Johnson University
School of Social and Behavioral Sciences
Graduate Counseling Program

2017-2018

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 Annual Report

Background & Overview

The Comprehensive Assessment Plan (CAP) was first formalized during the 2014-2015 academic year while the Johnson University graduate counseling program was becoming accredited by the CACREP under 2009 standards. During 2017-2018, the graduate counseling program began the process of revising assessment procedures to conform to CACREP 2016 standards. Two of the more notable adjustments involved identifying and assessing Key Performance Indicators (KPIs) [see Appendix D] and Counselor Dispositions [see Appendix E]. The CAP describes a continuous, cyclical process that is participative, flexible, relevant, and responsive [see Appendix B]. The heart of the CAP is to ensure students graduate from the program as professionally competent counselors.

The CAP is reviewed annually at the end of spring semester and revised as necessary to ensure consistent program assessment occurs and to maximize quality of student learning. The annual review combines with other assessment data to inform a Comprehensive Annual Report (CAR) published each fall by the Johnson University's Office of Institutional Effectiveness. Stakeholders (e.g., current students, faculty, administrators, site supervisors, alumni, and employers) are notified when the report is available. The CAR identifies program improvement that is data driven and evidence monitored. In addition to the CAR, the faculty also annually publicize program vital statistics and demographic information [see Appendix A].

2018 Counseling Program Review annual meeting (May 7 & 10, 2018)

The Core Counseling Faculty (CCF), comprised of 3 fulltime faculty members, generally met weekly for 25 scheduled and documented meetings from June 2017-May 2018. One faculty member was on sabbatical during the fall semester. A typical CCF meeting consisted of approximately 40 minutes of program review and enhancement with the remaining time spent on individual student concerns or issues. Much of the program review focused on transition to CACREP 2016 standards, including implementing newly revised Student Learning Outcomes (SLOs) as well as Key Performance Indicators (KPIs) and Counselor Dispositions. The 2017-2018 academic year culminated on May 7 and 10 for the annual Counseling Program Review.

1. Review of Program Mission and Student Learning Outcomes (SLOs)
    a. Program Mission (facilitated by Assessment Coordinator)
        i. Review & Discussion
            (a) CMHC
                (i) No changes in mission, however average completion time is increasing for students with the majority now completing in three years or more
            (b) SC
                (i) No changes in mission, however, increasing numbers of students are seeking enrollment in both concentrations
        ii. Action Plan

1. Concentrations continue to be a good fit for the mission and for the program
   (a) Increase in School Counseling concentration to 60hr plan of study will begin 2018-2019 academic year
   (b) Increase in CMHC concentration to 63hr plan of study will begin 2018-2019 academic year
2. For enrollment tracking purposes in vital statistics report: once a student declares dual concentration, list in both categories starting with their original start date in the program. If a student switches, remove from one category and put in the other retroactively to date student started in the program
3. For job placement rates in vital statistics report: count dually concentrated graduates as both SC and CMHC when employed

b. Student Learning Outcomes (facilitated by Assessment Coordinator)
   i. Review & Discussion
      1. Newly revised SLOs used for first time 2017-2018 as part of transition to CACREP 2016 standards
         (a) Counseling Program Core has three SLOs each with unique objectives, CMHC concentration has one SLO with three objectives and School Counseling concentration has one SLO with three objectives
      2. 2017-2018 marked first year that Key Performance Indicators (KPIs) were used to provide assessment data for SLOs/objectives
         (a) Objectives are measured in multiple ways across time using KPIs
      3. Results from a number of KPIs will not be available until 2018-2019 academic year since the new assessment procedures began Summer 2017
         (a) Many of the KPIs are measured in a student's final semester through subscores on the CPCE or through the oral exam so data will not be available until Spring 2019 at the earliest
   ii. Action Plan
      1. Faculty will continue to monitor SLOs closely 2018-2019.
      2. KPIs will continue to play an essential role for informing assessment data and student performance
      3. Use of CPCE and Oral exams will provide more comprehensive data for 2018-2019

2. Program Assessment
   a. Direct Evidence (facilitated by Program Director)
      i. Student Competency Records (SCRs)
         1. Review & Discussion
            (a) SCRs were used to help assess student learning and competency based on CACREP 2009 standards as well as goals and objectives previously set by the program

(b) During 2017-2018, students who entered the program prior to January, 2017 as fully admitted students were assessed using SCRs
    1. Most of these students graduated April, 2018
    2. No student received a SCR score that was below standard, 5 students received a score of "marginal" across three different courses

2. Action Plan
    (a) SCR's will be discontinued beginning Summer 2018
    (b) Existing SCRs will be added to student files
    (c) Two remaining SCR students will be transitioned to KPIs and dispositions

ii. Grades, Key Performance Indicators (KPIs), and associated SLOs

1. Review & Discussion
    (a) KPIs are used to help assess student learning and competency based on CACREP 2016 standards
    (b) KPIs are directly linked to SLOs as noted above
    (c) KPIs associated with Counseling Program CORE SLOs
        (i) Even with missing KPIs, initial statistics available for all SLOs
        (ii) SLO 1 & SLO 2 were above benchmark
            1. SLO 1 seems to have excessive and perhaps needlessly redundant KPIs
                a. SLO 1 is composed of three objectives and 10 KPIs
                b. Objective 2 in particular has five KPIs associated with it, two of which are rather similar to other KPIs both in content and timing/sequence
        (iii) SLO 3 was an 80.57 (3.5 points below benchmark of 84)
            1. Note: data from only two out of five KPIs were available
            2. Note: data that was available came from a historically challenging entry-level course (Research & Statistics)
                a. Students performed particularly poorly on one KPI (Final Exam), with an average score of 71.47
                b. The other KPI (Lit. Review), students averaged 89.67
    (d) KPIs associated with CMHC concentration SLO
        (i) SLO mean was 91.90
        (ii) Note: data available from two of the six KPIs associated with this SLO
    (e) KPI associated with School Counseling concentration SLO
        (i) SLO mean was 89.17
        (ii) Note: data available from one of the six KPIs associated with this SLO
    (f) Faculty observed that KPIs are not currently used to determine individual student competency in the manner that SCRs previously did
    (g) No student required remediation due to grade performance in 2017-2018
        (i) Faculty believe this is partly due to transition to CACREP 2016 standards

(ii) Faculty also believe this is due to an increased use of Notice of Concerns (NOCs) as an "early alert" system for students who are performing marginally

2. Action Plan
   (a) Counseling Program CORE SLO 1 has excessive KPIs
      (i) Faculty discussed and decided to drop two KPIs (from program assessment) beginning 2018-2019:
         1. COUN 5420 Personal Theory of Counseling paper
         2. COUN 5200 Special Topics paper
   (b) Counseling Program CORE SLO 3 will be closely monitored as more data becomes available
      (i) Faculty discussed concerns about COUN 5100 Research & Statistics
         1. This course has historically been taught as an 8-week summer course. Faculty considering possibly swapping this course with another course, allowing this course to be taught over an entire semester (16 weeks) and perhaps allowing more time for students to grasp information
         2. Faculty also considered instructor for the course
            a. Historically, this course has been taught be adjunct and more recently with several different instructors
            b. Faculty will consider other instructor options
   (c) Faculty will consider if KPIs that are seemingly below standard for any given student should result in a remediation plan, similar to what was previously done with SCRs
      (i) Students scoring an 83 or below on any KPI may be required to complete remediation beginning Summer 2018
   (d) A secure workbook/spreadsheet will be created to maintain and track KPIs/dispositions/NOCs
      (i) Advisors to maintain updates regarding issues in the spreadsheet
      (ii) Program Director will continue to explore the most effective way of maintaining student data from year to year

iii. Counselor Dispositions
   1. Review & Discussion
      (a) CACREP 2016 standards describe counselor dispositions as those "commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues."
      (b) To ensure graduate counseling students develop to the highest possible extent both personally and professionally during their time in the program, the faculty identified five key dispositions deemed by them as crucial to counselor development

(c) During 2017-2018 Assessment of Dispositions was piloted during the admissions process and throughout their time in the program
(d) During academic coursework, every student was assessed by the professor teaching each course (adjunct or core faculty) using a structured worksheet
(e) It was intended that core faculty reviewed each student's dispositional assessments every semester, utilizing the completed worksheets as a guide
    (i) Should a student be identified as marginal or below expectations in any of the dispositions, a Note of Concern (NOC) may be issued to the student, generating a meeting with the student's faculty advisor to develop any remediation plans that might be warranted
    (ii) If a student was identified as marginal or below expectations in any of the dispositions by two or more instructors, a NOC was issued.
(f) The pilot year (2017-2018) resulted in no instances of "below expectation" and 33 instances of "marginal"
    (i) These instances involved seven different students, ranging from one per student to one student who had 13 instances
    (ii) Meetings with advisors were arranged with several students and in two cases NOCs were generated along with subsequent advisor meetings
(g) In general, faculty liked the dispositions and the process however the following thoughts for future consideration were discussed
    (i) Some challenges in tracking and monitoring KPIs, Dispositions, & NOCs
    (ii) Is there a risk of drilling down so far that students do not have adequate time to develop?
    (iii) Importance of immediacy when multiple professors note a concern
    (iv) Some classes seem to pull out dispositional concerns more than others
    (v) There seems to be some overlap between dispositions perhaps making it challenging for faculty to distinguish at times
    (vi) At what point are dispositional issues sufficient to warrant dismissal/time off from the program?

2. Action Plan
(a) Immediately develop a workbook to track KPIs, Dispositions, & NOCs
    (i) Advisors to check dispositional workbook at the end of each semester to ensure their advisees are not flagged
    (ii) Conversations during the course of advising meetings if the conversations can wait
(b) Continue to monitor to see patterns of courses/professors who do not have dispositional concerns or who have too many
    (i) If two professors flag dispositions in the same semester – immediately elevate to conversation with advisor.

(ii) If only one professor flags- continue to monitor, casual conversation with advisee, or escalate to action plan at advisor's discretion.

(c) At this time, do not send dispositions to site supervisors because they are too ambiguous/broad. May use dispositions material from CCS-R

(d) Faculty will continue to determine how dispositional concerns might be best addressed with options other than personal counseling (i.e., related reading or videos, personal reflection papers, etc.)

iv. Skills Data

1. Review & Discussion

(a) COUN 5581/5586 Counseling Skills & Techniques (CMHC & School Counseling)

(i) This introductory course is used as a gateway to students beginning practicum

(ii) This course was expanded to a two-credit hour course (COUN 5586) instead of one-credit hour due to the extensive work expected of students

(iii) Section 1 of the Counselor Competencies Scale—Revised (CCS-R) was piloted during 2017-2018 as a tool to assess competency and to help determine readiness to begin practicum as well as for use as a KPI

(iv) All students were able to continue on in to practicum

(b) Practicum (CMHC)

(i) The CCS-R (Section 1 only) was piloted during 2017-2018 to further assess skills and to help measure readiness for internship

(ii) No students were held back from continuing on to internship

(c) Practicum (School Counseling)

(i) The School Intern Evaluation was used during 2017-2018 to assess competencies. This form had been revised slightly from that previously used, removing an option of "not applicable" to ensure that all competencies were evaluated either during practicum or subsequent internship

(ii) Two students completed practicum with a note from the field supervisor that some areas were not assessable because the site did not provide the experience. Each of these students entered internship with the noted areas to ensure that students were able to be assessed on these competencies during internship

(d) Internship (CMHC)

(i) During 2017-2018, faculty intervened by requesting one CMHC student withdrawal from practicum. This student, upon successful remediation, will be provided the opportunity to retake practicum in 2018-2019

(ii) During 2017-2018, CCF group supervisors provided a supervision evaluation in addition to the site supervisor's evaluation for each intern

(e) Internship (School Counseling)
(i) Faculty expressed some concern that CMHC students who added the SC concentration may not be fully prepared for an SC Internship since Practicum was not required (if a student had already completed a CMHC Practicum)
(ii) Some concerns expressed that the current SC Intern Evaluation did not address CACREP 2016 standards and was in need of revision

2. Action Plan
(a) COUN 5581/5586 appear to be functioning well as a way of assessing skill levels and as a tool to ensure students are prepared to begin practicum
(b) ASMR/ASIST will continue to be offered within COUN 5581/5586, providing students with suicide intervention skills prior to practicum
(c) Faculty will begin using the CCS-R in COUN 5581/5586 as a KPI and will also consider using the CCS-R at the conclusion of CMHC Practicum as an additional KPI data point. In addition, faculty will consider the option of using the CCS-R in CMHC Internship. The following questions may provide focus during 2018-2019:
(i) For CMHC Internship consider incorporating some of the second portion of the CCS-R as influences?
(ii) Revise some of the skill domains in the CMHC Internship evaluation as well to better reflect not having live supervision during internship and that clinical skills have already been established.
(iii) The current CMHC evaluation could operationalize each domain more like the CCS-R does.
(iv) For the CCS-R (COUN 5581 & Practicum), could consider replacing word "competency" and with the developmentally more appropriate term "expectations" (i.e. meets competency vs. meets expectations).
(d) During 2018-2019, the Internship Coordinator will enter discussions with the School Counseling Specialist regarding revision of the School Intern Evaluation
(i) SC internship evaluation needs to better align with 2016 standards
(ii) Some discussion/concern regarding current use of the same instrument for both practicum and internship
(iii) Consider use of or adaptation of the CCS-R at least for SC practicum
(e) During 2018-2019, faculty will formalize SC orientation for students doing dual concentration

v. Standardized Tests-CPCE & Professional School Counselor (PSC) Praxis (Spring 2018)
1. Review and Discussion

(a) Counselor Preparation Comprehensive Exam (CPCE): Nine students completed the exam and passed on first attempt (passing=71)
    (i) The group mean was 92.11 compared with national mean of 87.87 (based on combined exit and non-exit data)
    (ii) Group range 78-109, standard deviation 8.07
    (iii) For the first time, School Counseling students were also required to take the CPCE
    (iv) Areas of possible weakness:
        1. Career
        2. Assessment
        3. Research
    (v) Areas of possible strength:
        1. Human Growth and Development
        2. Helping Relationships
        3. Career (the overall mean was still above the national average)
    (vi) Other notes/thoughts:
        1. Career had the broadest distribution of scores
        2. School Counseling students outperformed CMHC students in all areas except Helping Relationships and Group Work
(b) Since inception, the SC concentration has maintained a 100% passing rate on the Praxis with an average of 170.45
    (i) For 2017-2018, three students took the exam with the highest average of any cohort to date, 176.67
    (ii) National passing score was 156

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 continued to be well above the national mean
    (c) Faculty will consider instructor options for COUN 5100 Research & Statistics (as noted above). This particular course largely addresses two of the possible weak areas mentioned above.
    (d) Faculty were also pleased that the School Counseling students performed well on the CPCE
    (e) Faculty will monitor School Counseling performance in Helping Relationships and Group Work and consider if this is related to SC specific coursework or other factors

vi. Oral Exam (Spring 2018)
    1. Review and Discussion

(a) All counseling students passed the oral exams (mean 89.06), passing score 83.5
(i) Seven CMHC students passed oral exams (88.46 mean)
(ii) Three School Counseling students passed oral exams (90.48 mean)
(iii) One of the students took both oral exams since the student was enrolled in both concentrations
(b) Faculty observed a continued slight downward trend in group mean past four years
(c) Faculty observed that CMHC students seemed to increasingly struggle with articulating theories associated with couples/MFT

2. Action Plan
(a) Faculty will continue to monitor the slight downward trend in group average but consider it likely that it is more of a reflection of tougher scoring by the assessors
(b) 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
(c) Faculty are also considering revision of the School Counseling oral exam to more closely follow the practice of school counselors instead of CMHC (note: the current exam was based off of CMHC proficiencies)
(d) Faculty will explore revision of CMHC oral exam to eliminate some redundancy and further refine it
(e) Program Director to address concerns for more emphasis on couples/MFT theories with appropriate instructors

b. Indirect Evidence
i. Alumni Survey (Spring 2018)
1. Review and Discussion
(a) Pending—responses not back at time CAR generated 7/6/2018
2. Action Plan
(a) Pending—responses not back at time CAR generated 7/6/2018

ii. Supervisor-Employer Survey (Spring 2018)
1. Review and Discussion
(a) Ten respondents (47.6% response rate)
(b) Identified Strengths of the Program
(i) Counseling skills were identified as a fairly consistent strength among JU students/employees, although some variation was present
(c) Areas for Possible Growth
(i) Improving Treatment Planning and Case Conceptualization

1. Faculty discussed how moving to Electronic Health Records (EHR) and standardized treatment planning may help with Treatment Planning and Case Conceptualization

2. Action Plan
   (a) Work on ways to continue to improve response rate, especially from employers
   (b) Increase emphasis on diagnosis, treatment planning and case conceptualization
      (i) More focus will be placed on integration of EHR with Treatment Planning and Case Conceptualization within the course COUN 5570 Adult Assessment, Diagnosis, and Treatment Planning as well as Practicum and Internship

iii. Student Focus Group (Fall 2017)

1. Review and Discussion
   (a) Exit interviews were discontinued during previous assessment cycle and faculty decided a focus group involved current students as well as those about to graduate would be helpful instead
   (b) During Fall 2017, a student focus group was conducted among students slated to graduate Spring 2018.
   (c) Strengths that were voiced
      (i) Adding AMSR/ASIST (risk assessment) to COUN 5581 was seen as a positive move
      (ii) Students greatly appreciated the networking that occurred (both among themselves but especially professionals in the community) through professional development workshops required each semester during internship
   (d) Desires or concerns that were expressed
      (i) CMHC concentration is far more structured than the SC concentration, particularly related to SC group supervision
      (ii) SC have a sense of "stepping down" to the school side
      (iii) Would like COUN 5585 Crisis Intervention & Psychological First Aid to occur during the first semester instead of the last within the typical program of study
      (iv) Faculty and staff wear too many hats
      (v) Some students want more residencies; others want fewer. The only clear consensus seemed to be that residency time should be used well and not simply filling time
      (vi) Would like the option of monthly "lunch and learn trainings" with faculty
      (vii) One class on children & adolescents is not enough
      (viii) Need more case management skills

(ix) Students are aware when there is tension in the building related to faculty, staff, and/or student issues
(x) SC students feel disconnected/lacking community from the other students
(xi) Having supervision at JU for an offsite placement is difficulty and requires more collaboration than is occurring
(xii) List of best partners for internships
(xiii) Doing SC and CMHC internships at the same time is unwise

2. Action Plan
   (a) Faculty overall found student comments very informing and will consider program change and improvements for 2018-2019
   (b) ASMR/ASIST will continue to be a feature of initial course work prior to practicum, offered within COUN 5581/5586 as noted above
   (c) Networking opportunities will continue and possibly be expanded to include options to network with alumni
   (d) Increasing efforts on validating SC students and ensuring courses, syllabi, documentation (handbooks, etc.), and supervision experiences reflect the value and importance of SC students
   (e) Internship Coordinator will be reviewing a number of suggestions on improving internship experience

iv. Graduate Program Satisfaction survey (Spring 2018)

1. Review and Discussion
   (a) the Graduate Program Satisfaction survey was sent to all degree-seeking and non-degree seeking students during January/February 2018
      (i) Respondents included two SC, 15 CMHC, and one DE student
      (ii) Twenty-five invitations sent (response rate 72%)
   (b) Concerns observed
      (i) Two core faculty on sabbatical recently (one 2016-17 year, one FA2017); 2nd year students "lived through" both of those sabbaticals
      (ii) Possible poor "onboarding" or marketing to one particular first year CMHC student?
      (iii) Ongoing issues with financial aid (although students did not specifically identify that)

2. Action Plan
   (a) Faculty were pleased with response rate and for information gained for this "first time" instrument
   (b) No new information seemed to be revealed, but faculty found it helpful to be alert to current student sentiments
   (c) Though it was not specified within the survey, students suggested asking about the following as well
      (i) quality of group supervision
      (ii) satisfaction with integration of faith and counseling

v. Field Placement Data
    1. Review and Discussion
        (a) The Internship Coordinator maintains data including site supervisor qualifications, trainings, evaluations of site supervisors, and issues throughout the academic year
            (i) Clinical Training Manager (CTM) was piloted for 2017-2018
                1. CTM is a comprehensive cloud-based database specifically designed for counselor training programs
                2. CTM advertised as a program to "simplify managing training sites, student placement, supervisor licenses, and site information with a single, intuitive database."
                3. CTM also claimed to provide integrated reports supporting accreditation requirements and assistance in building reports on student activity, hours, experience, and competency
            (ii) After many months of trial and error, it was determined that CTM was overly complicated, not fully developed, and unreliable at this time
        (b) The Internship Coordinator maintained a backup system during the piloting of CTM for both field placement data (e.g., site information & demographics, site supervisor credentials & training, etc.) and student activity hours
        (c) The Internship Coordinator noted that during 2017-2018, five School Counselor supervisors received training and two CMHC supervisors received training
        (d) Faculty raised some confusion over the "rollover" of access hours in a given semester
            (i) Internship Coordinator clarified no practicum hours can be rolled over in to internship
            (ii) Internship Coordinator clarified internship hours for a given semester can be rolled over/applied to subsequent semester after Week 13
        (e) Evaluations of supervisors identified several opportunities for growth
            (i) Need for more Treatment Planning & Case Conceptualization direction (CMHC)
            (ii) Could benefit with more "outside box" suggestions for interventions (CMHC)
            (iii) Need for the site supervisor to be more organized (SC)
            (iv) Preplanned activities often got dropped due to "urgent" issues (SC)
            (v) Need for more group training/facilitation opportunities (SC)
            (vi) Site offered limited "direct student contact" (SC)
    2. Action Plan
        (a) Internship Coordinator will develop and implement an "in-house" time tracking system beginning Summer 2018

(b) Internship Coordinator will continue to look at options to facilitate management of field placement data and ease accessibility for both students and site supervisors
(c) Internship Coordinator revising Internship Handbook and considering option of continuing two separate handbooks for School Counseling and CMHC versus one all-inclusive handbook

vi. Institutional Data
1. Review
(a) According to the Admissions Office, 39 individuals applied to the graduate counseling program (12 Spring 2018 & 27 Summer 2018)
(i) Nineteen completed applications (6 Spring & 13 Summer)
(ii) Thirteen applicants enrolled into the program
1. Eleven of the 13 students enrolled in CMHC concentration
2. Two of the 13 students enrolled in SC concentration
3. Three existing students completed CMHC concentration and began SC concentration (Summer 2018)
(iii) Two individuals delayed enrollment until Fall 2018 and two until Spring 2019
(b) Four dual enrollment students (undergraduate students) took part in graduate studies during 2017-18
(c) One student withdrew from the program (CMHC)
(d) Ten students graduated Spring 2018
(i) Three students graduated from SC concentration (includes 1 dual CMHC)
(ii) Seven students graduated from CMHC concentration
2. Action Plan
(a) The annual Vital Statistics report (CACREP 2016) was changed slightly to be more user friendly
(b) Faculty to consider ways of increasing numbers of School Counseling applicants
(c) Tracking institutional data: ferret out applications by SC/CMHC and continue tracking in this manner throughout students' time in the program

3. Yellow-pad Notes (brainstorming-uncategorized)
a. Fall admission entry point was considered but faculty felt this would not be helpful or manageable at this time or for the near future
b. Discussed issuing certificates: Would not apply toward financial aid. Would eliminate need to accept on one-by-one basis. Would provide way to quantify NDS students (to give us "Credit" for their head). Will revisit again if demand increases.
c. Discussed possible nominees for creating advisory council for Spring 2019

    i. School counseling: Several school counselors noted including ones from Mooreland Heights Elementary, Fulton High School, Northview Primary School, and Pigeon Forge High School
    ii. CMHC: Several mentioned from agencies including at Omni and Fellowship Church
    iii. Alumni: Several alumni noted who are active in practice and live relatively close
d. No title IX information in syllabi needed at this time because the university has means for student communication related to Title IX
e. For CAEP standards – wait until there becomes enough of a reason to look into CAEP standards
f. Continue to develop ways of better addressing ADA standards and accessibility in program
g. Development of electives postponed until more resources become available
h. Will re-review syllabi against CACREP 2016 standards matrix to ensure accuracy

Return to TOC

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Student Learning Outcomes (SLOs)

School:	Social & Behavioral Sciences	**Assessment Cycle Dates:**	2017-18
Program:	MA Counseling	**Location:**	TENNESSEE

Part I. Follow-up to Previous Assessment Report (Closing the Loop on Last Year's Assessment)

A. Address any <u>proposed</u> improvements from LY's report. Was action taken? *Usually corresponds to Part II, F from the previous reporting cycle or from proposals made in that narrative. The goal is to show if/how those proposed changes/improvements were implemented.*	**B. How will the efficacy of the improvement be assessed or monitored? (part of SLO assessment, new measure, indirect measure, etc.)**
During the previous year (2016-2017) faculty developed a plan to transition from CACREP 2009 standards to CACREP 2016 standards. Faculty used the 2016 standards to inform new SLOs and identified Key Performance Indicators (KPIs) to provide data for measuring SLOs. While some of the SLOs were similar to those used previously, wording was altered to better reflect CACREP 2016 standards and program change. In addition, Counselor Dispositions were developed for the first time Spring 2017. Course syllabi for 2018-2019 were revised to reflect the new standards as well as the use of KPIs and dispositions for both program assessment and assessment of student learning.	Discussion: The transition to CACREP 2016 standards has been relatively smooth. Much of this was likely due to the strategic planning that occurred during 2017-2018. One of the more challenging aspects of implementation involves "teaching out" a number of students who entered the counseling program under the previous standards (2009). An additional challenge involved the collection of data and subsequent data analysis for program assessment purposes. During 2017-2018, the Program Director developed a protocol to ensure that students were taught and assessed according to the standards they entered the program. The Program Director also ensured that all syllabi were clear in describing the KPIs and standards that were attached to a particular course and how KPIs were measured. ACTION for 2018-2019: Transitioning from CACREP 2009 to CACREP 2016 standards is a process involving several years. Faculty will continue closely monitoring the use of new assessment tools (KPIs and Dispositions) as well as new procedures. Graduate faculty will continue to meet weekly throughout 2018-2019 discussing program improvement as well as individual student progress. Because only two students remained under the 2009 standards as of May 2018, those students were transitioned to the 2016 standards effective Summer, 2018.

During Spring 2017, graduate and undergraduate faculty met several times in an effort to expand the existing mission statement for the school. A part of the impetus for this originated from the graduate faculty's commitment to enhancing diversity. The work of the faculty culminated on April 3 and resulted in a more comprehensive statement that focused specifically on three areas. During 2017-2018 faculty were encouraged to be creative and seek opportunities to highlight the expanded mission statement throughout the graduate and undergraduate programs.	Discussion: Throughout 2017-2018, faculty were increasingly committed and thoughtful about how to enhance diversity across the curriculum. One spinoff from this focus was a review of accessibility for those who may be hearing or vision impaired. Faculty explored ways to enhance the learning experience and further minimize barriers for those who find existing practices or delivery systems challenging. ACTION for 2018-2019: The expanded mission statement will be included in the 2018-2019 graduate student handbook. Faculty will consider inclusion of the mission statement in course syllabi and will be increasingly intentional addressing diversity in unique and relevant ways for each course. Faculty will examine and implement options to improve accessibility within the program.
Course Rotation/Structure: The counseling program has gradually been shifting from an almost entirely two-year program to one that provides options of completing the program in three, four, and even five-year time frames. A major instigator for this change was feedback from a CACREP site team visit (2016) which suggested two years, while "doable," might actually be unhealthy for students. Additionally, 2017-2018 witnessed an increase in the number of students requesting dual concentration enrollment. In order to meet this shift, several "templates" were developed during the 2017-2018 academic year for both the School Counseling & CMHC students as well as those seeking enrollment in both concentrations.	Discussion: All courses are offered every year and students have the option of choosing several different programs of study allowing for completion in 2-5 years. Faculty advisors have strongly encouraged a minimum of three years. 2017-2018 saw a significant shifting so that the majority of student now target three years for completion of their programs. ACTION for 2018-2019: Faculty are increasing options for completing programs of study and beginning Fall 2018, students will have the option of taking a two-semester long practicum experience. This additional time provision allows students even more flexibility and likely enhances the learning experience. Students' learning will be closely monitored using the Counselor Competencies Scale—Revised (CCS-R). Dispositional assessment will also be used to monitor student attitudes throughout their program of study regardless of whether they are enrolled in a single concentration or dually enrolled.
Building Community: Faculty have noted that a sense of community and support within the student body seems to have lessened in part due to the shift away from more distinct two-year cohorts.	Discussion: The more flexible course rotation/structure seems to have been both helpful but also potentially lessened the opportunities for students to build strong supportive relationships with one another and to allow "old salts" to pass on helpful information to "newbies." ACTION for 2018-2019: Become more intentional in efforts to build community among students-brainstorming 1) Create opportunities for building supportive relationships outside of classes a) Occasional social events at faculty housing b) Student-led group 2) Develop more interactive and engaging activities within classes and residencies

	3) Expand on orientation a) Summer 1 is downtime and no interaction with new students—create opportunities b) Make Orientation Day more open to existing student
The 2016-2017 assessment cycle identified eight students who were identified as being "below standard" in one or more competencies. Faculty were encouraged to be more proactive in identifying marginal or below standard students and in developing plans of action to address this. Further, the assessment action plan from 2016-2017 noted the need for program faculty "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).	Discussion: 2017-2018 saw significant change in how student competencies and concerns were identified and managed. As noted above, faculty operationalized CACREP 2016 standards including the use of KPIs instead of the previously used Student Competency Records (SCRs). Faculty also spent significant time during weekly faculty meetings to address student performance and dispositional issues. A number of these concerns resulted in meetings with advisors. During the Comprehensive Program Review (CPR) in May 2018 and the Dispositions Review (May 2018), faculty noted the following: (a) no student required remediation due to grade performance in 2017-2018; (b) faculty observed that KPIs are not currently used to determine individual student competency in the manner that SCRs previously did; (c) no student was assessed as "below expectation" on counselor dispositions, however there were 33 instances of "marginal" involving seven different students; and (d) an increased use of Notice of Concerns (NOCs) as an "early alert" system for students who were performing marginally. Faculty also noted the significant challenge of keeping up with student issues related to grades, KPIs, and dispositions ACTION for 2018-2019: A secure workbook/spreadsheet will be further enhanced to maintain and track KPIs/dispositions/NOCs. This system will be reviewed and updated regularly by faculty advisors as needed to address student needs and concerns. The Program Director will continue to explore the most effective way of maintaining student data from year to year
The 2016-2017 assessment cycle noted some concerns about the effectiveness of site supervisor evaluations for internships. As a result, Counseling Core Faculty (CCF) group supervisor(s) provided an evaluation on every intern in addition to the site supervisor for 2017-2018.	Discussion: During 2017-2018, the CCF group supervisor piloted providing an evaluation on each intern. One benefit to this extra measure was the observation that the intern evaluation was needing some revision both for CMHC and School Counseling ACTION for 2018-2019: The Internship Coordinator will be reviewing and likely revising the intern evaluation for both CMHC and School Counseling in part to better conform to CACREP 2016 standards as well as to make it more effective for site supervisors to use.

Part II. COUNSELING PROGRAM CORE Student Learning Outcomes

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A. Core SLOs	B. Course(s) & Measure(s)	C. Results	D. Discussion	E. List any meeting dates	F. Use of Results Proposed improvements and/or Implemented improvements made based on *C. Results*.
SLO 1: Graduates will embrace a Christian worldview that compels them to respectfully and ethically engage clients both similar to and different from themselves.	COUN 5210 Comparative Paper Mean 92.12 --- Practicum/Internships Conf. Refl. Paper Mean pending (2019) --- CPCE Nat'l Exam Ethics subscore Mean pending (2019) --- COUN 5210 Theological Refls. Mean 91.18 --- COUN 5310 Spirit. Devel. Paper Mean 89.35 --- COUN 5420 Theory of Counseling Mean 91.00 --- COUN 5200 Special Topics Paper Mean 96.00 --- COUN 5200 Integrative Paper Mean 99.60 --- COUN 5220: Book Review Mean 90.88	Benchmark 84.00 Current year: 92.14 2-year average: pending	Notes from CPR: SLO 1 seems to have excessive and perhaps needlessly redundant KPIs. SLO 1 is composed of 3 objectives and 10 KPIs. Objective 2 in particular has 5 KPIs associated with it, two of which are rather similar to other KPIs both in content and timing/sequence	Weekly meetings throughout fall and winter semesters. Annual Comprehensive Program Review (CPR) conducted on May 7, 2018 Dispositions Review Meeting held on May 10, 2018	Faculty discussed and decided to drop 2 KPIs (from program assessment) beginning 2018-2019: 1. COUN 5420 Personal Theory of Counseling paper 2. COUN 5200 Special Topics paper

A. Core SLOs	B. Course(s) & Measure(s)	C. Results	D. Discussion	E. List any meeting dates	F. Use of Results Proposed improvements and/or Implemented improvements made based on *C. Results*.
	---------- CPCE Nat'l Exam Multiculture subscore Mean pending (2019)				
SLO 2: Graduates will synthesize a systemic approach, theoretical understanding, and helping skills to address human experience across the lifespan.	COUN 5560: Career Chaos Project Mean 100.00 ---------- CPCE Nat'l Exam Career subscore Mean pending (2019) ---------- COUN 5540: Reflect. Papers Mean 94.77 ---------- COUN 5540: Comp. Grp. Fac. Pap. Mean 90.00 ---------- COUN 5540: Final Exam Mean 88.83 ---------- CPCE Nat'l Exam Group subscore Mean pending (2019) ---------- COUN 5581/5586 Coun. Comp. Scales Mean 87.51 ---------- Practicum CCS-R (Section 1) Mean 92.01 ---------- CPCE Nat'l Exam	Benchmark 84.00 Current year: 93.11 2-year average: pending	Faculty noted that SLO 2 has a total of 11 data points (KPIs) associated with it. At this point in time, 64% of the data has been collected. Due to student rotation, the remaining 36% will not be available until 2018-2019 academic year. During 2017-2018, clinical faculty used customized Semester Evaluation used in previous years to help assess helping skills. In addition, faculty explored using the CCS-R for skills evaluation.	Weekly meetings throughout fall and winter semesters. Annual Comprehensive Program Review (CPR) conducted on May 7, 2018 Dispositions Review Meeting held on May 10, 2018	Faculty were pleased with the current indications of student learning. However, anecdotal assessment data from the oral exam suggested more attention needed to be given to couples and family systems theory. Instructors associated with theory courses have been informed in preparation for 2018-2019 academic year. See "oral exam" for additional information. Faculty explored use of the CCS-R in 2017-2018 in both COUN 5581 and in CMHC Practicum. Faculty decided that the CCS-R (Section 1) would be used in the future for COUN 5581. In addition, the CCS-R will likely be added as an additional data point at the conclusion of CMHC Practicum. Faculty will also consider the possibility of using the CCS-R at the conclusion of School Counseling Practicum. Finally, the Internship Coordinator and School Counseling Specialist will consider how the current evaluative tools for CMHC and School Counseling Internships may be modified to better assess skills and competencies.

A. Core SLOs	B. Course(s) & Measure(s)	C. Results	D. Discussion	E. List any meeting dates	F. Use of Results Proposed improvements and/or Implemented improvements made based on *C. Results*.
	Help. Skills subscore Mean pending (2019) ---------- COUN 5310 Final Exam Mean 91.49 ---------- CPCE Nat'l Exam Human Dev. subscore Mean pending (2019)				
SLO 3: Graduates will demonstrate responsible use of research and assessment tools.	COUN 5520 Case Study Mean pending (2019) ---------- CPCE Nat'l Exam Assessment subscore Mean pending (2019) ---------- COUN 5100: Literature Review Mean 89.67 ---------- COUN 5100 Final Exam Mean 71.47 ---------- CPCE Nat'l Exam Rsch./Stats. subscore Mean pending (2019)	Benchmark 84.00 Current year: 80.57 2-year average: pending	The mean of 80.57 is below the benchmark. However only 40.0% of the data is available at time this report was developed. The remaining data will not be available until the conclusion of the 2018-2019 academic year.	Weekly meetings throughout fall and winter semesters. Annual Comprehensive Program Review (CPR) conducted on May 7, 2018 Dispositions Review Meeting held on May 10, 2018	Counseling Program CORE SLO 3 will be closely monitored as more data becomes available: Faculty discussed concerns about COUN 5100 Research & Statistics, noting this course has historically been taught as an 8-week summer course. Faculty considering possibly swapping this course with another course, allowing this course to be taught over an entire semester (16 weeks) and perhaps allowing more time for students to grasp information. Faculty also considered instructor for the course. Historically, this course has been taught be adjunct and more recently with several different instructors. Faculty will consider other instructor options.

Part III: CMHC CONCENTRATION Student Learning Outcomes

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A. CMHC Concentration SLO	B. Course(s) & Measure(s)	C. Results	D. Discussion	E. List any meeting dates	F. Use of Results Proposed improvements and/or Implemented improvements made based on *C. Results*.
SLO 4-CMHC: Graduates will competently counsel, informed by knowledge and professional best practices.	COUN 5520: Case Study Mean pending (2019) ---------- Internship Oral Exam Mean pending (2019) ---------- COUN 5570: Clinical Case Study Mean 91.20 ---------- Internship Oral Exam Mean pending (2019) ---------- Practicum: CCS-R (entirety) Mean 92.60 ---------- Internship Oral Exam Mean pending (2019)	Benchmark 84.00 Current year: 91.90 2-year average: pending	Faculty noted at this time only 2 data points were available out of 6 (33.3%).	Weekly meetings throughout fall and winter semesters. Annual Comprehensive Program Review (CPR) conducted on May 7, 2018 Dispositions Review Meeting held on May 10, 2018	Faculty will continue to monitor KPIs associated with SLO 4-CMHC as data becomes available during 2018-2019.

Part IV: School Counseling CONCENTRATION Student Learning Outcomes

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A. School Counseling Concentration SLO	B. Course(s) & Measure(s)	C. Results	D. Discussion	E. List any meeting dates	F. Use of Results Proposed improvements and/or Implemented improvements made based on *C. Results*.
SLO 5-SC: Graduates will competently counsel, informed by knowledge and professional best practices.	COUN 5610 Final Exam Mean 89.17 ---------- Internship Oral Exam Mean pending (2019) ---------- COUN 5650: Systems Theory Paper Mean pending (2019) ---------- Internship Oral Exam Mean pending (2019) ---------- Practicum: Coun. Skills & Access to Resource Mean pending (2019) ---------- Internship Oral Exam Mean pending (2019)	Benchmark 84.00 Current year: 89.17 2-year average: pending	Faculty noted at this time only 1 data point was available out of 6 (16.7%).	Weekly meetings throughout fall and winter semesters. Annual Comprehensive Program Review (CPR) conducted on May 7, 2018 Dispositions Review Meeting held on May 10, 2018	Faculty will continue to monitor KPIs associated with SLO 5-SC as data becomes available during 2018-2019.

Appendix A: Annual Vital Statistics Report

Johnson University
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Master of Arts in Counseling
2017-2018 Vital Statistics

Enrollment/Graduation/Completion data (CMHC)*

Year	New Students Enrolled	Number Students Graduated	Avg. Years to Complete	Rate of Comp.	Total Enrolled as of Summer
2016	8	10	2.1	91.7%	16
2017	10	7	2.4	90.0%	16
2018	11	7	2.5	(pend)	23

Enrollment/Graduation/Completion data (School Counseling)*

Year	New Students Enrolled	Number Students Graduated	Avg. Years to Complete	Rate of Comp.	Total Enrolled as of Summer
2016	3	1	2.0	100%	3
2017	3	0	n/a	n/a	6
2018	5	3	2.0	100%	8

*students have 2-5 years to complete program of study

Pass Rates on Credentialing Exams

Counselor Preparation Comprehensive Exam (CPCE) pass rate

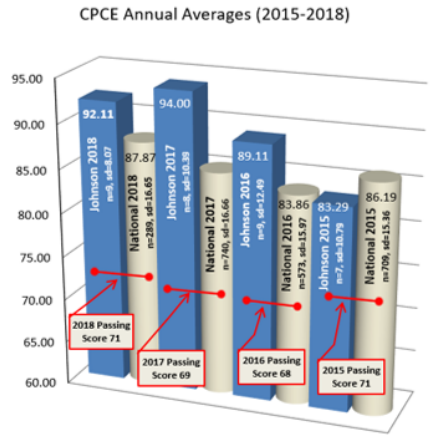
Spring 2018	
Johnson CPCE Results	
Mean, sd	92.11, sd=8.07
Range, count	R=78-109, n=9
# passed	9 of 9 passed on first try
National CPCE Results	
Mean, sd	87.87, sd=16.65
Range, count	R=43-123, n=289

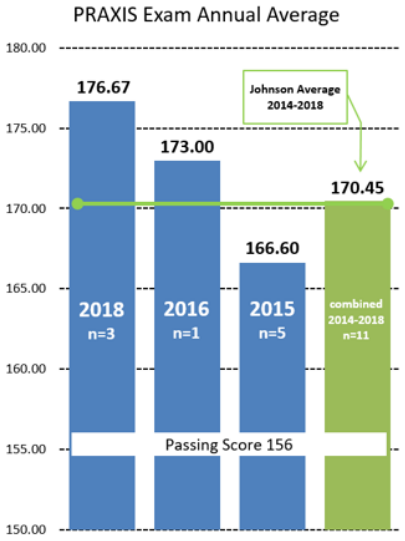
School Guidance and Counseling Praxis pass rate

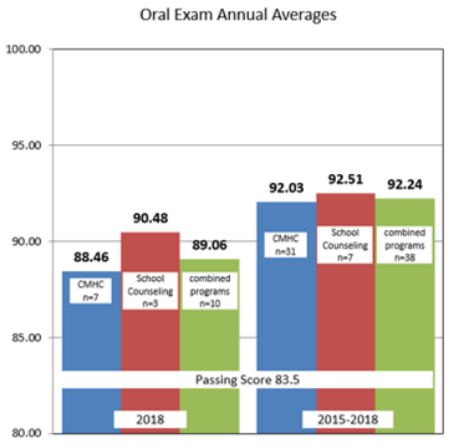
Spring 2018	
Mean	176.7
Range, count	R=170-181, n=3
Passing Score	156
# passed	3 of 3 passed on first try

Oral Exam pass rate (CMHC & School Counseling)

Spring 2018	
CMHC Results	7 of 7 passed on first try
Mean	88.46
Range, count	83.81-95.06, n=7
SC Results	3 of 3 passed on first try
Mean	90.48
Range, count	88.19-94.39, n=3



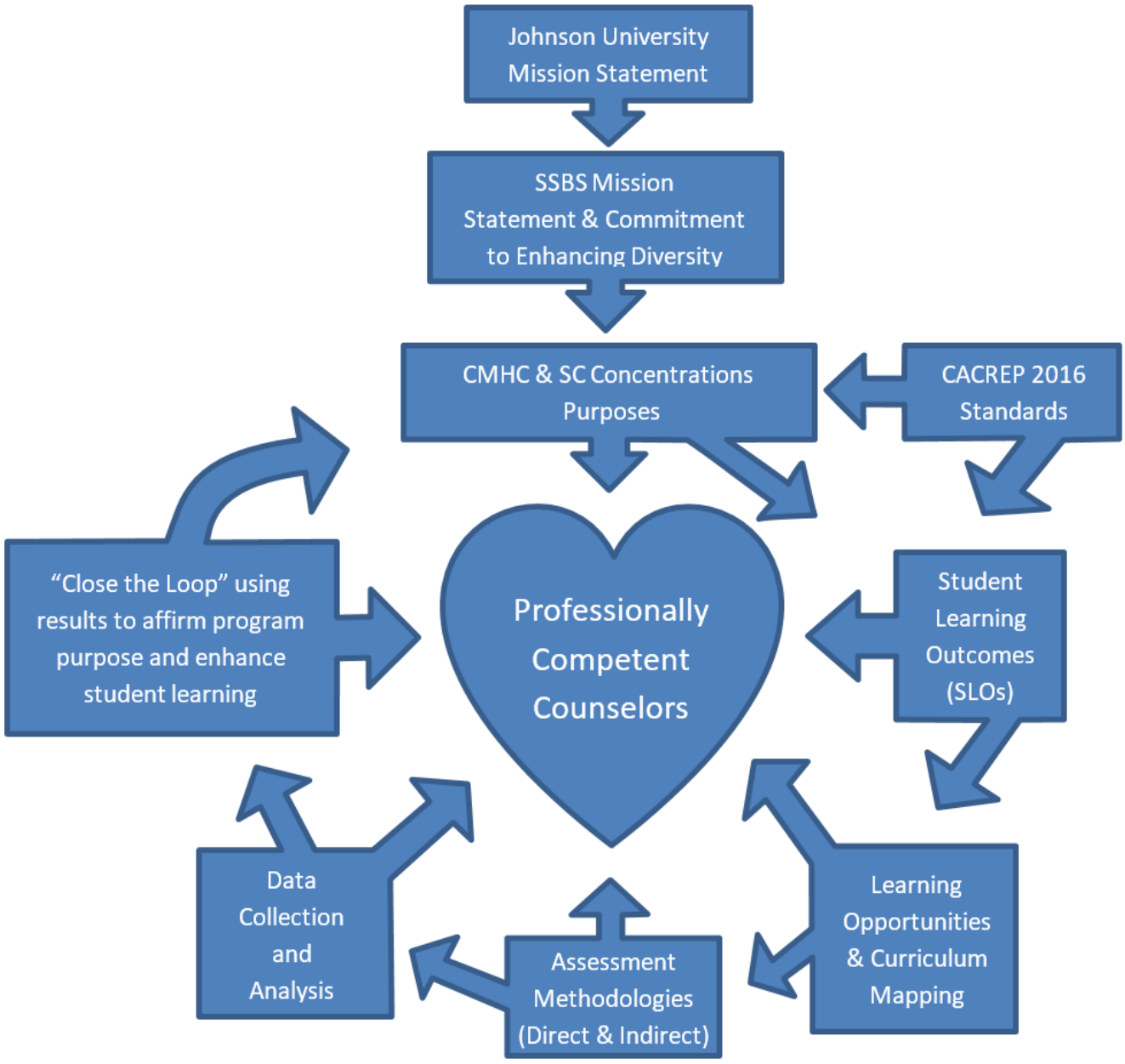




Job Placement Rate (graduation year)	2018 grads	2017 grads	2016 grads
Obtained employment within 3 months after graduation	XX%	100%	80%
Obtained employment within 1 year after graduation	not yet available	100%	90%

Appendix B: Program Assessment Cycle

The Program Assessment Cycle for the Master of Arts in Counseling is illustrated in such a way that faculty remain focused on its heart-shaped core, "professionally competent counselors." This systemic and cyclical model places continual emphasis on both outcome and process throughout the assessment cycle. The various components are similar to life-giving vessels that help to develop and maintain a healthy heart. The university mission statement, school mission statement and commitment to enhancing diversity, and CACREP (2016) standards are significant influencers of the cycle, but remain relatively unaffected by the cycle itself.



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Appendix C: Individual Student Assessment Progression

Appendix D: Mapping of KPIs with SLOs and Courses (Adjusted for 2018-2019)

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	• Ethical Code/Association Comparative Paper
	Practicum/Internships	• Reflection on attending conference • CPCE Subscore
1.2 Graduates articulate a personal model of applied integration		
	COUN 5210 – Ethical & Professional Issues in Counseling	• Theological Reflection Paper
	COUN 5310 – Human Development Over the Lifespan	• Spiritual Development Paper
	COUN 5200 – Integrating Theology & Therapy	• Integrative Paper
1.3: Graduates develop culturally responsive strategies to engage clients in diverse settings.		
	COUN 5220 – Social & Cultural Diversity in Counseling	• Book Review
	Internship	• 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	• Career Chaos Projects
	Internship	• CPCE Subscore
2.2: Graduates discover and apply group dynamics, theories, and techniques.		
	COUN 5540 – Group Dynamics/Theories/ Techniques	• Cumulative Score of 5 Reflection Papers • Competent Group Facilitator Paper • Final Exam
	Internship	• CPCE Subscore
2.3: Graduates demonstrate basic helping skills and techniques.		
	COUN 5581 – Counseling Skills & Techniques	• CCS-R (Section 1 only)
	Internship	• CPCE Subscore
2.4: Graduates develop a systemic framework for understanding theories and developmental and non-normative factors that affect human growth and development.		
	COUN 5310 – Human Development Over the Lifespan	• Final Exam
	Internship	• CPCE Subscore
SLO 3: Graduates will demonstrate responsible use of research and assessment tools.		
3.1: Graduates conduct appropriate assessment of clients using validated tools and procedures relevant to the context.		

		COUN 5520 – Child & Adolescent Assessment, Diagnosis, & Treatment	• Case Study
		Internship	• CPCE Subscore
	3.2: Graduates evaluate counseling literature and effectively employ research to inform counseling practice.		
		COUN 5100 – Research & Statistics	• Literature Review • Final Exam
		Internship	• CPCE Subscore
SLO 4-CMHC: Graduates will competently counsel, informed by knowledge and professional best practices.			
	4.1-CMHC: Graduates demonstrate a well-formed, systemically-oriented clinical mental health counselor identity.		
		COUN 5520 – Child & Adolescent Assessment, Diagnosis, & Treatment	• Case Study
		Internship	• Oral Exam
	4.2-CMHC: Graduates conceptualize and plan treatment and interventions within a clinical setting.		
		COUN 5570 – Adult Assessment, Diagnosis, & Treatment	• Clinical Case Study
		Internship	• Oral Exam
	4.3-CHMC: Graduates employ a variety of counseling skills and modalities as they engage clients in counseling.		
		Practicum	• CCS-R or comparable
		Internship	• Oral Exams
SLO 5-SC: Graduates will competently counsel, informed by knowledge and professional best practices.			
	5.1-SC: Graduates demonstrate a well-formed school counselor identity.		
		COUN 5610 – Foundations in School Counseling	• Final Exam
		Internship	• Praxis Subscore
	5.2-SC: Graduates conceptualize and plan lessons/interventions within a school counseling context.		
		COUN 5650 – Contemporary Trends in School Counseling	• Systems Theory Paper
		Internship	• 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	• Counseling Skills & Access to Resource sections of evaluation
		Internship	• Oral Exam

Counselor Dispositions Evaluation

Graduate Counseling Program
Johnson University

GCP Student Name: 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									

Counselor Dispositions Evaluation

Graduate Counseling Program
Johnson University

GCP Student Name: 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	
Collaborative – 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					
Assertive – 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	
Professionalism – timeliness, dress, appropriate interactions, time management, organizational skills, respect for others' time and energy					
Integrity – 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