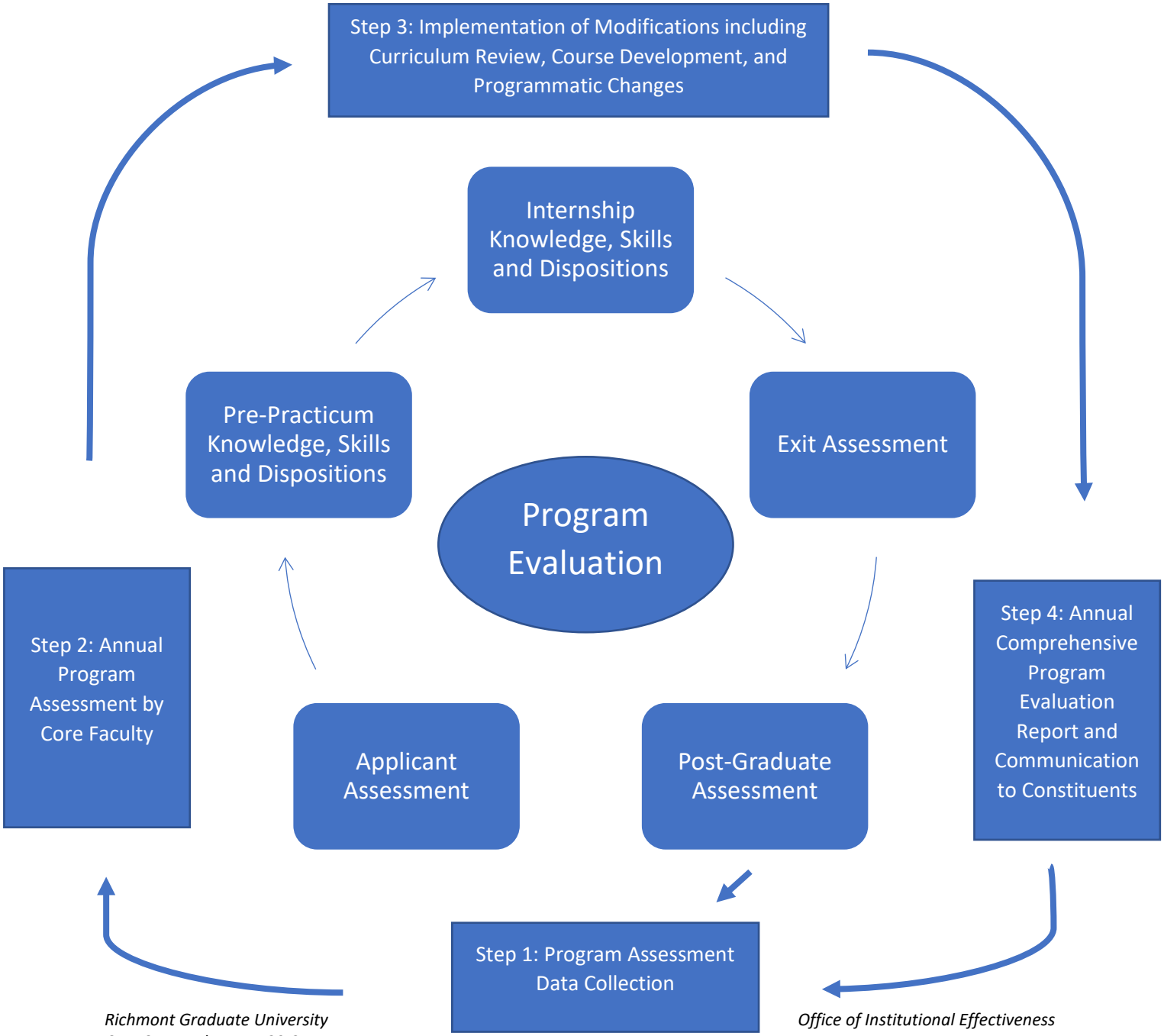
Assessment: "… the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development" (Palomba & Banta, 1999, p. 4).

Program Evaluation: "the systematic collection of information about the activities, characteristics, and outcomes of programs, to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming" (Patton, 2002, p. 10).

Comprehensive Assessment Plan

EMPIRICALLY-BASED SYSTEMATIC EVALUATION PLAN OF THE PROGRAM

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



As illustrated in the flow chart above, the evaluation process is cyclical in nature. Assessment of learning outcomes occurs continually in two simultaneous, parallel processes. The inner circle illustrates the way in which individual students are assessed developmentally from admission to post-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.

The Comprehensive Assessment Plan is grounded in empirical methods, utilizing evidence-based evaluation practices to systematically assess program objectives and student learning. The plan employs quantitative methods such as statistical analysis of KPI scores, CPCE results, and demographic data, as well as qualitative methods like thematic analysis of survey responses and open-ended feedback. By incorporating these empirical approaches, the program ensures that evaluation processes are rigorous, reliable, and valid.

Multiple Modalities and Sites

The Comprehensive Assessment Plan applies to both in-person sites (Atlanta and Chattanooga) as well as the Online modality uniformly, allowing Richmont Graduate University faculty to review each site/modality independently as well as in overall aggregate.

Individual Student Evaluation Process

Individual students are evaluated developmentally throughout the program, beginning with the application process and subsequent faculty review, assessing their readiness and fit for the program. Once admitted, each student is evaluated via their performance on Key Performance Indicators (KPI), aligned with the eight Council for Accreditation of Counseling and Related Educational Programs (CACREP) core content areas and the Clinical Mental Health Counseling (CMHC) specialty. The identified KPI's measure knowledge and skills of students throughout the program. To maximize overall student success throughout the program, each student is considered individually every semester via the Student Performance and Disposition Review (SPDR) process. Within this process, faculty assess individual student performance in the domains of knowledge, skills, and dispositions. This process allows for students to be remediated if they need support in attaining the necessary knowledge, skills, and dispositions required to progress through the program and become successful clinical mental health counselors. Students who fail to attain and maintain the necessary knowledge, skills, and dispositions may go through remediation in the form of a student development plan, or depending on the situation, students may be dismissed from the program. The SPDR process and procedures are further described in the Graduate Catalog. With regard to KPI's, if students do not reach expected thresholds (competent or exceeds expectations) for a KPI within any particular course, they are required to complete an additional assignment that has been designed to bring up the student's level of competence regarding the KPI. Records of the student's original score and revised score are retained for assessment purposes.

Program Evaluation Process

Simultaneous to the individual student assessment process, faculty engage in an ongoing process of comprehensive program evaluation to determine the program's 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 knowledge, skills, and professional dispositions, 2) demographic and other

characteristics of applicants, students, and graduates; and 3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates. The program evaluation process includes the collection of quantitative and qualitative evaluation data, faculty analysis and review of this data, and a faculty-driven course and programmatic review process to determine aspects of the program that work well and those that need improvement.

Data Collection: Aggregate student assessment data are collected systematically each semester. KPIs are embedded in specific courses, and student performance is measured using standardized rubrics. Dispositional assessments are conducted through the SPDR process at the end of each term. Surveys are disseminated annually that gather key qualitative feedback on all aspects of the CMHC program.

Data Analysis: The data are analyzed using statistical methods to identify trends and areas for improvement. For example, KPI scores are averaged across students to assess overall competency levels in each core area. Qualitative data is assessed thematically.

Use for Improvement: The aggregate data inform curriculum revisions, such as updating course content or introducing new teaching methods. For instance, if a significant number of students demonstrate challenges in a particular KPI, faculty may modify the related course to enhance learning outcomes. Qualitative data further informs such decisions and informs specific improvements to administrative processes and programming. Program modifications are detailed and provided to constituents annually through the Annual CMHC Institutional Effectiveness Report.

Formative and Summative Assessment Tools:

- Demographic Characteristics of Students and Trends in the Program:
    - Program admission numbers, retention rates, student-to-faculty FTE ratios, graduation rates, and demographic and ethnic composition of students in the program are collected annually. Alumni are surveyed to determine job placement rates in the profession.
    - **Data Collection**: Data is collected regarding applicant, student, and graduate demographics and other characteristics during time of application. This information is maintained throughout a students time in program and post-graduation through our Student Information System, CAMS. Additionally, each survey (detailed below) collect additional demographic and characteristics of students and graduates.
    - **Review:** Data on demographics and characteristics of applicants is first reviewed via the application process. Additionally, the Admissions Council reviews applicant and student characteristics in aggregate, regularly. Faculty review demographic information of students and graduates during the annual Institutional Effectiveness Day and, as necessary, during additional faculty meetings.
    - **Use for Improvement:** Demographic and other characteristics of applicants, students, and graduates helps inform targeted admission interventions, programming for the Office of Diversity and Inclusion, and Career Services programming. Additionally, demographics and other characteristics help inform the overall institutional administration and faculty.
- Key Performance Indicators – Knowledge and Skills

- Key Performance Indicators (KPI) are assessed multiple times and via multiple methods throughout students' time in program. Each KPI corresponds with the eight core areas of knowledge defined by CACREP and the CMHC specialty, these are reflected in the overall program goals. In each course in which a KPI is assigned, benchmark assignments and their corresponding rubrics are used to assess student achievement on the KPI.
- **Data Collection:** Data is collected on KPIs throughout a students' time in program. KPIs are embedded in particular courses, as detailed by the KPI chart in the upcoming section. Students are assessed via their performance on particular assignments, as measured by rubrics. Each assignment and rubric tied to a KPI is the same for any student in the program, regardless of site (Atlanta vs. Chattanooga) or modality (Online vs. In-Person). KPIs are measured via multiple methods at multiple points in time.
- **Review:** Data on KPI's are reviewed by faculty after every semester, as part of the Continuous Course Improvement process, and in larger aggregate annually during Faculty Workshops.
- **Use for Improvement:** Data on KPIs is used each semester to inform the Continuous Course Improvement process. Faculty review this data and leverage it to create modifications to courses and delivery. Additionally, aggregate KPI data helps inform larger program modification and administrative support. KPIs tie directly to Program Objectives, allowing faculty to make data-guided, targeted improvements to the program.

- <u>Program Exit Exam</u>
  - The Counselor Preparation Comprehensive Exam (CPCE) is taken prior to graduation. Students are required to pass this exam prior to graduating. The CPCE is a national exam providing comparison of student scores in the 8 core areas of knowledge to national means of all participating CACREP accredited Clinical Mental Health programs. Faculty review student scores within each section as compared to aggregate scores on KPIs to determine effectiveness of the program.
  - **Data Collection:** Data is gathered annually from students who are in their final semester, as they must pass the CPCE in order to graduate.
  - **Review:** Faculty review CPCE scores annually during the Fall Faculty Workshop.
  - **Use for Improvement:** CPCE scores inform faculty regarding student overall performance in CACREP and CMHC content areas. They tie to the same content areas as the KPIs and help provide a final measure of overall student performance. This information is reviewed alongside overall program goal and KPI performance, allowing for a more robust analysis, and leading to well-informed program modifications.
- <u>Dispositional Assessment</u>
  - Dispositional expectations are defined in the next section.
  - **Data Collection:** Faculty provide ratings for student dispositions each semester through the SPDR process. This allows for individual and aggregate student dispositional assessment. Additionally, Supervisors review student intern dispositions via survey, allowing for additional aggregate student dispositional assessment. Employers provide review of intern and graduate dispositions allowing for additional aggregate dispositions in-field via survey.

- **Review:** Faculty review individual student dispositions each semester and annually in aggregate during Faculty Workshop.
- **Use for Improvement:** Aggregate dispositional assessment from numerous sources, helps inform faculty regarding student dispositions at different times in program (Pre-Practicum and during Internship) as well as post-graduate in field. Student Dispositional assessment helps faculty create targeted programmatic improvements to ensure students are prepared for the counseling profession and allow faculty to implement targeted interventions on individual students throughout their time in program.

- Student Perceptions
  - **Data Collection:**
    - Surveys are administered to students annually. These surveys gather data on satisfaction with program policies and procedures, the overall program, faculty, and the institutional administration.
    - Students complete course evaluations after completion of each course, providing recommendations and overall perceptions on content, faculty, teaching, etc.
  - **Review:** Faculty and administrative staff review student survey data annually during the annual Institutional Effectiveness Day. Course Evaluations are reviewed by faculty as part of the semesterly Continuous Course Improvement process.
  - **Use for Improvement:** Annual student surveys further texturize assessment data, providing valuable qualitative and quantitative feedback. Tandem with other data points, this information is used to improve the overall program. Course Evaluations are leveraged during the Continuous Course Improvements process and lead to direct improvements on each course.
- Alumni/Graduate Perceptions
  - **Data Collection:** Alumni are surveyed 6 months post-graduation and 3-years post-graduation to gather employment rates and overall perceptions of how well the program prepared them for the field.
  - **Review:** Faculty and administrative staff review student survey data annually during the annual Institutional Effectiveness Day.
  - **Use for Improvement:** Alumni and Graduate perceptions inform faculty and administrative staff on overall program effectiveness, especially with regard to career placement and career satisfaction, allowing faculty to better understand and prepare students for the field.
- Site Supervisor Perceptions
  - **Data Collection:** Site supervisors provide feedback on interns regarding their functions in clinical settings on skills, dispositions, and professional roles/responsibilities.
  - **Review:** The Clinical Affairs team carefully monitors and reviews all data from site supervisors. The Clinical Affairs team presents aggregate data from site supervisors to faculty during Faculty Workshops.
  - **Use for Improvement:** Site supervisor feedback is essential to ensuring students are adequately prepared for the field. Aggregate data allows faculty to modify the program, as needed, especially during student's clinical sequence.
- Employer Perceptions

    - **Data Collection:** Through annual survey, Employers provide feedback on intern and graduate embodiment of the CMHC mission statement, preparedness regarding CMHC program objectives, professionalism in the field, and dispositions. Employers also provide overall recommendations/feedback on interns/graduates.
    - **Review:** Data on employer perceptions is reviewed during annual faculty workshops.
    - **Use for Improvement:** Employee perceptions are vital as a final measure of student/graduate success. They inform overall success of the program and program objectives.
- All Constituent Perceptions
    - **Data Collection:** Richmont Graduate University periodically collects perceptions and feedback from all CMHC constituents (students, faculty, alumni, employers, and supervisors) on the CMHC mission statement, program objectives, and key performance indicators.
    - **Review:** Faculty review this data during Faculty Workshops.
    - **Use for Improvement:** Information is specifically tailored for overall perception on mission, objectives, and key performance indicators. This information provides feedback on how constituents perceive the overall effectiveness of the program via its mission and objectives and more specifically on each aspect of the KPIs, allowing faculty to further inform large-scale program changes, as well as more specific course-level changes.

Annual Continuous Course Improvement Procedures

The Continuous Course Improvements process ensures that faculty systematically review student achievement data and course evaluations. The process also provides a means by which all faculty are able to collaboratively determine course and programmatic improvements and the means of implementation. This process maintain consistency between all modalities of delivery

The Continuous Course Improvement Process is led by faculty members, specifically those identified as course or certificate leads, with oversight from the Dean of the School of Counseling and facilitated by the Department of Institutional Effectiveness.

Each semester, teaching faculty review student course evaluations and relevant student achievement on KPI performance within their courses. Based on the data, faculty submit recommendations for course level changes (readings, assignments, student learning outcomes, etc.), pedagogical recommendations, and overall programmatic improvement recommendations. Course leads (core faculty assigned to each course) review submitted suggestions and then make changes to syllabi reflecting faculty data-based suggestions annually. Any necessary programmatic improvements identified through this process are brought up in relevant committees/workshops as defined in the next section.

Faculty Review of Programmatic Assessment Data

- Bi-Annual Faculty Workshops
    - In August and January of each year, all core and full-time faculty from the School of Counseling from all three campuses meet for a full-day mto spend additional time in training, discussion of policies that impact the degree, and discussion of pertinent topics that impact and improve the CMHC degree offering. Examples of recent topics of discussion include updates to Key Performance Indicators, School of Counseling and

CMHC degree mission statements, revision of the SPDR process and refinement of the Knowledge, Skills, and Dispositions definitions and operational examples.

- Academic Affairs Committee
    - Each month, all core and full-time faculty from all three campuses meet via zoom for the Academic Affairs Committee to discuss curricular decisions, institutional effectiveness, professional identity, clinical affairs, student affairs, and any pertinent matters related to the Clinical Mental Health Counseling degree and its delivery. Items addressed in the Academic Affairs Committee meetings may come from other, more focused, committees or councils within the university.
- Curriculum Committee
    - The Curriculum Committee consists of faculty representatives from all three campuses and the staff members whose roles intersect with program and curriculum development. When faculty members have a suggestion for a change in curriculum, course description, programs of study, etc., those suggestions are provided to the Dean of the School of Counseling who chairs the committee. These are then discussed and acted upon by the committee. At the committee's approval, changes are proposed to the Academic Affairs Committee for discussion and approval.
- Institutional Effectiveness Day
    - In the Summer of each year, all Core and Full-Time faculty from the School of Counseling join the rest of the Richmont Graduate University Full-Time administrators, staff, and faculty to discuss annual Institutional Effectiveness topics. This includes annual student survey data, strategic planning and other institutional initiatives, institutional updates, and announcements. Additionally, each year, all CMHC Core and Full-Time faculty have a focused session in which additional topics regarding compliance with CACREP are considered. Throughout this day, faculty are requested to provide feedback, suggestions for revision/improvement, and any other topics to be considered. Often, considerations during this day are brought up in future AAC and Faculty Workshops.

Annual Report Dissemination

A summary of program evaluation results, subsequent program modifications, and any other substantial program changes are detailed via the annual CMHC Institutional Effectiveness Report. This report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available (https://academics.richmont.edu/school-of-counseling/).

Annual Vital Statistics

In accordance with CACREP Standard 4.E, the CMHC program faculty annually update and post the following information on the program's website: the number of graduates for the past academic year, pass rates on credentialing examinations (e.g., CPCE), program completion rates, and job placement rates of graduates. This information is accessible on the "Program Outcomes" page of the CMHC section on the university website (https://academics.richmont.edu/school-of-counseling/).

Program Objective Correlation Maps

The following maps show how each Master of Arts in Clinical Mental Health Counseling program objective is assessed/measured via student performance on particular assignments embedded within courses.

School of Counseling

Master of Arts in Clinical Mental Health Counseling

The mission of the Master of Arts Degree in Clinical Mental Health Counseling at Richmont Graduate University is to integrate Christ-centered education with clinical excellence to develop ethical, compassionate, and culturally competent counselors.

Program Objective 1:
Students will demonstrate knowledge of theoretical and empirical foundations of clinical mental health counseling

Key Performance Indicators		
Human Growth and Development: Students will demonstrate a knowledge of human developmental factors that impact clinical mental health counseling	**Research and Program Evaluation:** Students will demonstrate how to consume and evaluate research to inform the selection of evidence-based counseling and interventions	**Career Development:** Students will understand and implement strategies for assessing factors contributing to career development and career decisions

Supporting Courses and Assignment Data Points		
Human Growth and Development: Measure 1: Developmental Journal (K+S)	**Methods of Research**: Measure 1: Research Project (K+S)	**Lifestyle & Career Development**: Measure 1: Quizzes (K)
Counseling Systems and Intervention: Measure 2: Application Paper (K+S)	**Counseling Systems and Intervention:** Measure 2: Emerging Personal Theory Paper (K+S)	**Professional Seminar:** Measure 3: Lifestyle and Career Quiz (K)
Professional Seminar: Measure 3: Human Growth and Development Quiz (K)		

Aggregate Results Assessment What are our thresholds for each? How do we want to define and report them?	
Individual student across the curriculum shows 80% mastery on this key performance indicator	Students aggregately across the curriculum show 80% mastery on this key performance indicator

School of Counseling

Master of Arts in Clinical Mental Health Counseling

The mission of the Master of Arts Degree in Clinical Mental Health Counseling at Richmont Graduate University is to integrate Christ-centered education with clinical excellence to develop ethical, compassionate, and culturally competent counselors.

Program Objective 2:

Students will develop skills of interpersonal therapeutic processes, clinical assessment, and treatment interventions

Key Performance Indicators			
CMHC: Students will demonstrate skills needed to diagnose, conceptualize cases, and develop appropriate treatment plans for a wide range of clients.	**Research and Program Evaluation:** Students will demonstrate how to consume and evaluate research to inform the selection of evidence-based counseling and interventions	**Career Development:** Students will understand and implement strategies for assessing factors contributing to career development and career decisions	**Counseling and Helping Relationships:** Students will understand and practice the skills necessary to establish and maintain effective counseling relationships

Supporting Courses and Assignment Data Points			
Psychopathology: Measure 1: Case Study (K+S)	**Cognitive Behavioral Therapy:** Measure 3: Case Study (K+S)	**Lifestyle & Career Development:** Measure 2: Development Online Portfolio (S)	**Helping Relationships:** Measure 1: Video (K+S)
Applied Practicum and Lab: Measure 2: Buddy Role Play (K+S)			**Internship I** Measure 2: Case Presentation (K+S)
			Internship II Measure 3: Case Presentation (K+S)

Aggregate Results Assessment What are our thresholds for each? How do we want to define and report them?	
Individual student across the curriculum shows 80% mastery on this key performance indicator	Students aggregately across the curriculum show 80% mastery on this key performance indicator

School of Counseling

Master of Arts in Clinical Mental Health Counseling

The mission of the Master of Arts Degree in Clinical Mental Health Counseling at Richmont Graduate University is to integrate Christ-centered education with clinical excellence to develop ethical, compassionate, and culturally competent counselors.

Program Objective 3:
Students will develop a practical understanding of counseling ethics, law, and professional standards and act in accordance with ethical codes.

Key Performance Indicators		
Assessment and Testing: Students will be able to identify and implement evidence-based procedures for diagnostic, risk assessment, and treatment planning purposes	**Professional Counseling Orientation and Ethical Practice:** Students will be able to assess ethical situations according to the relevant codes of ethics and legal standards and make appropriate decisions regarding subsequent actions	**Group Counseling and Group Work:** Students will demonstrate characteristics and skills necessary for ethical group formation, leadership, and evaluation

Supporting Courses and Assignment Data Points		
Clinical Appraisal and Assessment: Measure 1: Assessment Report (K+S)	**Ethical, Legal, and Professional Standards:** Measure 1: Case Study (K+S)	**Group Counseling:** Measure 1: Exam (K)
Psychopathology: Measure 2: Case Study (K+S)	**Applied Practicum and Lab:** Measure 2: Crisis Intervention Quiz, Consultation/Supervisor Quiz (K)	**Internship I:** Measure 3: Pending Creation (S)
Applied Practicum and Lab: Measure 3: Buddy Role Play (K+S)	**Internship II:** Measure 3: Case Study (K+S)	**Professional Seminar:** Measure 3: Group Counseling and Group Work Quiz (K)

Aggregate Results Assessment What are our thresholds for each? How do we want to define and report them?	
Individual student across the curriculum shows 80% mastery on this key performance indicator	Students aggregately across the curriculum show 80% mastery on this key performance indicator

School of Counseling

Master of Arts in Clinical Mental Health Counseling

The mission of the Master of Arts Degree in Clinical Mental Health Counseling at Richmont Graduate University is to integrate Christ-centered education with clinical excellence to develop ethical, compassionate, and culturally competent counselors.

Program Objective 4:
Students will integrate Christian spiritual formation and critical theological reflection as these pertain to the counseling profession.

Key Performance Indicators		
Students will be able to identify and incorporate theories and strategies for self-care and wellness for helping professionals with insights from Christian spirituality and the history of soul care.	Students will be able to assess, diagnose, and plan treatment for mental health disorders pertaining to trauma, grief, and loss that incorporate spiritual insights from Christian approaches to pain and suffering.	Students will be able to independently articulate basic tenets of Christian theology in relation to other worldviews and assess the significance of these tenets for the counseling profession.

Supporting Courses and Assignment Data Points		
Personal and Spiritual Life of the Counselor: Measure 1: Self-Reflection Paper (K+S)	**Theodicy & Trauma:** Measure 1: Final Exam (K) **Theodicy & Trauma:** Measure 2: Theodicy Position Paper (K+S)	**Integrative Theology:** Measure 1: Worldviews Analysis Paper (K+S)

Aggregate Results Assessment What are our thresholds for each? How do we want to define and report them?	
Individual student across the curriculum shows 80% mastery on this key performance indicator	Students aggregately across the curriculum show 80% mastery on this key performance indicator

School of Counseling

Master of Arts in Clinical Mental Health Counseling

The mission of the Master of Arts Degree in Clinical Mental Health Counseling at Richmont Graduate University is to integrate Christ-centered education with clinical excellence to develop ethical, compassionate, and culturally competent counselors.

Program Objective 5:
Students will demonstrate multicultural awareness, knowledge, and skills necessary for working with diverse populations.

Key Performance Indicators	
CMHC: Students will demonstrate skills needed to diagnose, conceptualize cases, and develop appropriate treatment plans for a wide range of clients	**Social and Cultural Diversity:** Students will develop a basic understanding of the competencies required for ethical practice in a multicultural and pluralistic society.

Supporting Courses and Assignment Data Points	
Internship II: Measure 3: Case Presentation (K+S)	**Ethical, Legal and Professional Standards:** Measure 1: Exam 1 (K)
	Social and Cultural Issues: Measure 2: Color of Fear: Worldviews Paper (S)
	Professional Seminar: Measure 3: Social and Cultural Diversity Quiz (K)

Aggregate Results Assessment What are our thresholds for each? How do we want to define and report them?	
Individual student across the curriculum shows 80% mastery on this key performance indicator	Students aggregately across the curriculum show 80% mastery on this key performance indicator

Key Performance Indicator Assessment Maps

The following maps show how each Master of Arts in Clinical Mental Health Counseling Key Performance Indicator is assessed/measured via student performance on particular assignments embedded within courses.

Key Performance Indicator By Course and Measurement

CACREP Content Area and Key Performance Indicator	Course	Measurement (Knowledge and Skills)
1. Professional Counseling Orientation and Ethical Practice KPI: Students will be able to assess ethical situations according to the relevant codes of ethics and legal standards and make appropriate decisions regarding subsequent actions.	Ethical, Legal, and Professional Standards	Measure 1 – Case Study (K + S)
	Applied Practicum and Lab	Measure 2 – Crisis Intervention Quiz, Consultation/Supervisor Quiz (K)
	Internship II	Measure 3 – Case Study (K+S)
2. Social and Cultural Diversity KPI: Students will develop a basic understanding of the competencies required for ethical practice in a multicultural and pluralistic society.	Ethical, Legal, and Professional Standards	Measure 1 – Exam 1 (K)
	Social and Cultural Issues	Measure 2 - Color of Fear Worldviews Paper (S)
	ProSem	Measure 3 – Social and Cultural Quiz (K)
3. Human Growth and Development KPI: Students will demonstrate a knowledge of human developmental factors that impact clinical mental health counseling.	Human Growth & Development	Measure 1 – Development Journal (K+S)
	Counseling Systems & Intervention	Measure 2 – Application Paper 2 (K + S)
	ProSem	Measure 3 – Human Growth and Development Quiz (K)
4. Career Development KPI: Students will understand and implement strategies for assessing factors contributing to career development and career decisions	Lifestyle & Career Development	Measure 1 – Quizzes (K)
	Lifestyle & Career Development	Measure 2 – Lifestyle & Career Development Online Portfolio (S)
	ProSem	Measure 3 – Career Development Quiz (K)
5. Counseling and Helping Relationships KPI: Students will understand and practice the skills necessary to establish and maintain effective counseling relationships.	Helping Relationships	Measure 1 – Video (K + S)
	Internship I	Measure 2 – Case Presentation (K+S)
	Internship II	Measure 3 – Case Presentation (K + S)
6. Group Counseling and Group Work	Group Counseling	Measure 1 – Exam (K)
	Internship II	Measure 2 – Evaluation of Group Counseling Skills (S) **PENDING Creation**

CACREP Content Area and Key Performance Indicator	Course	Measurement (Knowledge and Skills)
KPI: Students will demonstrate characteristics and skills necessary for ethical group formation, leadership, and evaluation.	ProSem	Measure 2 - Group Counseling and Group Work Quiz (K)
7. Assessment and Testing KPI: Students will be able to identify and implement evidence-based procedures for diagnostic, risk assessment, and treatment planning purposes	Clinical Appraisal and Assessment	Measure 1 – Assessment Report (K+S)
	Psychopathology	Measure 2 – Case Study (K+S)
	Applied Practicum and Lab	Measure 3 - Buddy Role Play (K + S)
8. Research and Program Evaluation KPI: Students will demonstrate how to consume and evaluate research to inform the selection of evidence-based counseling interventions	Methods of Research	Measure 1 – Research Project (K + S)
	Counseling Systems and Interventions	Measure 2 – Emerging Personal Theory Paper (K + S)
	Cognitive Behavioral Therapy	Measure 3 – Case Study (K + S)
9. CMHC KPI: Students will demonstrate skills needed to diagnose, conceptualize cases, and develop appropriate treatment plans for a wide range of clients.	Psychopathology	Measure 1 – Case Study (K + S)
	Applied Practicum and Lab	Measure 2 – Buddy Role Play (K + S)
	Internship II	Measure 3 – Case Presentation (K + S)

Knowledge, Skills and Dispositional Expectations

The following maps detail the definitions and expectations of the Master of Arts in Clinical Mental Health Counseling program expected knowledge, skills, and dispositions.

Assessment of Knowledge, Skills, and Dispositions Required to Fulfill Graduation Requirements at Richmont Graduate University

Performance and Disposition Domains	Operational Examples
I. Knowledge (K) (Engagement) Students demonstrate appropriate engagement with and comprehension of course content, academic requirements, academic integrity policy, clinical course requirements, ethical and professional standards, community standards, cultural competencies, and faith integration concepts.	1.Maintain adequate GPA for continuance in the program. 2. Pass the CPCE. Demonstrate competency on key performance indicators. Are familiar with the policies in the student handbook and catalog.
II. Skills (S) (Application) In content courses, clinical courses, clinical settings, and elsewhere, students practically demonstrate the awareness and *application* of knowledge, including, but not limited to the following: Critical thinking, Ethical reasoning and professional standards, Treatment planning and intervention, Integration conceptualization, Clinical skills, Professionalism, Cultural humility.	**In Clinical Settings** Provide accurate diagnoses and effective treatment of clients. Retain clients consistently throughout the clinical courses, as appropriate for their site. 3. Maintain strong working alliance with clients, co-workers, supervisors, etc. **In Clinical and University Settings** Adhere to university and site requirements by timely, appropriate communication, timely submission of required documents, case notes, etc. Demonstrate ethical and professional conduct. Dress appropriately for the setting. 7. Exhibit time management and organizational skills. Demonstrate professionalism and discretion with personal online presence. Follow attendance policies in clinical and university settings.

III. Dispositions (D) (Embodiment) 1. **Awareness and Receptivity** Students who embody awareness and receptivity have an accurate sense of self, are aware of their own emotions, and those of others. They are teachable, humble, and accept and apply feedback without defensiveness. They demonstrate humble consideration of world-views that differ from their own, and consistently engage in the learning process. They are respectful, and practice good boundaries.	Are aware of their own personal history and how it may impact relationships in the classroom and in clinical settings. Receive and acts upon feedback from faculty/supervisors without defensiveness. 3. View all people in the image of God, and treat them with respect, dignity, and kindness. 4. Demonstrate willingness to openly explore growth areas both personally and clinically.
2. **Compassion** Students who embody compassion demonstrate accurate empathy toward self and others. They feel deeply for clients while approaching clinical work with intention and professionalism. These students intentionally pursue self-care and grace for self.	Demonstrate willingness to work with diverse clients. Manage their own discomfort to be more fully present for clients. Feel empathy for clients, but maintain boundaries and professionalism. Have realistic expectations for self and others.

Performance and Disposition Domains	Operational Examples
3. Integrity Students who embody integrity are responsible, honest, and accountable. They are collaborative and helpful in all settings. They take seriously the requirements for confidentiality within courses, and in clinical settings.	Admit mistakes, correct them, and apologize where appropriate. Keep their word regarding commitments made. Communicate honestly and openly, without obfuscation. Demonstrate healthy internal and interpersonal boundaries. Demonstrate awareness and sound judgement regarding ethical concerns.
4. Resilience and Self-Regulation Students who embody resilience and self-regulation demonstrate cognitive flexibility and adaptability. They are congruent, authentic, and consistently demonstrate emotional stability and self-regulation in all settings. These students are able to manage their own distress and anxiety and tolerate ambiguity, yet remain engaged with others both personally and professionally.	Remain physically and emotionally present in conversations regarding difficult topics without defensiveness or personalizing content. Respond to unexpected changes with flexibility, respect, and professionalism in all settings. Proactively manage their own distress and anxiety by utilizing healthy coping options and seeking professional help as needed.

Approved by the Academic Affairs Committee 8-12-22

Mapping Dispositions to Program Objectives

Program Objective 1: Students will gain knowledge of theoretical and empirical foundations of the field of clinical mental health counseling and its practice in a multicultural and pluralistic society covering the eight main CACREP content areas.

Program Objective 2: Students will acquire skills of interpersonal therapeutic processes, clinical assessment, and treatment interventions through direct counseling practice in the clinical training sequence courses, including supervised counseling practicum and internships.

Program Objective 3: Students will develop a practical understanding of counseling ethics, law, and professional standards; will act in accordance with the ethical codes; develop a strong professional counselor identity; and demonstrate good personal deportment for the counseling profession and an ethical and moral character.

Program Objective 4: Students will participate in curricular activities promoting vital and authentic spiritual formation and will demonstrate competency for addressing matters of faith, spirituality, and values in counseling from a Christian foundation.

Program Objective 5: Students will demonstrate multicultural awareness, knowledge, and skills necessary for working with diverse populations.

Disposition and Operational Examples	Program Objectives(s) Addressed	Specific Aspects Corresponding to Program Objectives
Awareness and Receptivity - Operational Examples: 1. Are aware of their own personal history and how it may impact relationships in the classroom and in clinical settings. 2. Receive and act upon feedback from faculty/supervisors without defensiveness. 3. View all people in the image of God, and treat them with respect, dignity, and kindness. 4. Demonstrate willingness to openly explore growth areas both personally and clinically.	Program Objective 2	**Self-Awareness in Clinical Practice**: Students' ability to understand how their personal history affects their professional relationships enhances therapeutic effectiveness.
	Program Objective 3	**Receptivity to Feedback**: Willingness to accept and apply feedback is crucial for professional growth and ethical practice.
	Program Objective 4	**Viewing Others in the Image of God**: Treating others with respect and kindness aligns with integrating Christian values into counseling.
	Program Objective 5	**Open Exploration of Growth Areas**: Demonstrating humility and openness supports working effectively with diverse populations.
Compassion - Operational Examples: 1. Demonstrate willingness to work with diverse clients. 2. Manage their own discomfort to be more fully present for clients. 3. Feel empathy for clients but maintain boundaries and professionalism.	Program Objective 2	**Empathy and Professional Boundaries**: Balancing empathy with professionalism enhances therapeutic relationships. **Managing Discomfort**: Ability to stay present with clients, even when uncomfortable, improves counseling effectiveness.
	Program Objective 3	**Realistic Expectations and Self-Care**: Maintaining realistic expectations prevents burnout and supports ethical practice.

Disposition and Operational Examples	Program Objectives(s) Addressed	Specific Aspects Corresponding to Program Objectives
4. Have realistic expectations for self and others.	Program Objective 5	**Willingness to Work with Diverse Clients**: Commitment to serving diverse populations directly supports multicultural competency.
Integrity - Operational Examples: 1. Admit mistakes, correct them, and apologize where appropriate. 2. Keep their word regarding commitments made. 3. Communicate honestly and openly, without obfuscation. 4. Demonstrate healthy internal and interpersonal boundaries. 5. Demonstrate awareness and sound judgment regarding ethical concerns.	Program Objective 2	**Effective Communication**: Honest and open communication enhances client trust and therapeutic effectiveness. **Interpersonal Boundaries**: Healthy boundaries are essential for effective counseling relationships.
	Program Objective 3	**Accountability and Ethical Judgment**: Admitting mistakes and demonstrating sound ethical judgment are fundamental to professional standards. **Commitment and Reliability**: Keeping commitments reflects professional integrity and responsibility.
Resilience and Self-Regulation - Operational Examples: 1. Remain physically and emotionally present in conversations regarding difficult topics without defensiveness or personalizing content. 2. Respond to unexpected changes with flexibility, respect, and professionalism in all settings. 3. Proactively manage their own distress and anxiety by utilizing healthy coping options and seeking professional help as needed.	Program Objective 2	**Emotional Stability in Practice**: Remaining present during difficult topics enhances client support and therapeutic outcomes. **Adaptability**: Flexibility in response to changes improves counseling effectiveness.
	Program Objective 3	**Self-Care and Professionalism**: Managing personal distress ensures ethical practice and professional responsibility. **Non-Defensiveness**: Maintaining professionalism without personalizing content reflects ethical conduct.

Mapping Demographics to Program Objectives

Program Objective 1: Students will gain knowledge of theoretical and empirical foundations of the field of clinical mental health counseling and its practice in a multicultural and pluralistic society covering the eight main CACREP content areas.

Program Objective 2: Students will acquire skills of interpersonal therapeutic processes, clinical assessment, and treatment interventions through direct counseling practice in the clinical training sequence courses, including supervised counseling practicum and internships.

Program Objective 3: Students will develop a practical understanding of counseling ethics, law, and professional standards; will act in accordance with the ethical codes; develop a strong professional counselor identity; and demonstrate good personal deportment for the counseling profession and an ethical and moral character.

Program Objective 4: Students will participate in curricular activities promoting vital and authentic spiritual formation and will demonstrate competency for addressing matters of faith, spirituality, and values in counseling from a Christian foundation.

Program Objective 5: Students will demonstrate multicultural awareness, knowledge, and skills necessary for working with diverse populations.

Disposition and Operational Examples	Program Objectives(s) Addressed	Specific Aspects Corresponding to Program Objectives
Demographic Data of Applicants, Students, and Graduates	Program Objective 1	**Diverse Learning Environment:** A student body reflecting a multicultural society enhances learning about counseling practices in such contexts.
	Program Objective 5	**Representation of Underrepresented Groups**: Demographic data reveals the diversity of the student body, informing efforts to attract and support students from various backgrounds. **Impact on Peer Learning**: Diverse demographics foster peer interactions that enhance multicultural awareness and skills.

CMHC Population

Demographics

Total Number

AY 23-24	Atlanta	Chattanooga	Online	Unknown Campus/Site	ALL
Students	138	67	97	302	138
Graduates	39	18	20	77	39
Incomplete Applications	6	8	14	3	31
Completed Applications but Did Not Attend	18	2	23	0	43
Matriculated Students	34	18	41	0	93

Gender

		Fall 2023		***Spring 2024***		***Summer 2024***	
		Male	*Female*	*Male*	*Female*	*Male*	*Female*
Students	**Atlanta**	31	107	26	103	16	61
	Chattanooga	17	41	18	46	14	29
	Online	16	69	16	78	12	52

		AY 23-24	
		Male	*Female*
Graduates	**Atlanta**	7	32
	Chattanooga	6	12
	Online	1	19
	Total	14	63
Completed Applications	**Atlanta**	2	16
	Chattanooga	0	2
	Online	3	20
	Total	5	38
Matriculated Students	**Atlanta**	4	30
	Chattanooga	0	18
	Online	5	36
	Total	9	84

*Incomplete Applicants did not submit information about their gender.

Ethnicity/Race

		Ethnicity/Race AY 2023-2024							
		Asian	*Black/African American*	*White*	*Hispanic/Latino*	*American Indian/ Alaskan Native*	*Native Hawaiian/ Pacific Islander*	*Other*	*Unreported*
Students	**Atlanta**	2	24	107	5	0	0	0	0
	Chattanooga	1	2	62	1	0	0	1	0
	Online	4	17	71	4	0	0	0	1
	Total	7	43	240	10	0	0	1	1
Graduates	**Atlanta**	0	4	35	0	0	0	0	0
	Chattanooga	0	0	17	0	0	0	0	1
	Online	1	2	15	0	0	0	1	1
	Total	1	6	67	0	0	0	1	2
Completed Applications	**Atlanta**	1	3	12	0	0	0	0	2
	Chattanooga	0	0	2	0	0	0	0	0
	Online	1	1	16	0	0	0	0	5
	Total	2	4	30	0	0	0	0	7
Matriculated Students	**Atlanta**	0	12	21	1	0	0	0	0
	Chattanooga	0	0	18	0	0	0	0	0
	Online	0	1	40	0	0	0	0	0
	Total	0	13	79	1	0	0	0	0

*Incomplete Applicants did not submit information about their ethnicity/race.

Age

		AGE AY 2023-2024				
		20-29	*30-39*	*40-49*	*50-59*	*60+*
Students	**Atlanta**	60	43	20	15	0
	Chattanooga	38	17	9	1	2
	Online	35	26	28	7	1
	Total	133	86	57	23	3
Graduates	**Atlanta**	21	8	3	4	0
	Chattanooga	9	8	0	1	0
	Online	5	9	5	1	0
	Total	35	25	8	6	0

		AGE AY 2023-2024				
		20-29	*30-39*	*40-49*	*50-59*	*60+*
Completed Applications	**Atlanta**	5	4	5	4	0
	Chattanooga	2	0	0	0	0
	Online	14	3	4	0	2
	Total	21	7	9	4	2
Matriculated Students	**Atlanta**	14	13	5	2	0
	Chattanooga	12	3	3	0	0
	Online	19	6	15	1	0
	Total	45	22	23	3	0

*Incomplete Applicants did not submit information about their age.

Analysis of Demographic Data

Total Students, Applicants and Graduates

- With 138 students currently enrolled, **Atlanta** has the largest student body among the three modalities. A total of 39 students graduated from the Atlanta campus in AY 23-24, which accounts for approximately 28% of the student population. Additionally, Atlanta received 34 matriculated students from the 52 completed applications (34 students matriculated and 18 did not attend). The incomplete applications indicate that 6 potential students did not complete the process. Compared to prior years, Atlanta continues to attract a steady number of students, although the number of graduates this year (39) is slightly lower than expected based on the size of the student body.
- **Chattanooga** has a smaller cohort with 67 students, and 18 graduates in AY 23-24, making up 27% of the student body. From 28 total applications, 18 students matriculated, indicating a stronger yield from completed applications compared to Atlanta. Chattanooga also saw 8 incomplete applications and 2 applicants who chose not to attend. This suggests that while Chattanooga's program is smaller, the program is effective at converting completed applications into matriculated students, likely due to the more personalized attention smaller programs can offer.
- The **Online** modality hosts 97 students and had 20 graduates in AY 23-24, representing about 21% of the student population. The online program received 41 matriculated students out of 64 completed applications, with 23 students not attending. Fourteen applicants did not complete the application process, indicating a potential area for improvement in helping applicants complete their process. The online modality remains appealing to a broad range of students nationally. However, efforts to reduce the number of incomplete and non-attending applicants could increase the yield from the growing applicant pool.

Gender

- In Fall 2023, **Atlanta** had 107 female students compared to 31 male students, making the gender distribution about 77% female and 23% male. This closely aligns with national trends in the counseling profession, where women account for over 80% of mental health counselors. Among Atlanta graduates, 82% were female and 18% were male, continuing the gender imbalance but consistent with overall trends in the profession.
- The gender distribution in **Chattanooga** shows a similar pattern, with 71% female and 29% male students across Fall 2023 and Spring 2024. The graduating class followed the same trend, with two-thirds of graduates being female (67%). While the gender distribution mirrors national trends, the slightly higher proportion of male students in Chattanooga (compared to Atlanta) is encouraging and may offer insights into recruitment strategies for increasing male participation.
- The **Online** modality is also female-dominated, with 81% of students being female and 19% male. This ratio reflects the flexibility of online education, which may appeal more to women balancing education with other responsibilities. Among online graduates, 95% were female, suggesting that while the student population remains consistent in terms of gender, there is still a disproportionate number of male graduates.

- **Across all modalities**, the CMHC program reflects national trends of a female-dominated profession, but there is an opportunity to increase male enrollment, especially in online programs where there is potential for outreach to a broader audience.

Ethnicity/Race

- **Atlanta's** student body in AY 23-24 is predominantly White (77%), with Black/African American students representing 17%, and Asian students at 1%. Compared to Atlanta's overall population, where 49.8% of residents are Black, there is a significant underrepresentation of Black students in the program. Hispanic/Latino and other racial/ethnic groups are almost unrepresented, suggesting a need for targeted recruitment efforts to better reflect the city's diverse population.
- The student population at the **Chattanooga** campus is also largely White (92.5%), with only 3% Black/African American students. In contrast, the city's population is 62.3% White and 33.3% Black. This indicates a significant gap in diversity, especially in terms of Black representation, which could be addressed through community engagement and outreach initiatives.
- The **Online** modality demonstrates a slightly more diverse population, with 73% White students, 17.5% Black/African American, and 4% Asian. This aligns more closely with national trends in the counseling profession, which is predominantly White but gradually becoming more diverse. While the online modality allows for a broader geographical reach, there is still room for improvement in recruiting Hispanic/Latino students and students from underrepresented racial/ethnic groups.
- **Across all modalities**, the graduating class remains overwhelmingly White (87%), with only 8% Black/African American and 1% Asian. These figures highlight the need for long-term initiatives to attract and retain a more diverse student body from admission to graduation.

Age

- The majority of **Atlanta** students are aged 20-39 (75%), indicating a younger student body. This trend is consistent with national patterns, where many individuals enter the counseling profession early in their careers or after completing undergraduate studies. However, there is a notable percentage of students aged 40-59 (25%), indicating that mid-career professionals are also drawn to the program. This diversity in age groups could enhance the learning experience as students bring various life experiences to their studies.
- Similarly, **Chattanooga's** student body is concentrated in the 20-29 age range (57%), but there is a smaller representation of older students (20% aged 40 and above). This suggests that Chattanooga may not be as successful as Atlanta in attracting mid-career professionals, despite similar program offerings.
- The **Online** modality shows the widest age distribution, with 36% of students aged 30-39 and 29% aged 40-49. This reflects the appeal of online education for older students who may be balancing career changes or family responsibilities while pursuing a degree.
- **Graduates** from Atlanta and Chattanooga are predominantly in the 20-39 age range, consistent with the broader student body, while online graduates include a higher percentage of students aged 40-49. This suggests that online education is an effective pathway for older students to complete their degrees.

Applications and Matriculation

- Across all modalities, the matriculation rate is consistent at around 60-65%, with Chattanooga showing the most success in converting applicants into matriculated students.
- The Online modality shows the greatest potential for growth, given its large applicant pool. By focusing on improving both the application completion rate and the matriculation yield, the program could continue to expand and attract a more diverse and geographically dispersed student population.

Conclusion

Richmont Graduate University's CMHC program aligns with national trends in terms of its predominance of White and female students. However, the underrepresentation of Black/African American students, particularly in Atlanta and Chattanooga, suggests a significant area for improvement. The online modality shows greater racial/ethnic diversity but still reflects national challenges in attracting Hispanic/Latino and Native American students to the counseling profession.

Efforts to increase gender diversity, particularly by recruiting more male students, could also help balance the program and reflect a more diverse counseling workforce. Age distribution shows that the program successfully attracts both younger students and mid-career professionals, especially through the online modality, which caters to older students balancing multiple commitments.

By addressing these demographic disparities, particularly through targeted recruitment and retention strategies, the CMHC program can better align with local and national trends and contribute to a more diverse and inclusive counseling profession.

Programmatic Data Results

The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (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 graduates, site supervisors, and employers of program graduates.

Program Goals

<table>
<tr><th colspan="5">Clinical Mental Health Counseling Program Goals</th></tr>
<tr><td rowspan="6">Program Goal 1 - Students will gain knowledge of theoretical and empirical foundations of the field of clinical mental health counseling and its practice in a multicultural and pluralistic society covering the eight main CACREP content areas</td><td></td><td>2021-2022</td><td>2022-2023</td><td>2023-2024</td></tr>
<tr><td>Atlanta</td><td>99% Competency or Better</td><td>97% Competency or Better</td><td>97% Competency or Better</td></tr>
<tr><td>Chattanooga</td><td>100% Competency or Better</td><td>100% Competency or Better</td><td>99% Competency or Better</td></tr>
<tr><td>Online</td><td>100% Competency or Better</td><td>86% Competency or Better</td><td>96% competency or Better</td></tr>
<tr><td>All Modalities</td><td>99% Competency or Better</td><td>94% Competency or Better</td><td>97% Competency or Better</td></tr>
<tr><td colspan="4">Analysis:
Overall Trends: The overall competency rates across all modalities show a slight dip in 2022-2023 (94%) compared to 2021-2022 (99%) but improved again in 2023-2024 (97%).
While both Atlanta and Chattanooga maintain consistently high competency rates, the Online modality saw a substantial drop in 2022-2023. This may indicate issues specific to the online program during that year, which were largely addressed by 2023-2024. Further investigation could focus on what factors led to the dip and recovery, such as changes in course delivery or student support for online learners.</td></tr>
<tr><td rowspan="3">Program Goal 2 - Students will acquire skills of interpersonal therapeutic processes, clinical assessment and treatment interventions through direct counseling practice in the clinical training sequence courses, including</td><td></td><td>2021-2022</td><td>2022-2023</td><td>2023-2024</td></tr>
<tr><td>Atlanta</td><td>99% Competency or Better</td><td>99% Competency or Better</td><td>99% Competency or Better</td></tr>
<tr><td>Chattanooga</td><td>98% Competency or Better</td><td>93% Competency or Better</td><td>99% Competency or Better</td></tr>
</table>

Clinical Mental Health Counseling Program Goals				
supervised counseling practicum and internships.	**Online**	98% Competency or Better	94% Competency or Better	99% Competency or Better
	All Modalities	98% Competency or Better	95% Competency or Better	99% Competency or Better
	Analysis: • Overall Trends: The overall competency rate improved slightly from 95% in 2022-2023 to 99% in 2023-2024. • The Chattanooga modality experienced a temporary dip in 2022-2023 but aligned with the other modalities by 2023-2024. The data suggests an overall strong performance in this goal area, particularly in the latest year, with effective remediation of previously observed issues.			
Program Goal 3 - Students will develop a practical understanding of counseling ethics, law, and professional standards; will act in accordance with the ethical codes; develop a strong professional counselor identity; and demonstrate good personal deportment for the counseling profession and an ethical and moral character.		**2021-2022**	**2022-2023**	**2023-2024**
	Atlanta	99% Competency or Better	99% Competency or Better	98% Competency or Better
	Chattanooga	96% Competency or Better	95% Competency or Better	97% Competency or Better
	Online	94% Competency or Better	95% Competency or Better	100% Competency or Better
	All Modalities	97% Competency or Better	96% Competency or Better	98% Competency or Better
	Analysis: • Overall Trends: Consistent improvement across the board, with the overall competency rate increasing from 96% in 2022-2023 to 98% in 2023-2024. • The online modality showed a notable improvement, achieving 100% competency by 2023-2024. Although Atlanta experienced a slight decrease, overall, the program demonstrates strong and improving performance in ethics and counselor identity.			
Program Goal 4 - Students will participate in curricular activities promoting vital and authentic spiritual formation and will demonstrate competency for addressing matters of faith, spirituality, and values in		**2021-2022**	**2022-2023**	**2023-2024**
	Atlanta	No Data	100% Competency or Better	100% Competency or Better
	Chattanooga	No Data	100% Competency or Better	100% Competency or Better

<table>
<tr><th colspan="5">Clinical Mental Health Counseling Program Goals</th></tr>
<tr><td rowspan="3">counseling from a Christian foundation.</td><td>Online</td><td>No Data</td><td>98% Competency or Better</td><td>98% Competency or Better</td></tr>
<tr><td>All Modalities</td><td>No Data</td><td>98% Competency or Better</td><td>99% Competency or Better</td></tr>
<tr><td colspan="4">Analysis:
• Overall Trends: The overall competency rate is high, with a minor increase from 98% in 2022-2023 to 99% in 2023-2024.
• This goal area shows overall high competency rates across all modalities, though the slight drop for online students might reflect challenges specific to online engagement with faith-based curricular activities.</td></tr>
<tr><td rowspan="6">Program Goal 5 - Students will demonstrate multicultural awareness, knowledge, and skills necessary for working with diverse populations.</td><td></td><td>2021-2022</td><td>2022-2023</td><td>2023-2024</td></tr>
<tr><td>Atlanta</td><td>100% Competency or Better</td><td>100% Competency or Better</td><td>96% Competency or Better</td></tr>
<tr><td>Chattanooga</td><td>100% Competency or Better</td><td>95% Competency or Better</td><td>96% Competency or Better</td></tr>
<tr><td>Online</td><td>No Data</td><td>95% Competency or Better</td><td>94% Competency or Better</td></tr>
<tr><td>All Modalities</td><td>100% Competency or Better</td><td>97% Competency or Better</td><td>95% Competency or Better</td></tr>
<tr><td colspan="4">Analysis:
• Overall Trends: A decrease in overall competency rates from 97% in 2022-2023 to 95% in 2023-2024.
• This area demonstrates a need for improvement, particularly for the online modality, where competency rates have remained slightly below target. The drop in Atlanta and Chattanooga suggests a possible overall trend that may require attention. Faculty may want to review whether current strategies for teaching multicultural awareness are adequately addressing the needs of students across all modalities.</td></tr>
</table>

Key Performance Indicators

Students are measured on each Key Performance Indicator (KPI) via multiple measures embedded in multiple courses across multiple points in time within the program. Each measure is an assignment with an associated rubric that measures either or both knowledge and skills. Richmont Graduate University faculty rate student performance on a 3-2-1 (E-C-NR) scale (3 being Excellent, 2 being Competent, and 1 being Needs Remediation).

CACREP Content Area and Key Performance Indicator	Course	Measurement (Knowledge and Skills)	Modality	AY 21-22	AY 22-23	AY 23-24
1. Professional Counseling Orientation and Ethical Practice KPI: Students will be able to assess ethical situations according to the relevant codes of ethics and legal standards and make appropriate decisions regarding subsequent actions.	Ethical, Legal, and Professional Standards	Measure 1 – Case Study (K + S)	ATL	52% E; 43% C; 5% NR	67% E; 33% C	72% E; 13% C; 15% NR
			CHATT	64% E; 18% C; 18% NR	70% E; 15% C; 15% NR	50% E; 30% C; 20% NR
			ONL	75% E; 4% C; 21% NR	75% E; 5% C	95% E; 5% C
			ALL	**61% E; 26% C; 13% NR**	**75% E; 21% C; 4% NR**	**77% E; 13% C; 10% NR**
	Applied Practicum and Lab	Measure 2 – Crisis Intervention Quiz, Consultation/Supervisor Quiz (K)	ATL	93% E; 7% C	87% E; 13% C	89% E; 11% C
			CHATT	93% E; 7% C	100% E	94% E; 6% C
			ONL	88% E; 12% C	62% E; 35% C; 3% NR	88% E; 12% C
			ALL	**93% E; 7% C**	**83% E; 16% C; 1% NR**	**90% E; 10% C**
	Internship II	Measure 3 – Case Study (K+S)	ATL	91% E; 9% C	100% E	100% E
			CHATT	89% E; 11% C	N/A	92% E; 8% C
			ONL	N/A	N/A	100% E
			ALL	**91% E; 9% C**	**100% E**	**99% E; 1% C**

CACREP Content Area and Key Performance Indicator	Course	Measurement (Knowledge and Skills)	Modality	AY 21-22	AY 22-23	AY 23-24
	Analysis: Overall, the data shows positive trends in student performance across modalities, with improvements in students' ability to assess ethical situations. In the Ethical, Legal, and Professional Standards course, Atlanta and Online students improved significantly from 2021-2022 to 2023-2024. Atlanta's students saw an increase in Excellent ratings (72%) in 2023-2024, though a higher number (15%) required remediation compared to previous years. Chattanooga, however, showed some decline in performance, with an increase in students needing remediation (20%) in 2023-2024. The Online modality performed consistently, achieving 95% Excellent in 2023-2024. In the Crisis Intervention and Consultation/Supervisor quizzes, all modalities performed well, with the majority of students meeting the Competent or Excellent threshold, especially in 2023-2024, where the average performance was strong across all modalities. Internship II performance was excellent, with nearly all students achieving Excellent across modalities. Although some areas require attention, particularly in Chattanooga, the program is largely meeting its performance expectations in ethical practice.					
2. Social and Cultural Diversity KPI: Students will develop a basic understanding of the competencies required for ethical practice in a multicultural and pluralistic society.	Ethical, Legal, and Professional Standards	Measure 1 – Exam 1 (K)	ATL	N/A	62% E; 38% C	66% E; 31% C; 3% NR
			CHATT	N/A	35% E; 55% C; 10% NR	40% E; 50% C; 10% NR
			ONL	N/A	86% E; 5% C; 9% NR	73% E; 18% C; 9% NR
			ALL	**N/A**	**62% E; 33% C; 5% NR**	**64% E; 30% C; 6% NR**
	Social and Cultural Issues	Measure 2 - Color of Fear Worldviews Paper (S)	ATL	100% E	98% E; 2% C	91.5% E; 8.5% NR
			CHATT	81% E; 19% C	88% E; 12% C	100% E
			ONL	100% E	91% E; 9% C	80% E; 20% C
			ALL	**95.5% E; 4.5% C**	**93% E; 7% C**	**90.5% E; 7.5% C; 2% NR**
	ProSem		ATL	N/A	N/A	N/A

CACREP Content Area and Key Performance Indicator	Course	Measurement (Knowledge and Skills)	Modality	AY 21-22	AY 22-23	AY 23-24
		Measure 3 – Social and Cultural Quiz (K)	CHATT	N/A	N/A	N/A
			ONL	N/A	N/A	N/A
			ALL	**N/A**	**N/A**	**N/A**
	Analysis: Performance across the Social and Cultural Diversity KPI displayed variability across years and modalities. While Atlanta and Chattanooga students improved slightly in their exam scores, the need for remediation was still present, particularly in Chattanooga, where 10% of students required remediation in 2023-2024. Online students performed significantly better on exams in earlier years but experienced a slight decline in 2023-2024, with 9% needing remediation. However, the Color of Fear Worldviews Paper showed high levels of achievement, with all students from Chattanooga reaching the Excellent mark in 2023-2024, while Online students saw a slight dip in performance. Despite fluctuations, performance in this area remains strong overall, although continued efforts may be needed to address gaps in the exam performance, especially for the online modality.					
3. Human Growth and Development KPI: Students will demonstrate a knowledge of human developmental factors that impact clinical mental health counseling.	Human Growth & Development	Measure 1 – Development Journal (K + S)	ATL	100% E	95% E; 5% C	92% E; 8% C
			CHATT	N/A	100% E	100% E
			ONL	100% E	75% E; 25% NR	100% E
			ALL	**100% E**	**94% E; 3.5% C; 2.5% NR**	**98.5% E; 1.5% C**
	Counseling Systems & Intervention	Measure 2 – Application Paper 2 (K + S)	ATL	N/A	93% E; 7% C	87.5% E; 12.5% C
			CHATT	N/A	86% E; 14% C	79% E; 14% C; 7% NR
			ONL	78% E; 11% C; 11% NR	81% E; 15% C; 3% NR	80% E; 14% C; 6% NR
			ALL	**78% E; 11% C; 11% NR**	**91% E; 7% C; 1% NR**	**84% E; 13% C; 3% NR**
	ProSem	Measure 3 – Human Growth and Development Quiz (K)	ATL	N/A	N/A	N/A
			CHATT	N/A	N/A	N/A
			ONL	N/A	N/A	N/A
			ALL	N/A	N/A	N/A

CACREP Content Area and Key Performance Indicator	Course	Measurement (Knowledge and Skills)	Modality	AY 21-22	AY 22-23	AY 23-24
	Analysis: This KPI remained a consistent strength across modalities, with most students achieving Excellent or Competent ratings. The Development Journal saw high performance across all years, especially in the Online modality, where students achieved 100% Excellent in 2023-2024, showing significant improvement compared to 2021-2022. Atlanta also remained strong, with performance above 90% Excellent in both 2022-2023 and 2023-2024. Although some minor remediation needs appeared in earlier years, particularly in Online students, these were addressed by 2023-2024. Counseling Systems & Intervention revealed a slight dip in performance, especially in Chattanooga, where 7% of students required remediation. However, overall achievement across all modalities has been strong, with the program meeting or exceeding expectations for student success in this area.					
4. Career Development KPI: Students will understand and implement strategies for assessing factors contributing to career development and career decisions	Lifestyle & Career Development	Measure 1 – Quizzes (K)	ATL	N/A	73% E; 24% C; 3% NR	64% E; 33% CC; 3% NR
			CHATT	N/A	79% E; 21% C	100% E
			ONL	N/A	28.5% E; 61% C; 10.5% NR	64% E; 29% C; 7% NR
			ALL	**N/A**	**52% E; 39% C; 9% NR**	**74% E; 23% C; 3% NR**
	Lifestyle & Career Development	Measure 2 – Lifestyle & Career Development Online Portfolio (S)	ATL	90% E; 7% C; 3% NR	94% E; 6% C	85% E; 13% C; 2% NR
			CHATT	100% E	100% E	100% E
			ONL	100% E	93% C; 7% NR	58% E; 42% C
			ALL	**94% E; 4% C; 2% NR**	**60% E; 37% C; 3% NR**	**81% E; 18% C; 1% NR**
	ProSem	Measure 3 – Career Development Quiz (K)	ATL	N/A	N/A	N/A
			CHATT	N/A	N/A	N/A
			ONL	N/A	N/A	N/A
			ALL	N/A	N/A	N/A
	Analysis: There was more variability in the Career Development KPI, with a noticeable gap between the Online modality and the other campuses. While Atlanta and Chattanooga consistently achieved high marks, Online students struggled more, especially with the quizzes,					

CACREP Content Area and Key Performance Indicator	Course	Measurement (Knowledge and Skills)	Modality	AY 21-22	AY 22-23	AY 23-24
	where 10.5% required remediation in 2022-2023. Performance in the online portfolio assignment was also mixed, with 42% Competent and a few students needing remediation in 2023-2024. Despite this, Atlanta and Chattanooga achieved high rates of success, with Chattanooga students consistently reaching 100% Excellent in both quizzes and portfolio assignments. The program meets expectations overall, but the Online modality requires continued focus to address gaps in performance, particularly in assessments of career development knowledge.					
5. Counseling and Helping Relationships KPI: Students will understand and practice the skills necessary to establish and maintain effective counseling relationships.	Helping Relationships	Measure 1 – Video (K + S)	ATL	91% E; 9% C	94% E; 6% NR	97% E; 3% C
			CHATT	68% E; 29% C; 3% NR	71% E; 29% C	100% E
			ONL	88% E; 12% C	84% E; 12% C; 4% NR	95% E; 3% C; 2% NR
			ALL	**82% E; 17% C; 1% NR**	**86% E; 13% C; 1% NR**	**96% E; 3% C; 1% NR**
	Internship I	Measure 2 – Case Presentation (K+S)	ATL	N/A	100% E	94% E; 6% C
			CHATT	N/A	100% E	100% C
			ONL	N/A	96% E; 4% C	100% C
			ALL	**N/A**	**99% E; 1% C**	**90% E; 10% C**
	Internship II	Measure 3 – Case Presentation (K + S)	ATL	91% E; 9% C	100% E	100% E
			CHATT	89% E; 11% C	N/A	92% E; 8% C
			ONL	N/A	N/A	100% E
			ALL	**91% E; 9% C**	**100% E**	**99% E; 1% C**
	Analysis: Student performance in this KPI remained strong across all modalities and years. By 2023-2024, nearly all students across modalities were achieving either Competent or Excellent ratings, with Atlanta leading the way at 97% Excellent. Chattanooga initially struggled in 2021-2022 but improved significantly to reach 100% Excellent by 2023-2024. Online students also					

CACREP Content Area and Key Performance Indicator	Course	Measurement (Knowledge and Skills)	Modality	AY 21-22	AY 22-23	AY 23-24
	improved steadily, with 95% reaching Excellent in 2023-2024. In the Internship I and II case presentations, students performed exceptionally well, with the vast majority earning Excellent ratings across all years and modalities. This KPI represents a core strength of the program, as students consistently demonstrated strong counseling skills throughout their studies, meeting or exceeding program expectations.					
6. Group Counseling and Group Work KPI: Students will demonstrate characteristics and skills necessary for ethical group formation, leadership, and evaluation.	Group Counseling	Measure 1 – Exam (K)	ATL	93% E; 7% C	92% E; 8% C	94.5% E; 5.5% C
			CHATT	100% E	92% E; 8% C	100% E
			ONL	N/A	91.5% E; 8.5% C	91% E; 8% C
			ALL	**96% E; 4% C**	**91.5% E; 8.5% C**	**92% E; 8% C**
	ProSem	Measure 2 - Group Counseling and Group Work Quiz (K)	ATL	N/A	N/A	N/A
			CHATT	N/A	N/A	N/A
			ONL	N/A	N/A	N/A
			ALL	N/A	N/A	N/A
	Analysis: Group Counseling and Group Work demonstrated consistent success across modalities, with high rates of students achieving Excellent or Competent ratings. Both Atlanta and Chattanooga students consistently performed well, with 100% Excellent ratings in Chattanooga in 2023-2024. Online students saw a minor dip in 2022-2023, but performance improved to 91% Excellent by 2023-2024. Across all years, this KPI remained strong, indicating that students are well-prepared for group counseling work. Despite some variability, the program meets its high standards for this area, particularly as students across modalities continue to excel.					
7. Assessment and Testing KPI: Students will be able to identify and implement evidence-based procedures for diagnostic, risk assessment, and	Clinical Appraisal and Assessment	Measure 1 – Assessment Report (K+S)	ATL	97% E; 3% NR	N/A	N/A
			CHATT	87% E; 13% C	76% E; 12% C; 12% NR	N/A
			ONL	N/A	N/A	N/A
			ALL	**84% E; 5% C; 1% NR**	**76% E; 12% C; 1% NR**	**N/A**

CACREP Content Area and Key Performance Indicator	Course	Measurement (Knowledge and Skills)	Modality	AY 21-22	AY 22-23	AY 23-24
treatment planning purposes	Psychopathology	Measure 2 – Case Study (K+S)	ATL	92% E; 8% C	86% E; 12% C; 2% NR	83% E; 17% C
			CHATT	68% E; 24% C; 8% NR	40% E; 53% C; 7% NR	33% E; 67% C
			ONL	95% E; 5% NR	64% E; 20% C; 16% NR	45% E; 55% C
			ALL	**71% E; 22% C; 7% NR**	**71% E; 22% C; 7% NR**	**61% E; 29% C**
	Applied Practicum and Lab	Measure 3 – Buddy Role Play (K + S)	ATL	100% E	89% E; 11% C	100% E
			CHATT	96% E; 4% C	95% E; 5% C	94% E; 6% C
			ONL	100% E	65% E; 31% C; 4% NR	94% E; 6% C
			ALL	**84% E; 15% C; 1% NR**	**84% E; 15% C; 1% NR**	**96% E; 4% C**
	Analysis: Assessment and Testing showed mixed results, particularly for students in the Chattanooga and Online modalities. Atlanta students consistently performed well, with minimal need for remediation. However, both Chattanooga and Online students showed higher rates of remediation in the Psychopathology course and the Clinical Appraisal and Assessment report. For example, in 2023-2024, 16% of Online students required remediation in Psychopathology, and Chattanooga students saw similar struggles, with 67% rated Competent and none achieving Excellent. Although performance in the Applied Practicum Buddy Role Play was strong, the remediation needs in Psychopathology suggest that more attention may be needed in foundational assessment courses to ensure that all students meet program expectations.					
8. Research and Program Evaluation KPI: Students will demonstrate how to consume and	Methods of Research	Measure 1 – Research Project (K + S)	ATL	82% E; 15% C; 3% NR	76% E; 10% C; 14% NR	78% E; 11% C; 11% NR
			CHATT	82% E; 18% C	83% E; 17% C	100% E
			ONL	79% E;	72% E;	88% E;

CACREP Content Area and Key Performance Indicator	Course	Measurement (Knowledge and Skills)	Modality	AY 21-22	AY 22-23	AY 23-24
evaluate research to inform the selection of evidence-based counseling interventions				21% C	14% C; 14% NR	6% C; 6% NR
			ALL	**81% E; 18% C; 1% NR**	**76% E; 13% C; 11% NR**	**84% E; 8% C; 8% NR**
	Counseling Systems and Interventions	Measure 2 – Emerging Personal Theory Paper (K + S)	ATL	N/A	93% E; 7% C	95% E; 5% C
			CHATT	N/A	86% E; 14% C	86% E; 14% C
			ONL	N/A	79.5% E; 7.5% C; 13% NR	91% E; 6 % C; 3% NR
			ALL	**N/A**	**79.5% E; 9% C; 11.5 % NR**	**92% E; 7% C; 1% NR**
	Cognitive Behavioral Therapy	Measure 3 – Case Study (K + S)	ATL	N/A	82% E; 18% C	81% E; 19% C
			CHATT	N/A	56% E; 28% C; 6% NR	71% E; 29% C
			ONL	N/A	67% E; 26% C; 7% NR	77% E; 19% C; 4% NR
			ALL	**N/A**	**73% E; 24% C; 3% NR**	**85% E; 14% C; 1% NR**
	Analysis: This KPI revealed some variability across modalities, particularly in the Online modality, where 14% of students needed remediation in earlier years (2022-2023). However, by 2023-2024, performance improved across all modalities, with most students achieving either Competent or Excellent ratings. The Emerging Personal Theory Paper and the Cognitive Behavioral Therapy case study were areas where students performed well overall, though Chattanooga showed some difficulties, with 29% Competent in 2023-2024. Continued focus on research skills for online students may be necessary to further improve outcomes in this area.					
9. CMHC KPI: Students will demonstrate skills needed to	Psychopathology	Measure 1 – Case Study (K + S)	ATL	92% E; 8% C	86% E; 12% C; 2% NR	83% E; 17% C
			CHATT	68% E;	40% E;	33% E;

CACREP Content Area and Key Performance Indicator	Course	Measurement (Knowledge and Skills)	Modality	AY 21-22	AY 22-23	AY 23-24
diagnose, conceptualize cases, and develop appropriate treatment plans for a wide range of clients.				24% C; 8% NR	53% C; 7% NR	67% C
			ONL	95% E; 5% NR	64% E; 20% C; 16% NR	45% E; 55% C
			ALL	**71% E; 22% C; 7% NR**	**71% E; 22% C; 7% NR**	**61% E; 29% C**
	Applied Practicum and Lab	Measure 2 – Buddy Role Play (K + S)	ATL	100% E	89% E; 11% C	100% E
			CHATT	96% E; 4% C	95% E; 5% C	94% E; 6% C
			ONL	100% E	65% E; 31% C; 4% NR	94% E; 6% C
			ALL	**84% E; 15% C; 1% NR**	**84% E; 15% C; 1% NR**	**96% E; 4% C**
	Internship II	Measure 3 – Case Presentation (K + S)	ATL	91% E; 9% C	100% E	100% E
			CHATT	89% E; 11% C	N/A	92% E; 8% C
			ONL	N/A	N/A	100% E
			ALL	**91% E; 9% C**	**100% E**	**99% E; 1% C**
	Analysis: CMHC-specific skills demonstrated strong performance in most areas, particularly in the Applied Practicum Buddy Role Play and Internship II case presentations, where nearly all students achieved Excellent ratings. However, the Psychopathology case study revealed notable challenges, particularly for students in the Chattanooga and Online modalities. In 2023-2024, 55% of Online students and 67% of Chattanooga students were rated Competent, with no students achieving Excellent. This suggests a gap in students' ability to demonstrate diagnostic and case conceptualization skills. Overall, while the majority of students meet or exceed expectations in applied settings, foundational diagnostic skills need additional support, particularly in Chattanooga and Online modalities.					

Strongest Performance in KPIs:

- **Counseling and Helping Relationships (KPI 5)** Across all years and modalities, students performed exceptionally well in this KPI. By 2023-2024, 96% of all students were rated Excellent, with minimal need for remediation (1%). Atlanta and Online students consistently demonstrated strong helping relationship skills, with nearly all students meeting or exceeding expectations. This KPI consistently showed the highest levels of achievement, suggesting that students are well-prepared to establish and maintain effective counseling relationships, a crucial skill for professional practice.
- **Group Counseling and Group Work (KPI 6)** This KPI consistently showed strong performance, with high rates of Excellent and Competent ratings across all modalities. In 2023-2024, 92% of all students were rated Excellent, with no significant gaps across Atlanta, Chattanooga, or Online. Chattanooga students consistently reached 100% Excellent. This indicates that students are well-prepared for group leadership and counseling, demonstrating both knowledge and skills required for ethical group formation and management.
- **Human Growth and Development (KPI 3)** Students consistently excelled in this KPI, especially in the Development Journal assignment. By 2023-2024, 98.5% of students across all modalities were rated Excellent, with minimal remediation needs. Chattanooga students achieved 100% Excellent across both years, and Online students improved significantly to achieve the same. This suggests strong competency in understanding human developmental factors and applying this knowledge in clinical mental health counseling.
- **Career Development (KPI 4)** Despite some initial challenges in the Online modality, by 2023-2024, performance had improved significantly across all modalities. Chattanooga students reached 100% Excellent in both quizzes and portfolio assignments, and overall, 81% of students achieved Excellent ratings. This indicates that students are becoming more proficient in understanding and implementing career development strategies, a key area for clinical practice.

Weakest Performance in KPIs:

- **Assessment and Testing (KPI 7)** This KPI showed the most significant challenges across multiple years, especially in the Psychopathology course. Chattanooga students struggled the most, with 67% rated Competent and none achieving Excellent in 2023-2024. Online students also experienced difficulties, with 16% requiring remediation. Although the Applied Practicum Buddy Role Play showed strong results, foundational assessment and diagnostic skills need improvement across multiple modalities.
- **Social and Cultural Diversity (KPI 2)** While the Color of Fear Worldviews Paper showed strong performance, exam scores were lower, particularly in Chattanooga. In 2023-2024, 10% of Chattanooga students needed remediation, and 9% of Online students also struggled. Although performance improved in Atlanta, the need for remediation remains higher in this KPI compared to others, particularly regarding the understanding of multicultural competencies in exam contexts.
- **CMHC: Diagnostic and Treatment Skills (KPI 9)** This KPI also revealed gaps in student performance, particularly in the Psychopathology case study. Chattanooga and Online students struggled to demonstrate diagnostic and case conceptualization skills, with 55% of Online

students and 67% of Chattanooga students rated as Competent in 2023-2024, and none achieving Excellent. This suggests a need for additional focus on developing diagnostic skills and clinical judgment in both modalities.

- **Research and Program Evaluation (KPI 8)** While overall performance improved in 2023-2024, the previous years showed higher levels of remediation, particularly in the Online modality. Although students showed improvement in the most recent year, the need for remediation (14% in earlier years) was higher compared to other KPIs. This suggests that students need continued support in research skills and applying evidence-based practices.

Overall Performance by Modality

- Atlanta:
    - **Strongest Performance in KPIs**: Counseling and Helping Relationships (KPI 5): Strong performance with 97% Excellent in 2023-2024. Internship II (KPI 9): Achieved 100% Excellent across both years, demonstrating strong clinical skills.
    - **Weakest Performance in KPIs:** Professional Counseling Orientation and Ethical Practice (KPI 1): Performance in 2023-2024 showed 15% needing remediation, an increase from previous years. Social and Cultural Diversity (KPI 2): 66% Excellent and 3% needing remediation in 2023-2024, showing room for improvement.
- Chattanooga:
    - **Strongest Performance in KPIs:** Group Counseling and Group Work (KPI 6): Consistently strong performance with 100% Excellent in 2023-2024. Human Growth and Development (KPI 3): Maintained 100% Excellent across multiple years, reflecting consistently strong understanding of developmental factors.
    - **Weakest Performance in KPIs:** Assessment and Testing (KPI 7): Struggled with 12% needing remediation in earlier years, though some improvement was seen in recent data. CMHC Diagnostic and Treatment Skills (KPI 9): Notably low in 2023-2024, with 33% Excellent and 67% Competent, showing significant need for improvement in diagnostic skills.
- Online:
    - **Strongest Performance in KPIs:** Professional Counseling Orientation and Ethical Practice (KPI 1): Notably strong improvement in 2023-2024, with 95% Excellent and no students needing remediation. Counseling and Helping Relationships (KPI 5): Strong performance across years, with 95% Excellent in 2023-2024.
    - **Weakest Performance in KPIs:** Assessment and Testing (KPI 7): 16% of students required remediation in 2023-2024, showing a persistent need for improvement in this area. Social and Cultural Diversity (KPI 2): Performance declined with 9% needing remediation in both 2022-2023 and 2023-2024.
- Overall Modality Comparison:
    - Atlanta generally performed well across most KPIs but struggled with Professional Counseling Orientation and Ethical Practice.
    - Chattanooga demonstrated strong consistency in Group Counseling and Human Growth but underperformed in Assessment and Testing.
    - Online saw significant improvement in Ethical Practice but faced challenges in Social and Cultural Diversity and Assessment and Testing.

CPCE: Counselor Preparation Comprehensive Examination

All CPCE data below is based on the students' first attempt to pass the CPCE, ensuring that the data captured is representative of how well the program prepared them for this initial testing. *Richmont Average Score* and *National Average Score* represent the average scores for the entire CPCE or the entire content area of the CPCE of Richmont Students and those who took the exam nationally. *Percentage Difference* demonstrates how Richmont compares to the national average. Competency at Richmont is based on the expectation that students will score at national average or better. The final column displays the percentage of Richmont students who scored at or above the national average on the first attempt.*

	Modality	Pass Rate (First Attempt)	Richmont Average Score	National Average Score	Percentage Difference	Percentage of Students Passing at Nat'l Avg.
Overall Scores	ATL (47 Students)	83%	**96.51**	86.5	+10.94%	79%
	CHATT (21 Students)	90%	**97.43**	86.5	+11.89%	96%
	ONL (22 Students)	86%	**99.86**	86.5	+14.38%	82%
	ALL (90 Students)	86%	**97.54**	86.5	+12%	81%

*The National Average Score for 2024 was 86.5%. Because of updates in the CCE's process of administering the exam, there were delays in the CPCE providing the national average score. Richmont needed to make an informed decision on Richmont's passing score for 2024 to determine if students were able to graduate. Richmont made the decision based on the national score from the previous three years, but also took into account the unknown effect of the changes. For that reason Richmont faculty wanted the passing score to be in the students' favor, and determined that for 2024, Richmont's pass score on the CPCE would be 82%. Of the 90 students who took the exam, 77 passed at 82% or higher (Richmont's passing score for 2024), 73 passed at 86.5% or higher (the national average), and 13 did not pass on the first attempt. Because four students passed at Richmont's chosen pass score (82%), and not at the national average (86.5%), the numbers in the *Pass Rate* column differ from the numbers in the *Percentage of Students Passing at National Average* column.

Content Area	Modality	Richmont Average Score	National Average Score	Percentage Difference	Percentage of Students Passing at Nat'l Avg.
1. Professional Counseling Orientation and Ethical Practice	ATL	**11.34**	10.80	+4.88%	66%
	CHATT	**12.33**	10.80	+13.23%	95%
	ONL	**12.64**	10.80	+15.7%	86%
	ALL	**11.89**	**10.80**	**+9.6%**	**78%**

Content Area	Modality	Richmont Average Score	National Average Score	Percentage Difference	Percentage of Students Passing at Nat'l Avg.
	Analysis: While the overall average score is higher than the national average (+9.6%), ATL's competency rate (66%) is well below the expected 80% threshold. CHATT (95%) and ONL (86%) performed significantly better. ATL may need additional focus in this content area to improve student preparedness**.**				
2. Social and Cultural Diversity	ATL	**10.23**	10.1	+1.28%	64%
	CHATT	**10.29**	10.1	+1.86%	76%
	ONL	**11.23**	10.1	+10.6%	68%
	ALL	**10.49**	**10.1**	**+3.8%**	**68%**
	Analysis: This area shows a concerning performance, with all modalities scoring close to the national average and below the expected competency threshold (80%). Social and Cultural Diversity could be an area where the program needs to intensify efforts, particularly for ATL (64%) and ONL (68%).				
3. Human Growth and Development	ATL	**12.53**	11.0	+13%	83%
	CHATT	**12.76**	11.0	+14.81%	81%
	ONL	**12.86**	11.0	+15.59%	82%
	ALL	**12.67**	**11.0**	**+14.11%**	**82%**
	Analysis: Performance in this content area is strong, with all modalities showing a significant positive difference from the national average (+14.11%). The overall competency rate (82%) exceeds the desired threshold.				
4. Career Development	ATL	**13.02**	11.1	+15.92%	85%
	CHATT	**12.67**	11.1	+13.21%	90%
	ONL	**13.36**	11.1	+18.48%	86%
	ALL	**13.02**	**11.1**	**+15.92%**	**87%**
	Analysis: This content area is a standout, with high average scores and an impressive percentage difference from the national average (+15.92%). All modalities exceed the competency threshold, indicating that students are well-prepared in this area.				
5. Counseling and Helping Relationships	ATL	**12.28**	10.7	+13.75%	70%
	CHATT	**12.81**	10.7	+17.95%	95%
	ONL	**13**	10.7	+19.41%	91%
	ALL	**12.58**	**10.7**	**+16.15%**	**81%**
	Analysis: While the overall performance is strong (+16.15% above national average), ATL lags behind with a 70% competency rate. CHATT (95%) and ONL (91%) are performing significantly better. ATL students may need more focused preparation in this area.				
6. Group Counseling and Group Work	ATL	**11.77**	10.1	+15.27%	68%
	CHATT	**11.9**	10.1	+16.36%	76%
	ONL	**12**	10.1	+17.19%	82%
	ALL	**11.86**	**10.1**	**+16.03%**	**73%**

Content Area	Modality	Richmont Average Score	National Average Score	Percentage Difference	Percentage of Students Passing at Nat'l Avg.
	Analysis: Performance is solid overall, with a notable positive percentage difference from the national average (+16.03%). However, ATL's competency rate (68%) is lower than the expected threshold, suggesting a need for improvement in this modality.				
7. Assessment and Testing	ATL	**12.45**	10.8	+14.19%	81%
	CHATT	**11.95**	10.8	+10.11%	76%
	ONL	**12.14**	10.8	+11.68%	73%
	ALL	**12.26**	**10.8**	**+12.66%**	**78%**
	Analysis: Although the average score is positive (+12.66%), the competency rate falls short of the 80% threshold for CHATT and ONL. More effort may be needed to strengthen student understanding and performance in assessment and testing.				
8. Research and Program Evaluation	ATL	**12.91**	12.1	+6.48%	81%
	CHATT	**12.71**	12.1	+4.92%	81%
	ONL	**12.64**	12.1	+4.37%	68%
	ALL	**12.8**	**12.1**	**+5.62%**	**78%**
	Analysis: This content area shows a moderate percentage difference from the national average (+5.62%). ATL and CHATT meet the competency threshold, but ONL lags behind with only 68% of students meeting competency. ONL students may need additional resources or support in research and program evaluation.				

The overall CPCE performance data for all students across the Atlanta (ATL), Chattanooga (CHATT), and Online (ONL) modalities demonstrate strong performance compared to national averages. Richmont students generally performed better than the national average in all content areas, with percentage differences ranging from modest gains to significant improvements, particularly in areas like Counseling and Helping Relationships, Career Development, and Human Growth and Development. The overall pass rate on the first attempt was 86%, slightly below the desired 80% competency rate for some content areas.

While the data reflects positive outcomes overall, there are areas where further improvements are necessary. Some content areas, such as Social and Cultural Diversity and Professional Counseling Orientation and Ethical Practice, show lower competency rates and narrower percentage differences compared to national averages. These areas may benefit from targeted curriculum adjustments or additional student support to improve outcomes further.

Dispositional Data – Aggregate

Site Supervisor Survey

The following dispositional data was gathered from the Site Supervisor Survey in which site supervisors assess interns on a number of different knowledge, skills, dispositional, and professional areas.

Dispositions	Excellent	Competent	Needs Remediation
1. **Awareness and Receptivity** *Students who embody awareness and receptivity have an accurate sense of self, are aware of their own emotions, and those of others. They are teachable, humble, and accept and apply feedback without defensiveness. They demonstrate humble consideration of world-views that differ from their own, and consistently engage in the learning process. They are respectful, and practice good boundaries.*	82.6%	16.7%	0.7%
2. **Compassion** *Students who embody compassion demonstrate accurate empathy toward self and others. They feel deeply for clients while approaching clinical work with intention and professionalism. These students intentionally pursue self-care and grace for self.*	95%	5%	0%
3. **Integrity** *Students who embody integrity are responsible, honest, and accountable. They are collaborative and helpful in all settings. They take seriously the requirements for confidentiality within courses, and in clinical settings.*	86.3%	12.3%	1.4%
4. **Resilience and Self-Regulation** *Students who embody resilience and self-regulation demonstrate cognitive flexibility and adaptability. They are congruent, authentic, and consistently demonstrate emotional stability and self-regulation in all settings. These students are able to manage their own distress and anxiety and tolerate ambiguity, yet remain engaged with others both personally and professionally.*	94.9%	5.1%	0%

The dispositional data gathered from the Site Supervisor Survey reflects a generally strong performance among interns across all measured dispositional areas, with a majority of students rated as "Excellent." Here's an analysis by disposition:

- **Awareness and Receptivity**: With 82.6% rated as "Excellent" and 16.7% as "Competent," this category shows solid performance, although a small percentage of students (0.7%) require remediation. The high percentage of excellence suggests that most students are successfully embodying teachability, humility, and boundary-setting, but there is room to monitor those needing improvement to ensure no further issues arise in this critical area.

- **Compassion**: This category has the highest level of excellence, with 95% of students rated as "Excellent" and no students requiring remediation. This indicates that students are particularly adept at demonstrating empathy and maintaining professionalism, a key strength for counseling interns. The focus on self-care and grace for self may contribute to their strong performance here.
- **Integrity**: With 86.3% marked as "Excellent" and 12.3% as "Competent," this category shows robust performance. However, the 1.4% needing remediation, although small, is notable in an area as critical as integrity. This should be closely monitored as it impacts responsibility, accountability, and confidentiality—core components of professional practice.
- **Resilience and Self-Regulation**: Similar to compassion, this category is another area of strength, with 94.9% rated "Excellent" and 5.1% as "Competent." The absence of students needing remediation underscores the interns' strong capacity for emotional stability, cognitive flexibility, and engagement even in stressful or ambiguous situations. This is crucial for their ability to thrive in clinical settings.

Overall, the data reflects a positive assessment of students' dispositional attributes, with minimal remediation needed across categories. The highest areas of excellence are Compassion and Resilience, while Integrity and Awareness and Receptivity show slightly lower performance, but still represent strong dispositional capacities. The university can continue to focus on these dispositional areas to maintain and further improve student outcomes, particularly for those few needing remediation.

Employer Survey

The following data was gathered from employers of graduates, when asked to rate their experience with the Richmont Graduate Students they have employed.

Dispositions	Item	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1. **Awareness and Receptivity**	The graduate/intern was aware of their own limitations and receptive to feedback.	-	-	-	71%	29%
2. **Compassion**	The graduate/intern showed compassion toward clients and colleagues.	-	-	-	29%	71%
3. **Integrity**	The graduate/intern consistently demonstrated honesty and integrity.	-	-	-	43%	57%
4. **Resilience and Self-Regulation**	The graduate/intern exhibited resilience and the ability to self-regulate in challenging situations.	-	-	-	86%	14%

*Only 7 employers responded.

The employer survey data reveals overwhelmingly positive feedback regarding Richmont graduates, with the majority of respondents indicating strong agreement across all dispositional areas. For

Awareness and Receptivity, 71% of employers agreed and 29% strongly agreed that graduates were aware of their limitations and open to feedback. In terms of **Compassion**, 71% strongly agreed that graduates showed compassion towards clients and colleagues, while 29% agreed. **Integrity** also scored highly, with 57% strongly agreeing and 43% agreeing that graduates consistently demonstrated honesty. **Resilience and Self-Regulation** was the highest-rated area, with 86% of employers agreeing and 14% strongly agreeing that graduates exhibited resilience in challenging situations. Although only seven employers responded, the feedback is uniformly positive and highlights the strong dispositional qualities of Richmont graduates in professional settings.

Combined Dispositional Analysis

- **Awareness and Receptivity**: This disposition was rated highly by both site supervisors and employers. Site supervisors rated 82.6% of students as "Excellent," while employers overwhelmingly agreed (71%) or strongly agreed (29%) that graduates were receptive to feedback. Despite strong performance, this was the lowest-rated disposition by site supervisors compared to the others.
- **Compassion**: Compassion was the highest-rated disposition by both groups. Site supervisors rated 95% of students as "Excellent," and 71% of employers strongly agreed, with 29% agreeing that graduates exhibited compassion toward clients and colleagues. This suggests that compassion is a standout quality in Richmont students, reflected in both their training and professional performance.
- **Integrity**: Integrity also scored well, with 86.3% of students rated as "Excellent" by site supervisors. Employers provided positive feedback as well, with 57% strongly agreeing and 43% agreeing that graduates demonstrated honesty and accountability. This disposition ranks solidly, showing a strong ethical foundation in both training and employment.
- **Resilience and Self-Regulation**: This disposition was rated very highly by both site supervisors and employers, with site supervisors rating 94.9% of students as "Excellent" and 86% of employers agreeing and 14% strongly agreeing. It was one of the top-rated dispositions, showing that students are well-prepared to handle challenges with emotional stability and adaptability.

Survey Results

Annual All Student Survey

Annually, Richmont Graduate University conducts comprehensive student surveys across its three CMHC instructional modalities: Online, Atlanta campus, and Chattanooga campus. The primary purpose of these surveys was to gather detailed feedback from students regarding their educational experiences, satisfaction levels, and areas where the university could enhance its programs. Collecting this data is crucial for continuous improvement and ensuring that the university meets the standards set by accrediting bodies.

The All Student Survey aims to evaluate various aspects of the students' academic journey, including, but not limited to: Program Satisfaction, Faculty Effectiveness, Ethical and Professional Preparation, Multicultural Competence and Diversity Considerations, Administrative Satisfaction, Overall Perceptions, Community Engagement, Stress Levels, Work Loads, and Student Wellness and Self-Care.

The analysis below highlights certain components from the surveys that are directly relevant to the CMHC program evaluation and the use of data to inform improvements. By concentrating on these key areas, this report can focus on actionable, program related outcomes, and the differences between modalities.

Question	Relation	Response	Online	Atlanta	Chattanooga
Overall, I am satisfied with my degree program(s).	Overall Program	Strongly Agree	39%	65%	42%
		Agree	39%	35%	58%
		Disagree	13%	-	-
		Strongly Disagree	9%	-	-
		Total Agree	78%	100%	-
		Analysis: The lower satisfaction among online students compared to on-campus students suggests areas for improvement in the online program			
As a result of the Richmont faculty, I am acquiring a satisfactory level of knowledge and skill through my degree program.	Faculty Role in Acquisition of Knowledge and Skills	Strongly Agree	40%	65%	58%
		Agree	32%	35%	33%
		Disagree	20%	-	8%
		Strongly Disagree	8%	-	-
		Total Agree	72%	100%	92%
		Analysis: Faculty effectiveness directly impacts student learning outcomes. The disparity suggests a need to address faculty engagement in the online modality.			
Richmont provides me with sufficient knowledge and understanding of professional codes of ethics and licensure laws.	Program Goal 3 and KPI 1	Strongly Agree	50%	35%	50%
		Agree	33%	65%	50%
		Disagree	17%	-	-
		Strongly Disagree	-	-	-
		Total Agree	83%	100%	100%
		Analysis: Understanding professional ethics is crucial. The data highlights a gap in the online program that needs attention.			
Multicultural elements have been infused	Program Goal 5 and KPI 2	Strongly Agree	40%	47%	50%
		Agree	56%	53%	42%

throughout the curriculum		Disagree	4%	-	8%
		Strongly Disagree	-	-	-
		Total Agree	96%	100%	92%
		Analysis: Overall students feel that multicultural elements are infused throughout the curriculum.			
I feel free to openly address issues related to cultural, ethnic, and racial diversity in the classroom.	Program Goal 5 and KPI 2	Strongly Agree	20%	29%	50%
		Agree	52%	53%	50%
		Disagree	16%	18%	-
		Strongly Disagree	12%	-	-
		Total Agree	72%	82%	100%
		Analysis: Comfort in discussing diversity is essential for developing multicultural competence. The data indicates that online and Atlanta students feel less comfortable compared to Chattanooga students.			
I am practicing new self-care strategies.	Disposition – Resilience and Self-Regulation	Strongly Agree	33%	29%	17%
		Agree	25%	59%	67%
		Disagree	33%	12%	8%
		Strongly Disagree	8%	-	-
		Not Applicable	-	-	8%
		Total Agree	58%	88%	83%
		Analysis: Student wellness impacts academic success. The lower engagement among online students suggests a need for enhanced support.			
I consider other students to be culturally intelligent.	Program Goal 5 and KPI 2	Strongly Agree	13%	29%	42%
		Agree	58%	41%	50%
		Disagree	29%	29%	8%
		Strongly Disagree	-	-	-
		Total Agree	71%	70%	92%
		Analysis: Peer interactions are crucial for developing multicultural competence. Discrepancies among modalities indicate areas for improvement.			

CMHC Mission, Goals, and KPI's Survey

The below presents a comprehensive analysis of the survey conducted to assess the Master of Arts in Clinical Mental Health Counseling (CMHC) program's mission, objectives, and key performance indicators (KPIs) at Richmont Graduate University. The survey gathered feedback from current students, alumni, faculty, and staff to evaluate the program's effectiveness in meeting its educational goals and to identify areas for improvement. The insights derived from this analysis aim to inform strategic enhancements to the CMHC program, ensuring it continues to provide high-quality, Christ-centered education that prepares students for professional counseling practice.

Response Demographics

Affiliation	Percentage	Count
Current School of Counseling Faculty	13.7%	14
Current Richmont Staff	2.9%	3

Affiliation	Percentage	Count
Current School of Counseling Student	31.4%	32
School of Counseling Alumni	54.9%	56
Other	2%	2

Analysis:

- The survey includes a diverse mix of respondents, providing a comprehensive perspective from those directly involved with the CMHC program.
- The majority of respondents are alumni (54.9%), offering valuable insights from their post-graduation experiences.

CMHC Mission Statement

Respondents were presented with five potential mission statements developed by School of Counseling Clinical Mental Health Counseling core faculty. Respondents identified which of the three mission statements they favored the most, in order of most favorable.

Preference Level	Statement 1	Statement 2	Statement 3	Statement 4	Statement 5
Most Favored	31% (22)	21.1% (15)	14.1% (10)	7% (5)	26.8% (19)
Second Most Favored	28.2% (20)	12.7% (9)	19.7% (14)	11.3% (8)	28.2% (20)
Third Most Favored	15.5% (11)	21.1% (15)	28.2% (20)	18.3% (13)	16.9% (12)
Total Votes	53	39	44	26	51

Analysis:

- Statement 1 and Statement 5 are the most favored overall, receiving 31.0% and 26.8% of first-choice votes, respectively.
- Common themes in preferred statements include integration of Christian faith, clinical excellence, ethical practice, and cultural competence.

Key Themes from Open Ended Response:

Integration of Faith and Practice:

- Emphasis on integrating Christian faith with evidence-based counseling methods.
- Preference for terms like "Christ-centered" and "Christian faith."

Clinical Excellence and Evidence-Based Practice:

- Importance of highlighting commitment to clinical excellence and ethical standards.
- Inclusion of "evidence-based practice" seen as essential.

Cultural Competence and Diversity:

- Desire to include cultural competence and advocacy for diverse populations.
- Some concern about politically charged terms like "social justice."

Clarity and Conciseness:

- Preference for mission statements that are clear, concise, and free of grammatical errors.
- Suggestions to avoid redundancy and overly complex language

Suggestions and Concerns:

Preference Level	Statement 1	Statement 2	Statement 3	Statement 4	Statement 5

Avoiding Political Language:

- Some respondents cautioned against using terms like "social justice" due to potential political connotations.

Emphasizing Spiritual Formation:

- Desire for greater emphasis on spiritual formation and theological reflection within the mission statement.

Differentiation from Other Institutions:

- Encouragement to highlight what makes Richmont unique compared to other Christian counseling programs.

Program Objective Evaluation

Respondents were presented with the CMHC program objectives and responded based on their level of agreement with how the program performs with regard to each aspect of each objective.

Program Objective	Findings
Objective 1: Students will demonstrate knowledge of theoretical and empirical foundations of clinical mental health counseling.	• 97.1% of respondents (67.0% strongly agree, 30.1% agree) indicated that the program provides a thorough understanding of theoretical foundations. • 91.3% (58.3% strongly agree, 33.0% agree) agreed that the program adequately covers empirical research relevant to clinical mental health counseling.
Objective 2: Students will develop skills of interpersonal therapeutic processes, clinical assessment, and treatment interventions.	• 96.1% (71.8% strongly agree, 24.3% agree) felt the program helps students develop strong skills in interpersonal therapeutic processes. • Regarding clinical assessment training being comprehensive and practical, 88.4% (54.4% strongly agree, 34.0% agree) agreed. • 84.4% (42.7% strongly agree, 41.7% agree) agreed that the program teaches students how to implement effective treatment interventions.
Objective 3: Students will develop a practical understanding of counseling ethics, law, and professional standards and act in accordance with ethical codes.	• 93.2% (68.9% strongly agree, 24.3% agree) agreed that the program provides a practical understanding of counseling ethics and law. • 93.2% (74.8% strongly agree, 18.4% agree) felt that the program teaches students to act in accordance with professional ethical codes.
Objective 4: Students will integrate Christian spiritual formation and critical theological reflection as these pertain to the counseling profession.	• 85.5% (44.7% strongly agree, 40.8% agree) agreed that the program helps students integrate Christian spiritual formation into their counseling practice. • 86.4% (50.5% strongly agree, 35.9% agree) felt that theological reflection is effectively incorporated into the curriculum.
Objective 5: Students will demonstrate multicultural awareness, knowledge, and skills necessary for working with diverse populations.	• 85.5% (44.7% strongly agree, 40.8% agree) agreed that the program enhances multicultural awareness and knowledge. • 75.7% (30.1% strongly agree, 45.6% agree) felt that students develop the necessary skills to work with diverse populations.
Qualitative Feedback	• Respondents appreciated the integration of Christian faith with clinical practices and the strong emphasis on ethics and professional standards.

Program Objective	Findings
	• Many highlighted the program's effectiveness in developing interpersonal therapeutic skills. • Some suggested that more practical training in treatment planning, case conceptualization, and implementation of diverse therapeutic interventions would be beneficial. • A few alumni and students expressed interest in an increased focus on multicultural competence and working with diverse populations.

Key Performance Indicator Evaluation

Respondents were presented with the CMHC program Key Performance Indicators and responded based on their level of agreement with how the program prepares students with regard to each aspect of each KPI.

KPI	Item	Findings
1. Professional Counseling Orientation and Ethical Practice	The program prepares students to assess ethical situations according to relevant codes of ethics.	• 91.3% of respondents agree (63.1% strongly agree; 28.2% agree) that the program prepares students to assess ethical situations according to relevant codes of ethics. • 2.9% were neutral. • 1.9% disagreed. • 3.9% selected "I Don't Know."
	The program teaches students how to apply legal standards in assessing ethical situations.	• 85.5% of respondents agree (54.4% strongly agree; 31.1% agree) that the program teaches students how to apply legal standards in assessing ethical situations. • 8.7% were neutral. • 1.9% disagreed. • 3.9% selected "I Don't Know."
	The program helps students make appropriate decisions regarding subsequent actions in ethical situations.	• 88.3% of respondents agree (56.3% strongly agree; 32.0% agree) that the program helps students make appropriate decisions in ethical situations. • 4.9% were neutral. • 2.9% disagreed (1.9% disagree; 1.0% strongly disagree). • 3.9% selected "I Don't Know."
	Analysis: The data indicates that a significant majority of respondents feel well-prepared in ethical assessment and decision-making. Over 91% agree that the program equips them to assess ethical situations according to relevant codes, suggesting strong performance in this area.	
2. Social and Cultural Diversity	The program helps students develop an understanding of competencies for ethical	• 78.6% of respondents agree (41.7% strongly agree; 36.9% agree) that the program helps them develop competencies for ethical multicultural practice.

KPI	Item	Findings
	practice in a multicultural society.	• 11.7% were neutral. • 5.9% disagreed (4.9% disagree; 1.0% strongly disagree). • 3.9% selected "I Don't Know."
	Students gain knowledge about pluralistic societies and how to practice ethically within them.	• 70.9% of respondents agree (35.0% strongly agree; 35.9% agree) that they gain knowledge about pluralistic societies and ethical practice. • 17.5% were neutral. • 7.8% disagreed. • 3.9% selected "I Don't Know."
	Analysis: While the majority feel the program enhances their understanding of multicultural competencies, approximately 25% were neutral or disagreed, indicating room for improvement in multicultural education.	
3. Human Growth and Development	The program provides students with a thorough understanding of human developmental factors.	• 90.3% of respondents agree (54.4% strongly agree; 35.9% agree) that the program offers a thorough understanding of human developmental factors. • 7.8% were neutral. • 1.0% strongly disagreed. • 1.0% selected "I Don't Know."
	Students learn how human developmental factors impact clinical mental health counseling.	• 89.4% of respondents agree (54.4% strongly agree; 35.0% agree) that they learn about the impact of developmental factors. • 8.7% were neutral. • 1.9% selected "I Don't Know."
	Analysis: An overwhelming majority agree that the program effectively teaches human developmental factors, reflecting strong performance in this area.	
4. Career Development	The program teaches strategies for assessing factors contributing to career development.	• 71.8% of respondents agree (32.0% strongly agree; 39.8% agree) that the program teaches career development assessment strategies. • 19.4% were neutral. • 2.9% disagreed. • 5.8% selected "I Don't Know."
	Students learn how to implement strategies for career development assessment.	• 70.8% of respondents agree (32.0% strongly agree; 38.8% agree) that they learn to implement these strategies. • 18.4% were neutral. • 5.9% disagreed (4.9% disagree; 1.0% strongly disagree). • 4.9% selected "I Don't Know."
	Analysis: While a majority agree that the program addresses career development, nearly 24% were neutral or disagreed, suggesting enhancements are needed in this area.	
5. Counseling and Helping Relationships	Students develop an understanding of the skills necessary to establish effective counseling relationships.	• 96.1% of respondents agree (71.8% strongly agree; 24.3% agree) that they develop necessary skills to establish effective counseling relationships. • 2.9% were neutral.

KPI	Item	Findings
		• 1.0% disagreed.
	The program helps student practice the skills necessary to maintain effective counseling relationships.	• 94.2% of respondents agree (67.0% strongly agree; 27.2% agree) that they practice these skills. • 2.9% were neutral. • 2.9% disagreed.
	Analysis: An overwhelming majority feel well-prepared in counseling relationship skills, indicating excellence in this foundational area.	
6. Group Counseling and Group Work	Students learn the characteristics necessary for ethical group formation.	• 90.3% of respondents agree (50.5% strongly agree; 39.8% agree). • 4.9% were neutral. • 4.9% selected "I Don't Know."
	The program prepares students for effective group leadership.	• 83.5% of respondents agree (49.5% strongly agree; 34.0% agree). • 9.7% were neutral. • 1.0% strongly disagreed. • 5.8% selected "I Don't Know."
	Students gain skills necessary for group evaluation.	• 85.4% of respondents agree (41.7% strongly agree; 43.7% agree). • 7.8% were neutral. • 1.0% strongly disagreed. • 5.8% selected "I Don't Know."
	Analysis: While most agree they acquire group counseling skills, higher neutral and "I Don't Know" responses suggest some may lack confidence in this area. Some of the students who responded may not have yet reached this point in their program. Regardless additional data needs to be collected here.	
7. Assessment and Testing	The program teaches students to identify evidence-based procedures for diagnostic purposes.	• 88.3% of respondents agree (49.5% strongly agree; 38.8% agree). • 4.9% were neutral. • 1.0% strongly disagreed. • 5.8% selected "I Don't Know."
	Students learn to implement evidence-based procedures for risk assessment.	• 84.5% of respondents agree (40.8% strongly agree; 43.7% agree). • 7.8% were neutral. • 1.0% disagreed. • 6.8% selected "I Don't Know."
	After their time in program, I feel confident students are able to use evidence-based procedures for treatment planning.	• 84.4% of respondents agree (41.7% strongly agree; 42.7% agree). • 6.8% were neutral. • 3.9% disagreed. • 4.9% selected "I Don't Know."
	Analysis: While a strong majority feel confident in diagnostic and treatment planning skills, the presence of neutral and disagreeing responses indicates a need for more practical training.	

KPI	Item	Findings
8. Research and Program Evaluation	The program prepares students to consume research relevant to counseling interventions.	• 89.3% of respondents agree (47.6% strongly agree; 41.7% agree). • 5.8% were neutral. • 1.9% disagreed. • 2.9% selected "I Don't Know."
	Students learn to evaluate research to inform evidence-based counseling interventions.	• 85.5% of respondents agree (44.7% strongly agree; 40.8% agree). • 8.7% were neutral. • 1.0% disagreed. • 4.9% selected "I Don't Know."
	Analysis: The majority feel prepared to engage with and evaluate research, highlighting this as a strength of the program.	
9. CMHC	Students develop the skills needed to diagnose a wide range of clients.	• 83.5% of respondents agree (50.5% strongly agree; 33.0% agree) that students develop the skills needed to diagnose a wide range of clients. • 8.7% were neutral. • 3.9% disagreed. • 3.9% selected "I Don't Know."
	The program teaches students to conceptualize cases effectively.	• 91.2% of respondents agree (52.4% strongly agree; 38.8% agree) that the program teaches students to conceptualize cases effectively. • 3.9% were neutral. • 2.9% disagreed. • 1.9% selected "I Don't Know."
	After their time in program, I feel confident students are able to develop appropriate treatment plans for diverse clients.	• 82.5% of respondents agree (41.7% strongly agree; 40.8% agree) that they feel confident students are able to develop appropriate treatment plans for diverse clients. • 7.8% were neutral. • 6.8% disagreed. • 2.9% selected "I Don't Know."
	Analysis: • The data indicates that a significant majority of respondents feel the program effectively teaches diagnostic skills and case conceptualization. Specifically, 83.5% agree that students develop the skills needed to diagnose a wide range of clients, and an even higher 91.2% agree that the program teaches students to conceptualize cases effectively. • However, confidence slightly decreases when it comes to developing appropriate treatment plans for diverse clients, with 82.5% agreeing and 6.8% disagreeing. The presence of 7.8% neutral responses and 2.9% who selected "I Don't Know" suggests that while the program is largely successful in this area, there may be a need to enhance training focused on treatment planning for diverse populations to ensure all students feel fully prepared.	

Overall KPI Analysis: Strengths and Areas for Improvement

Strengths	Areas for Improvement
• Ethical Assessment and Decision-Making: Over 91% of respondents agree that the program prepares students to assess ethical situations according to relevant codes of ethics. • Human Development Factors: Over 90% agree that the program provides a thorough understanding of human developmental factors and their impact on counseling. • Counseling Relationship Skills: An overwhelming 96.1% agree that students develop and practice necessary counseling relationship skills. • Case Conceptualization Skills (KPI #9): 91.2% agree that the program effectively teaches case conceptualization. • Research Consumption and Evaluation: 89.3% feel prepared to consume and evaluate research relevant to counseling interventions.	• Multicultural Competence: Approximately 25% of respondents were neutral or disagreed about developing competencies for ethical multicultural practice, indicating a need for enhanced focus in this area. • Career Development Strategies: Nearly 24% were neutral or disagreed that the program teaches strategies for career development assessment, suggesting curriculum enhancements could be beneficial. • Group Counseling Skills: Higher percentages of neutral responses and "I Don't Know" selections indicate some students may lack confidence in group counseling abilities. • Diagnostic and Treatment Planning for Diverse Clients (KPI #9): While 82.5% feel confident in developing treatment plans for diverse clients, the 6.8% who disagreed point to an opportunity to strengthen training in this area.

The survey results demonstrate that the CMHC program is largely successful in meeting its key performance indicators, particularly in ethical decision-making, human development understanding, counseling relationship skills, and research competencies. However, areas such as multicultural competence, career development strategies, group counseling skills, and diagnostic/treatment planning, specifically for diverse clients, show opportunities for enhancement to ensure all students feel fully prepared.

Employer Survey

This report presents an analysis of the employer survey conducted to gather feedback on the performance of interns and graduates from the Master of Arts in Clinical Mental Health Counseling (CMHC) program at Richmont Graduate University. The survey aims to assess how well the program prepares its students for professional practice, focusing on mission-related qualities, program objectives, professionalism, and dispositional traits. The insights derived from this analysis will help identify strengths and areas for improvement in the CMHC program, ensuring it continues to produce competent and ethical counseling professionals who meet the expectations of employers. The following analysis will not include dispositional data as it was discussed previously in this report.

Response Demographics

There were only **7 total responses**, despite the survey being sent to over 100 employers. 71.4% of respondents (5 out of 7) have worked with both a Richmont intern and a Richmont post-graduate. 14.3% (1 respondent) have had a Richmont intern at their site. 14.3% (1 out of 7) have hired a Richmont post-

graduate. 100% of respondents indicated that their intern or graduate practiced in a **Private Practice** setting.

CMHC Mission-Related Qualities Evaluation

Respondents were asked to evaluate interns/graduates with regard to the distinct components of the CMHC mission statement and provide direct feedback on the mission statement itself.

Item	Findings
The Richmont graduate/intern demonstrated values rooted in a Christ-centered education.	• 71.5% of respondents agree (28.6% strongly agree; 42.9% agree) that the Richmont graduate/intern demonstrated values rooted in a Christ-centered education. • 14.3% were neutral. • 14.3% selected "Not applicable."
The Richmont graduate/intern displayed a strong commitment to clinical excellence.	• 100% of respondents agree (57.1% strongly agree; 42.9% agree) that the graduate/intern displayed a strong commitment to clinical excellence.
The Richmont graduate/intern consistently acted in accordance with ethical standards	• 100% of respondents agree (71.4% strongly agree; 28.6% agree) that the graduate/intern consistently acted in accordance with ethical standards.
The Richmont graduate/intern demonstrated compassion in their counseling practice.	• 100% of respondents agree (71.4% strongly agree; 28.6% agree) that the graduate/intern demonstrated compassion in their counseling practice.
The Richmont graduate/intern demonstrated awareness and competency in working with diverse populations.	• 100% of respondents agree (28.6% strongly agree; 71.4% agree) that the graduate/intern demonstrated awareness and competency in working with diverse populations.
Analysis: • A significant majority of employers, 71.5%, affirm that Richmont graduates/interns demonstrate values rooted in a Christ-centered education, with 28.6% strongly agreeing. • All respondents (100%) agree that graduates/interns display a strong commitment to clinical excellence and act in accordance with ethical standards, highlighting these as key strengths. • The compassion of graduates/interns is also universally recognized, with 71.4% strongly agreeing. • Regarding multicultural competency, all employers agree that graduates/interns are aware and competent in working with diverse populations, though fewer (28.6%) strongly agree, suggesting room for further strengthening in this area.	
Qualitative Feedback: • One employer mentioned that interns may not fully grasp the workload and expectations during their internship year, leading to challenging conversations about responsibilities and effort. • Another noted that past interns desired more in-depth integration training related to Christian counseling. • No employers had any feedback on the mission statement itself.	

Graduate/Intern Professionalism

Employers were asked to rate graduates/interns regarding their professional qualities.

Item	Findings
The graduate/intern communicated effectively with clients, peers, and supervisors.	• 100% of respondents agree (42.9% strongly agree; 57.1% agree) that the graduate/intern communicated effectively.
The graduate/intern was dependable and consistent in their responsibilities.	• 85.8% of respondents agree (42.9% strongly agree; 42.9% agree) that the graduate/intern was dependable and consistent. • 14.3% neither agree nor disagree.
The graduate/intern was able to adapt to changes in the work environment.	• 85.8% of respondents agree (42.9% strongly agree; 42.9% agree) that the graduate/intern adapted well to changes. • 14.3% neither agree nor disagree.
Analysis: • Effective communication is universally recognized as a strength among Richmont graduates/interns. • While the majority find graduates/interns dependable and adaptable, the neutral responses (14.3%) suggest that some individuals may vary in these areas.	

Overall Satisfaction and Future Hiring Intentions

Item	Findings
Based on your experience, how likely are you to hire Richmont graduates or interns in the future?	• 100% of respondents are likely to hire Richmont graduates or interns in the future, with 71.4% being extremely likely and 28.6% somewhat likely.
Analysis: • Employers show a strong inclination to continue hiring from Richmont, reflecting high overall satisfaction with the graduates and interns.	

Qualitative Feedback

Employers were given the opportunity to provide qualitive feedback on overall strengths and areas for improvement for graduates/interns.

Strengths	Areas for Improvement
• **Clinical Competence:** Richmont graduates are clinically sound and competent. • **Integration of Faith and Practice**: They effectively navigate the tension between faith and clinical practice, upholding ethical standards and holistic approaches. • **Eagerness to Learn:** Graduates/interns have great hearts and a strong desire to learn. • **Theoretical Conceptualization:** Their ability in theoretical conceptualization is above average. • **Ethics and Desire to Help:** They demonstrate great ethics and a desire to help others.	**Preparation for Internship Expectations:** • Interns may not fully understand the demands and responsibilities of their internship. **Business Aspects of Counseling:** • Need for education on the business side of counseling and private practice. **Impact of Counseling on the Therapist:** • Increased focus on how counseling work impacts the therapist personally. **Integration of Christian Counseling:** • Desire for a stronger emphasis on integrating Christian counseling within therapy. **Communication with Faculty:** • Recommendation for more direct communication between site supervisors and Richmont faculty.

Conclusion

The feedback from employers underscores the strengths of the CMHC program in producing competent, ethical, and compassionate counseling professionals. Graduates and interns exhibit strong professionalism and positive dispositional traits essential for effective counseling. All employers are likely to hire Richmont graduates or interns in the future, with a significant majority being extremely likely to do so. By addressing the areas for improvement identified, Richmont Graduate University can further enhance its program, better preparing students for the demands of professional practice and meeting the evolving needs of employers.

6 Month Post Graduation Survey

The information below presents a comprehensive analysis of the 6-month post-graduation surveys conducted with graduates from the Master of Arts in Clinical Mental Health Counseling (CMHC) program at Richmont Graduate University. This survey aims to gather information on post-graduate employment, perceptions on their career satisfaction, awareness and use of Career Services, and overall perceptions of the program.

Metric	Atlanta	Chattanooga	Online	Total
Number of Respondents	19	10	4	33
Percentage of Total Respondents	57.6%	30.3%	12.1%	100%

Employment

Employment Status	Atlanta	Chattanooga	Online	Total
Employed Full-Time	58%	70%	50%	61%
Employed Part-Time	37%	20%	50%	33%
Unemployed	5%	10%	0%	6%

Analysis:

- 94% of respondents report being employed. Higher percentage of unemployment is likely due to lower response rate (1 respondent = 10%).
- Most respondents report finding a job within 1-2 months post-graduation.
- 100% of respondents reported that their job is related to their field, proving that the CMHC program effectively prepares graduates for employment in their chosen field across all sites/modalities.
- ATL and CHATT report majority employment in private practice, with Chattanooga having higher representation in community agencies. All Online graduates report working in Private Practice.
- All but two (6% overall) of Atlanta respondents report having secured supervision.

Career Satisfaction	Atlanta	Chattanooga	Online
I derive great personal meaning from my career	95% Agree	100% Agree	100% Agree
I feel that I am contributing to the greater community	95% Agree	100% Agree	100% Agree
I feel appropriately compensated for the work that I do	47% Agree	80% Agree	100% Agree

Do you feel you are at-risk for burnout in your current employment?	72% No	33% No	75% No

Analysis:

- **High Career Satisfaction**: All modalities report high levels of personal meaning derived from their careers, with Chattanooga graduates exhibiting the highest percentage of strong agreement.
- **Positive Community Impact:** Graduates feel they are making meaningful contributions.
- ATL graduates report the highest dissatisfaction with compensation, with over 50% disagreeing or strongly disagreeing.
- CHATT graduates report the highest concern for burnout.

Awareness and Use of Career Resources

Atlanta graduates are most aware of the Richmont Alumni Facebook Page (89.5%) and Alumni Mentoring & Networking (84.2%). Chattanooga graduates are most aware of Continuing Education Opportunities (90%). Online graduates are most aware of Alumni Mentoring & Networking (75%) and Continuing Education Opportunities (75%).

Atlanta graduates primarily use the Richmont Alumni Facebook Page (100%). Chattanooga graduates have lower utilization rates across resources. Online graduates have limited usage, with 100% using Resume Writing & Interview Prep. There is a discrepancy between awareness and utilization of career services, showing that Atlanta graduates utilize resources more than other modalities.

- **Need for Practical Guidance**: Graduates express a desire for more practical information on salary expectations, treatment planning, and navigating the licensure process.
- **Desire for Networking Opportunities**: Suggestions include job fairs and increased networking resources.
- **Support for Supervision and Licensure**: Graduates seek additional assistance in finding supervisors and understanding licensure requirements.

Overall Relation to Mission, Program Objectives, Key Performance Indicators and Dispositions

Program Objectives and Mission Statement Alignment:

The mission statement emphasizes integrating Christ-centered education with clinical excellence to develop ethical, compassionate, and culturally competent counselors. Graduates report high levels of compassion in practice and ethical conduct, indicating alignment with the mission. Concerns about cultural competence and diversity suggest a need to reinforce this aspect in the program.

Key Performance Indicators (KPIs):

- **KPI: Ethical Practice**: High agreement on acting ethically in their roles.
- **KPI: Clinical Skills**: Desire for more training in treatment planning suggests a need to reinforce clinical competencies.

Dispositions:

Graduates exhibit professional dispositions such as commitment to self-care and ethical practice. Reports of burnout risk and dissatisfaction with compensation highlight areas where dispositional

support could be strengthened. Graduates feel personal meaning and contribution to the community, reflecting strong professional identity.

Conclusion

The 6-month post-graduation survey provides valuable insights into the experiences and needs of CMHC graduates across different modalities. While there are many areas of strength, such as high employment in the field and alignment with the program's mission, there are also opportunities for improvement. By addressing the recommendations outlined, Richmont Graduate University can enhance its CMHC program to better serve its students and fulfill its commitment to excellence in counselor education.

3 Year Post-Graduation Survey

The below information presents a comprehensive analysis of the 3-year post-graduation surveys conducted with graduates from the Master of Arts in Clinical Mental Health Counseling (CMHC) program at Richmont Graduate University. The surveys targeted graduates from two modalities: Atlanta (ATL) and Chattanooga (CHATT) campuses. As the online program has not yet reached a 3-year post-graduation cohort, data from online graduates is not included.

Metric	Atlanta	Chattanooga	Total
Number of Respondents	6	4	10
Percentage of Total Respondents	60%	40%	100%

Employment, Licensure, and Career Resources

All respondents report being employed full-time, indicated strong employment outcomes for the program. All respondents report that their job is related to their field of study. Most Atlanta (83%) and all Chattanooga (100%) respondents report working in Private Practice. Nearly one-third (30%) of Atlanta graduates report that they are currently a Licensed Professional Counselor, with the remainder (70%) reporting they are still working toward licensure. Half (50%) of Chattanooga respondents report that they are currently a Licensed Professional Counselor, with the remainder (50%) reporting that they are still working toward licensure. Respondents indicate that there were no course missing in Richmont's curriculum to prevent them from receiving licensure. Most graduates (83% Atlanta; 100% Chattanooga) indicate that they do not feel at risk of burnout. All respondents indicate that they *derive great personal meaning from their career* and *feel that they contribute to eh greater community.* Most graduates (73% Atlanta; 100% Chattanooga) indicate that they *feel appropriately compensated for the work that they do.* Graduates indicate that they remain connected to Richmont Gradaute University Career Resources.

Overall Program

Respondents indicate that the most meaningful aspects of the program include:

- **Atlanta**: Integration of faith, trauma-informed treatment, clinical training, relationships formed, internship experiences, and emphasis on self-care.

- **Chattanooga**: Integration of faith, trauma-informed treatment, clinical training, relationships formed, internship experiences, and emphasis on self-care.

Respondents recommended the following for Program Improvement:

- **Atlanta:** More education on the business side of counseling, including licensure applications.
- **Chattanooga**: Training geared toward starting a private practice, emphasis on therapeutic skills beyond initial sessions, and incorporating more neuroscience.

Conclusion

The 3-year post-graduation survey provides valuable insights into the long-term experiences and needs of CMHC graduates from the ATL and CHATT campuses. While graduates express high levels of employment in their field and satisfaction with their education, areas for improvement have been identified, particularly in business training, licensure support, and financial transparency.

Thinking about student poor performance on exams in general and how this may tie to the CPCE results this could be an additional reason we need additional testing across the curriculum, thus the additional quizzes in ProSem. Especially in areas that we want more data.

Overall, respondents would recommend prospective students to seek counseling training at Richmont, citing excellent education and community, but remain concerned about overall cost as compared to relatively low pay in the field.

Additional Change will be the Multicultural Curricular audit, addition to the Faculty course improvements

Additional measure to be added?

We need to know the major differences in CMHC students for online, vs Chatt, vs, ATL, big themes across the whole board as well.

Data-Guided Modifications

Program and Curricular Modifications

Major Revisions to Lifestyle & Career Development Course

Data from multiple sources indicated the need to update the Lifestyle & Career Development course to better align with current industry standards and student needs. Specifically, Online students underperformed in key assessments:

- In the 2022-2023 academic year, only 28.5% of Online students achieved an "Excellent" rating on quizzes assessing career development knowledge, with 61% rated as "Competent" and 10.5% requiring remediation.
- The Online Portfolio assignment showed that in 2022-2023, 93% of Online students were only "Competent", with 7% needing remediation—no students achieved an "Excellent" rating.

While CPCE results showed that Online students performed above the national average in Career Development (+18.48% difference), the percentage of students passing at the national average was 86%, lower than Chattanooga's 90%. Additionally, 24% of student survey respondents were neutral or disagreed that the program effectively teaches career development strategies. Employers confirmed this as well, showing less confidence in their assessment of intern/graduate competence working with diverse clients.

The specific data highlights a discrepancy between theoretical understanding and practical application among Online students. Despite scoring well on the CPCE, the lower performance in course assessments and student feedback indicated a need for more practical, skills-based learning. By revising the course to include practical applications, up-to-date research, and real-world case studies, the program aims to enhance students' ability to assess career development factors and guide clients effectively. This aligns with student requests for more practical training and addresses the gaps identified in the data.

Faculty completed a comprehensive revision of the Lifestyle & Career Development course to include practical application, up-to-date content/research, and case studies that reflect current trends in the career counseling content area. These revisions aim to equip students with the necessary skills to assess career development factors and guide clients through career decisions more effectively. The program will continue to track performance in KPI assessments and CPCE scores to ensure the changes improve competency in all modalities, particularly for online students.

Major Revisions to Social & Cultural Issues in Counseling Course

Data from KPIs and the CPCE highlighted the need for substantial updates to the Social & Cultural Diversity course. In 2022-2023, Online students showed a 9% remediation rate in the Social & Cultural Diversity KPI's Measure 1 (Exam 1), which persisted into 2023-2024. Atlanta and Chattanooga students also exhibited lower-than-desired performance, with only 66% and 40% achieving "Excellent" ratings respectively in 2023-2024.

CPCE results further underscored this need, with only a 3.8% difference above the national average in Social and Cultural Diversity, and a Percentage of Students Passing at National Average at 68% for Online and 64% for Atlanta—well below the expected 80% competency threshold.

Student surveys revealed that only 72% of Online students felt comfortable addressing diversity issues in the classroom, and 25% of respondents overall were neutral or disagreed about the program enhancing multicultural competencies.

The specific data points indicate a consistent challenge across modalities in both understanding and applying multicultural competencies. The revisions aim to address these gaps by incorporating practical applications of multicultural counseling, updated case studies, and current research on diversity issues. By enhancing the curriculum, the program seeks to improve student performance in KPIs and CPCE scores and ensure graduates are prepared to practice ethically and effectively in a multicultural society.

Faculty responded by overhauling the Social & Cultural Diversity course to include more relevant, up-to-date content. The revised course now incorporates practical applications of multicultural counseling competencies, case studies reflecting the complexities of a multicultural society, and current research on diversity issues as related to counseling. These changes aim to ensure students are better prepared to practice ethically and effectively in a multicultural society. The program will continue to track performance in KPI assessments and CPCE scores to ensure the changes improve competency in all sites/modalities.

Additional Examinations in Professional Seminar (PROSEM)

Data from multiple KPIs and CPCE results confirm that students tend to perform worse on exams compared to practical assignments. For instance, in Social and Cultural Diversity (2023-2024), only 64% of students across all modalities achieved an "Excellent" rating on Exam 1, with 6% needing remediation. Similarly, in Career Development quizzes, Online students had only 64% Excellent, with 7% requiring remediation. Performance in exam-heavy KPIs like Assessment and Testing or Research and Program Evaluation consistently reflects that a significant portion of students (ranging from 10-16% in some cases) require remediation or only reach competency.

CPCE results mirror this trend, with Atlanta students showing only 64% competency in Social and Cultural Diversity and 68% in Group Counseling and Group Work—both below the expected 80% threshold. The overall first-attempt pass rate is 86%, indicating that 14% of students did not pass on their first try.

The data indicates a clear need to improve students' exam performance to ensure they are fully prepared for licensure examinations like the CPCE and NCE. By incorporating additional exam-style quizzes in the Professional Seminar (PROSEM) course, students will gain more experience with multiple-choice testing formats, helping to bridge the gap between knowledge and exam application. This strategy addresses the specific areas where students underperform and aligns with the goal of enhancing overall competency.

The Clinical Mental Health Counseling Program Mission Statement

In the Academic Year 2023-2024, Richmont Graduate University's School of Counseling undertook a comprehensive process to develop a revised mission statement for the Master of Arts in Clinical Mental Health Counseling (CMHC) program. This initiative aimed to ensure that the mission statement accurately reflects the program's values, aligns with institutional goals, and resonates with the needs and expectations of its constituents, including faculty, students, alumni, and employers. The following

narrative outlines the steps taken in this collaborative process, highlights the direct input from constituents, and demonstrates how their feedback shaped the final mission statement.

During the annual Institutional Effectiveness Day, the School of Counseling faculty convened to initiate the mission statement development process. The faculty reviewed foundational documents, including: **Institutional Mission, School of Counseling Mission, Current CMHC Mission, CMHC Program Objectives, Key Performance Indicators (KPIs),** and **Dispositions.**

This review was intended to ground the faculty in the program's and institution's vision and ensure alignment with overarching goals. Additionally, faculty examined mission statements from comparable institutions to gather insights and best practices.

Faculty members collaborated to identify the key elements they expected and desired in the CMHC mission statement. They emphasized the importance of**: Integration of Christian faith and clinical excellence, Commitment to ethical practice, Development of compassionate and culturally competent counselors, Emphasis on evidence-based practice and self-awareness,** and **Inclusion of advocacy and service in a diverse world.**

Based on these discussions, the Dean of Students drafted five potential mission statements that encapsulated the identified elements. These drafts were designed to reflect varying emphases and language styles to elicit comprehensive feedback from constituents. The five draft mission statements were disseminated via a survey to a broad range of Richmont constituents, including faculty, current students, alumni, and staff. The survey aimed to gather preferences and qualitative feedback to inform the final mission statement. Results from the survey can be found in the survey section of this document.

The five draft mission statements were disseminated via a survey to a broad range of Richmont constituents, including faculty, current students, alumni, and staff. The survey aimed to gather preferences and qualitative feedback to inform the final mission statement. Key Feedback Incorporated included but was not limited to:

- **Conciseness**: Recognizing the preference for a succinct statement, the faculty aimed to create a mission statement that was clear and direct.
- **Integration of Faith and Clinical Excellence**: The faculty noted the strong constituent support for integrating Christ-centered education with clinical excellence.
- **Emphasis on Ethical Practice and Cultural Competence**: These elements were prioritized due to their importance to constituents.
- A**voidance of Redundancy and Clarity of Language**: The faculty addressed concerns about grammar and redundancy to enhance the statement's professionalism and readability.

Leveraging the data and feedback, the faculty synthesized the preferred elements from the most favored mission statements (particularly Statements 1 and 5, which were similar and highly rated) and crafted the following mission statement:

> *The mission of the Master of Arts Degree in Clinical Mental Health Counseling at Richmont Graduate University is to integrate Christ-centered education with clinical excellence to develop ethical, compassionate, and culturally competent counselors.*

The development of the CMHC program's mission statement was a collaborative and data-informed process that actively engaged faculty and constituents. By soliciting and incorporating direct feedback, the faculty ensured that the final mission statement authentically represents the program's values, aligns with institutional goals, and meets the expectations of its constituents. The final mission statement effectively encompasses the key elements valued by the program and its constituents, demonstrating a commitment to producing well-rounded, competent counselors equipped to serve diverse communities. The mission statement stands as a testament to Richmont Graduate University's commitment to integrating faith and clinical excellence in counselor education.

Administrative and Support Modifications

Social & Cultural Diversity Curricular Audit

To enhance student success and inclusivity, faculty recognized the need for a curricular audit to assess the representation of diverse voices in course materials. The demographic data shows a significant underrepresentation of Black/African American students compared to the populations of Atlanta (17% vs. 49.8%) and Chattanooga (3% vs. 33.3%). Additionally, KPI data revealed a decline in performance on multicultural competencies, with Online students achieving only 80% Excellent on the Color of Fear Worldviews Paper in 2023-2024, down from 91% Excellent in 2022-2023.

Student surveys further highlighted the need for improvement, with only 71% of Online students considering their peers culturally intelligent, indicating a perception gap that could be addressed through curricular enhancements.

To further enhance student success and inclusivity within the curriculum, faculty have determined that a curricular audit needs to be performed to assess whether diverse voices and inclusive examples are sufficiently represented in the program’s texts, case studies, articles, and other learning materials. This process has already begun, with an additional component added to the Continuous Course Improvement Survey, asking for clarification and focus on diversity and inclusion in each course. Once faculty have completed this audit, changes will be made as deemed necessary to ensure that social and cultural diversity is fully integrated across the curriculum. By embedding these elements throughout the program, the hope is that students will experience greater success in Social & Cultural Diversity content and its application, further enhancing their competency in working with diverse populations. Demographic data supports the overhaul, as the student body includes a significant portion of racial and ethnic minorities who will benefit from a curriculum that provides up-to-date, real-world cultural perspectives. The planned curriculum audit, which ensures diverse voices are reflected in case studies and readings, will further support these students, helping them achieve better outcomes in Social & Cultural Diversity KPIs and assessments.

Office of Diversity and Inclusion Support for Social & Cultural Diversity

Recognizing the importance of cultural competence, especially given the 17% representation of Black/African American students in both the Atlanta and Online modalities, the university expanded hands-on cultural training through the Office of Diversity and Inclusion. This decision was informed by a decrease in competency rates in the Social and Cultural Diversity KPI from 97% to 95%, and survey data indicating that only 72% of Online students felt free to address diversity issues in the classroom.

In their annual surveys, students express some discomfort in *openly addressing issues related to cultural, ethnic, and racial diversity in the classroom* and among fellow students. The Office of Diversity and Inclusion hosts monthly events covering topics such as Indigenous peoples' history, neurodiversity, and mental health stigma across cultures provide students with real-world opportunities to engage with diverse perspectives. Additionally, mandatory trainings for faculty and staff regarding cultural competence will be completed in the 2024-2025 academic year.

The introduction of more hands-on cultural training through the Office of Diversity and Inclusion is well-supported by the demographic breakdown, particularly for the Atlanta and Online modalities. Atlanta has a significant Black/African American population, with 24 students, and its culturally diverse metropolitan area highlights the importance of offering additional cultural training. Topics such as Indigenous peoples' history, mental health stigma across various cultural contexts, and neurodiversity will enhance these students' ability to navigate complex cultural dynamics in their future counseling roles. Similarly, the Online modality, with 17 Black/African American and 4 Asian students, along with many geographically dispersed students, would benefit from targeted cultural training delivered through online events. The diverse student population in these modalities underscores the need for extra-curricular programming to develop cultural competence, ensuring students are well-prepared for counseling in diverse environments and supporting their success in the Social & Cultural Diversity KPI.

Richmont hopes that increased diversity programming and training efforts, combined with ongoing assessment of KPI performance and CPCE data, will help ensure that students achieve competency in multicultural counseling, feel more comfortable discussing issues related to cultural, ethnic, and racial diversity, and are fully equipped to work with diverse populations in their future counseling careers.

Admissions Efforts

Richmont's demographic data reveals a significant gap between the racial composition of its student body and the communities it serves. With Atlanta's population being 49.8% Black but only 17% of students identifying as Black/African American, and Chattanooga's population being 33.3% Black with only 3% Black students, the university recognized the need to strengthen recruitment efforts among underrepresented populations.

This year, Richmont has notably increased its engagement with historically Black colleges and universities (HBCUs) such as Benedict College and Voorhees University, alongside participating in diversity-focused events like the NCR Black Colleges Expo. Compared to the Spring 2023 and Fall 2022 periods, where the admissions team also visited institutions like Spelman College and Alcorn State University, the current schedule demonstrates an enhanced focus on reaching underrepresented populations.

Virtual recruiting fairs also extend the geographic reach of the university, ensuring access for students who may not be able to attend in-person events. Together, these efforts aim to foster a more diverse and culturally competent student body, aligning with the university's broader goals of inclusion and representation.

Additional Faculty

The online modality of the Clinical Mental Health Counseling program continues to grow (65 students in 22-23; 49% increase). This sustained growth reflects the program's appeal and the broader shift toward online education, necessitating more faculty to maintain educational quality. In order to ensure the same quality in education, faculty deemed it necessary to continue to seek to add additional full-time faculty for the online modality. In the 2023-2024 academic year, the School of Counseling added one additional full-time faculty member to the online faculty roster.

Increased Faculty Communication with Supervisors

Supervisors expressed some concern via the Employer survey that there was not sufficient direct communication between site supervisors and Richmont Faculty. Faculty serve as the primary point of contact for site supervisors and initiate communication at the beginning of each semester. Starting in Spring 2025, faculty will send an introductory email with their contact information during the first week of the semester, ensuring site supervisors know who to reach out to for any concerns or questions. Additionally, faculty will follow up with an informal feedback request around the six-week mark and send a closing email at the end of the semester to maintain consistent communication and provide opportunities for feedback.

Assessment Modifications

Assessing Skills in Group Counseling and Group Work

While students demonstrated strong theoretical understanding in Group Counseling, as evidenced by 92% Excellent ratings in KPIs, CPCE results revealed that only 68% of Atlanta students passed at the national average in this content area—below the desired 80% competency threshold. This discrepancy indicates a gap between knowledge and practical application.

Faculty have identified the need for additional, robust assessments in the Group Counseling and Group Work content area to address the gap between knowledge and practical application. The current use of the CPCE and tailored quizzes primarily measures theoretical understanding, but does not fully assess students' ability to apply group counseling skills in real-world scenarios. Data from KPIs and program goals support this need. For example, while AY 21-22 and AY 22-23 data show strong performance on knowledge-based measures (e.g., 96% E/C across all modalities), practical skills in group leadership and dynamics remain under-assessed.

To address this gap, faculty are developing a new assessment that will be embedded in the clinical training sequence to measure the practical skills essential for effective group counseling and leadership. This new assessment will evaluate students' ability to lead groups, manage group dynamics, and apply ethical standards in live group settings. The hands-on approach is designed to ensure students can demonstrate competence not only in understanding group theories but also in executing group counseling techniques with clients. By incorporating this new skills-based assessment, the program will provide a more holistic evaluation of student competence in group work, ensuring a balanced focus on both knowledge and practical abilities. This change aligns with Richmont's commitment to fostering well-rounded counselors who are prepared to meet the complex demands of professional practice.

CPCE As an Assessment Tool

Faculty have critically evaluated the use of the CPCE as an assessment tool for Key Performance Indicators (KPIs). While the CPCE offers valuable insights into students' overall competency, the lack of access to detailed data on specific questions missed by students has made it difficult to use the exam for targeted assessment of KPIs and broader program goals. For instance, with only 64% of Atlanta students passing at the national average or above score in Social and Cultural Diversity, more granular data is needed to identify specific weaknesses.

To address this gap, faculty have decided to develop tailored quizzes that directly align with the KPIs previously intended to be assessed through the CPCE. These quizzes will be specifically designed to map to the learning objectives and competencies outlined in the curriculum, offering more granular and precise feedback on student performance in key areas. The quizzes will be integrated into the Professional Seminar (PROSEM) course during students' final semester, providing a comprehensive and final assessment of specific KPIs before graduation.

This approach will not only allow for a more focused evaluation of student competency in essential areas but will also empower faculty with actionable data to make informed program modifications. Importantly, the CPCE will continue to serve as a critical Exit Exam, measuring student performance across the eight CACREP content areas, and providing a benchmark for comparison with national standards. This dual approach—using both tailored quizzes and the CPCE—ensures a robust, multi-faceted assessment of student readiness and program effectiveness while maintaining the CPCE's role in evaluating the overall success of the CMHC program.

Professional Seminar Quizzes

The decision to gather additional data for Group Counseling and Group Work, Career Development, Human Growth and Development, and Social and Cultural Diversity through the tailored PROSEM exams is supported by data from the program goals, Key Performance Indicators (KPIs), and CPCE results. Here's how the data from each area reinforces this need.

While students have demonstrated positive performance in **Group Counseling and Group Work**, the introduction of the new skills-based assessment will be crucial for providing a more comprehensive evaluation of their capabilities. Tracking students' knowledge and practical skills toward the end of their program will allow for a clearer understanding of any gaps in their readiness for the professional field. Tailored assessments will help identify these gaps, ensuring students not only grasp theoretical concepts but are also fully prepared to apply their knowledge effectively in real-world group counseling settings.

Career Development has shown variability across modalities. For example, Online students' performance on program goals and KPIs for this content area has fluctuated, with AY 22-23 data showing a lower percentage of Excellent ratings (e.g., only 28.5% E for online quizzes). Additionally, The CPCE results in Career Development show that while students are generally performing well (53%-87% pass rates, depending on modality), there is still room for improvement. Tailored assessments will help clarify gaps in students' knowledge and readiness for the professional field.

Across all modalities, **Human Growth and Development** has remained a relatively strong area, but AY 22-23 showed some decline, particularly in Chattanooga and Online students. Despite the overall high performance, there were indicators of areas needing improvement in deeper developmental knowledge application. CPCE scores in Human Growth and Development have shown favorable results, but online

modality continues to display some disparities in performance. Faculty have determined that additional data from tailored exams could provide deeper insights into why certain students struggle with the developmental content area.

Social and Cultural Diversity has been identified as a priority area for improvement. Both the Online modality and Chattanooga students showed some performance gaps, with competency levels dropping to 68% in AY 22-23 and AY 23-24. KPIs reveal a need for improvement in social and cultural competencies, especially in online and Chattanooga modalities. Performance on measures like the Color of Fear Worldviews Paper showed gaps, with Online students in AY 23-24 only achieving 80% E, and several students needing remediation in this critical area. CPCE data showed lower-than-expected pass rates (64%-76% competency), suggesting that students might need additional targeted support and assessment to fully grasp the multicultural aspects of counseling.

Assessing Aggregate Student Dispositions

The Student Performance and Dispositions Review (SPDR) process at Richmont evaluates students in three domains: Performance includes the domains of Knowledge and Skills. The third domain is dispositions. There are many dispositions which are important to the work of counseling. Richmont has always evaluated dispositions, initially through the SQE (Student Qualifying Evaluations) process in which we focused on interpersonal skills. With the evolution of the SQE process to become the SPDR process we are able to more discretely evaluate specific dispositions which the faculty has chosen as most crucial for us to evaluate throughout the student's time at Richmont.

Performance domains (I. Knowledge and II. Skills) and III. Dispositions have been broken down to include specific definitions along with operational examples. The Dispositions domain, along with operational examples is provided below:

Performance and Disposition Domains	Operational Examples
III. Dispositions (D) (Embodiment) 1. **Awareness and Receptivity** Students who embody awareness and receptivity have an accurate sense of self, are aware of their own emotions, and those of others. They are teachable, humble, and accept and apply feedback without defensiveness. They demonstrate humble consideration of world-views that differ from their own, and consistently engage in the learning process. They are respectful, and practice good boundaries.	1. Are aware of their own personal history and how it may impact relationships in the classroom and in clinical settings. 2. Receive and acts upon feedback from faculty/supervisors without defensiveness. 3. View all people in the image of God, and treat them with respect, dignity, and kindness. 4. Demonstrate willingness to openly explore growth areas both personally and clinically.
2. **Compassion** Students who embody compassion demonstrate accurate empathy toward self and others. They feel deeply for clients while approaching clinical work with intention and professionalism. These students intentionally pursue self-care and grace for self.	1. Demonstrate willingness to work with diverse clients. 2. Manage their own discomfort to be more fully present for clients. 3. Feel empathy for clients, but maintain boundaries and professionalism.

Performance and Disposition Domains	Operational Examples
	4. Have realistic expectations for self and others.
3. <u>Integrity</u> Students who embody integrity are responsible, honest, and accountable. They are collaborative and helpful in all settings. They take seriously the requirements for confidentiality within courses, and in clinical settings.	1. Admit mistakes, correct them, and apologize where appropriate. 2. Keep their word regarding commitments made. 3. Communicate honestly and openly, without obfuscation. 4. Demonstrate healthy internal and interpersonal boundaries. 5. Demonstrate awareness and sound judgement regarding ethical concerns.
4. <u>Resilience and Self-Regulation</u> Students who embody resilience and self-regulation demonstrate cognitive flexibility and adaptability. They are congruent, authentic, and consistently demonstrate emotional stability and self-regulation in all settings. These students are able to manage their own distress and anxiety and tolerate ambiguity, yet remain engaged with others both personally and professionally.	1. Remain physically and emotionally present in conversations regarding difficult topics without defensiveness or personalizing content. 2. Respond to unexpected changes with flexibility, respect, and professionalism in all settings. 3. Proactively manage their own distress and anxiety by utilizing healthy coping options and seeking professional help as needed.

In the transition from SQE to SPDR, what was formerly evaluated as "interpersonal skills" became dispositions. The first time the discrete dispositions above were evaluated was in the fall of 2022.

<u>Summer 2022 SQE form first page:</u>

Instructions:

Please rate students within each of the following categories, using the rating scale below:

Academic (A): includes attendance and punctuality, material comprehension, class participation, verbal and written communication skills, critical thinking, creativity, etc.	**Clinical (C):** includes ability to maintain appropriate professional boundaries and manage personal stress in such a way that it does not interfere with professional functioning, and the student's demonstration of receptivity to clinical supervision, compliance with professional ethical standards and developmentally appropriate demonstration of clinical intervention skills.	**Interpersonal (I):** includes ability to relate with faculty and peers, respect towards others, leadership abilities, ability to work collaboratively and independently, empathy, assertiveness, self-awareness, demonstration of multicultural awareness, etc.

Rating Scale:

Concern Levels:

- **Level 1** – *Student is Meeting Expectations with Slight Concern*
- **Level 2** – *Student is Meeting Expectations with Moderate Concern*

Does Not Meet Expectations with Significant Concern:

- **Level 3 –** *Student is not Meeting Expectations with Significant Concerns*

Special Commendations:

- **SPC***: Student Exceeds Expectations*

***For Levels 3 concerns, please complete a Student Concern Report (attached) if you have not already done so.**

			Please Indicate: SPC or 1,2,3 OR Leave blank if no information or concern.			For Special Commendations (SPC), please make a comment as to how the student has exceeded your expectations. For Level 1-3 concerns, please make a comment in the space provided, indicating the specific concerning behaviors.	Have you addressed this concern with the student?	Committee Recommendation
Last	**First**	**Advisor**	**A**	**C**	**I**	**Comments** (Note: Comments are communicated to students on their Student Feedback Forms)	**Yes or No?**	
One	Student	Alan Advisor						
Two (3)	Student	Amy Advisor		1		Student is struggling to maintain clinical notes Remediation plan in progress- AA	Yes	

Fall 2022 SPDR Form First Page (First semester transitioning to SPDR)

Instructions: Please rate students within each of the following categories, using the rating scale below:

Knowledge (K): Students demonstrate appropriate engagement with and comprehension of course content, academic requirements, academic integrity policy, clinical course requirements, ethical and professional standards, community standards, cultural competencies, and faith integration concepts.

Skills (S): In content courses, clinical courses, clinical settings, and elsewhere, students practically demonstrate the awareness and application of knowledge, including, but not limited to the following: critical thinking, ethical reasoning and professional standards, treatment planning and intervention, integration conceptualization, clinical skills, professionalism, cultural humility.

Dispositions (D): [same definitions as above – deleted to save space]

1. *Awareness and Receptivity*:
2. *Compassion*:
3. *Integrity*:
4. *Resilience and Self-Regulation*:

Rating Scale:

Concern Levels:

- **Level 1** – *Student is Meeting Expectations with Slight Concern*
- **Level 2** – *Student is Meeting Expectations with Moderate Concern*

Does Not Meet Expectations with Significant Concern:

- **Level 3 –** *Student is not Meeting Expectations with Significant Concerns*

Special Commendations:

- **SPC***: Student Exceeds Expectations*

***For Level 3 concerns, please complete a Student Concern Report (attached) if you have not already done so.**

			Please Indicate: SPC or 1,2,3 OR **Leave blank if no information or concern.**			**For Special Commendations (SPC), please make a comment as to how the student has exceeded your expectations.** **For Level 1-3 concerns, please make a comment in the space provided, indicating the specific concerning behaviors.**	**Have you addressed this concern with the student?**
Last	**First**	**Advisor**	**K**	**S**	**D**	**Comments** **(Note: Comments are communicated to students on their Student Feedback Forms)**	**Yes or No?**
Doe	Jane	Advisor, Alan					
Deer	John	Advisor, Audrey					
Sun	Ray	Advisor, Adam					
VonTrapp	Maria	Advisor, Zelda					

In order to continue to refine the evaluation of dispositions more discretely, and to be able to more clearly distinguish difference between the three modalities, in Summer of 2024, the SPDR process, for the first time, created a means by which evaluators may specify the disposition about which they may have concern. This process is in the pilot phase in which we will determine the best and most useful way to collect the data and how to, not only distinguish differences in dispositions in the three modalities, but determine any correlations between dispositional concerns, and other data related to knowledge and skills. In addition to allowing faculty to assess, review, and intervene on individual student dispositional success, this process allows the program to review student dispositional scores in aggregate across time. Initial aggregate program and site/modality specific data will be reviewed by Faculty in Spring 2025. Feedback will be gathered and implemented regarding the process itself as well as any programmatic modifications that may stem from the data. Data will be reviewed again in Fall 2025 as well as successes or failures of modifications to the process itself.

Summer 2024 SPDR Form – First page of student names (Instructions are the same as Fall 2022 SPDR)

			Please Indicate: SPC or 1,2,3 OR Leave blank if no information or concern. D1 – Awareness and Receptivity D2 – Compassion D3 – Integrity D4 – Resilience & Self-Regulation						For Special Commendations (SPC), please make a comment as to how the student has exceeded your expectations. For Level 1-3 concerns, please make a comment in the space provided, indicating the specific concerning behaviors.	Have you addressed this concern with the student?	Committee Recommendation
Last	**First**	**Advisor**	**K**	**S**	**D1**	**D2**	**D3**	**D4**	**Comments** **(Note: Comments are communicated to students on their Student Feedback Forms)**	**Yes or No?**	
Needle	Sue	Advisor, Alan									
Toffollow	Lala	Advisor, Audrey									
Bread	Jamine	Advisor, Adam									
Doe	Bachus	Advisor, Zelda									

Works Cited

American Counseling Association (ACA). "Demographic Characteristics of Counselors in the United States." *ACA Journal*, 2023, https://www.counseling.org/. Accessed September 2023.

Bureau of Labor Statistics (BLS). "Occupational Outlook: Mental Health Counselors and Marriage and Family Therapists." *BLS.gov*, 2023, https://www.bls.gov/ooh/community-and-social-service/mental-health-counselors-and-marriage-and-family-therapists.htm. Accessed September 2023.

National Center for Education Statistics. "Demographic and Enrollment Trends in U.S. Higher Education." *NCES, U.S. Department of Education*, 2023, https://nces.ed.gov/. Accessed September 2023.

United States Census Bureau. "QuickFacts: Atlanta city, Georgia." *Census.gov*, 2023, https://www.census.gov/quickfacts/fact/table/atlantacitygeorgia. Accessed September 2023.

United States Census Bureau. "QuickFacts: Chattanooga city, Tennessee." *Census.gov*, 2023, https://www.census.gov/quickfacts/fact/table/chattanoogacitytennessee. Accessed September 2023.