

Johnson University
School of Social and Behavioral Sciences
Graduate Counseling Program



2016-2017

Comprehensive Assessment Report (CAR)
Master of Arts in Counseling
Concentration in Clinical Mental Health Counseling
and
Concentration in School Counseling

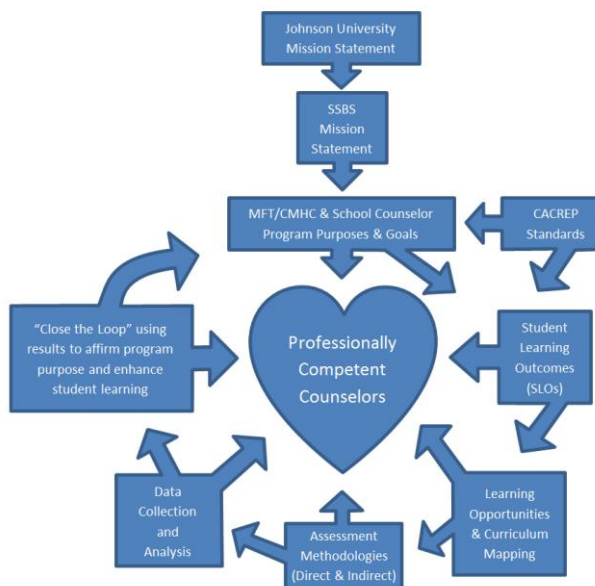
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Comprehensive Assessment Report 2016-2017

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Over the past several years, Johnson University has responded to the challenge of implementing formalized and strategic program evaluation. Additionally, in accordance with CACREP requirements, the graduate counseling program at Johnson University has developed a Comprehensive Assessment Plan (CAP), formalized during the 2014-2015 academic year (in the process of revision during 2017-2018). The CAP describes a continuous, cyclical process that is participative, flexible, relevant, and responsive. The heart of the CAP is to ensure students graduate from their respective program as professionally competent school counselors, clinical mental health counselors, and marriage and family counselors.



The CAP is reviewed annually and revised as necessary to ensure effective assessment is occurring and to maximize quality of student learning; it is a work in progress. This plan informs a Comprehensive Assessment Report (CAR) used by the faculty to demonstrate how assessment results are used to monitor and enhance the development of professionally competent counselors. The CAR is made available to the public via the university's Office of Institutional Effectiveness website.

Evidence-Based Program Improvement

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The CAP describes the intention of the faculty to systematically gather evidence and data, comparing this data to program goals and student learning outcomes to make needed adjustments and changes. Program faculty also review current professional literature and state licensure standards to inform program changes. Core and adjunct faculty have a shared responsibility in examining data, suggesting potential courses of action and implementing needed changes. Full-time Core Counseling Faculty (CCF) typically meet weekly during the academic year for program evaluation and improvement discussion. Additionally, the CCF conduct an annual Counseling Program Review (CPR) during the fall semester following an academic school year.

2016-2017 Summary of Program Meetings

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The Core Counseling Faculty (CCF), comprised of 3 fulltime faculty members met weekly for 30 scheduled and documented meetings from June 2016-April 2017. One faculty member was on part-time sabbatical during the school year. Meeting times predominately focused on individual student concerns, as well as program review and improvement. During January, 2017, CCF spent over 10 hours discussing CACREP 2016 standards and developing KPIs and counselor dispositions. Simultaneously, the CCF revised existing SLOs in order to meet

institutional shifts in assessment reporting procedures. Over the course of the spring semester, the process of updating syllabi began in order to ensure new SLOs, KPIs and counselor dispositions were integrated appropriately. The CCF met on 8/11/17 for the annual Counseling Program Review (CPR) in order to discuss assessment results from 2016-2017 academic year.

2016-2017 Counseling Program Review (CPR) Narrative

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1. Review of Program Mission & Student Learning Outcomes
 - a. Program Mission
 - i. Review
 - (a) Nothing changed regarding program mission during 2016-2017
 - ii. Action Plan
 1. No action required at this time. Concentrations continue to be a good fit for the mission and for the program
 - b. Goals and Student Learning Outcomes
 - i. Review
 1. CMHC concentration
 - (a) All SLO's were above the 86.00 benchmark with SLO 3.3 the lowest at 93.21
 - (i) (see [Appendix F: Assessment of Student Learning \(CMHC\)](#))
 2. School Counseling concentration
 - (a) All SLO's were above the 86.00 benchmark with SLO 2.2 the lowest at 90.31
 - (i) (see [Appendix G: Assessment of Student Learning \(School Counseling\)](#))
 3. 2016 CACREP Standards
 - (a) During the spring of 2017, the Core Counseling Faculty redesigned SLOs (see [Appendix C: Revised Program and Concentration SLOs](#)) and identified both KPIs (see [Appendix D: Mapping of KPIs with SLOs and Courses](#)) and Counselor Dispositions (see [Appendix E: Counselor Dispositions Evaluation Form](#)) in accordance with the 2016 CACREP standards
 - (b) In addition, faculty began preparations for adding additional coursework to the School Counseling concentration resulting in a 60hr plan of study
 - (c) The CCF also adjusted the CMHC concentration resulting in a 63hr plan of study instead of 62hr (effective 2018-2019 academic year)
 - ii. Action Plan
 1. CACREP 2016 standards and associated KPIs and counselor dispositions will be implemented beginning 2017-2018 academic year. Students who were admitted prior to January 2017 will continue under 2009 standards
 2. School Counseling concentration 60hr plan of study will continue to be finalized with likely implementation 2018-2019 academic year
 3. Faculty will update the Comprehensive Assessment Plan to ensure that all necessary changes have been made to accommodate redesigned SLOs, along with the introduction of KPIs and counselor dispositions
 4. As dispositional and KPI data are collected, the faculty will continue to monitor for any needed changes
 2. Program Assessment
 - a. Direct Evidence
 - i. Course Grades and SCRs
 1. Review

- (a) Eight students were identified as being below standard in 1 or more competencies
 - (i) A remediation plan was provided for each student identified as below standard
 - (ii) All plans were successfully completed and competency was demonstrated by each student.
 - (b) Observed some inconsistencies in closing the loop on remediation plan and reporting progress for each student
 - (c) Concerns raised over students who receive more than 1 “below competency”
- 2. Action Plan
 - (a) Faculty to be more alert in reporting students identified below standard and to ensure that students are compliant with remediation plans and that this is reported in a timely manner to the program director
 - (b) Related to course grades and SCRs, program faculty will work to be more consistent with issuing Notices of Concern, an early warning system internal to the program, intended to catch issues proactively (dispositional, academic, or otherwise).
- ii. Skills Data
 - 1. Review
 - (a) COUN5581 Counseling Skills & Techniques Review
 - (i) This introductory course is used as a gateway to students beginning practicum
 - (ii) Ten students attended COUN5581 Summer 2016
 - (iii) All students were “good” or “excellent” in the passing of competencies
 - (b) Practicum
 - (i) Six students successfully completed CMHC practicum during the fall semester and one during the spring
 - (ii) No students were enrolled in SC practicum
 - (c) Internship
 - (i) Eight students successfully passed CMHC internship in the summer with a “B” or better grade.
 - (ii) Seven students passed CMHC internship in the fall with a “B” or better grade. One student failed internship.
 - (iii) Thirteen students passed CMHC internship in the spring with a “B” or better grade. Six students graduated in April commencement and 1 in August. Any required remediation was reported above (see 2.a.i.1.)
 - (iv) No SC interns were enrolled during the 2016-2017 school year
 - 2. Action Plan
 - (a) COUN5581 appears to be functioning well as a way of assessing skill levels and as a tool to ensure students are prepared to begin practicum
 - (b) Faculty will consider making COUN5581 a 2-credit hour course instead of 1 due to the extensive work expected of students (to begin 2018-2019)
 - (c) Faculty were pleased with the “rolling internship” and will continue monitoring it closely during 2017-2018 school year
 - (d) Beginning 2017-2018, CCF group supervisor will provide a supervision evaluation on each CMHC student who is in an off-campus placement.

- (e) As the program moves to CACREP 2016 standards, faculty will be looking at the Counselor Competencies Scale—Revised (CCS-R) and use it to help determine competencies for 2017-2018 and forward. This will apply to both CMHC and School Counseling students.
- iii. Standardized Tests-CPCE & Professional School Counselor (PSC) Praxis
 - 1. Review
 - (a) Counselor Preparation Comprehensive Exam (CPCE): Eight students completed the exam and passed on first attempt (passing=69)
 - (i) The group mean was 94.00 compared with national mean of 85.37
 - (ii) Group range 85-115, standard deviation 10.39
 - (iii) Areas of possible weakness:
 - 1. Three students scored below the mean in Diversity (three male)
 - 2. Three students scored below the mean in Assessment
 - 3. Two students scored below the mean in Professional orientation/ethics
 - 4. Two students scored below the mean in Career
 - 5. Three of the lowest scores were male students
 - (iv) Areas of possible strength:
 - 1. Four students scored above the mean in Research
 - 2. Two students scored above the mean in Group
 - 3. Three students scored above the mean in Human Development
 - 4. Two students scored above the mean in Diversity
 - (b) Since inception, the SC concentration has maintained a 100% passing rate on the Praxis with an average of 168.13
 - (i) For 2016-2017, there were no students who took the exam as no SC students completed internship during this academic year
 - 2. Action Plan
 - (a) Both standardized exams (PSC Praxis & CPCE) allow for comparison with other similar programs
 - (b) Faculty were pleased that the group mean on the CPCE had risen for a 3rd year in a row and continued to be well above the national mean.
 - (c) Faculty were somewhat concerned that 3 students were below the mean in Assessment but also noted that it is common for that to be an issue. Since alumni surveys also indicated “assessments” as an area of improvement, faculty will monitor this closely
 - (d) Faculty noted anomaly in diversity (male/female) scores. Males seemed to be performing overall below females. Faculty will continue to monitor this
 - (e) Faculty will continue to use both the PSC Praxis and the CPCE
 - (f) In the future, the CPCE will be required of SC concentration as well as CMHC
- iv. Oral Exam
 - 1. Review
 - (a) Eight students passed oral exams (passing=83.5%)

- (b) Seven students passed initially and 1 remaining student passed upon second attempt
 - (c) The group mean was 92.86. The group range was 88.20-96.74
 - (d) Faculty observed a very slight downward trend in group mean past 3 years
- 2. Action Plan
 - (a) Faculty will explore possibilities of increasing emphasis on thorough case presentations during internship in order to build more expertise and confidence in students so they are better prepared for oral exams
- b. Indirect Evidence
 - i. Alumni Survey (Spring 2017)
 - 1. Review
 - (a) 15 respondents (13 CMHC & 2 SC)
 - (b) 12 respondents were female and 3 were male
 - (c) 6 respondents were licensed as LMFT, 2 were licensed as PC and 1 respondent had obtained a supervisor certification
 - (d) 6 respondents attempted and passed licensure exams on first attempt,
 - (e) 1 respondent attempted licensure exam and did not pass
 - (f) 11 of 15 were employed in the counseling field (73%)
 - (g) Identified Strengths of the Program
 - (i) Having live supervision and a counseling center to practice in
 - (ii) The faculty are a strength
 - (iii) Emphasis on “Self of Therapist”
 - (h) Areas for Possible Growth
 - (i) Expand research methodology and training
 - (ii) Improve agency work for practicum & internships
 - (iii) Improve School Counseling concentration
 - 2. Action Plan
 - (a) Send surveys to only previous 5 years of graduates and try to increase response level
 - (b) Continue to improve communications between program faculty and off campus internship sites
 - (c) Review writing and research course to consider areas for improvement
 - ii. Supervisor-Employer Survey (Spring 2017)
 - 1. Review
 - (a) 6 respondents (internship supervisors, no employers)
 - (b) Identified Strengths of the Program
 - (i) When asked if a position were open, 4 stated they would hire the Johnson University graduate student who interned for them
 - (ii) Responses from all 6 indicated that “Counseling Skills” was the greatest area of strength (66.7%), “Appreciate and Respect for Diversity” (50%), and “Self-of-therapist” (50%)
 - (c) Areas for Possible Growth
 - (i) Systems theory, especially Bowen
 - (ii) Confronting in Therapy Sessions
 - (iii) Improving Diagnosis, Treatment Planning, & Case Conceptualization
 - 2. Action Plan

- (a) Work on ways to improve response rate, especially from employers
 - (b) Increase emphasis on diagnosis, treatment planning and case conceptualization within practicum and internship
- iii. Graduate Program Satisfaction Survey (Spring 2017)
 - 1. Review
 - (a) 2 respondents, 1 dual enrollment
 - (b) Identified strengths of program
 - (i) Live supervision
 - (ii) Faculty
 - (c) Identified concerns
 - (i) "I would HIGHLY recommend not allowing a two-year track"
 - 2. Action Plan
 - (a) Consider ways of improving student response rate or other options on gathering data
 - (b) Continue to encourage applicants and new students to consider tracks that are at least 3 years of duration rather than 2 or even 2.5 years
- iv. Exit Interview
 - 1. Review
 - (a) During the 2016-2017 year, the decision was made to discontinue the exit interview and student focus groups. Action Plan
 - (b) Core Counseling Faculty will continue to examine the best way to gain this data
 - 2. Action Plan
 - (a) At present, all graduate students (both admitted to the program as well as dual enrollment and non-degree seeking) are invited to take a Program Satisfaction Survey each spring (see above)
- v. Field Placement Data
 - 1. Review
 - (a) Data absent for 2016-2017
 - (b) Discussion on value of Field Placement Data
 - 2. Action Plan
 - (a) Will continue discussion and options in 2017-2018 academic year
- vi. Institutional Data
 - 1. Review
 - (a) According to the Admissions Office, 32 individuals applied to the graduate counseling program
 - (i) 17 completed applications
 - (ii) 16 applicants were accepted into the program (94.1% of completed files)
 - (iii) 1 male applicant, the rest were female
 - (iv) 1 applicant was denied (5.9% of completed files)
 - (v) 13 students enrolled in the program (76.5% of completed files, 81.3% of accepted applicants)
 - 1. Ten of the 13 students enrolled in CMHC concentration
 - 2. Three of the 13 students enrolled in SC concentration
 - 3. One existing CMHC student began SC concentration as well (summer 2017)

- (vi) 3 individuals were accepted but did not enroll in the program or have delayed enrollment (17.6% of all applicants, 18.8% of accepted applicants)
 - (b) One student was dismissed from the program during the 2016-2017 school year
- 2. Action Plan
 - (a) Continue to work on integrating dispositions (2016 Standards) and then develop comprehensive tracking system that begins at admission – creating feedback loop to inform admission processes as well as retention efforts
 - (b) Consider ways of increasing numbers of male applicants
- 3. Yellow-pad Notes
 - a. The CCF typically meet weekly during the fall and spring semesters of each academic year. While much of the meeting involves review of assessment related material, there is also a significant portion of each meeting that is less structured and at times more serendipitous discussions and program dreaming
 - b. In an effort to capture this less structured portion of each meeting, CCF developed “yellow-pad notes” as a way of documenting and tracking information from these discussions
 - c. Review 2016-2017 notes
 - i. Weighted Applicant Rubric
 - 1. Continuing to improve the rubric each year especially with the addition of counselor dispositions
 - ii. Off-campus internship placements
 - 1. Any changes to policy would need to be in the handbook or in a syllabus
 - 2. Use of Counselor Dispositions
 - (a) Should mid-term Practicum evaluations include dispositions especially in light of off-campus internship placements
 - (b) Practicum supervisors will be requested to do a mid-term evaluation that includes dispositions this year (Fall 2017) as part of the testing phase of use of counselor dispositions
 - iii. Need to develop a deferment/re-enroll/re-apply policy
 - 1. Some students who were accepted for 2017-2018 were “deferred” startup until 2018. Question: Should we allow applicants to defer entrance in to the program once admitted or should they have to re-apply?
 - (a) The concentrations only have a finite number of “spots” available and reserving some spots for applicants who have deferred means less students can be accepted in subsequent years
 - (b) Accepted applicants probably need to at the very least complete Orientation class for the semester they are admitted
 - 2. ACTION: CCF will discuss options with Registrar’s office about re-enrollment/re-application policy
 - iv. Course Rotation/Structure
 - 1. Modifications seem to be going well so far but needed to tweak programs of study so that students who were on various plans were able to be maximally prepared for the rigors of the program as well as prepared for practicum and internship

- (a) Observation that within a 1-year period, there has been a dramatic shifting from students who predominately chose 2 or 2.5-year plans of study to 3 years or even more.
 - (i) This change is likely healthier in many ways, but also creates some unique problems including the lessening of a cohort/community structure and a diminishing of “mentoring” that used to occur from “2nd year students” to “1st year students.”
 - (ii) ACTION: CCF will continue to monitor this development and will become more intentional in efforts to build community and encourage the passing on of information between “old-salts” and “newbies” within the student body.
- (b) Observation that further tweaking “rules of thumb” need to be established with Individual Programs of Study in part to accommodate increasing numbers of students opting for 3+ years and in part to address move to 60 credit hour School Counseling concentration and 63 credit hour CMHC concentration
 - (i) ACTION: Develop several templates for both SC & CMHC that allow for 3+ options
 - (ii) Reminders to CCF advisors
 1. COUN 5220, Social & Cultural Diversity must be taken prior to or concurrently with Human Sexuality.
 2. If students are taking 6 hours during their first fall semester, they should take Group and Ethics.
 3. If students are taking 9 hours during their first fall semester, they should take Group, Ethics, and one Theories course.
 4. Theories must be taken before or concurrently with Practicum - but before whenever reasonably possible.

Appendix A: Summary of Assessment Points (2016-2017)

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Master of Arts in Counseling
2016-2017 Brief Stats

Completion Data (CMHC)—Avg. 2.12yrs*

Cohort	Qty. Began	With-drew	Qty. Graduated (year)	Remain Enrolled	Completion Rate*
2011	7	0	7 (2013)	0	100.00%
2012	8	4	4 (2014)	0	50.00%
2013	7	0	7 (2015)	0	100.00%
2014	12	1	10 (2016)	0	91.70%
2015	10**	1	7 (2017)	3	pending
2016	8	1	(2018)	7	pending
2017	10		(2019)		pending

*Students have 2-5 years to complete the program of study

Completion Data (School Counseling)—Avg. 2.0yrs*

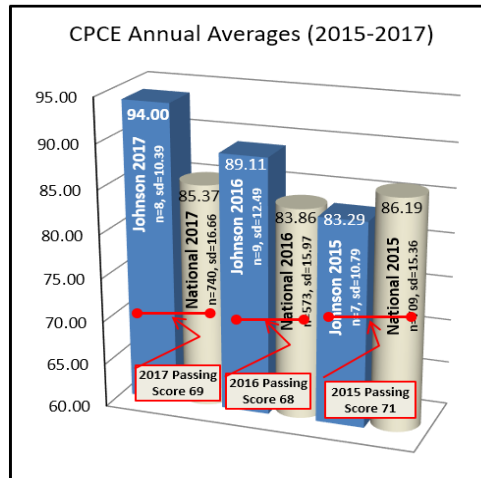
Cohort	Qty. Began	With-drew	Qty. Graduated (year)	Remain Enrolled	Completion Rate*
2012	2	1	1 (2014)	0	50.00%
2013	4	0	4 (2015)	0	100.00%
2014	2	1**	1 (2016)	0	100.00%
2015	0	n/a	n/a (2017)	n/a	n/a
2016	2	0	(2018)	2	pending
2017	4 ^e		(2019)		pending

**1 student transferred to CMHC concentration 2015

^e 1 student began dual enrollment CMHC & SC

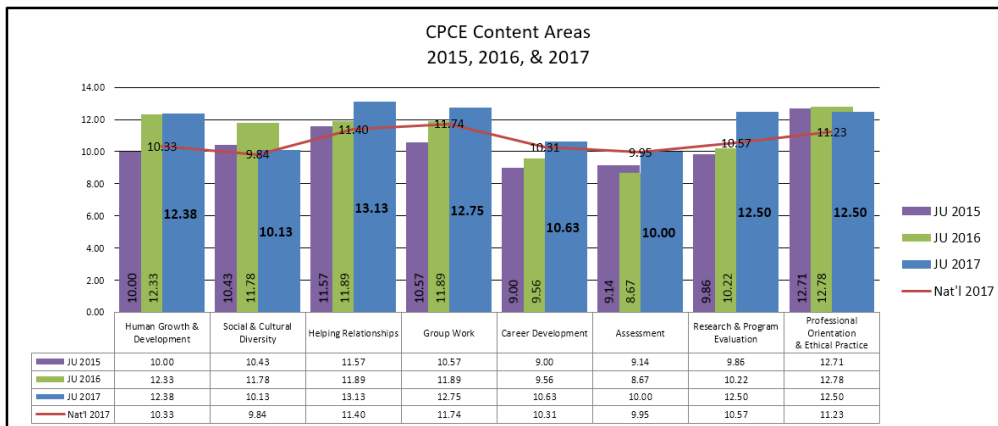
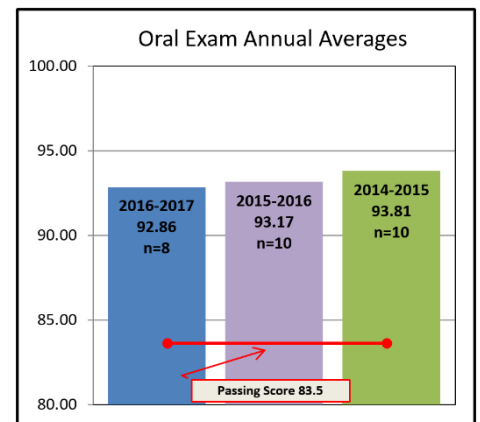
Counselor Preparation Comprehensive Exam (CPCE) pass rate

Fall 2016-Spring 2017	
<i>Johnson CPCE Results</i>	
Mean	94.00, sd=10.39
Range	R=85-115, n=8
# passed	8 of 8 passed on first try
<i>National CPCE Results</i>	
Mean	85.37, sd=16.66
Range	R=41-123, n=740



Oral Exam pass rate (CMHC & School Counseling)

Fall 2016-Spring 2017	
Mean	92.86
Max	96.74
Min	88.20
# passed	8 of 8 passed on first try



Job Placement Rate (graduation year)

	2016 grads	2017 grads
Obtained employment within 3 months after graduation	80%	100%
Obtained employment within 1 year after graduation	90%	n/a

MA in Counseling Core (proposed changes for 2017-2018)

SLO 1: Graduates will embrace a Christian worldview that compels them to respectfully and ethically engage clients both similar to and different from themselves..

Objective 1.1: Graduates demonstrate conduct consistent with professional standards and ethics.

Objective 1.2: Graduates articulate a personal model of applied integration.

Objective 1.3: Graduates develop culturally responsive strategies to engage clients in diverse settings.

SLO 2: Graduates will synthesize a systemic approach, theoretical understanding, and helping skills to address human experience across the lifespan.

Objective 2.1: Graduates discover and apply the interrelationships among and between work, relationships, mental well-being, life roles, and other factors.

Objective 2.2: Graduates discover and apply group dynamics, theories, and techniques.

Objective 2.3: Graduates demonstrate basic helping skills and techniques.

Objective 2.4: Graduates develop a systemic framework for understanding theories and developmental and non-normative factors that affect human growth and development.

SLO 3: Graduates will demonstrate responsible use of research and assessment tools.

Objective 3.1: Graduates conduct appropriate assessment of clients using validated tools and procedures relevant to the context.

Objective 3.2: Graduates evaluate counseling literature and effectively employ research to inform counseling practice.

Clinical Mental Health Counseling Concentration (proposed changes for 2017-2018)

SLO 4-CMHC: Graduates will competently counsel, informed by knowledge and professional best practices.

Objective 4.1-CMHC: Graduates demonstrate a well-formed, systemically-oriented clinical mental health counselor identity.

Objective 4.2-CMHC: Graduates conceptualize and plan treatment and interventions within a clinical setting.

Objective 4.3-CMHC: Graduates employ a variety of counseling skills and modalities as they engage clients in counseling.

School Counseling Concentration (proposed changes for 2017-2018)

SLO 5-SC: Graduates will competently counsel, informed by knowledge and professional best practices.

Objective 5.1-SC: Graduates demonstrate a well-formed school counselor identity.

Objective 5.2-SC: Graduates conceptualize and plan lessons/interventions within a school counseling context.

Objective 5.3-SC: Graduates employ a variety of counseling skills and modalities as they engage students in a school counseling setting.

Appendix D: Mapping of KPIs with SLOs and Courses

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SLO 1: Graduates will embrace a Christian worldview that compels them to respectfully and ethically engage clients both similar to and different from themselves.			
	1.1: Graduates demonstrate conduct consistent with professional standards and ethics.		
		COUN 5210 – Ethical & Professional Issues in Counseling	<ul style="list-style-type: none">Ethical Code/Association Comparative Paper
		Practicum/Internships	<ul style="list-style-type: none">Reflection on attending conferenceCPCE Subscore
	1.2 Graduates articulate a personal model of applied integration		
		COUN 5210 – Ethical & Professional Issues in Counseling	<ul style="list-style-type: none">TBD – assignment related to Stone & Duke, <i>How To Think Theologically</i>
		COUN 5330 – Human Development Over the Lifespan	<ul style="list-style-type: none">Spiritual Development Paper
		COUN 5420 – Theories of Counseling & MFT II	<ul style="list-style-type: none">Theory of Counseling Paper
		COUN 5200 – Integrating Theology & Therapy	<ul style="list-style-type: none">Special Topics PaperIntegrative Paper
	1.3: Graduates develop culturally responsive strategies to engage clients in diverse settings.		
		COUN 5220 – Social & Cultural Diversity in Counseling	<ul style="list-style-type: none">Book Review
Internship		<ul style="list-style-type: none">CPCE Subscore	
SLO 2: Graduates will synthesize a systemic approach, theoretical understanding, and helping skills to address human experience across the lifespan.			
	2.1: Graduates discover and apply the interrelationships among and between work, relationships, mental well-being, life roles, and other factors.		
		COUN 5560 – Career Assessment & Development	<ul style="list-style-type: none">Class PresentationCareer Chaos Projects
		Internship	<ul style="list-style-type: none">CPCE Subscore
	2.2: Graduates discover and apply group dynamics, theories, and techniques.		
		COUN 5540 – Group Dynamics/Theories/ Techniques	<ul style="list-style-type: none">Cumulative Score of 5 Reflection PapersCompetent Group Facilitator PaperFinal Exam
		Internship	<ul style="list-style-type: none">CPCE Subscore
	2.3: Graduates demonstrate basic helping skills and techniques.		
		COUN 5581 – Counseling Skills & Techniques	<ul style="list-style-type: none">Video ReviewsCounseling Competency Scales
		Practicum/Internships	<ul style="list-style-type: none">Counseling Skills Domain EvaluationsCPCE Subscore
	2.4: Graduates develop a systemic framework for understanding theories and developmental and non-normative factors that affect human growth and development.		
		COUN 5330 – Human Development Over the Lifespan	<ul style="list-style-type: none">Final Exam

		Internship	<ul style="list-style-type: none"> CPCE Subscore
<i>SLO 3: Graduates will demonstrate responsible use of research and assessment tools.</i>			
	3.1: Graduates conduct appropriate assessment of clients using validated tools and procedures relevant to the context.		
		COUN 5520 – Child & Adolescent Assessment, Diagnosis, & Treatment	<ul style="list-style-type: none"> Case Study
		Internship	<ul style="list-style-type: none"> CPCE Subscore
	3.2: Graduates evaluate counseling literature and effectively employ research to inform counseling practice.		
		COUN 5100 – Research & Statistics	<ul style="list-style-type: none"> Literature Review Final Exam
		Internship	<ul style="list-style-type: none"> CPCE Subscore
<i>SLO 4-CMHC: Graduates will competently counsel, informed by knowledge and professional best practices.</i>			
	4.1-CMHC: Graduates demonstrate a well-formed, systemically-oriented clinical mental health counselor identity.		
		COUN 5520 – Child & Adolescent Assessment, Diagnosis, & Treatment	<ul style="list-style-type: none"> Case Study
		Internship	<ul style="list-style-type: none"> Oral Exam
	4.2-CMHC: Graduates conceptualize and plan treatment and interventions within a clinical setting.		
		COUN 5570 – Adult Assessment, Diagnosis, & Treatment	<ul style="list-style-type: none"> Clinical Case Study
		Internship	<ul style="list-style-type: none"> Oral Exam
	4.3-CHMC: Graduates employ a variety of counseling skills and modalities as they engage clients in counseling.		
		Practicum	<ul style="list-style-type: none"> CCS-R
		Internship	<ul style="list-style-type: none"> Oral Exams
	<i>SLO 5-SC: Graduates will competently counsel, informed by knowledge and professional best practices.</i>		
	5.1-SC: Graduates demonstrate a well-formed school counselor identity.		
		COUN 5610 – Foundations in School Counseling	<ul style="list-style-type: none"> Final Exam
		Internship	<ul style="list-style-type: none"> Praxis Subscore
	5.2-SC: Graduates conceptualize and plan lessons/interventions within a school counseling context.		
		COUN 5650 – Contemporary Trends in School Counseling	<ul style="list-style-type: none"> Systems Theory Paper
		Internship	<ul style="list-style-type: none"> Oral Exam
	5.3-SC: Graduates employ a variety of counseling skills and modalities as they engage students in a school counseling setting.		
		COUN 5850 – School Counseling Practicum	<ul style="list-style-type: none"> Counseling Skills & Access to Resource sections of evaluation May also want to look at an assessment point after practicum
		Internship	<ul style="list-style-type: none"> Oral Exam

Appendix E: Counselor Dispositions Evaluation Form

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GCP Student Name:

Evaluator Name:

Date:

Counselor Dispositions

*The following evaluation references the qualities and characteristics typical of a professional in the counseling profession. Broadly defined, these are the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues. Each identified disposition is followed by a listing of synonyms and descriptors as a means to more fully This evaluation is to be completed in reference to a fully-licensed and practicing professional - meaning that current students are expected to be developing and nurturing these dispositions while in the Graduate Counseling Program (e.g., students do not commonly score "8s" during their first semesters of the program). Please evaluate the Student in light of our 10-point scale below, and offer any comments you find helpful/valuable. **Comments are required if students are Marginal or Below Expectations.***

- Below Expectations** Disposition is absent or demonstration is significantly less than appropriate for a Counseling Professional.
- Marginal** Demonstration of disposition is present but generally below what would be expected of a Counseling Professional.
- Meets Expectations** Demonstration of disposition is clearly evident and what is to be expected from a Counseling Professional.
- Exceeds Expectations** Demonstration of disposition is above and beyond what is typical of a Counseling Professional.

	Below Expectations		Marginal			Meets Expectations			Exceeds Expectations		Comments:
Resilient	1	2	3	4	5	6	7	8	9	10	
sustainability, connects with deeper purpose/mission/calling, able to prioritize and sacrifice appropriately, shows initiative, tenacity, follow through, perseverance, endurance, manages discomfort/anxiety/distress, stable, nonreactive, tolerates ambiguity											
Teachable	1	2	3	4	5	6	7	8	9	10	
receptive, vulnerable, engages growth process fully, respects own role in the process, both humble and assertive, open to feedback and seeks to incorporate it, lifelong learning and professional growth, flexibility											

GCP Student Name: _____

	Below Expectations	Marginal	Meets Expectations	Exceeds Expectations	Comments:
Aware of Self and Others	1 2	3 4 5	6 7 8	9 10	
<i>Collaborative</i> – awareness of one’s thoughts/feelings as well as others’ thoughts/feelings, ability to be both separate from and a part of a group, supporting others without losing/compromising self, other-awareness, respect, accepting, meeting others where they are, works well with peers/staff/faculty/supervisors, practice of boundaries					
<i>Assertive</i> – well-defined sense of self, know who they are and Whose they are, appropriate view of self in relation to others, self-validated affirmation, differentiated, self-knowledge/awareness					
Integrity	1 2	3 4 5	6 7 8	9 10	
<i>Professionalism</i> – timeliness, dress, appropriate interactions, time management, organizational skills, respect for others’ time and energy					
<i>Integrity</i> – honesty, genuineness, do what you say you do, follow-through, consistency, pursuit of being and doing Good					
Compassion	1 2	3 4 5	6 7 8	9 10	
using head and heart in balance, intentional, heart breaks but not consumed, shifting gears between gentle and firm, civic/community engagement, discernment, able to both rejoice and weep					
Additional Comments					

School of Social & Behavioral Sciences

Assessment of Student Learning Objectives

Graduate Program-M.A. Counseling-Clinical Mental Health Counseling (CMHC) concentration

The Core Counseling Faculty (CCF), comprised of 3 fulltime faculty members met weekly for 30 scheduled and documented meetings from June 2016-April 2017. One faculty member was on part-time sabbatical during the school year. Meeting times predominately focused on individual student concerns, as well as program review and improvement. During January, 2017, faculty spent over 10 hours discussing CACREP 2016 standards and developing KPIs and counselor dispositions that conformed to these standards. Simultaneously, the faculty revised existing SLOs in order to meet institutional shifts in assessment reporting procedures. Over the course of the spring semester, the process of updating syllabi began in order to ensure new SLOs, KPIs and counselor dispositions were integrated appropriately. The CCF met on 8/11/17 for the annual Counseling Program Review (CPR) in order to discuss assessment results from 2016-2017 academic year.

The data reported and discussed below is based on program and concentration goals and SLOs in existence during the 2016-2017 academic year. There are a total of 56 core/"professional identity" standards and 101 "professional practice" standards that are assessed within the CMHC concentration based on the CACREP 2009 standards. The CMHC concentration is accredited under the 2009 standards until 2024. New SLOs, KPIs and Counselor Dispositions that reflect CACREP 2016 standards will be operationalized during the 2017-2018 academic year. Assessment procedures will be updated as well during the 2017-2018 academic year to reflect the changes in the program

Results and discussion are summarized below from the review of goals and outcomes for student learning for 2016-2017.

Goal 1 *"Graduates provide counseling that is informed by ethical and professional best practices."*

Student Learning Objective	Assessment Method	Results of the Measurement	Faculty Discussion of the Results	Actions Taken by the School Faculty	Target Date	Date Completed
1.1 Graduates competently employ a variety of counseling skills and modalities as they engage clients in therapy.	Multiple measures and data collection points: There are 5 core/"professional identity" standards and 3 "professional practice" standards that inform SLO 1.1. These standards are tabulated using SCRs that assess various assignments and exams across 5 courses as well as internship experiences.	94.94 mean score for 2016-2017 school year. Data was collected from all identified sources.	The mean value of 94.94 is above the benchmark set by faculty of 86.00. The value is slightly above the 2015-2016 average of 93.72 and the cumulative average of 94.11.	No immediate action required.	n/a	n/a
1.2 Graduates develop treatment plans and	Multiple measures and data collection points: There are	95.53 mean score for	The mean value of 95.53 is above the benchmark set by	Faculty discussed the increased values associated with this SLO	n/a	n/a

counseling strategies that are comprehensive including thorough assessment, accurate diagnosis, and well-articulated goals.	6 core/"professional identity" standards and 30 "professional practice" standards that inform SLO 1.2. These standards are tabulated using SCRs that assess various assignments and exams across 11 courses as well as practicum and internship experiences.	2016-2017 school year. Data was collected from all identified sources.	faculty of 86.00. The value is above well above both 2015-2016 average of 93.24 and the cumulative average of 94.15. Faculty recognizes that this particular SLO covers a number of skill development areas and is crucial to preparing students to be professional.	and were pleased since this was an area identified as a possible "growth area."		
1.3 Graduates have a clear sense of mental health/marriage and family counselor identity and adhere to high ethical standards in all relationships, including clients and their families, peers, and staff.	Multiple measures and data collection points: There are 10 core/"professional identity" standards and 18 "professional practice" standards that inform SLO 1.3. These standards are tabulated using SCRs that assess various assignments and exams across 4 courses as well as practicum and internship experiences.	94.06 mean score for 2016-2017 school year. Data was collected from all identified sources.	The mean value of 94.06 is above the benchmark set by faculty of 86.00. The value is slightly above the 2015-2016 average of 93.35 and the cumulative average of 93.95.	No immediate action required.	n/a	n/a
Goal 2 "Graduates synthesize theory, research, and systemic understanding into professional practice."						
2.1 Graduates accurately describe counseling theories and select relevant theoretical approaches when working with clients.	Multiple measures and data collection points: There are 12 core/"professional identity" standards and 8 "professional practice" standards that inform SLO 2.1. These standards are tabulated using SCRs that assess various assignments and exams across 9 courses.	95.46 mean score for 2016-2017 school year. Data was collected from all identified sources.	The mean value of 95.46 is above the benchmark set by faculty of 86.00. The value is above well above both 2015-2016 average of 91.88 and the cumulative average of 92.05.	Faculty discussed the significant increase in values associated with this SLO and were very pleased since this was an area identified as a possible "growth area."	n/a	n/a
2.2 Graduates understand and apply research, evaluation, and professional	Multiple measures and data collection points: There are 8 core/"professional identity" standards and 12 "professional practice"	94.31 mean score for 2016-2017 school year. Data was	The mean value of 94.31 is above the benchmark set by faculty of 86.00. The value is slightly below the 2015-2016	Faculty discussed the values associated with this SLO and will continue to monitor since this was an area identified as a possible "growth area."	n/a	n/a

inquiry to the practice of counseling.	standards that inform SLO 2.2. These standards are tabulated using SCRs that assess various assignments and exams across 2 courses.	collected from all identified sources.	average of 94.40 and the cumulative average of 94.47.			
2.3 Graduates formulate a clear systemic orientation in case conceptualization and treatment.	Multiple measures and data collection points: There are 2 core/"professional identity" standards and 8 "professional practice" standards that inform SLO 2.3. These standards are tabulated using SCRs that assess various assignments and exams across 6 courses as well as practicum and internship experiences.	93.37 mean score for 2016-2017 school year. Data was collected from all identified sources.	The mean value of 93.37 is above the benchmark set by faculty of 86.00. The value is slightly above the 2015-2016 average of 93.24 and the cumulative average of 92.98.	No immediate action required.	n/a	n/a
Goal 3 "Graduates demonstrate self and other awareness as they provide culturally relevant counseling."						
3.1 Graduates express a significant appreciation and respect for differences and diversity within the clients they serve.	Multiple measures and data collection points: There are 8 core/"professional identity" standards and 19 "professional practice" standards that inform SLO 3.1. These standards are tabulated using SCRs that assess various assignments and exams across 6 courses.	93.78 mean score for 2016-2017 school year. Data was collected from all identified sources.	The mean value of 93.78 is above the benchmark set by faculty of 86.00. The value is below the 2015-2016 average of 95.28 and the cumulative average of 94.40.	Faculty are somewhat concerned in the drop in value as this is an SLO targeted for growth. Faculty will continue to monitor during 2017-2018.	n/a	n/a
3.2 Graduates are deeply aware of personal characteristics of self and the role of self as counselor.	Multiple measures and data collection points: There is 1 core/"professional identity" standard and 1 "professional practice" standard that informs SLO 3.2. These standards are tabulated using SCRs that assess various assignments and exams across 1 course	96.20 mean score for 2016-2017 school year. Data was collected from all identified sources.	The mean value of 96.20 is above the benchmark set by faculty of 86.00. The value is well above both the 2015-2016 average of 92.92 and the cumulative average of 94.33.	Faculty was pleased with the increase over last year's average.	n/a	n/a

	as well as internship experiences.					
3.3 Graduates are knowledgeable of community resources and appropriately refer others to relevant professionals and agencies.	Multiple measures and data collection points: There are 4 core/"professional identity" standards and 2 "professional practice" standards that inform SLO 3.3. These standards are tabulated using SCRs that assess various assignments and exams across 3 courses as well as practicum and internship experiences.	93.21 mean score for 2016-2017 school year. Data was collected from all identified sources.	The mean value of 93.21 is above the benchmark set by faculty of 86.00. The value is below the 2015-2016 average of 95.30 and the cumulative average of 93.97.	Faculty will continue to monitor this SLO in light of the slight decrease in the average	n/a	n/a

School of Social & Behavioral Sciences

Assessment of Student Learning Objectives

Graduate Program-M.A. Counseling-School Counseling (SC) concentration

The Core Counseling Faculty (CCF), comprised of 3 fulltime faculty members met weekly for 30 scheduled and documented meetings from June 2016-April 2017. One faculty member was on part-time sabbatical during the school year. Meeting times predominately focused on individual student concerns, as well as program review and improvement. During January, 2017, faculty spent over 10 hours discussing CACREP 2016 standards and developing KPIs and counselor dispositions that conformed to these standards. Simultaneously, the faculty revised existing SLOs in order to meet institutional shifts in assessment reporting procedures. Over the course of the spring semester, the process of updating syllabi began in order to ensure new SLOs, KPIs and counselor dispositions were integrated appropriately. The CCF met on 8/11/17 for the annual Counseling Program Review (CPR) in order to discuss assessment results from 2016-2017 academic year.

The data reported and discussed below is based on program and concentration goals and SLOs in existence during the 2016-2017 academic year. There are a total of 56 core/"professional identity" standards and 69 "professional practice" standards that are assessed within the School Counseling concentration based on the CACREP 2009 standards. The School Counseling concentration is accredited under the 2009 standards until 2018. New SLOs, KPIs and Counselor Dispositions that reflect CACREP 2016 standards will be operationalized during the 2017-2018 academic year. Assessment procedures will be updated as well during the 2017-2018 academic year to reflect the changes in the program

Results and discussion are summarized below from the review of goals and outcomes for student learning for 2016-2017.

Goal 1 "Graduates provide counseling that is informed by ethical and professional best practices."

Student Learning Objective	Assessment Method	Results of the Measurement	Faculty Discussion of the Results	Actions Taken by the School Faculty	Target Date	Date Completed
1.1 Graduates competently employ a variety of counseling skills and modalities as they engage students in a school counseling setting.	Multiple measures and data collection points: There are 5 core/"professional identity" standards and 5 "professional practice" standards that inform SLO 1.1. These standards are tabulated using SCRs that assess various assignments and exams across 4 courses as well as practicum and internship experiences.	93.60 mean score for 2016-2017 school year. Data was collected from all identified sources.	The mean value of 93.60 is above the benchmark set by faculty of 86.00. The value is slightly below the 2015-2016 average of 94.20 and the cumulative average of 94.02.	No immediate action required. Faculty will continue reviewing both the process and the results.	n/a	n/a

1.2 Graduates develop lesson plans and counseling strategies that are comprehensive including thorough assessment, accurate evaluation, and appropriate implementation.	Multiple measures and data collection points: There are 6 core/"professional identity" standards and 19 "professional practice" standards that inform SLO 1.2. These standards are tabulated using SCRs that assess various assignments and exams across 4 courses as well as practicum and internship experiences.	96.14 mean score for 2016-2017 school year. Data was collected from all identified sources.	The mean value of 96.14 is above the benchmark set by faculty of 86.00. The value is above the 2015-2016 average of 95.20 and the cumulative average of 94.98.	Faculty were pleased with the growth as indicated by the continued increase in this SLO.	n/a	n/a
1.3 Graduates have a clear sense of school counselor identity and adhere to high ethical standards in all relationships, including students and their families, peers, and staff.	Multiple measures and data collection points: There are 10 core/"professional identity" standards and 7 "professional practice" standards that inform SLO 1.3. These standards are tabulated using SCRs that assess various assignments and exams across 4 courses as well as practicum and internship experiences.	94.53 mean score for 2016-2017 school year. Data was collected from all identified sources.	The mean value of 94.53 is above the benchmark set by faculty of 86.00. The value is below the 2015-2016 average of 95.78 and the cumulative average of 94.88.	Faculty will continue to monitor this SLO to however the mean continues to be rather high despite a decrease from last year.	n/a	n/a
Goal 2 "Graduates synthesize theory, research, and systemic understanding into professional practice."						
2.1 Graduates accurately describe counseling theories and select relevant theoretical approaches when working with clients.	Multiple measures and data collection points: There are 12 core/"professional identity" standards and 6 "professional practice" standards that inform SLO 2.1. These standards are tabulated using SCRs that assess various assignments and exams across 8 courses.	95.66 mean score for 2016-2017 school year. Data was collected from all identified sources.	The mean value of 95.66 is above the benchmark set by faculty of 86.00. The value is a significantly higher than the 2015-2016 average of 92.20 and the cumulative average of 92.22.	Faculty were pleased with the seeming growth in this area over last year and will continue to monitor this SLO	n/a	n/a
2.2 Graduates understand and apply research, evaluation,	Multiple measures and data collection points: There are 8 core/"professional	90.31 mean score for 2016-2017 school	The mean value of 90.31 is above the benchmark set by faculty of 86.00. The value is	No immediate action required. Faculty will continue to monitor this SLO and consider options on	n/a	n/a

and professional inquiry to the practice of counseling.	identity” standards and 9 “professional practice” standards that inform SLO 2.2. These standards are tabulated using SCRs that assess various assignments and exams across 2 courses.	year. Data was collected from all identified sources.	below the 2015-2016 average of 93.88 and the cumulative average of 91.91.	improving this area for 2017-2018.		
2.3 Graduates formulate a clear systemic orientation in case conceptualization and treatment.	Multiple measures and data collection points: There are 2 core/“professional identity” standards and 10 “professional practice” standards that inform SLO 2.3. These standards are tabulated using SCRs that assess various assignments and exams across 5 courses as well as practicum and internship experiences.	94.10 mean score for 2016-2017 school year. Data was collected from all identified sources.	The mean value of 94.10 is above the benchmark set by faculty of 86.00. The value is below the 2015-2016 average of 95.36 and above the cumulative average of 93.76.	No immediate action required. Despite the decrease over last year, 2016-2017 remains above the cumulative average.	n/a	n/a
Goal 3 “Graduates demonstrate self and other awareness as they provide culturally relevant counseling.”						
3.1 Graduates express a significant appreciation and respect for differences and diversity within the clients they serve.	Multiple measures and data collection points: There are 8 core/“professional identity” standards and 5 “professional practice” standards that inform SLO 3.1. These standards are tabulated using SCRs that assess various assignments and exams across 4 courses as well as practicum and internship experiences.	93.32 mean score for 2016-2017 school year. Data was collected from all identified sources.	The mean value of 93.32 is above the benchmark set by faculty of 86.00. The value is below the 2015-2016 average of 94.90 and the cumulative average of 93.96.	No immediate action required. Faculty will continue to monitor.	n/a	n/a
3.2 Graduates are deeply aware of personal characteristics of self and the role of self as counselor.	Multiple measures and data collection points: There is 1 core/“professional identity” standards that informs SLO 3.2. These standards are tabulated using SCRs that	97.25 mean score for 2016-2017 school year. Data was collected from	The mean value of 97.25 is above the benchmark set by faculty of 86.00. The value is significantly higher than both the 2015-2016 average of 91.00 and the cumulative average of 94.33.	Faculty were pleased with the seeming significant increase in the mean over last year that had been rather low.	n/a	n/a

	assess various assignments and exams across 2 courses.	all identified sources.				
3.3 Graduates are knowledgeable of community resources and appropriately refer others to relevant professionals and agencies.	Multiple measures and data collection points: There are 4 core/"professional identity" standards and 8 "professional practice" standards that inform SLO 3.3. These standards are tabulated using SCRs that assess various assignments and exams across 3 courses as well as practicum and internship experiences.	95.68 mean score for 2016-2017 school year. Data was collected from all identified sources.	The mean value of 95.68 is above the benchmark set by faculty of 86.00. The value is slightly higher than the 2015-2016 average of 95.62 and the cumulative average of 95.24.	No immediate action required.		

Appendix H: Closing the 2015-2016 Assessment Loop

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A. List any changes or improvements made to this program during the assessment cycle (For example: change in course, instructor, syllabi, changes to major assignment . . .)	B. Was this change based on the assessment of a SLO(s) in the previous assessment cycle? If yes, which one(s)? If no, please describe why this change was made.	C. List any meeting dates related to this change	D. Are there minutes or notes? If yes, please include
Faculty began process of transitioning to CACREP 2016 standards. During January, 2017, faculty spent over 10 hours discussing CACREP 2016 standards and developing KPIs and counselor dispositions that conformed to these standards. Over the course of the spring semester (2017), the process of updating syllabi began in order to ensure new SLOs, KPIs and counselor dispositions were integrated appropriately. New SLOs, KPIs and Counselor Dispositions that reflect CACREP 2016 standards will be operationalized during the 2017-2018 academic year.	Change based on window of opportunity to transition from CACREP 2009 standards to CACREP 2016 standards	Multiple meetings January, 2017	Yes
Grand Rounds replaced with formal case presentations during internship group supervision. This change in assessment data collection was implemented June, 2016	Change based on redundancy of Grand Rounds for data collection purposes and an effort to bolster performance of student case presentation and development of treatment plans	CAR-12/2016	Yes
Alumni Survey: Faculty will re-evaluate alumni survey with limiting feedback to students who completed curriculum after change in 2011 – would include graduates 2013-present. (Implemented-Spring 2017)	Improved indirect data collection for assessment purposes.	CAR-12/2016	Yes
Site Supervisor and Employer Surveys: Core Counseling Faculty were concerned about the very low response rate and raised the question if this data collection could be woven together with 'Field Placement Data' collection of supervisor feedback on interns? Discussed in multiple meetings 2016-2017. Supervisor training offered (Implemented Summer 2016). Relaunch "Spring Supervisor Evaluation" (Implemented Summer 2016). Develop framework for clinical supervisor evaluation (pending 2017-2018)	Improved indirect data collection for assessment purposes.	CAR-12/2016	Yes
Exit Interviews: During 2016-2017, CCF discussed findings from the exit interviews. Particular concern was expressed in trying to improve curriculum delivery and to use focus groups to a greater depth of student perspective/concerns. Make Sakai sites available at least 1wk prior to beginning of semester (initiate Fall 2017). Required course syllabi submitted to GCP 1 week prior to beginning of semester (initiate Fall 2017). Instructors to submit course textbook requirements to GCP (initiate Fall 2017).	Improve program curriculum delivery and access	CAR-12/2016	Yes