



RICHMONT
GRADUATE UNIVERSITY™

Annual Institutional Effectiveness Report:

School of Counseling

Academic Year 2023-2024

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

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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.

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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 also may 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 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

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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).

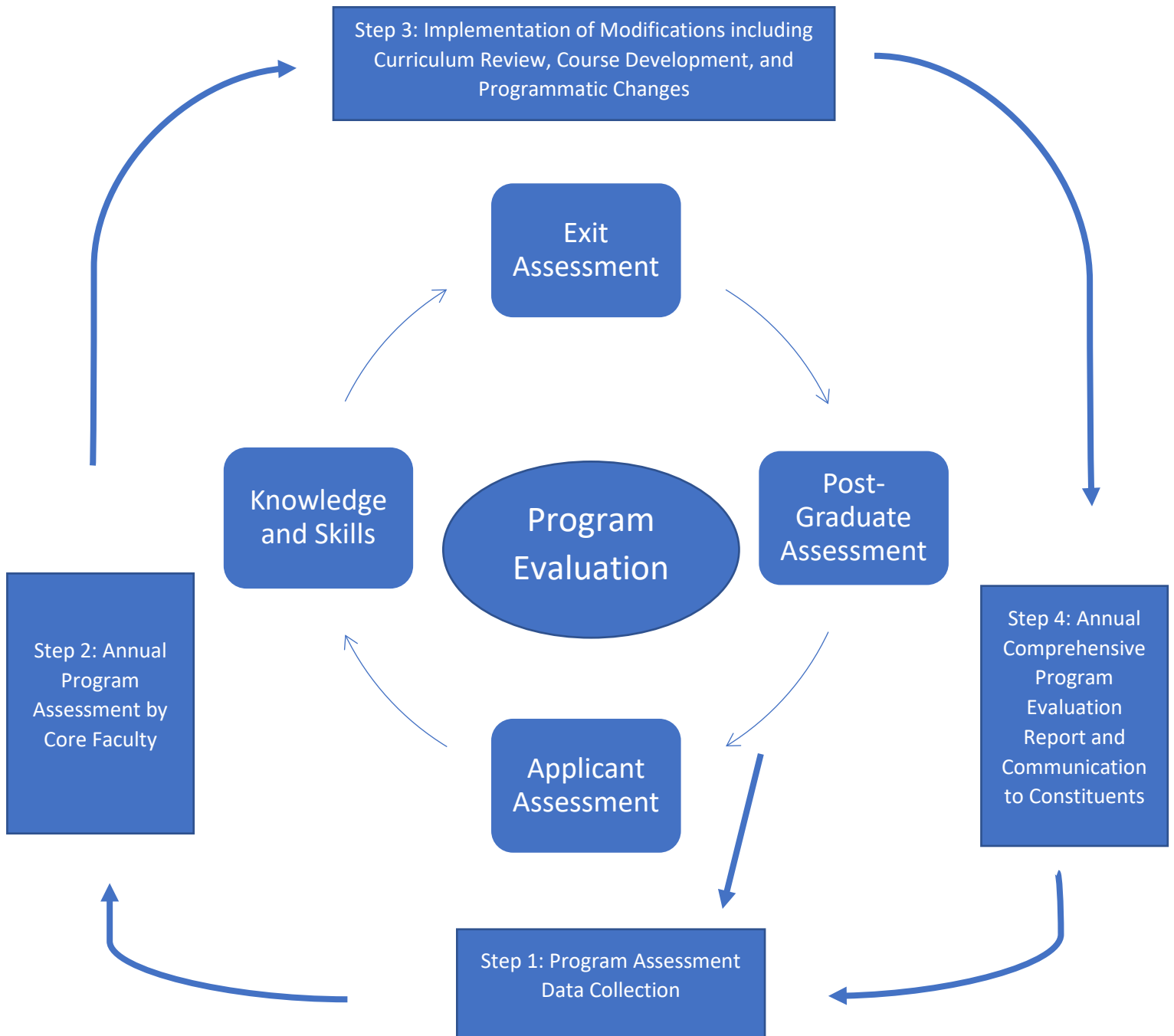
Assessment: "... the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development" (Palomba & Banta, 1999, p. 4).

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, demographic data, and 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 Richmond 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) and other program specific assessments. The identified KPI's measure knowledge and skills of students throughout the program. 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. Surveys are disseminated annually that gather key qualitative feedback on all aspects of the programs.

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 Institutional Effectiveness Reports.

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 student's 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 the program itself and faculty creation, which 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 student's 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.

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.
- Employer Perceptions
 - **Data Collection:** Through annual survey, Employers provide feedback on intern and graduate embodiment of the mission statement, preparedness regarding 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.

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 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 to spend additional time in training, discussing policies that impact the degree, reviewing programmatic data, and discussing pertinent topics that impact and improve program offerings. Examples of recent topics of discussion include updates to Key Performance Indicators, School of Counseling mission statement, 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 Richmond 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. 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 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/>).

Program Goal Correlation Maps

The School of Counseling leverages Program Goal Correlation Maps that provide outline/structure of how each Program Goal is measured regarding Key Performance Indicators (Assessed Student Learning Outcomes) and their associated courses and assignments. These can be found at the end of this report.

SOC Population

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							
		<i>Asian</i>	<i>Black/African American</i>	<i>White</i>	<i>Hispanic/Latino</i>	<i>American Indian/Alaskan Native</i>	<i>Native Hawaiian/Pacific Islander</i>	<i>Other</i>	<i>Unreported</i>
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				
		<i>20-29</i>	<i>30-39</i>	<i>40-49</i>	<i>50-59</i>	<i>60+</i>
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

		AGE				
		AY 2023-2024				
		<i>20-29</i>	<i>30-39</i>	<i>40-49</i>	<i>50-59</i>	<i>60+</i>
	Online	5	9	5	1	0
	Total	35	25	8	6	0
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 School of Counseling 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 nearly absent, 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 generally consistent at around 60-65%, with Chattanooga showing the most success in converting applicants into matriculated students.
- Online 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's School of Counseling 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 School of Counseling can better align with local and national trends and contribute to a more diverse and inclusive counseling profession.

Programmatic Data Results

The 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 (CMHC); (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.

Masters Program Outcomes

Masters of Science in Mental Health Care and Christian Integration Program Goals				
Program Goal 1 - Students will be prepared to ethically implement mental health care into their vocation incorporating insights from the counseling field.		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	81%	65%	72%
	Competent	17%	35%	24%
	Needs Remediation	2%	-	4%
	Overall Mastery	98% Competency or Better	100% Competency or Better	96% Competency or Better
Analysis: <ul style="list-style-type: none"> Overall Trends: Student performance under this goal has remained strong, with overall mastery consistently above 95% across three years. However, the percentage of students exceeding expectations dipped notably in 2022 (81% → 65%), before rebounding in 2023–2024 to 72%. The presence of students needing remediation returned in 2024 after a clean cycle in 2023. Strengths: A majority of students consistently demonstrate high-level integration of mental health and vocational ethics. The rebound in "Exceeds Expectations" from 65% to 72% in 2024 suggests recent instructional or curricular adjustments may have had a positive impact. Concerns: The presence of students needing remediation in two out of three years (2% in 2022 and 4% in 2024) suggests some variability in either student preparation or instructional delivery. Further analysis of these students' performance and the assignments tied to this goal may be needed to better support outliers. 				
Program Goal 2 - Students will integrate Christian		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	No Data	No Data	93%

Masters of Science in Mental Health Care and Christian Integration Program Goals				
spiritual formation and critical theological reflection as these pertain to the counseling profession	Competent	No Data	No Data	6%
	Needs Remediation	No Data	No Data	1%
	Overall Mastery	No Data	No Data	99% Competency or Better
	Analysis: <ul style="list-style-type: none"> • Overall Trends: This program goal appears to have been newly assessed in 2023–2024, with no prior data available for comparison. However, the initial data shows a very strong performance: 99% of students met or exceeded expectations. • Strengths: The overwhelming majority of students (93%) exceeded expectations in their integration of Christian spiritual formation and theology into counseling, suggesting deep engagement with the material and strong instructional alignment. • Concerns: While minimal (1%), the presence of remediation in this first cycle should still be examined to ensure clarity of assignment expectations and consistency in grading. It may also be beneficial to compare faculty implementation of spiritual formation frameworks across sections to ensure even delivery. 			

Master of Arts in Clinical Mental Health Counseling Program Goals				
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		2021-2022	2022-2023	2023-2024
	Atlanta	99% Competency or Better	97% Competency or Better	97% Competency or Better
	Chattanooga	100% Competency or Better	100% Competency or Better	99% Competency or Better
	Online	100% Competency or Better	86% Competency or Better	96% competency or Better
	All Modalities	99% Competency or Better	94% Competency or Better	97% Competency or Better
	Analysis: <ul style="list-style-type: none"> • 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%). 			

Master of Arts in Clinical Mental Health Counseling Program Goals

- 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.

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 supervised counseling practicum and internships.		2021-2022	2022-2023	2023-2024
	Atlanta	99% Competency or Better	99% Competency or Better	99% Competency or Better
	Chattanooga	98% Competency or Better	93% Competency or Better	99% Competency or Better
	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.

Master of Arts in Clinical Mental Health Counseling Program Goals

	<ul style="list-style-type: none"> 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 counseling from a Christian foundation.		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
	Online	No Data	98% Competency or Better	98% Competency or Better
	All Modalities	No Data	98% Competency or Better	99% Competency or Better
	Analysis: <ul style="list-style-type: none"> 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. 			
Program Goal 5 - Students will demonstrate multicultural awareness, knowledge, and skills necessary for working with diverse populations.		2021-2022	2022-2023	2023-2024
	Atlanta	100% Competency or Better	100% Competency or Better	96% Competency or Better
	Chattanooga	100% Competency or Better	95% Competency or Better	96% Competency or Better
	Online	No Data	95% Competency or Better	94% Competency or Better
	All Modalities	100% Competency or Better	97% Competency or Better	95% Competency or Better
	Analysis: <ul style="list-style-type: none"> 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 			

Master of Arts in Clinical Mental Health Counseling Program Goals

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.

Certificate Program Outcomes

Certificate in Mental Health Care				
Program Goal 1 - Students will be prepared to ethically implement mental health care into their vocation incorporating insights from the counseling field.		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	81%	65%	72%
	Competent	17%	35%	24%
	Needs Remediation	2%	-	4%
	Overall Mastery	98% Competency or Better	100% Competency or Better	96% Competency or Better
Analysis: <ul style="list-style-type: none"> Overall Trends: Student performance under this goal has remained strong, with overall mastery consistently above 95% across three years. However, the percentage of students exceeding expectations dipped notably in 2022 (81% → 65%), before rebounding in 2023–2024 to 72%. The presence of students needing remediation returned in 2024 after a clean cycle in 2023. Strengths: A majority of students consistently demonstrate high-level integration of mental health and vocational ethics. The rebound in "Exceeds Expectations" from 65% to 72% in 2024 suggests recent instructional or curricular adjustments may have had a positive impact. Concerns: The presence of students needing remediation in two out of three years (2% in 2022 and 4% in 2024) suggests some variability in either student preparation or instructional delivery. Further analysis 				

	of these students' performance and the assignments tied to this goal may be needed to better support outliers.
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Certificate in Christian Integration				
Program Goal 1 - Students will integrate Christian spiritual formation and critical theological reflection as these pertain to the counseling profession		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	No Data	No Data	93%
	Competent	No Data	No Data	6%
	Needs Remediation	No Data	No Data	1%
	Overall Mastery	No Data	No Data	99% Competency or Better
<p>Analysis:</p> <ul style="list-style-type: none"> • Overall Trends: This program goal appears to have been newly assessed in 2023–2024, with no prior data available for comparison. However, the initial data shows a very strong performance: 99% of students met or exceeded expectations. • Strengths: The overwhelming majority of students (93%) exceeded expectations in their integration of Christian spiritual formation and theology into counseling, suggesting deep engagement with the material and strong instructional alignment. • Concerns: While minimal (1%), the presence of remediation in this first cycle should still be examined to ensure clarity of assignment expectations and consistency in grading. It may also be beneficial to compare faculty implementation of spiritual formation frameworks across sections to ensure even delivery. 				

Certificate in Spiritual Formation in Counseling				
Program Goal 1 - Students will be able to identify and incorporate classical theories and practices of spiritual		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	No Data	No Data	No Data
	Competent	No Data	No Data	No Data
	Needs Remediation	No Data	No Data	No Data

formation in counseling in a manner that promotes the student's personal spiritual formation.	Overall Mastery			
	<ul style="list-style-type: none"> • Analysis: There have been no enrolled students in the Certificate in Spiritual Formation in Counseling over the past three academic years. As a result, no assessment data is currently available. Program evaluation will resume once sufficient enrollment allows for meaningful analysis. Until then, the program remains inactive for assessment purposes. 			

Certificate in Trauma				
Program Goal 1 - Students will be able to conceptualize clients/ experiences and plan for their treatment using a trauma-informed approach.		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	100%	79%	73%
	Competent	-	16%	20%
	Needs Remediation	-	5%	7%
	Overall Mastery	100% Competency or Better	95% Competency or Better	93% Competency or Better
<p>Analysis:</p> <ul style="list-style-type: none"> • Overall Trends: After a perfect performance in 2021–2022, overall mastery in the Certificate in Trauma program has slightly declined over the last two years, dropping to 95% in 2022–2023 and 93% in 2023–2024. While still within an acceptable range, the downward trend suggests a need for continued monitoring of instructional clarity and student support mechanisms. The percentage of students exceeding expectations also decreased by 27 percentage points from 2021 to 2024. • Strengths: Despite a decline in "Exceeds Expectation," the program continues to demonstrate strong achievement, with more than 90% of students meeting or exceeding expectations in 2023–2024. The continued presence of a majority of students in the "Exceeds" category (73%) reflects a solid grasp of trauma-informed concepts and application. These outcomes suggest that the curriculum remains rigorous and effective overall. • Concerns: The increase in students needing remediation (from 0% in 2021–2022 to 7% in 2023–2024) is worth attention. This rise, paired with the decline in top-tier performance, may indicate variability in student readiness, course delivery, or assignment design. A targeted 				

	review of courses with remediation cases could help identify whether additional instructional scaffolding, clearer rubrics, or revised assessments are needed to maintain high achievement standards.
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Certificate in Addictions Counseling

Program Goal 1 - Students will obtain and demonstrate current knowledge and skills in addiction counseling in order to meet international certification standards.		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	90%	82%	100%
	Competent	10%	18%	-
	Needs Remediation	-	-	-
	Overall Mastery	100% Competency or Better	100% Competency or Better	100% Competency or Better

Analysis:

- **Overall Trends:** The Certificate in Addictions Counseling has demonstrated consistently strong student achievement over the last three academic years, with 100% overall mastery maintained across all years. While the proportion of students exceeding expectations dipped slightly in 2022–2023, the program rebounded in 2023–2024, with a return to 100% "Exceeds Expectation" performance in Pharmacology.
- **Strengths:** Student performance in the Pharmacology for Counselors course has shown impressive growth, reaching full excellence (100% Exceeds Expectation) in 2023–2024. The Neurobiology of Addiction course also maintained strong competency levels in 2022–2023, with 80% of students exceeding expectations. These results reflect the program’s success in delivering rigorous, certification-aligned content that equips students for addiction-focused clinical or ministerial work.
- **Concerns:** Although there are no students needing remediation, the slightly lower performance in Neurobiology during 2022–2023 (20% Competent) may suggest either cohort-specific variability or potential gaps in content delivery. Continued monitoring of Neurobiology outcomes is recommended to ensure this area remains aligned with the exceptional standards demonstrated in Pharmacology.

Certificate in Marriage and Family Therapy

Program Goal 1 - Students will demonstrate the ability to integrate self-awareness, including an understanding of their family of origin and personal history, within the application of family systems theory to treatment planning and practice in marriage and family therapy.		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	No Data	100%	100%
	Competent	No Data	-	-
	Needs Remediation	No Data	-	-
	Overall Mastery	No Data	100% Competency or Better	100% Competency or Better
Analysis: <ul style="list-style-type: none"> Overall Trends: Although no data were available for the 2021–2022 academic year, both subsequent years reflect 100% mastery in the courses assessed. The program demonstrates clear success in meeting its outcomes, with all students exceeding expectations in both Family Wellness in Society and Person of the MFT. Strengths: The consistent performance across two core courses indicates that students are highly engaged and well-prepared in both family systems theory and self-of-the-therapist work. These courses are foundational to relational competence and ethical self-awareness in Marriage and Family Therapy, suggesting strong alignment between course content and certificate goals. Concerns: While the 100% “Exceeds Expectation” outcomes are encouraging, the absence of broader data limits the ability to assess long-term trends or evaluate performance variability across cohorts. Additional data across multiple cohorts and any remaining certificate courses will be needed for a more comprehensive evaluation of program effectiveness. 				

Certificate in Child & Adolescent Therapy				
Program Goal 1 - Students will gain a working knowledge of clinical diagnostic assessments for children and		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	100%	100%	60%
	Competent	-	-	20%
	Needs Remediation	-	-	-

how to successfully apply those and other tools for diagnostic accuracy.	Overall Mastery	100% Competency or Better	100% Competency or Better	100% Competency or Better
	<p>Analysis:</p> <ul style="list-style-type: none"> • Overall Trends: Across all three academic years, the certificate has maintained 100% overall mastery, with all students meeting or exceeding expectations. However, 2023–2024 revealed a notable shift in the Intro to Play Therapy course, where only 20% of students exceeded expectations compared to 100% in previous years. This marks a significant drop in top-tier performance. • Strengths: The Advanced Techniques course continues to show consistent excellence, with 100% of students exceeding expectations for three consecutive years. This suggests strong instructional quality and alignment with advanced diagnostic skill development for children and adolescents. The program maintains a high standard of performance overall. • Concerns: The 80% “Competent” score in Intro to Play Therapy in 2023–2024, while still within mastery range, represents a clear dip in excellence compared to past performance. This may indicate shifting student readiness, a need to revisit scaffolding for entry-level material, or variability in instruction or rubric use. Faculty may want to assess grading consistency, course delivery, or assignment structure in Intro to Play Therapy to restore the previous level of exceptional performance. 			

Certificate in Christian Sex Therapy				
Program Goal 1 - Students will be able to identify sexual issues in counseling, understand the basics of sexual biology and psychology, assess sexual development and sexual		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	44%	34%	25%
	Competent	38%	19%	23%
	Needs Remediation	18%	48%	53%

dysfunction, and learn basic intervention techniques in sex therapy counseling.	Overall Mastery	82% Competency or Better	52% Competency or Better	47% Competency or Better
	<p>Analysis:</p> <ul style="list-style-type: none"> • Overall Trends: Student performance in the certificate has declined notably over the three-year period, with overall mastery decreasing from 82% in 2021–2022 to 47% in 2023–2024. The most substantial shift occurred between 2021–2022 and 2022–2023, where the Needs Remediation rate rose by 30 percentage points. This decline continued in 2023–2024, with more than half the students requiring remediation. • Strengths: The Integration Paper within the Introduction to Human Sexuality course has shown strong student performance in 2022 (90% exceeded expectations) and remained a relatively strong component in 2023 (66%). This suggests students may perform better in integrative, reflective assignments compared to standardized exams. Additionally, in 2021–2022, the Intermediate Foundations assessments demonstrated high levels of mastery (80% Exceeds), suggesting that the course structure and scaffolding were effective in earlier cohorts. • Concerns: The Final Exam in the Introduction to Human Sexuality and Sex Therapy course consistently accounts for the highest number of remediation cases, particularly in 2023–2024 where 46% of students did not meet expectations. Similarly, the Intermediate Sex Therapy Protocols exam in both 2022–2023 and 2023–2024 saw 100% of students fall into the remediation category—this indicates significant issues in content delivery, clarity of expectations, or assessment calibration. • It is important to note the small cohort size: because only a few students enroll each year, each student's score holds substantial weight in the aggregate data. However, the consistency of declining trends across multiple assessments and years suggests real instructional or curricular concerns that should be addressed through course review, syllabus revision, and possible enhancement of academic support. 			

Certificate in Marriage and Family Therapy				
Program Goal 1 - Students will demonstrate the ability to integrate self-awareness, including an understanding of their own family of origin and signature theme, within the application of family systems theory to treatment planning and practice in marriage and family therapy.		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	No Data	Family Wellness in Society – Healthy Family Structured Interview – 100% Total – 100%	Person of the Marriage and Family Therapist – Signature Theme Paper- 100% Family Wellness in Society – Healthy Family Structured Interview – 100% Total – 100%
	Competent	No Data	-	-
	Needs Remediation	No Data	-	-
	Overall Mastery	No Data	100% Competency or Better	100% Competency or Better
	Analysis: <ul style="list-style-type: none"> Overall Trends: Though data is not available for 2021–2022, both 2022–2023 and 2023–2024 reflect perfect mastery across all assessed components, with all students exceeding expectations. This represents an encouraging trend of student success in demonstrating deep self-awareness and competent application of family systems theory. Strengths: The Healthy Family Structured Interview assignment in Family Wellness in Society has yielded consistent top-tier performance for two consecutive years, suggesting that this assessment effectively enables students to demonstrate applied understanding of family systems concepts. The Signature Theme Paper in Person of the Marriage and Family Therapist course also reached 100% mastery in 2023–2024, underscoring the strength of reflective and integrative assignments in measuring personal development and clinical insight. Concerns: While the current data shows exceptional performance, the small cohort size likely contributes to the uniformity in results and may limit generalizability. Additionally, the absence of data from 2021–2022 prevents trend analysis over a longer time frame. As the certificate 			

Certificate in Marriage and Family Therapy	
	grows, it will be important to monitor whether these high performance levels persist across larger and more diverse student cohorts.

Certificate in Trauma				
Program Goal 1 - Students will be able to conceptualize clients' experiences and plan for their treatment using a trauma-informed approach.		2021-2022	2022-2023	2023-2024
	Exceeds Expectation	100%	79%	73%
	Competent	-	16%	20%
	Needs Remediation	-	5%	7%
	Overall Mastery	100% Competency or Better	95% Competency or Better	93% Competency or Better
<p>Analysis:</p> <ul style="list-style-type: none"> • Overall Trends: Mastery levels have remained high across all three years, consistently above 90%. However, there is a gradual downward trend in the percentage of students exceeding expectations—from 100% in 2021–2022 to 73% in 2023–2024—accompanied by an increasing percentage in the “Needs Remediation” category. This suggests a growing variance in student performance that warrants closer attention. • Strengths: The certificate continues to demonstrate strong outcomes, with the majority of students exceeding or meeting expectations year over year. The curriculum appears effective in helping students adopt a trauma-informed lens for clinical conceptualization and treatment planning. • Concerns: The increasing presence of students needing remediation—from 0% in 2021–2022 to 7% in 2023–2024—raises questions about consistency in instruction, cohort preparedness, or assignment clarity. Additionally, the drop in “Exceeds Expectations” over time may reflect a need for refreshed pedagogical strategies, more individualized feedback, or earlier scaffolding of trauma theory and application. 				

Survey Results

Annual All Student Survey

Annually, Richmond Graduate University conducts comprehensive student surveys across its three 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 program evaluations 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 Richmond 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%
		Disagree	4%	-	8%

throughout the curriculum		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.			

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 Richmond 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 Richmond 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 Richmond 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, Richmond 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 Richmond 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 Richmond'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 Richmond Graduate 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.

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 (Counselor Preparation Comprehensive Exam) 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, Richmond 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 Richmond 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 Richmond 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.
- **Avoidance 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 Richmond 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 Richmond 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 Richmond 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 Certificates

After reviewing available data, Certificate Program Leads worked with the Office of Institutional Effectiveness to identify outdated rubrics, create new rubrics, and adjust program goal assessment methodology as needed to ensure certificates remain up-to-date and relevant. The following certificate assessment procedures were updated: Child & Adolescent, Mental Health Care, Christian Integration, Marriage and Family Therapy, Spiritual Formation in Counseling, and Trauma Counseling.

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 Richmond's commitment to fostering well-rounded counselors who are prepared to meet the complex demands of professional practice.

Counselor Preparation Comprehensive Exam (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 Richmond 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. Richmond 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 Richmond.

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
<p>III. Dispositions (D) (Embodiment)</p> <p>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.</p>	<ol style="list-style-type: none"> 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.

Performance and Disposition Domains	Operational Examples
<p>2. <u>Compassion</u> 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.</p>	<ol style="list-style-type: none"> 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. 4. Have realistic expectations for self and others.
<p>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.</p>	<ol style="list-style-type: none"> 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.
<p>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.</p>	<ol style="list-style-type: none"> 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.

Summer 2022 SQE form first page:

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.

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Program Goal Correlation Maps

The following pages detail each of the School of Counseling Program Goal Correlation Maps.

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 Richmond 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 Richmond 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

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

<p>Psychopathology: Measure 1: Case Study (K+S)</p>	<p>Cognitive Behavioral Therapy: Measure 3: Case Study (K+S)</p>	<p>Lifestyle & Career Development: Measure 2: Development Online Portfolio (S)</p>	<p>Helping Relationships: Measure 1: Video (K+S)</p>
<p>Applied Practicum and Lab: Measure 2: Buddy Role Play (K+S)</p>			<p>Internship I Measure 2: Case Presentation (K+S)</p>
			<p>Internship II Measure 3: Case Presentation (K+S)</p>

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 Richmond 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

<p style="text-align: center;">Assessment and Testing:</p> <p>Students will be able to identify and implement evidence-based procedures for diagnostic, risk assessment, and treatment planning purposes</p>	<p style="text-align: center;">Professional Counseling Orientation and Ethical Practice:</p> <p>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</p>	<p style="text-align: center;">Group Counseling and Group Work:</p> <p>Students will demonstrate characteristics and skills necessary for ethical group formation, leadership, and evaluation</p>
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Supporting Courses and Assignment Data Points

<p style="text-align: center;">Clinical Appraisal and Assessment:</p> <p>Measure 1: Assessment Report (K+S)</p>	<p style="text-align: center;">Ethical, Legal, and Professional Standards:</p> <p>Measure 1: Case Study (K+S)</p>	<p style="text-align: center;">Group Counseling:</p> <p>Measure 1: Exam (K)</p>
<p style="text-align: center;">Psychopathology:</p> <p>Measure 2: Case Study (K+S)</p>	<p style="text-align: center;">Applied Practicum and Lab:</p> <p>Measure 2: Crisis Intervention Quiz, Consultation/Supervisor Quiz (K)</p>	<p style="text-align: center;">Internship I:</p> <p style="color: red;">Measure 3: Pending Creation (S)</p>
<p style="text-align: center;">Applied Practicum and Lab:</p> <p>Measure 3: Buddy Role Play (K+S)</p>	<p style="text-align: center;">Internship II:</p> <p>Measure 3: Case Study (K+S)</p>	<p style="text-align: center;">Professional Seminar:</p> <p>Measure 3: Group Counseling and Group Work Quiz (K)</p>

Aggregate Results Assessment

What are our thresholds for each? How do we want to define and report them?

<p>Individual student across the curriculum shows 80% mastery on this key performance indicator</p>	<p>Students aggregately across the curriculum show 80% mastery on this key performance indicator</p>
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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 Richmond 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 Richmond 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

Master of Science in Mental Health Care and Christian Integration Program Objectives

07.2024

Program Objective/Key Performance Indicator # 1

Students will be prepared to ethically implement mental health care into their vocation incorporating insights from the counseling field.

Relevant Standards (SLOs) that support the Key Performance Indicator/Program Objective

- | | | |
|--|---|--|
| 1. Students will be conversant in the assessment and diagnosis of mental health disorders in a manner that demonstrated consistent with professional ethics and competency for referring to mental health providers. | 2. Students will be equipped in basic counseling skills pertinent to pastoral care with emphasis on helping skills of attending, responding, and increased capacity for empathy and self-awareness. | 3. Students will be able to identify and incorporate core clinical insights on family systems and human growth and development to the theory and practice of pastoral care and counseling. |
|--|---|--|

Supporting Courses and Assignment Data Points

- | | | |
|---|--|--|
| 1. Psychopathology <ul style="list-style-type: none">Case Study (80% or above required) | 2. Helping Relationships for Pastoral Care <ul style="list-style-type: none">Video 3 (80% or above required) | 3. Human Growth & Development <ul style="list-style-type: none">Final Exam (80% or above required) |
|---|--|--|

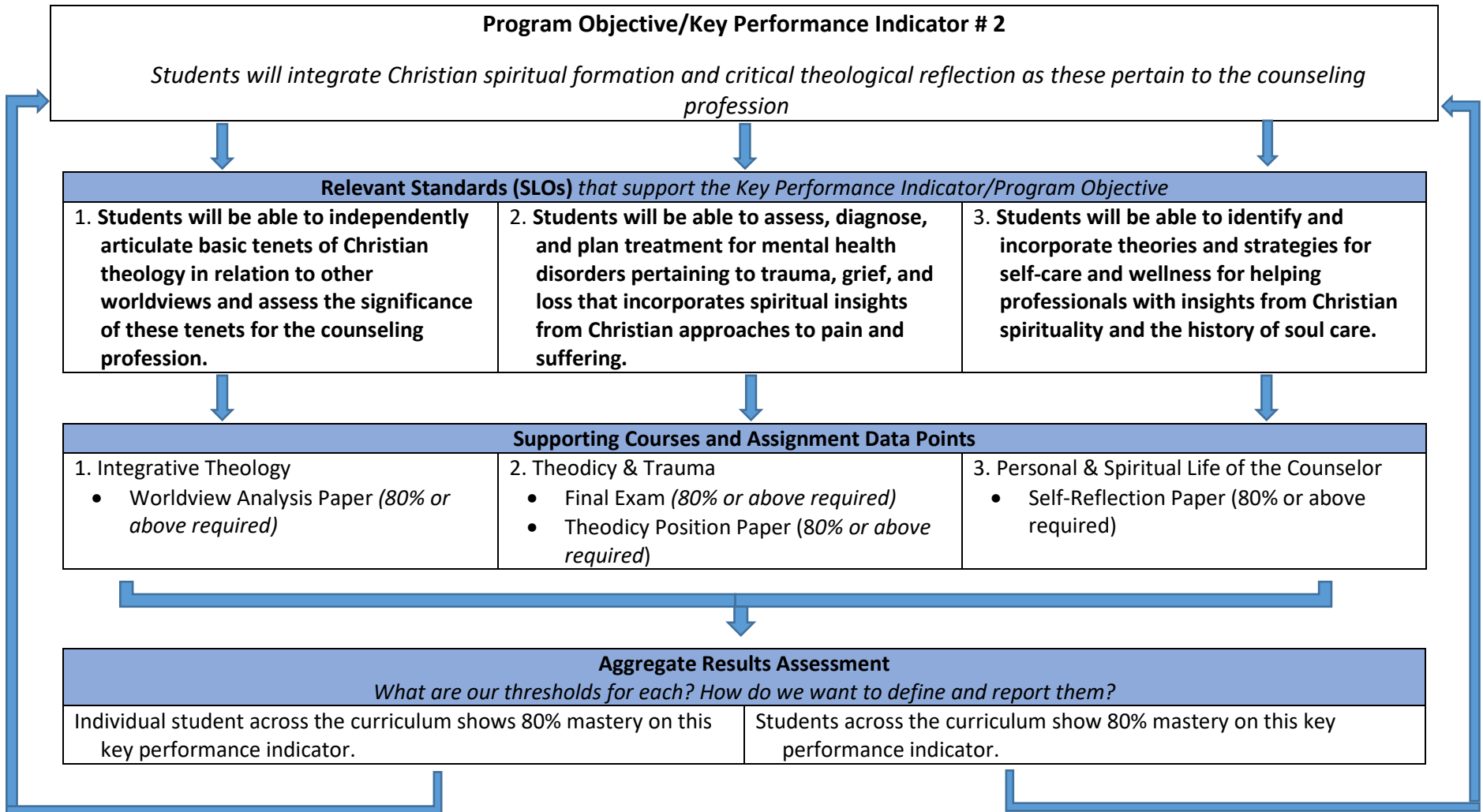
Aggregate Results Assessment

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 across the curriculum show 80% mastery on this key performance indicator. |
|---|--|

Master of Science in Mental Health Care and Christian Integration Program Objectives

07.2024



Addiction Certificate Program Objective

11.2021

Program Objective/Key Performance Indicator # 1

Students will obtain and demonstrate current knowledge and skills in addiction counseling in order to meet international certification standards.

Relevant Standards (SLOs) that support the Key Performance Indicator/Program Objective

- | | | | |
|--|---|--|---|
| 1. Explain an overview of the history, etiology, and epidemiology of substance use as well as behavioral and process addictions. | 2. The student will learn what causes addiction in the brain's reward pathway and identify effective interventions, counseling techniques, and motivating methods to help individuals overcome addiction. | 3. The student will apply the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care. | 4. Understand classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation in the recovery process. |
|--|---|--|---|

Supporting Courses and Assignment Data Points

- | | | | |
|--|--|---|---|
| 1. Addictions: Theory and Clinical Assessment <ul style="list-style-type: none">• Case Study Paper (80% or above required) | 2. Neurobiology of Addiction <ul style="list-style-type: none">• Final Exam (80% or above required). | 3. Addictions: Treatment & Intervention <ul style="list-style-type: none">• Case Study Paper (80% or above required). | 4. Psychopharmacology for Counselors <ul style="list-style-type: none">• Final Exam |
|--|--|---|---|

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 across the curriculum show 80% mastery on this key performance indicator.

SCHOOL OF COUNSELING

Marriage and Family Therapy Certificate Program Objectives

02.2024

Program Objective 1:

Students who complete the Marriage and Family Therapy Certificate will demonstrate the ability to integrate self-awareness, including an understanding of their family origin and life experiences, within the application of family systems theory to treatment planning and practice in marriage and family therapy.

Supporting Courses: where KPI's are taught

CED5613: Person of the Marriage and Family Therapist

CED6632: Family Wellness in Society

CED7653: Advanced Couples Marriage, and Family Therapy

Supporting SLO: Support the Key Performance Indicator/Program Objective

Development of self-awareness regarding how one's family of origin and life experiences have shaped one's personality, perceptions about self and others, and interpersonal communication style.

Delineate the structures/behaviors and processes that discriminate between healthy and dysfunctional families. Shows the ability to interview and assess families from a system's perspective with an intentional focus upon family resources and strengths.

The student will apply and demonstrate understanding of family systems theories (conceptualization, treatment planning, and intervention) to couple/family case study.

Assignments

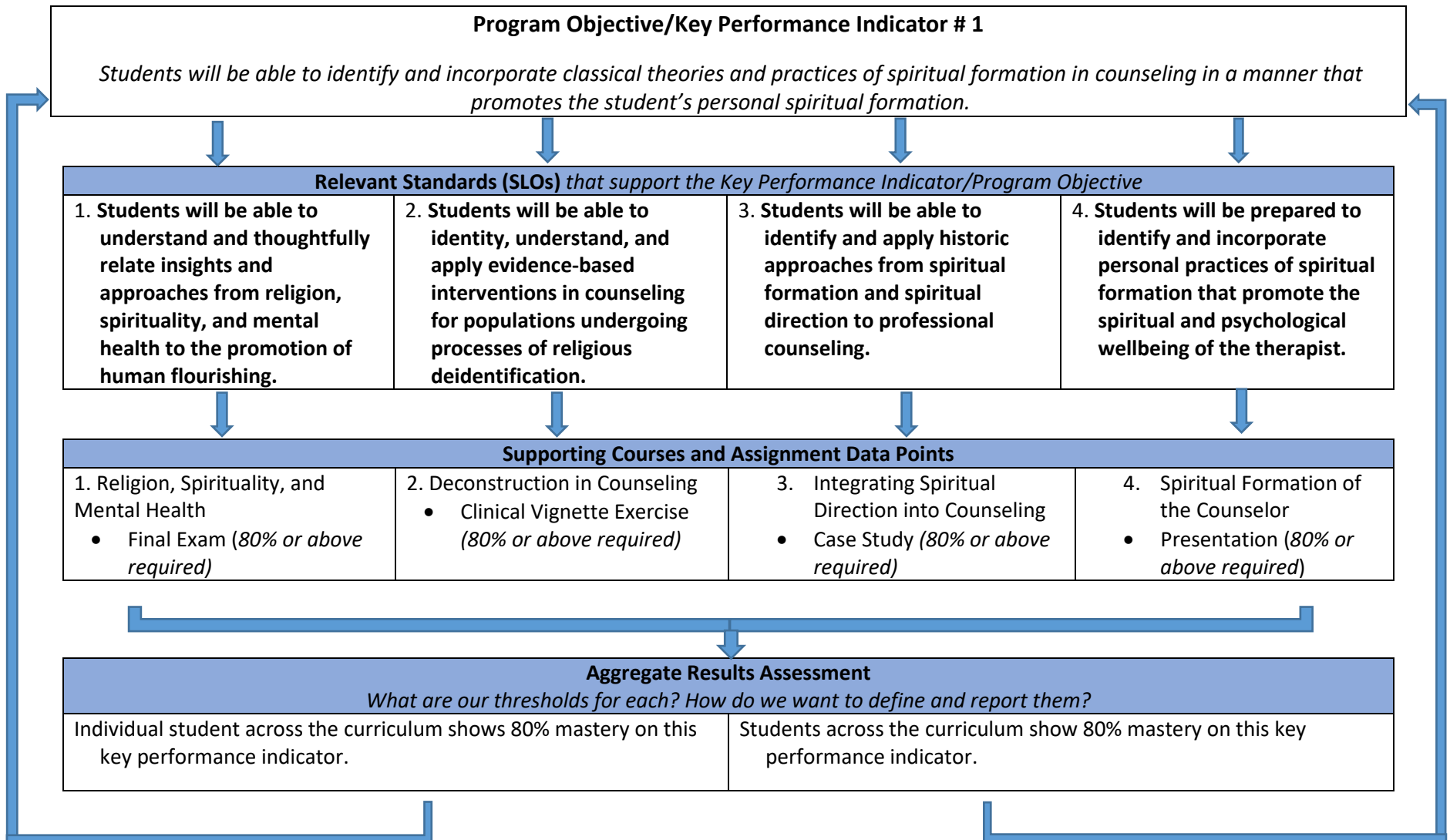
Signature Theme Paper

Healthy Family Structured Interview

Case Study

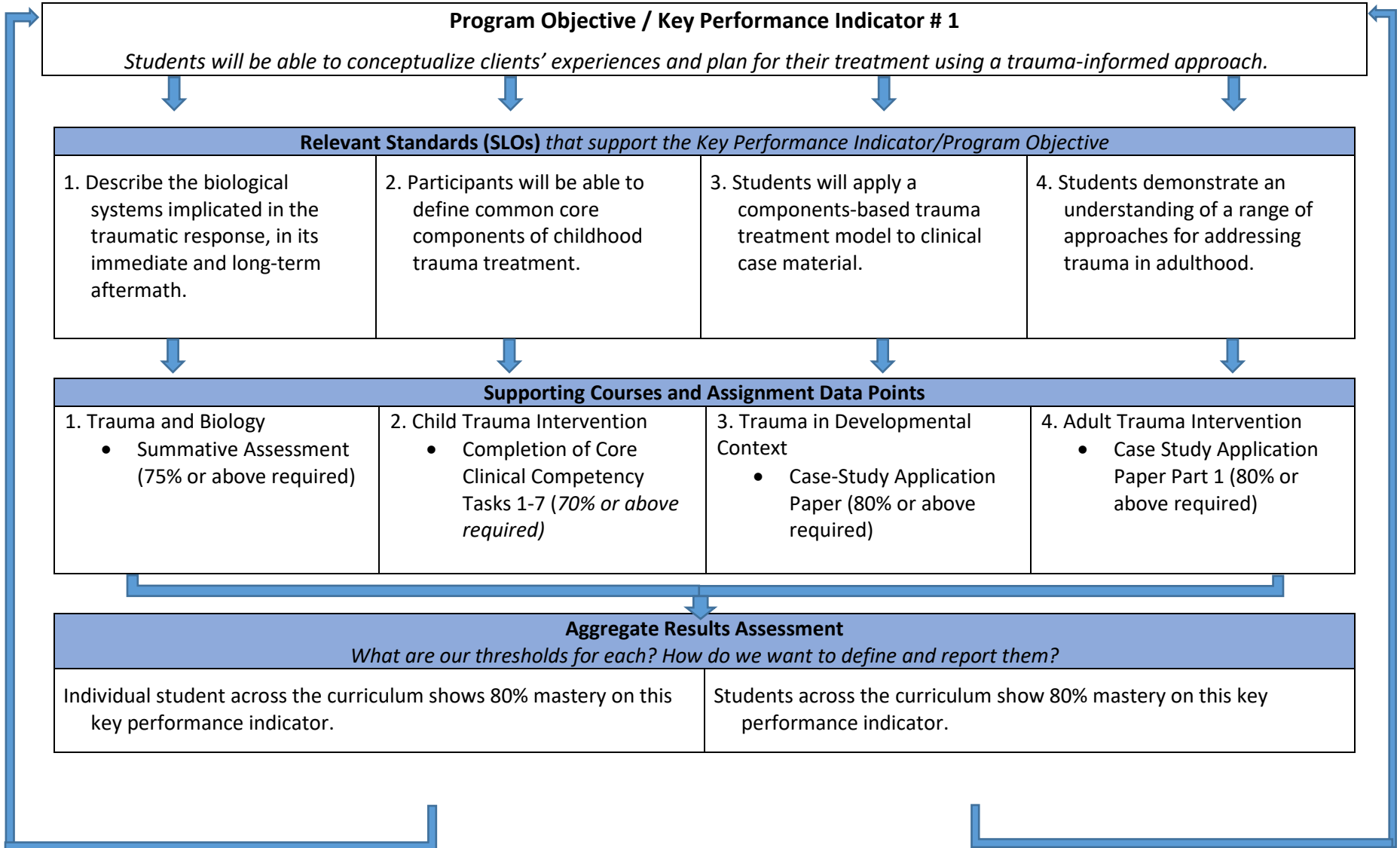
Spiritual Formation in Counseling Certificate Program Objective

04.2023



Trauma Counseling Certificate Program Objective

06.2022



Child & Adolescent Counseling Certificate Program Objectives

01.2024

Program Objective # 1

Students will gain a working knowledge of clinical diagnostic assessments for children and how to successfully apply those and other tools for diagnostic accuracy.

Relevant Standards (SLOs) that support the Key Performance Indicator/Program Objective

1. Demonstrate knowledge of the skills necessary to conduct a successful therapeutic play intervention from the intake.

2. Identify the meaning of themes in play therapy, how to identify themes, and how to use them as a framework for parent consults.

Supporting Courses and Assignment Data Points

1. Introduction to Play Therapy
Developmental Intake Assignment (80% or above required)

2. Advanced Techniques in Play Therapy for Children and Adolescents
• Mock Parent Consul (80% or above required)

Aggregate Results Assessment

What are our thresholds for each? How do we want to define and report them?

Students across the curriculum show 80% mastery on this key performance indicator

Students across the curriculum show 80% mastery on this key performance indicator

Mental Health Care Certificate Program Objective

07.2024

Program Objective/Key Performance Indicator # 1

Students will be prepared to ethically implement mental health care into their vocation incorporating insights from the counseling field.

Relevant Standards (SLOs) that support the Key Performance Indicator/Program Objective

- | | | |
|--|---|--|
| 1. Students will be conversant in the assessment and diagnosis of mental health disorders in a manner that demonstrated consistent with professional ethics and competency for referring to mental health providers. | 2. Students will be equipped in basic counseling skills pertinent to pastoral care with emphasis on helping skills of attending, responding, and increased capacity for empathy and self-awareness. | 3. Students will be able to identify and incorporate core clinical insights on family systems and human growth and development to the theory and practice of pastoral care and counseling. |
|--|---|--|

Supporting Courses and Assignment Data Points

- | | | |
|---|--|--|
| 1. Psychopathology <ul style="list-style-type: none">• Case Study (80% or above required) | 2. Helping Relationships for Pastoral Care <ul style="list-style-type: none">• Video 3 (80% or above required) | 3. Human Growth & Development <ul style="list-style-type: none">• Final Exam (80% or above required) |
|---|--|--|

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 across the curriculum show 80% mastery on this key performance indicator. |
|---|--|

Christian Integration Certificate Program Objective

07.2024

Program Objective/Key Performance Indicator # 1

Students will integrate Christian spiritual formation and critical theological reflection as these pertain to the counseling profession

Relevant Standards (SLOs) that support the Key Performance Indicator/Program Objective

1. 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.

2. Students will be able to assess, diagnose, and plan treatment for mental health disorders pertaining to trauma, grief, and loss that incorporates spiritual insights from Christian approaches to pain and suffering.

3. 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.

Supporting Courses and Assignment Data Points

1. Integrative Theology

- Worldview Analysis Paper (80% or above required)

2. Theodicy & Trauma

- Final Exam (80% or above required)
- Theodicy Position Paper (80% or above required)

3. Personal & Spiritual Life of the Counselor

- Self-Reflection Paper (80% or above required)

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 across the curriculum show 80% mastery on this key performance indicator.

Christian Sex Therapy Counseling Certificate Program Objective

03.2025

Program Objective/Key Performance Indicator # 1

Students will be able to identify sexual issues in counseling, understand the basics of sexual biology and psychology, assess sexual development and sexual dysfunction, and learn basic intervention techniques in sex therapy counseling.

Relevant Standards (SLOs) that support the Key Performance Indicator/Program Objective

<p>1. Students will be provided with an overview of human sexuality issues (gender, sexual functioning, sexual orientation) and their impact on family and couple functioning.</p>	<p>2. Students will be exposed to a variety of perspectives on sex therapy including models of sexual response, general theories of sex therapy and modes of sex therapy.</p>	<p>3. Students will be able to identify diagnostic criteria for sexual dysfunctions (both DSM and non-DSM recognized dysfunctions).</p>	<p>4. How to identify and begin to treat the sexual effects of sexual abuse survivors, victims of rape, and trauma due to infidelity and infertility.</p>
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Supporting Courses and Assignment Data Points

<p>1. Introduction to Human Sexuality and Sex Therapy</p> <ul style="list-style-type: none"> Final Exam (80% or above required) Integration Paper (80% or above required) 	<p>2. Intermediate Foundations of Sex Therapy</p> <ul style="list-style-type: none"> Final Exam (80% or above required) Annotated Bibliography (50% or above required) 	<p>3. Intermediate Sex Therapy Protocols</p> <ul style="list-style-type: none"> Final Exam (80% or above required) 	<p>4. Intermediate Medical and Trauma Issues</p> <ul style="list-style-type: none"> Final Exam/Discussion Board (80% or above required)
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Aggregate Results Assessment

What are our thresholds for each? How do we want to define and report them?

<p>Individual student across the curriculum shows 80% mastery on this key performance indicator.</p>	<p>Students across the curriculum show 80% mastery on this key performance indicator.</p>
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