

Johnson University
School of Social and Behavioral Sciences
Graduate Counseling Program



2015-2016

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

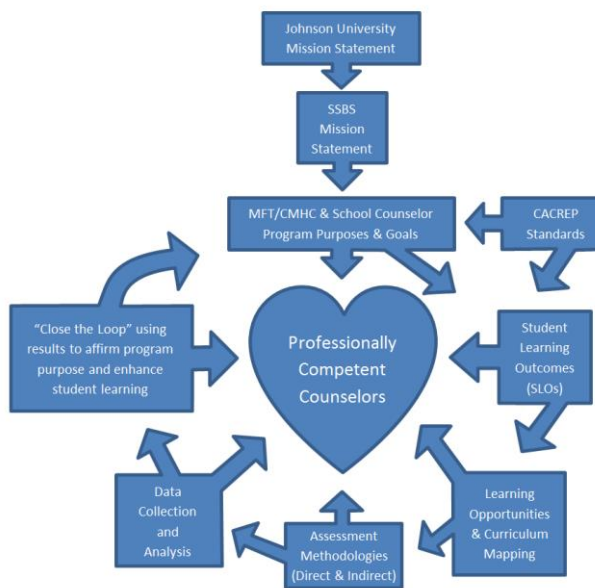
Table of Contents (TOC)

Comprehensive Assessment Report 2015-2016 [return to TOC]..... 3
Evidence-Based Program Improvement [return to TOC]..... 3
2015-2016 Summary of Assessment Meetings [return to TOC] 3
2015-2016 Counseling Program Review (CPR) annual meeting [return to TOC] 4
Appendix A: Summary of Assessment Points (2015-2016) [return to TOC]..... 11
Appendix B: Assessment of Student Learning (CMHC) [return to TOC]..... 12
Appendix C: Assessment of Student Learning (School Counseling) [return to TOC] 17
Appendix D: Assessment Timeline for Graduate Counseling Program [return to TOC] 22

Comprehensive Assessment Report 2015-2016

[\[return to TOC\]](#)

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. 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 is used to inform 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

[\[return to TOC\]](#)

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 Counseling Program faculty typically meet weekly during the academic year. Most program evaluation and improvement discussion, however, occurs during the annual Counseling Program Review meeting during the fall semester following a school year.

2015-2016 Summary of Assessment Meetings

[\[return to TOC\]](#)

The Graduate Counseling Faculty (GCF), comprised of 3 fulltime faculty members, met over 30 times from June 2015-April 2016 in part discussing program evaluation and quality improvement. Faculty celebrated the school year having culminated with a site visit and subsequent accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Clinical Mental Health Counseling (CMHC)

concentration was awarded a full eight years. The School Counseling (SC) concentration was awarded two years.

Meetings times predominately focused on continued development and review of student competency development and student learning outcomes. CACREP requires extensive program evaluation and planning. During 2015-2016, the GCF developed and refined the Comprehensive Assessment Plan (CAP). A part of this plan included continued mapping of CACREP 2009 standards with Student Learning Objectives (SLO) using individual Student Competency Records (SCRs). A “rolling internship” was initiated during the spring semester that allowed for better tracking of student competencies spread out over several semesters of internship. The GCF met on 12/15/16 for the annual Counseling Program Review (CPR) in order to discuss assessment results from 2015-2016.

2015-2016 Counseling Program Review (CPR) annual meeting

[\[return to TOC\]](#)

Brief Summary:

- An agenda was provided for the meeting based largely on the CAP assessment strategy.
 - In addition, the faculty were tasked by the university’s Office of Institutional Effectiveness to adjust the language of program assessment to that of Student Learning Outcomes (SLOs) rather than Goals
 - The timing of this shift in university policy provided a window of opportunity to begin the transition to CACREP 2016 standards
 - Meetings were scheduled throughout January 2017 to address CACREP 2016 transition and will be reported in the 2016-2017 CAR
1. Review of Program Mission & Student Learning Outcomes
 - a. Program Mission
 - i. Review
 1. Dropped pursuit of MCFC
 2. Changed to one program, M.A. in Counseling with two concentrations
 - (a) Clinical Mental Health Counseling (CMHC)
 - (b) School Counseling
 - ii. Action Plan
 1. No action required at this time. Concentrations seem 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 2.1 the lowest at 91.88
 - (b) SLO’s 3.1, 3.2, & 3.3 had previously sparked discussion during 2014-2015 CPR resulting in program change and improvement
 - (i) (see [Appendix B: Assessment of Student Learning \(CMHC\)](#))
 2. School Counseling concentration
 - (a) All SLO’s were above the 86.00 benchmark with SLO 3.2 the lowest at 91.00

- (b) SLO's 3.1, 3.2, & 3.3 had previously sparked discussion during 2014-2015 CPR resulting in program change and improvement
 - (i) (see [Appendix C: Assessment of Student Learning \(School Counseling\)](#))
- 2. Program Assessment (See [Appendix D: Assessment Timeline for Graduate Counseling Program](#))
 - 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 within the 60-day period and competency was demonstrated by each student.
 - 2. Action Plan
 - (a) Learning SCR protocol as we go
 - (b) Remediation Plans appear to be accomplishing task
 - 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) Eight students attended COUN5581 summer 2015
 - (iii) One student was below competency in 1 area and successfully completed remediation within 60 days
 - (b) Practicum
 - (i) Seven students successfully completed CMHC practicum
 - (ii) No students were enrolled in SC practicum
 - (c) Internship
 - (i) Seventeen students passed CMHC internship with a "B" or better grade.
 - 1. Ten students graduated
 - 2. Six interns began the new "rolling internship"
 - (ii) One SC intern successfully completed internship and graduated.
 - 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
 - (c) Faculty were pleased with the new "rolling internship" and will continue monitoring it closely during 2016-2017 school year
 - iii. Grand Rounds
 - 1. Review
 - (a) Grand Rounds was replaced with formal case presentations during internship group supervision
 - 2. Action Plan
 - (a) Grand Rounds will be removed from the CAP as it is no longer relevant

- iv. Standardized Tests-CPCE & Professional School Counselor (PSC) Praxis
 - 1. Review
 - (a) Counselor Preparation Comprehensive Exam (CPCE): Nine students completed the exam
 - (i) One student failed passed remediation (passing=68)
 - (ii) The group mean was 89.11 compared with national mean of 83.86
 - (iii)Group range 67-109, national range 32-121
 - (b) All PSC Praxis tests taken by students have been passed in first attempt
 - (i) For 2015-2016, one student completed the exam and passed with a 173 (passing score=156)
 - (ii) Since inception, the SC concentration has maintained a 100% passing rate on the Praxis with an average of 168.13
 - 2. Action Plan
 - (a) Both standardized exams (PSC Praxis & CPCE) allow for comparison with other similar programs
 - (b) Faculty was pleased with the positive results and favorable comparison with other training programs
 - (c) Faculty will continue to use both the PSC Praxis and the CPCE
 - (d) In the future, the CPCE will be required of SC concentration as well as CMHC
- v. Oral Exam
 - 1. Review
 - (a) Ten students passed oral exams including 1 SC concentration student (passing=84%)
 - (b) Seven students passed initially and 3 remaining students passed upon second attempt
 - (c) The group mean was 93.17. The group range was 89.31-96.74.
 - 2. Action Plan
 - (a) No action required at this time
- b. Indirect Evidence
 - i. Surveys
 - 1. Review
 - (a) Data considered
 - (i) Alumni Survey (Fall 2015)
 - (ii) Supervisor-Employer Survey (Fall 2015)
 - (iii)Supervisor-Employer Survey narrative (as prepared for Site Visit in April 2016)
 - (b) Summary/synthesis
 - (i) All respondents were clinical alum (no SC); all white/Caucasian...
 - (ii) 16/20 are working within field
 - 1. Roughly 75% of alum are divided equally between Community Agency/Private Practice,
 - (iii)All who attempted national exams have passed; 11/12 passed on first attempt

(iv) Nearly 50/50 PC/MFT (6 PC, 7 MFT)

(v) “High points”

1. Experience in program (90%+ *agree-strongly agree*)
 - a. My on-campus practicum/internship adequately prepared me for future counseling experiences.
 - b. The graduate faculty served as mentors to me
 - c. Faculty were accessible/available
 - d. The graduate faculty were helpful
 - e. Supervisors were competent/effective
2. Program objectives (85%+ *above average-exceptional*)
 - a. Counseling skills (e.g., interviewing, joining, assessing, and referring)
 - b. Ethics
 - c. Case Conceptualization
3. Practice Preparation (85%+ *above average-exceptional*)
 - a. Theories of counseling
 - b. Human development
 - c. Family counseling
 - d. Couples counseling
 - e. Faith integration

(vi) “Low Points”

1. Experience in program (9.5%+ *disagree-strongly disagree*)
 - a. The academic rigor of the graduate counseling program prepared me for licensure exams
 - b. My off-campus practicum/internship adequately prepared me for future counseling experiences
 - c. The advising process was helpful to me and answer the questions I had
 - d. The library and database resources were adequate and helpful
2. Program objectives (20%+ *poor-marginal-fair*)
 - a. Treatment planning and diagnosis
 - b. Understanding and applying research and assessment tools
 - c. Appreciation and respect for diversity
3. Practice Preparation (20%+ *poor-marginal*)
 - a. Career counseling
 - b. Multicultural counseling
 - c. Assessment/Standardized testing
 - d. Research and statistics
 - e. Advocacy

(vii) Difficulty in gathering supervisor-employer feedback (only 2 respondents). Could this data be woven together with ‘Field Placement Data’ collection of supervisor feedback on interns?

2. Action Plan

- (i) Re-evaluate alumni survey with limiting feedback to students who completed curriculum after change in 2011 – would include graduates 2013-present

- (ii) 2016-17 Surveys to be launched Spring 2017
 - (iii) Spring 2017 site visits to be conducted at current/potential internship sites as means to collect supervisor-employer feedback
 - 1. Want to add question regarding potential to hire intern at end of placement – seeking to articulate if site is a potential future employment setting
- ii. Field Placement Data
- 1. Review
 - (a) Data considered
 - (i) Chart: Overview of Site Supervisors Utilized in 2015-16
 - (ii) Site Supervisor Orientation and Training narrative (as prepared for Site Visit in April 2016)
 - (iii) Internship Site Visit Questionnaire 2015-16
 - (b) Summary/synthesis
 - (i) Supervisors generally have a high view of:
 - 1. Interns’ competence and performance at sites.
 - 2. GCP communication and availability to support them in their role
 - (ii) Bringing together SC & CMHC into single Internship Coordinator oversight makes good sense, and is still ‘in-process’ of determining various implications of this (Hebert-Ridge roles to be clarified, etc.)
 - (iii) Greatest need/gap exists in supervisor training
 - 1. Approach taken 2015-16 was to make online Sakai site available (less than ½ accessed it)
 - 2. Additionally, site visits made, with meetings lasting 30-60min and offering opportunity to share ‘vision of what supervision is/means from perspective of Program’ while also providing internship manual and resources
 - 2. Action Plan
 - (a) Offer SC training to Sevier County school counselors as part of in-service in August (as completed August 2016)
 - (b) Relaunch “Spring Supervisor Evaluation” as additional means of data collection (utilized Spring 2015, not last year)
 - (c) Develop framework for clinical supervisor evaluation
 - (i) Conceptual development – to be developed by April 2017
 - (ii) Implementation – at earliest, Spring 2018 (allowing for S.Ridge sabbatical)
 - (iii) Initial thoughts:
 - 1. Coincide training with state’s LPC-MHSP supervisor requirements
 - 2. Break up training among qualified/interested presenters
 - 3. Offer multiple ‘shorter’ trainings, so that all requirements are met within 1yr
 - 4. First training to be planned late spring/early summer, and becomes requirement for ‘untrained supervisors’ at site placements
 - 5. Open to community, marginal fee... free to current supervisors
- iii. Exit Interview
- 1. Review

- (a) Data considered
 - (i) Online Survey
 1. Year 1 Students
 2. Year 2-3 Students
 - (b) Summary/synthesis
 - (i) Very positive feedback as a norm (extremely satisfied and more than satisfied were the majority of responses on every question)
 - (ii) Growth areas for us to consider (meaning there were ‘somewhat dissatisfied’ and/or ‘extremely dissatisfied’ answers)
 1. Level of support received from Johnson University staff/departments outside of the program
 2. Level of satisfaction with the program facilities and resources
 3. Level of satisfaction with technology on campus.
 4. Year 2-3 experiences as ‘transition group’
 - a. Level of satisfaction with student evaluation procedures. (types and methods used, fairness, appropriateness)
 - b. Level of satisfaction with the structure of the curriculum (the order of classes, clinical & coursework conjoint delivery, variety of courses, etc.)
 - c. Level of satisfaction with the delivery of the curriculum (two Friday/Saturday per term, length of classes, hybrid modality)
 - (iii) Do we want to conduct exit interviews/focus groups Spring 2017?
2. Action Plan
- (a) Conduct focus groups Spring 2017
 - (i) Approach L.Loar about this
 - (ii) Possibly offer to do similar for UG-JUTN program (quid pro quo)
 - (b) Develop framework for consistency in GCP course sites
 - (i) Sakai site availability to students (1wk prior to start of term?)
 - (ii) Syllabi submitted to GCP (1wk prior to start of term?)
 - (iii) Textbooks submitted to GCP (mid-semester prior to term?)
 1. Process that parallels (not replaces) requirements of University’s bookstore/textbook provider
- iv. Institutional Data
1. Review
- (a) Data considered
 - (i) Diversity narrative (as prepared for Site Visit in April 2016)
 - (ii) Student Achievement at Johnson University (downloaded from OIE website 2017.01.18)
 - (b) Summary/synthesis
 - (i) Graduation rates and retention far exceed University norms
 1. May want to engage TSE (master’s programs) & SBPL (doctoral program) and share data so as to have more accurate comparison group
 - (ii) Proactive steps (e.g., Program Scholarship revision) have been taken to enhance recruitment/retention of diverse students
 1. Do we have additional ideas/suggestions?
 2. Do we have means to evaluate effectiveness?

- (iii) Might we benefit from a more comprehensive evaluation of admissions trends in GCP? What might this project look like/incorporate?
- 2. Action Plan
 - (a) Work to develop 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) Future of Hope Institute – possibility of collaborating with GCP (in similar manner to undergraduate program)?
 - (i) Engage staff reflections/expertise regarding how to recruit/retain diverse students
- v. Discussion of shifting the calendar for program assessment
 - 1. Review
 - (a) The university's Office of Institutional Effectiveness is shifting to a new reporting sequence with student learning and program assessment reports from various schools being required by November 1, beginning 2017.
 - (b) This year's CPR was not conducted until late in the fall semester
 - 2. Action Plan
 - (a) Beginning 2016-2017 the annual CPR will be scheduled early in the fall semester or even end of summer to allow additional time to complete reports in a timely manner in order to meet the November 1 deadline.

Appendix A: Summary of Assessment Points (2015-2016)

[\[return to TOC\]](#)



School of Social & Behavioral Sciences

Assessment of Student Learning Objectives

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

The Graduate Counseling Faculty (GCF) from the School of Social & Behavioral Sciences met on 12/15/16 to discuss the assessment results from 2015-2016. Faculty celebrated the school year having culminated with a site visit and subsequent accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Clinical Mental Health Counseling (CMHC) concentration was awarded a full eight years. The GCF (comprised of 3 fulltime faculty members) met over 30 times from June 2015-April 2016 in part discussing program evaluation and quality improvement. Much of the meeting time was spent in continued development and review of student competency development and student learning outcomes. CACREP requires extensive program evaluation and planning. During the past two years, the GCF developed and refined a Comprehensive Assessment Plan (CAP). A part of this plan included mapping CACREP standards with Student Learning Objectives (SLO) using individual Student Competency Records (SCR). The result was an extremely thorough and comprehensive assessment of SLOs and associated CACREP standards. There are a total of 56 core/"professional identity" standards and 101 "professional practice" standards that are assessed within the CMHC program.

During the 12/15/16 meeting, the GCF determined to transition from CACREP 2009 standards to CACREP 2016 standards. The CMHC concentration is accredited under the 2009 standards until 2024, however the GCF determined to immediately begin this process and at the same time to review existing program goals and objectives. One primary focus is to also transition to Student Learning Outcomes. The identification of Student Learning Outcomes is in keeping with language used by accrediting associations including SACSCOC and CACREP. New assessment procedures based on CACREP 2016 standards and revised Student Learning Outcomes will begin during the 2017-2018 school year.

Results and discussion are summarized below from the review of goals and objectives for student learning for 2015-2016.

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.	93.72 mean score for 2015-2016 school year. Data was collected from all identified sources.	The mean value of 93.72 is above the benchmark set by faculty of 86.00. The value is slightly above the 2014-2015 average of 93.68 and the cumulative average of 93.70.	No immediate action required. Faculty will continue reviewing both the process and the results.	n/a	n/a

1.2 Graduates develop treatment plans and counseling strategies that are comprehensive including thorough assessment, accurate diagnosis, and well-articulated goals.	Multiple measures and data collection points: There are 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.	93.24 mean score for 2015-2016 school year. Data was collected from all identified sources.	The mean value of 93.24 is above the benchmark set by faculty of 86.00. The value is above the 2014-2015 average of 92.67 yet slightly below the cumulative average of 93.80. Faculty recognizes that this particular SLO covers a number of skill development areas and is crucial to preparing students to be professional.	No immediate action required.	n/a	n/a
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.	93.35 mean score for 2015-2016 school year. Data was collected from all identified sources.	The mean value of 93.35 is above the benchmark set by faculty of 86.00. The value is slightly below the 2014-2015 average of 93.59 and the cumulative average of 93.91.	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.	91.88 mean score for 2015-2016 school year. Data was collected from all identified sources.	The mean value of 91.88 is above the benchmark set by faculty of 86.00. However, the value is below the 2014-2015 average of 93.85 yet above the cumulative average of 90.91.	No immediate action required.	n/a	n/a
2.2 Graduates understand and apply research, evaluation,	Multiple measures and data collection points: There are 8 core/"professional	94.40 mean score for 2015-2016	The mean value of 94.40 is above the benchmark set by faculty of 86.00. The value is	No immediate action required.	n/a	n/a

and professional inquiry to the practice of counseling.	identity” standards and 12 “professional practice” standards that inform SLO 2.2. These standards are tabulated using SCRs that assess various assignments and exams across 2 courses.	school year. Data was collected from all identified sources.	slightly below the 2014-2015 average of 94.69 and the cumulative average of 94.55.			
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.	93.24 mean score for 2015-2016 school year. Data was collected from all identified sources.	The mean value of 93.24 is above the benchmark set by faculty of 86.00. The value is above the 2014-2015 average of 92.60 and the cumulative average of 92.89.	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.	95.28 mean score for 2015-2016 school year. Data was collected from all identified sources.	The mean value of 95.28 is above the benchmark set by faculty of 86.00. The value is above the 2014-2015 average of 94.15 and the cumulative average of 94.72. Faculty realized during the previous assessment cycle that no formal program assessment was being used to determine how well students are trained to appreciate and respect theological and spiritual beliefs of clients. Action was taken as noted and completed by 4/2016.	1. Assess student ability to appreciate and respect theological and spiritual beliefs of clients via the existing course, COUN 5200 (3 competencies added and assessed spring 2016) 2. Add COUN 5200 to the Program Objective Alignment Matrix as well as the SLO Curriculum Map to target for assessment purposes 3. Faculty will continue reviewing both the process and the results. Additional data will be collected as the final course is taught and as	1/2016 5/2015 n/a	4/2016 5/2015 n/a

				COUN 5200 is added in. Some standards may be combined for assessment purposes where there appears to be redundancy.		
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 as well as internship experiences.	92.92 mean score for 2015-2016 school year. Data was collected from all identified sources.	The mean value of 92.92 is above the benchmark set by faculty of 86.00. The value is below the 2014-2015 average of 93.88 and the cumulative average of 93.40. Faculty realized during the previous assessment cycle there was a need to better assess program effectiveness in helping students gain awareness of their personal theology and spiritual beliefs and how those affect and are affected by counseling. Immediate action was taken as noted and completed by 4/2016.	<ol style="list-style-type: none"> 1. Assess student knowledge and awareness of personal theological and spiritual beliefs that affect and are affected by counseling via the existing course, COUN 5200 2. Add COUN 5200 to the Program Objective Alignment Matrix as well as the SLO Curriculum Map to target for assessment purposes 3. This course and assessment measure will be tied in with core/"professional identity" standard II.G.5.b. 4. Faculty will continue reviewing both the process and the results. Additional data will be collected as courses are taught and as COUN 5200 is added in. Some standards may be combined for assessment purposes where there appears to be redundancy. 	1/2016 5/2015 5/2015 n/a	4/2016 5/2015 5/2015 n/a

<p>3.3 Graduates are knowledgeable of community resources and appropriately refer others to relevant professionals and agencies.</p>	<p>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.</p>	<p>95.30 mean score for 2015-2016 school year. Data was collected from all identified sources.</p>	<p>The mean value of 95.30 is above the benchmark set by faculty of 86.00. The value is above the 2014-2015 average of 93.40 and the cumulative average of 94.35.</p> <p>Faculty previously discussed appropriateness of assessing standard II.G.1.b. <i>“Professional roles, function, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications.”</i> Faculty report that this was moved to internship instead of practicum and is “going well.”</p> <p>Faculty also previously discussed creating a “rolling” internship that combined all the internship “courses” in to one for SCR assessment purposes. This was completed during 2015-2016.</p>	<p>No immediate action required.</p> <p>Faculty will continue to monitor the newly created “rolling internship”</p>		
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School of Social & Behavioral Sciences

Assessment of Student Learning Objectives

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

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During the 12/15/16 meeting, the GCF determined to transition from CACREP 2009 standards to CACREP 2016 standards. The CMHC concentration is accredited under the 2009 standards until 2024, however the GCF determined to immediately begin this process and at the same time to review existing program goals and objectives. One primary focus is to also transition to Student Learning Outcomes. The identification of Student Learning Outcomes is in keeping with language used by accrediting associations including SACSCOC and CACREP. New assessment procedures based on CACREP 2016 standards and revised Student Learning Outcomes will begin during the 2017-2018 school year.

Results and discussion are summarized below from the review of goals and objectives for student learning for 2015-2016.

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.	94.20 mean score for 2015-2016 school year. Data was collected from all identified sources.	The mean value of 94.20 is above the benchmark set by faculty of 86.00. The value is almost identical to the 2014-2015 average of 94.26 and the cumulative average of 94.23.	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.	94.26 mean score for 2015-2016 school year. Data was collected from all identified sources.	The mean value of 95.20 is above the benchmark set by faculty of 86.00. The value is above the 2014-2015 average of 94.26 and the cumulative average of 94.69.	No immediate action required.	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.	95.78 mean score for 2015-2016 school year. Data was collected from all identified sources.	The mean value of 95.78 is above the benchmark set by faculty of 86.00. The value is above the 2014-2015 average of 94.40 and the cumulative average of 94.99.	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 6 "professional practice" standards that inform SLO 2.1. These standards are tabulated using SCRs that assess various assignments and exams across 8 courses.	92.20 mean score for 2015-2016 school year. Data was collected from all identified sources.	The mean value of 92.20 is above the benchmark set by faculty of 86.00. The value is a good bit below the 2014-2015 average of 94.03 and the cumulative average of 91.08.	Faculty noted that the number of students was lower for 2015-2016 and impacted the mean score. Faculty will continue to monitor but no action needed at this time.	n/a	n/a
2.2 Graduates understand and apply research, evaluation,	Multiple measures and data collection points: There are 8 core/"professional	93.88 mean score for 2015-2016 school	The mean value of 93.88 is above the benchmark set by faculty of 86.00. The value is	No immediate action required.	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.	above the 2014-2015 average of 91.54 and the cumulative average of 92.71.			
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.	95.36 mean score for 2015-2016 school year. Data was collected from all identified sources.	The mean value of 95.36 is above the benchmark set by faculty of 86.00. The value is above the 2014-2015 average of 93.64 and the cumulative average of 93.68.	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 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.	94.90 mean score for 2015-2016 school year. Data was collected from all identified sources.	The mean value of 94.90 is above the benchmark set by faculty of 86.00. The value is above the 2014-2015 average of 93.67 and the cumulative average of 94.29. Faculty realized during the previous assessment cycle that no formal program assessment was being used to determine how well students are trained to appreciate and respect theological and spiritual beliefs of clients. Action was taken as noted and completed by 4/2016.	1. Assess student ability to appreciate and respect theological and spiritual beliefs of clients via the existing course, COUN 5200 2. Add COUN 5200 to the Program Objective Alignment Matrix as well as the SLO Curriculum Map to target for assessment purposes 3. Faculty will continue reviewing both the process and the results. Additional data will be collected as the final course is taught and as COUN 5200 is added in. Some standards may be	1/2016 5/2015 n/a	4/2016 5/2015 n/a

				combined for assessment purposes where there appears to be redundancy.		
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 assess various assignments and exams across 2 courses.	91.00 mean score for 2015-2016 school year. Data was collected from all identified sources.	The mean value of 91.00 is above the benchmark set by faculty of 86.00. The value is a good bit below the 2014-2015 average of 94.73 and somewhat below the cumulative average of 92.87. Faculty realized during the previous assessment cycle there was a need to better assess program effectiveness in helping students gain awareness of their personal theology and spiritual beliefs and how those affect and are affected by counseling. Immediate action was taken as noted and completed by 4/2016.	<ol style="list-style-type: none"> 1. Assess student knowledge and awareness of personal theological and spiritual beliefs that affect and are affected by counseling via the existing course, COUN 5200 2. Add COUN 5200 to the Program Objective Alignment Matrix as well as the SLO Curriculum Map to target for assessment purposes 3. This course and assessment measure will be tied in with core/"professional identity" standard II.G.5.b. 4. Faculty will continue reviewing both the process and the results. Additional data will be collected as courses are taught and as COUN 5200 is added in. Some standards may be combined for assessment purposes where there appears to be redundancy. 	1/2016 5/2015 5/2015 n/a	4/2016 5/2015 5/2015 n/a
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	95.62 mean score for 2015-2016 school year. Data was collected from all identified sources.	The mean value of 95.62 is above the benchmark set by faculty of 86.00. The value is above the 2014-2015 average of 94.42 and the cumulative average of 95.02. Faculty previously discussed	No immediate action required. Faculty will continue to monitor the newly created "rolling internship"		

	<p>assess various assignments and exams across 3 courses as well as practicum and internship experiences.</p>		<p>appropriateness of assessing standard II.G.1.b. <i>“Professional roles, function, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications.”</i> Faculty report that this was moved to internship instead of practicum and is “going well.”</p> <p>Faculty also previously discussed creating a “rolling” internship that combined all the internship “courses” in to one for SCR assessment purposes. This was developed in 2015-2016 but will not be launched until 1/2017.</p>			
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Assessment Timeline for Graduate Counseling Program Johnson University School of Social & Behavioral Sciences

As seen in the illustration of the Program Assessment Cycle, a significant component of the CAP is to gather data, evidence of the strengths and weaknesses of the Counseling Program’s performance in helping students achieve identified Student Learning Outcomes. Multiple measures are utilized to assess student performance. These measures are woven into formative evaluation and assessment throughout the year during counseling program weekly meetings, as well as summative evaluation and assessment during the annual Comprehensive Program Review (CPR).

The Graduate Counseling Faculty (GCF), comprised of 3 fulltime faculty members, met over 30 times from June 2015-April 2016 in part discussing program evaluation and quality improvement. Faculty celebrated the school year having culminated with a site visit and subsequent accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Clinical Mental Health Counseling (CMHC) concentration was awarded a full eight years while the School Counseling (SC) concentration was awarded two years.

Meetings times predominately focused on continued development and review of student competency development and student learning outcomes. CACREP requires extensive program evaluation and planning. During 2015-2016, the GCF developed and refined the Comprehensive Assessment Plan (CAP). A part of this plan included continued mapping of CACREP 2009 standards with Student Learning Objectives (SLO) using individual Student Competency Records (SCRs). A “rolling internship” was initiated during the spring semester that allowed for better tracking of student competencies spread out over several semesters of internship. The GCF met on 12/15/16 for the annual Counseling Program Review (CPR) in order to discuss assessment results from 2015-2016

During the 12/15/16 Comprehensive Program Review, the GCF determined to transition from CACREP 2009 standards to CACREP 2016 standards. The CMHC concentration is accredited under the 2009 standards until 2024, however the GCF determined to immediately begin this process and at the same time to review existing program goals and objectives. One primary focus is to also transition to Student Learning Outcomes. The identification of Student Learning Outcomes is in keeping with language used by accrediting associations including SACSCOC and CACREP. New assessment procedures based on CACREP 2016 standards and revised Student Learning Outcomes will begin during the 2017-2018 school year and will apply to both the CMHC and SC concentrations.

Results and discussion are summarized below from the review of goals and objectives for the graduated counseling program for 2015-2016.

Direct Evidence: Feedback from student performance throughout the curriculum serves as the primary means of direct evidence. Students are assessed continuously throughout their time in the program. There are multiple benchmarks throughout this process, including experiential and discussion-based instructional methods as well as formalized assessment procedures. Student performance and demonstrated competency provides primary measures of program quality and effectiveness.

Assessment Tool	Description	Results of the Measurement	Faculty Discussion of the Results	Actions Taken by the School Faculty	Target Date	Date Completed
Student Competency Records (SCRs)	SCRs are used to demonstrate knowledge and skill attainment based on relevant CACREP standards.	<ul style="list-style-type: none"> There were 8 students who were identified as being below standard in 1 	<ul style="list-style-type: none"> Learning SCR protocol as we go Remediation Plans appear to be accomplishing task 	<ul style="list-style-type: none"> No immediate action required Faculty will continue reviewing both the process and the results Faculty will begin process of 	n/a 1/2017	n/a

<p>NOTE: Detailed results of SCR data as related to SLOs is provided in Appendix B and Appendix C.</p>	<p>Any area on the SCR labeled as “Below Standard” requires a remediation plan which must be completed within 60 days. The SCRs are distributed by the course professor; students are required to provide copies to their academic advisors and to the Graduate Program Office for maintenance in the student’s file. SCRs closely tie the coursework to CACREP standards, and also provide a method of remediation/support for those students whose struggles may not be captured well through traditional grading methods.</p>	<p>or more areas.</p> <ul style="list-style-type: none"> ● A remediation plan was provided for each student identified as below standard. ● All plans were successfully completed within the 60-day time frame and competency was demonstrated by each student 	<ul style="list-style-type: none"> ● CPR was moved to fall semester (instead of late spring). This move has allowed more time to process data. 	<p>transitioning to CACREP 2016 standards</p>		
<p>Grand Rounds</p>	<p>Grand Rounds typically occurs in the fall semester of a student’s final year. Students present an actual case study before faculty and peers. Students are assessed in their use of theory, ethics, therapeutic interventions, treatment goals, client systems, multicultural components of therapy and issues related to the self of the therapist.</p>		<ul style="list-style-type: none"> ● Grand Rounds replaced with formal case presentations during internship group supervision. 	<ul style="list-style-type: none"> ● Grand Rounds will be removed from CAP for 2016-2017 school year 	<p>6/2016</p>	

Counselor Preparation Comprehensive Examination (CPCE)	This standardized exam is typically given during the spring final semester of CMHC students. The CPCE is used to assess counseling students' ability to recall and access knowledge relevant to the practice of counseling. Results are used to assess functioning in various curricular areas, as well as allow the faculty to compare students to national norms.	<ul style="list-style-type: none"> ● Nine students took the CPCE ● One student failed but passed upon remediation ● Group mean was 89.11 compared with national mean of 83.86 ● Group range was 67-109 	<ul style="list-style-type: none"> ● Faculty were very pleased with results as this is the second year the program has used the CPCE ● Faculty observed that group mean was almost 6 points higher than last year's 83.29 ● Feedback from CACREP site team suggested requiring CPCE for school counseling students as well as CMHC students 	<ul style="list-style-type: none"> ● Beginning 2016-2017 school year, School Counseling students will be required to complete the CPCE as well as CMHC students 	2016-2017	
Professional School Counselor (PSC) Praxis	SC students complete the School Guidance and Counseling (SGC) Praxis during their final spring semester. The SGC Praxis measures knowledge and skills required in both primary and secondary school levels. Domains assessed by the SGC Praxis include: counseling and guidance; consulting; coordinating; and, professional issues. The SGC Praxis is required for licensure in Tennessee as a Professional School Counselor. Student scores are examined by the Program Director and by the program faculty to identify strengths and weaknesses in the achievement of necessary knowledge.	<ul style="list-style-type: none"> ● One student completed the exam and passed with a 173 (passing score=156) 	<ul style="list-style-type: none"> ● Faculty were very pleased with results as every School Counseling concentration student has passed the SGC Praxis since inception ● The average of all student to date is 168.13 	<ul style="list-style-type: none"> ● No immediate action required 	n/a	n/a
Oral Exam	During their final spring semester, all counseling	<ul style="list-style-type: none"> ● Ten students passed oral exams 	<ul style="list-style-type: none"> ● Oral Exams appear to be effective at demonstrating 	<ul style="list-style-type: none"> ● No immediate action required 	n/a	n/a

	<p>students are required to complete and pass an oral exam. Students are provided a case study approximately one hour prior to the exam and asked questions about conceptualization, treatment direction, and ethics related to the case. Each student's responses are evaluated for clinical competency. A summary of student performance is developed by each Internship Coordinator (MFT/CMHC and SC) and presented to the Program Faculty at the Counseling Program Review meeting each spring.</p>	<p>including 1 SC concentration student (passing=84%).</p> <ul style="list-style-type: none"> ● Seven students passed initially and 3 remaining students passed upon second attempt ● Group mean was 93.17 ● Group range was 89.31-96.74 	<p>competencies</p> <ul style="list-style-type: none"> ● The group mean was slightly below last year's 93.81 but not sufficient to warrant concern 			
<p>Skills Data- COUN5581 Counseling Skills and Techniques</p>	<p>This introductory course is used as a gateway to students beginning practicum. Students must pass competencies in all areas assessed in order to begin practicum. Students below competency are provided a remediation plan which must be successfully completed prior to beginning practicum. Each student demonstrates competencies through a Personal Wellness Plan, Course Readings, Master Therapist Autobiography Paper, Weekly text exercises, Course Readings, Skill videos and verbatims.</p>	<ul style="list-style-type: none"> ● Eight students attended COUN5581 summer 2015 ● One student was below competency in 1 area and successfully completed remediation within 60 days 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Faculty will consider making COUN5581 a 2-credit hour course instead of 1 due to the extensive work expected of students 	<p>2016-2017</p>	<p>n/a</p>

<p>Skills Data-Practicum Course Evaluations</p>	<p>Students are evaluated by their site supervisor during practicum. These evaluations comprise an important assessment of student skills. Domains assessed include: counseling skills; treatment; client systems; faith integration; self of the therapist; ethics; professionalism; and, diversity. The student's evaluation is incorporated into the course grade, which is utilized as a comprehensive evaluation of developmentally appropriate skills. Students are required to earn a B or better in practicum before proceeding to internship. The abundance of data collected through practicum is tabulated by the Internship Coordinators and presented to the Program faculty during the Counseling Program Review meeting each spring.</p>	<ul style="list-style-type: none"> ● Seven students successfully completed CMHC practicum ● No students were enrolled in SC practicum 	<ul style="list-style-type: none"> ● Faculty were pleased with overall performance of CMHC practicum students and look forward to having additional SC practicum students 	<ul style="list-style-type: none"> ● No immediate action required ● Faculty will continue reviewing both the process and the results 	<p>n/a</p>	<p>n/a</p>
<p>Skills Data-Internship Evaluations</p>	<p>Students are evaluated by their site supervisor during each semester of internship. These evaluations comprise an important assessment of student skills. Domains assessed include: counseling skills; treatment; client systems; faith integration; self of the therapist; ethics; professionalism; and,</p>	<ul style="list-style-type: none"> ● Seventeen students passed CMHC internship with a "B" or better grade. Ten students graduated and 6 interns began the new "rolling internship" ● One SC intern successfully 	<ul style="list-style-type: none"> ● Faculty were pleased with overall performance of internship students ● Faculty were pleased with the newly developed "rolling internship" that better accounts for competencies that may need to be demonstrated for assessment purposes every semester versus competencies that need be demonstrated only 	<ul style="list-style-type: none"> ● No immediate action required ● Faculty will continue reviewing data as it becomes available for competencies associated with the "rolling internship" 	<p>n/a</p>	<p>n/a</p>

	diversity. The student's evaluation is incorporated into the course grade, which is utilized as a comprehensive evaluation of developmentally appropriate skills. Students are required to earn a B or better during their internship experience. The abundance of data collected through internship coursework is tabulated by the Internship Coordinators and presented to the Program faculty during the Counseling Program Review meeting each spring.	completed internship and graduated	once during the entire internship			
Indirect Evidence: Indirect evidence is collected from students and graduates of the program as well as institutional data, providing additional support and evidence that learning has occurred. This evidence is also collected from stakeholders, providing their perspectives of student learning, growth, and development.						
Alumni Survey	A survey of alumni from the previous 5 years is conducted annually beginning Fall 2014. The survey seeks data on numbers of alumni who obtain employment in the field of study, professional licenses, supervisory certifications and professional development activities. The survey also seeks input from graduates on how well prepared they are as professionals, suggestions for program improvement as well as identifying elements of the program that were	<ul style="list-style-type: none"> ● Eighty percent of respondents (n=20) were employed in the counseling field. Note: no SC concentration alumni responded to the survey ● Sixty-five percent took licensure exams and passed with all but 1 passing on first attempt ● Six respondents obtained LPC license. Seven obtained LMFT license ● One respondent obtained clinical 	<ul style="list-style-type: none"> ● Faculty were moderately pleased with the 80% employment rate though there was some discussion about tweaking the question so that it would get at those who sought employment. ● While faculty were very pleased with overall satisfactions rates, there were also a number of areas where improvements could be considered 	<ul style="list-style-type: none"> ● Faculty will re-evaluate alumni survey with limiting feedback to students who completed curriculum after change in 2011 – would include graduates 2013-present ● 2016-17 surveys to be launched Spring 2017 ● Expand site visits and contact with field supervisors 	Spring 2017	Spring 2017
					Spring 2017	Spring 2017

	particularly beneficial.	supervision certification and one is a supervisor in training						
Exit Interviews	Exit Interviews replaced Focus Groups for 2015-2016 school year. On-line surveys were sent to Year 1 students and to students who had graduated 2-3 years previously.	<ul style="list-style-type: none"> ● Very positive feedback as a norm ● Areas with some level of dissatisfaction included: <ol style="list-style-type: none"> 1. level of support received from staff/departments outside of the program 2. program facilities and resources 3. technology on campus. 4. Delivery of curriculum (Sakai) 	<ul style="list-style-type: none"> ● Faculty 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. 	<ul style="list-style-type: none"> ● Make Sakai sites available at least 1wk prior to beginning of semester ● Required course syllabi submitted to GCP 1 week prior to beginning of semester ● Instructors to submit course textbook requirements to GCP mid-semester prior to semester beginning ● Consider use of focus group of students for program assessment 	Fall 2017	Fall 2017	Fall 2017	2017-2018
Site Supervisor and Employer Survey	Annual surveys are used to gather important data from stakeholders, including site supervisors and employers. For the 2015-16 Academic Year, surveys were sent to various field supervisors and employers. Only two completed surveys were received		<ul style="list-style-type: none"> ● Graduate 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? 	<ul style="list-style-type: none"> ● Consider other options/methods for improving data collection 	2016-2017			
Field Placement Data	Several sources were used to inform Field Placement Data including an "Internship Site Visit Questionnaire" and a "Site Supervisor Orientation and Training narrative."	<ul style="list-style-type: none"> ● Based on responses, site supervisors generally have a high view of Interns' competency and performance at sites as well as communications 	<ul style="list-style-type: none"> ● GCF appreciate the apparent appreciation for intern competence but remain concerned about providing adequate training for site supervisors. 	<ul style="list-style-type: none"> ● Offer supervisory training to school counselors as part of in-service and provide professional development credit ● Relaunch "Spring Supervisor Evaluation" as additional means of data collection ● Develop framework for clinical 	2016-2017	2016-2017	2017-2018	

		between GCP and the site supervisors.		supervisor evaluation		
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