

Johnson University  
School of Social and Behavioral Sciences  
Graduate Counseling Program



**2018-2019**

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

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**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. The university received notification July 7, 2016 that the School Counseling and the Clinical Mental Health Counseling programs received accreditation. The Graduate Counseling Program (GCP) began the process of revising assessment procedures to conform to CACREP 2016 standards during 2017-2018. This process continued during the 2018-2019 academic year. 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](#)].

**2019 Counseling Program Review (CPR) annual meeting (May 6, 2019)**

The Core Counseling Faculty (CCF), comprised of 3 fulltime faculty members, generally met weekly for 30 scheduled and documented meetings from September 2018-May 2019. Newly included in 2018-2019 was monthly meetings that included the School Counseling specialist. 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 assessing the transition to CACREP 2016 standards, including Student Learning Outcomes (SLOs) as well as Key Performance Indicators (KPIs) and Counselor Dispositions. The 2018-2019 academic year culminated on May 6 for the annual Counseling Program Review.

1. Review of Program Mission and Student Learning Outcomes (SLOs)
  - a. Program Mission (facilitated by Program Director)
    - i. Review & Discussion
      - (a) CMHC
        - (i) No changes in mission, however, CMHC concentration increased to 63hr plan of study during 2018-2019

- (ii) During 2018-2019 CMHC piloted the option of spreading practicum across two semesters instead of one primarily to make it easier for working students to fit practicum in a work-week schedule. Faculty and student feedback was overwhelmingly negative
  - (b) SC
    - (i) No changes in mission, however, SC concentration increased to 60hr plan of study during 2018-2019
- ii. Action Plan
  - 1. Concentrations continue to be a good fit for the mission and for the program
  - 2. The piloted CMHC 2-semester practicum was eliminated as an option going forward due to the overwhelmingly negative feedback from both faculty and students
  - 3. 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
  - 4. 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. 2018-2019 was the first year that all data points were measured (some were pending during 2017-2018)
      - (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. 2018-2019 marked the second year Key Performance Indicators (KPIs) were used to provide assessment data for SLOs/objectives
      - (a) Objectives are measured in multiple ways across time using KPIs
      - (b) 2018-2019 academic year marked the first year KPI results available in all areas since many of the KPIs are measured in a student's final semester through subscores on the CPCE or through the oral exam so data was not available until Spring 2019
    - 3. Faculty were pleased with the tools used for measurement as well as the results.
      - (a) SLO 1 (core) had an average of 92.86, barely different from the past year's average of 92.85
      - (b) SLO 2 (core) had an average of 90.00, down from the past year's average of 92.55. Some of the decrease may be related to inclusion of the CPCE scores which were not previously available

- (c) SLO 3 (core) had an average of 91.93, significantly up from the previous year's average of 79.96. However, this is largely due to additional data not available previously. Four additional data points were measured in 2018-2019 making seven points of measure total
    - (i) Faculty discussed possibility of changing measure for 3.1. Decision made to make no change at this time
  - (d) SLO 4 (CMHC) had an average of 90.82, slightly down from the 2017-2018 average of 91.91. Four additional data points were measured in 2018-2019 making six points of measure total
    - (i) Faculty discussed merits of group project versus individual for one assignment. Program Director will follow up with instructor of COUN 5570
  - (e) SLO 5 (SC) had an average of 90.74, slightly up from the 2017-2018 average of 89.17. Five additional data points were measured in 2018-2019 making six points of measure total
- ii. Action Plan
  - 1. Faculty will continue to monitor SLOs closely 2019-2020 but the KPI seem to be working well as points of measure for program assessment
- 2. Program Assessment
  - a. Direct Evidence (facilitated by Assessment Coordinator)
    - i. Student Competency Records (SCRs)
      - 1. SCR's were discontinued and replaced by other measurements
    - ii. Grades, Key Performance Indicators (KPIs), and associated SLOs
      - 1. Review & Discussion
        - (a) No student required remediation due to grade performance in 2018-2019
          - (i) Faculty also believe this is due to continued use of Notice of Concerns (NOCs) as an "early alert" system for students who are performing marginally
          - (ii) Three NOCs were issued during the year to three different students. Two of the NOCs were related to grades as well as dispositional issues.
        - (b) KPIs are used to help assess student learning and competency based on CACREP 2016 standards
          - (i) KPIs are directly linked to SLOs as noted above
            - 1. Several KPIs were discussed in particular as noted above
              - a. Case Study used in COUN 5520 to measure SLO 3.1 was discussed considering a better measuring point as an assignment in either COUN 5582 or COUN 5583. Decision was made to leave it in COUN 5520

- b. Clinical Case Study used in COUN 5570 appears to be a group assignment rather than an individual. Faculty discussed and decided to contact the instructor of the course for further insight
    - c. Data points missing for SLO 1.2 from COUN 5210. Course instructor will be contacted to consider missing data
  - (ii) Faculty observed in 2017-2018 that KPIs were tracked for Program Assessment purposes but not for individual student performance
    - 1. As a result, in 2018-2019, faculty created a “secure workbook/spreadsheet” to maintain and track KPIs/dispositions/NOCs
      - a. There were 32 instances of scores below 84
      - b. Some students consistently had KPIs below 84
      - c. Faculty discussed student performance and talked with students who consistently performed low
- 2. Action Plan
  - (a) Advisors will continue to maintain updates regarding issues in the spreadsheet
  - (b) Program Director will continue to explore the most effective way of monitoring student data from year to year
  - (c) Faculty will continue the discussion regarding what level, if any, of intervention to use with students who have several KPI scores falling in the marginal or below competency range set by faculty
- 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) As noted above, during 2018-2019, a secure workbook/spreadsheet” was created to maintain and track dispositions as well as KPIs and NOCs
      - (i) 2018-2019 resulted in three instances of “below expectation” and 15 instances of “marginal”
      - (ii) These instances involved nine different students, ranging from one per student to one student who had four instances
      - (iii) Meetings with advisors were arranged with several students and in two cases NOCs were generated along with subsequent advisor meetings
      - (iv) It was thought that the decrease in overall numbers in part reflected concerns that faculty may have been too “critical” during the pilot year
  - 2. Action Plan

- (a) Advisors will continue to check dispositional workbook at the end of each semester to ensure advisees are not flagged
- (b) Faculty will continue to determine how dispositional concerns might best be 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 5586 Counseling Skills & Techniques (CMHC & School Counseling)
  - (i) This introductory 2-hr course is used as a gateway to students beginning practicum
  - (ii) Section 1 of the Counselor Competencies Scale—Revised (CCS-R) was used for a second year as a tool to assess competency and to help determine readiness to begin practicum as well as for use as a KPI
  - (iii) All students passed the course and it continues to be a good gateway tool
- (b) Practicum (CMHC)
  - (i) The CCS-R (Section 1 only) was used for a second year to further assess skills and to help measure readiness for internship
  - (ii) No students were held back from continuing on to internship
  - (iii) Faculty discussed the option of developing a new assessment tool to measure skill development and competency. The new tool will likely look more similar to that currently used in CMHC Internship to allow for a smoother transition from practicum to internship
- (c) Internship (CMHC)
  - (i) A somewhat revised CMHC Internship Evaluation was successfully used in 2018-2019. The revisions in particular focused on the consideration that CMHC Internship does rarely include live supervision
  - (ii) “Faith Integration” as a domain for CMHC Internship evaluation was discussed during the faculty meeting and it was agreed that it needed further assessment and likely moved in to a different category. Part of the concern was that many off-campus sites probably had little awareness of how to assess for this within interns
- (d) Internship (School Counseling)
  - (i) The School Counseling Internship Evaluation was significantly revised in 2018-2019 to more closely align with CACREP 2016 standards. This assessment appeared to be very functional and will continue to be used in 2019-2020

##### 2. Action Plan

- (a) Faculty will explore developing an assessment tool for CMHC Practicum more similar to that used in CMHC Internship. The goal will be to have a

form for both CMHC Practicum and Internship that “combines the best of the CCS-R with assessment forms previously used

- (b) “Faith Integration” as a domain for CMHC Internship evaluation will be further addressed during 2019-2020 academic year. Possibly get input from site supervisors as well
- (c) For the CCS-R (COUN 5581), could consider replacing word “competency” with the developmentally more appropriate term “expectations” (i.e. meets competency vs. meets expectations)

v. Standardized Tests-NCE, CPCE, & Professional School Counselor (PSC) Praxis

1. Review and Discussion

- (a) Counselor Preparation Comprehensive Exam (CPCE): Seven students completed the exam and passed on first attempt (passing=73)
  - (i) The group mean was 84.20 compared with national mean of 84.72 (based on combined exit and non-exit data)
  - (ii) Group range 77-87, standard deviation 3.71
  - (iii) In the past, the program has been well above the national average so there was some concern that it was slightly below this year
  - (iv) Areas of possible weakness
    - 1. Human Growth and Development
    - 2. Career Development
  - (v) Areas of possible strength
    - 1. Helping Relationships
    - 2. Assessment
  - (vi) Other notes/thoughts
    - 1. Social and Cultural Diversity had the broadest distribution of scores
    - 2. Overall standard deviation was small for this cohort
- (b) National Counselor Exam (NCE): Four students completed the NCE and passed on first attempt. This is the second year in a row students have opted to take the NCE with five passing on first attempt in 2017-2018
  - (i) The group mean was 113.25 compared with last year’s group mean of 114.6 and a national mean of 104.87
  - (ii) Group standard deviation 4.65 compared with national of 17.34
  - (iii) Areas of possible weakness
    - 1. Social and Cultural Diversity
    - 2. Assessment
  - (iv) Areas of possible strength
    - 1. Helping Relationships
    - 2. Career Development
    - 3. Human Growth and Development
    - 4. Professional Orientation and Ethical Practice



- (v) Other notes/thoughts
    - 1. Career Development had the broadest distribution of scores
  - (c) Since inception, the SC concentration has maintained a 100% passing rate on the Praxis with an average of 171.50
    - (i) For 2018-2019, three students took the exam with second highest average of any cohort to date, 175.33
    - (ii) National passing score was 156
  - 2. Action Plan
    - (a) All three standardized exams (CPCE, NCE, & PSC Praxis) allow for comparison with other similar programs
    - (b) Faculty were pleased that the group mean on the NCE was well above the national mean, especially since the CPCE was slightly below.
    - (c) Faculty will continue to encourage students to take the NCE.
    - (d) Faculty will continue to monitor any further downward trends with the CPCE however it is helpful to be able to have NCE results to compare with
- vi. Oral Exam
  - 1. Review and Discussion
    - (a) 2018-2019 saw a revision of the Oral Exams. Part of this revision was to assess more closely the practice of school counselors for those take the school counseling exam. In addition, some redundancy was deleted from the CMHC exam
    - (b) All counseling students passed the oral exams (mean 89.69), passing score 83.5
      - (i) Four CMHC students passed oral exams (88.64 mean)
      - (ii) Three School Counseling students passed oral exams (91.09 mean)
    - (c) Faculty observed a continued slight upward trend movement this past year after four years of a slight downward trend
  - 2. Action Plan
    - (a) No changes recommended at this time. Faculty will continue to monitor the revised oral exam during 2019-2020
- b. Indirect Evidence
  - i. Alumni Survey (Spring 2018-previous assessment cycle)
    - 1. Review
      - (a) 10 respondents (7 CMHC, 2 SC, 1 Dual Concentration)
      - (b) 8 respondents were female and 2 were male
      - (c) 4 respondents were licensed as LMFT, 3 were licensed/certified as “other” but did not specify
      - (d) 6 respondents attempted and 4 passed licensure exams on first attempt,
      - (e) 1 respondent attempted licensure exam and did not pass
      - (f) All 10 respondents reported being employed in the counseling field (100%), with 7 stating “full time” and 3 stating “part time”
      - (g) Identified Strengths of the Program

- (i) “Excellent preparation for the licensure exam”
  - (ii) “The practicum and internship opportunities seem to set the program apart from other programs”
  - (iii) Emphasis on “Self of Therapist”
- (h) Areas for Possible Growth
  - (i) “Improve networking and collaboration with internship sites”
  - (ii) “Provide special education, classroom management, and human sexuality courses for SC students”
  - (iii) “Improve Research and Statistics training”
- 2. Discussion
  - (a) This survey was conducted during previous assessment cycle but results were not available until after making several significant changes in the programs during 2018-2019
    - (i) SC students now complete 60hrs of course work including a course in Human Sexuality and options to take electives that include Classroom Management and Working with Special Needs populations
    - (ii) Improvements have also been made in communications between internship sites and program faculty including regular site visits
- 3. Action Plan
  - (a) Going forward, the alumni survey will be conducted every-other-year, and will go back to only the previous 5 years of graduates. The next survey will go out Spring 2020. Efforts will be made to get results back in time for the May CPR
  - (b) Efforts will continue to be made to bolster the response rate
  - (c) Faculty will continue review the writing and research course to consider areas for improvement
- ii. Supervisor-Employer Survey
  - 1. During 2018-2019 a decision was made to begin an every-other-year rotation
  - 2. Action Plan
    - (a) The next survey will be conducted during the 2019-2020 academic year  
Efforts will be made to get results back in time for the May CPR
- iii. Graduate Student Satisfaction Survey (Fall 2018)
  - 1. Review of results
    - (a) Only 3 students responded to the survey, 2 CMHC and 1 Dual concentration
    - (b) Results for all areas tended to be very “middle-of-the-road”
    - (c) One area that “shined” was level of satisfaction with on-campus practicum and internship experiences
    - (d) No qualitative comments were shared
    - (e) No outstandingly negative experiences were voiced
  - 2. Discussion and Action
    - (a) Faculty concerned about low response rate and considered possible causes including timing and manner of communicating the survey

- (b) Results did not provide any new information and since the response rate was exceptionally low, faculty did not spend much time with data analysis
  - (c) This survey will be more to a two-year rotation and more efforts will be made to increase response rate (next survey to be conducted during 2020-2021)
- iv. Student Focus Group (Fall 2018)
  - 1. Review of results
    - (a) Exit interviews were discontinued during previous assessment cycle and faculty decided a focus group involving current students as well as those about to graduate would be helpful instead
    - (b) During Fall 2018, two focus groups were conducted with nine different students
    - (c) Strengths that were voiced
      - (i) Faculty investment in students is exceptionally evident
      - (ii) Preparation for clinical practicum and internship is superb
    - (d) Desires or concerns that were expressed
      - (i) Add electives – special topics courses (play therapy, trauma work, EM)
      - (ii) Improve communication between program supervisor and field supervisor (SC group supervision)
      - (iii) Prohibit doing three internship sites – students stretched too thin
      - (iv) Oral Exams for SC students – approach is too clinical (students were prepared, but only because of their CMHC internships)
      - (v) Conduct Group Supervision more like Oral Exam structure (as it is in CMHC group supervision) SC have a sense of “stepping down” to the school side
      - (vi) Encourage students to work (outside employment) only as much as necessary in order to totally soak in the program
  - 2. Discussion
    - (a) Several adjustments were made this past year to improve both CMHC and SC oral exams
    - (b) Three simultaneous internship sites was a one-time occurrence with one student and likely will not occur/be allowed again
    - (c) Improved communications is an ongoing effort by faculty
    - (d) Faculty advisors already discourage excessive outside employment
  - 3. Action Plan
    - (a) Faculty overall found student comments informing and will consider program change and improvements for 2019-2020
    - (b) Faculty will monitor changes made in oral exams 2018-2019
- v. Field Placement Data
  - 1. Review and Discussion
    - (a) As noted in last year’s report, Clinical Training Manager (CTM) was piloted for 2017-2018 and discontinued

- (b) The Internship Coordinator and faculty contracted with Dropbox and now keep records securely in cloud-based folders that are HIPAA compliant
  - (i) The use of Dropbox provides many advantages including the ability to quickly modify forms and tracking tools as needed
  - (ii) Dropbox also provides a convenient way to securely share information among core faculty, adjunct instructors, and supervisors in the field
  - (iii) Dropbox provides a space for students to keep class information and develop a “portfolio”
  - (iv) The Internship Coordinator developed an extensive filing system on Dropbox for tracking site visits, site communications, and site supervisor credentials, training records, and evaluations
- (c) Internship Coordinator revised and updated Internship Manual
  - (i) One manual was maintained but SC and CMHC portions were made more distinctive in several areas
  - (ii) Evaluations were revised to more accurately reflect SC and CMHC expectations
- (d) Internship Coordinator provided following site data
  - (i) CMHC
    - 1. Five interns and 7 practicum students were placed at sites, practicum students being solely at the University Counseling Center
    - 2. Seven facilities including the University Counseling Center were used for internship sites during 2018-2019
    - 3. At least 1 face-to-face visit was made by the Internship Coordinator to each site and in several cases more than one
  - (ii) SC
    - 1. Four interns were placed at sites, 3 interns were dual concentration students, having previously completed CMHC internships
    - 2. Seven facilities were used for internship sites during 2018-2019
    - 3. At least 1 face-to-face visit was made by the Internship Coordinator to each site and in several cases more than one

## 2. Action Plan

- (a) Internship Coordinator will continue to administer and monitor Dropbox for record keeping and information sharing of documentation relative to internship as well as other program requirements
- (b) Internship Coordinator in conjunction with practicum supervisors will revise practicum evaluation during 2019-2020

## vi. Institutional Data

### 1. Review

- (a) The tracking system for admissions data was revised

- (i) In the past, any individual who began the application process was counted as applying to the program
    - (ii) Going forward, the GCP will count only received complete packets as applications for admissions
    - (iii) The new tracking systems allows for a more effective and efficient way of tabulating “years to complete” for each student
  - (b) Updated 2017-2018 admission data
    - (i) CMHC
      - 1. Twenty-Two (22) applied, 22 invited to interview, 14 interviewed, 3 denied admission, 11 students began, 1 withdrew after spring classes, 1 withdrew after May orientation, 1 switched to SC after summer
    - (ii) SC
      - 1. Six (6) applied, 6 invited to interview, 5 interviewed, 4 began including 3 dual, 3 students graduated, all in December 2018
  - (c) 2018-2019 admission data
    - (i) CMHC
      - 1. Nine (9) applied, 9 invited to interview, 9 interviewed, 3 denied admission, 6 students began
    - (ii) SC
      - 1. Four (4) applied, 4 invited to interview, 4 interviewed, 1 denied admission, 2 began, n/a students graduated
- 2. Discussion
  - (a) Low admission this year
    - (i) Some concern expressed over continuity in staffing admissions personnel for the graduate program
  - (b) Noteworthy that virtual interviews were conducted with matriculating students in Zimbabwe and Japan
  - (c) Core faculty identified a way to have a fall admissions entry point if needed
    - (i) Faculty are exploring changes in timing of course offerings
    - (ii) Depending on how the course rotation changes, admission entry points may become fall and spring, rather than current summer and spring
- 3. Action Plan
  - (a) Faculty will work with admissions staff to improve marketing strategies
  - (b) Faculty will continue to explore course offerings and possibilities of adjusting admission entry points
- 3. Unfinished items from 2018-2019 faculty meetings
  - a. Will continue to have SC oral exams 2-3 weeks later than CMHC oral exams
  - b. Clarified requirement for attending a national conference: 10 hours of professional development required and a reflection paper-this will be noted in student handbook

- c. Per instructor's request, COUN 5586 Counseling Skills & Technique was added as a prerequisite to COUN 5530 Couple & Marital Therapy
- 4. Yellow-pad Notes (brainstorming-uncategorized-carryover from previous year)
  - a. Building community among students – ongoing discussion (also addressed in orientation discussion below)
  - b. Changing course order/rotation-lengthy discussion will continue 2019-2020
    - i. Considerations about making CMHC more like SC Practicum/Internship
    - ii. Several course rotation options were considered
    - iii. Next steps include review of current students' IPS to see how best to transition to a new course rotation by Fall 2020 if possible
  - c. Carryover-possible creation of advisory counsel
    - 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. Orientation Discussion
    - i. Orientation for students beginning in January looks very different than those who begin in May
      - 1. May students have face-to-face orientation day and subsequent online orientation course
      - 2. Students beginning in January have little if any time to orientate to the program since classes begin immediately
      - 3. Doing orientation in December instead of January is not possible since attendance cannot be required if students aren't enrolled until January
      - 4. Consider doing initial orientation online for both entry points (May & January)
      - 5. Additional orientation/community building could involve face-to-face after the beginning of the semester
        - (a) Maybe a mixer/team building group experience with existing and new students
        - (b) Maybe do multiple team-building experiences three times a year – September, December, April. Get students involved in the planning process
        - (c) Consider schedule event for Saturday, Sept. 7, 1:30-4:30. Also schedule Nov. 16 for a second similar kind of community-building activity during COUN 5540 Group Dynamics, Theory & Techniques residency
  - e. Add KPI/Disposition module to Sakai website. Core faculty would also need to discuss KPIs and Dispositions at the beginning of each summer course. Orientation will not go fully online until next fall
  - f. Continue to develop ways of better addressing ADA standards and accessibility in program
  - g. Development of electives postponed until more resources become available

## Student Learning Outcomes (SLOs)

|                 |                              |                                |           |
|-----------------|------------------------------|--------------------------------|-----------|
| <b>School:</b>  | Social & Behavioral Sciences | <b>Assessment Cycle Dates:</b> | 2017-18   |
| <b>Program:</b> | MA Counseling                | <b>Location:</b>               | TENNESSEE |

### Part I. Follow-up to Previous Assessment Report (Closing the Loop on Last Year's Assessment and ACTION items for 2019-2020)

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| <p><b>A. Address any <u>proposed</u> improvements from LY's report. Was action taken?</b></p> <p><i>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.</i></p>  | <p><b>B. How will the efficacy of the improvement be assessed or monitored? (part of SLO assessment, new measure, indirect measure, etc.)</b></p>   |
| <p>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.</p> | <p>Discussion: New tracking procedures were developed to assess program adherence to SLOs using data collected from KPIs. Faculty determined to use KPIs not only for program assessment but also to monitor individual student competency. A system was installed to monitor and address students who had KPI or Disposition scores that were considered marginal or below standard. Faculty desire to have an appropriate balance and not over or under react.</p> <p>ACTION for 2019-2020: Faculty will continue to explore the most appropriate manner to address individual student KPI and Disposition scores that fall below marginal standards. Faculty will compare KPI and Dispositional scores to other assessment measures including grades and exam scores (e.g., oral exams, CPCE, NCE, &amp; PRAXIS)</p> |
| <p>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.</p>  | <p>Discussion: The Commitment to Enhancing Diversity was included in the 2019-2020 graduate student handbook. Faculty did not address planning and implementing program improvement for addressing diversity to the extent desired. Efforts of hiring a "visiting faculty" that enhanced diversity were thwarted by financial barriers. Faculty have had several discussions on best practices for accessibility in particular for online coursework.</p> <p>ACTION for 2019-2020: Faculty will consider inclusion of the mission statement in course syllabi and will be increasingly intentional addressing</p>   |

|  |   |
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|  | diversity in unique and relevant ways for each course. Faculty will examine and implement options to improve accessibility within the program.  |
| 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.  | <p>Discussion: The two-semester long practicum for CMHC students was piloted during 2018-2019 and discontinued due to overwhelming negative feedback from both students and faculty. Faculty had multiple discussions about changes to course rotation and examined several models.</p> <p>ACTION for 2019-2020: Faculty will continue to explore options of adjusting course rotation with a proposed start up date as soon as fall 2020. Ramifications of making such a shift will be evaluated in part to ensure current students will not be negatively affected.</p>   |
| <p>Action for 2018-2019: Become more intentional in efforts to build community among students-brainstorming</p> <ol style="list-style-type: none"> <li>1) Create opportunities for building supportive relationships outside of classes <ol style="list-style-type: none"> <li>a) Occasional social events at faculty housing</li> <li>b) Student-led group</li> </ol> </li> <li>2) Develop more interactive and engaging activities within classes and residencies</li> <li>3) Expand on orientation <ol style="list-style-type: none"> <li>a) Summer 1 is downtime and no interaction with new students—create opportunities</li> <li>b) Make Orientation Day more open to existing student</li> </ol> </li> </ol> | <p>Discussion: Building community was partially addressed by faculty during 2018-2019 but efforts did not seem very effective. Attendance at some mixers was minimal and discouraging. Faculty discussed a number of other options to try and build community. Discussed possibilities of changing up orientation for incoming students. Faculty discussed significant difference between orientation of students entering in spring versus summer.</p> <p>ACTION for 2019-2020: Faculty will continue to discuss community-building options. In particular, orientation for new students will be addressed. Options will likely include making spring and summer orientations more similar and including ways to better mix existing students with new students.</p> |
| 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  | <p>Discussion: Tracking system is working fairly well, but still has areas that need to be addressed. At risk students are being identified earlier and with more consistency and follow up largely due to the tracking system. Use of Notice of Concerns (NOCs) appears to be a helpful tool of addressing student issues.</p> <p>ACTION for 2019-2020: Faculty will continue to be attentive to identifying and working with students who may be at risk or marginally competent in some areas. Faculty will develop a method to routinely check the tracking system to ensure students are not neglected and issues are dealt with in a timely and consistent manner.</p>  |
| 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 for 2019-2020.  | Discussion: The CMHC and School Counseling internship evaluations were revised during 2018-2019 and implemented for 2019-2020. Faculty discussed the need to revise the practicum evaluation as well. Currently part 1 of the CCS-R is being used but faculty expressed concern that it was not adequate and, in some areas, not relevant.  |



|   |  |
|---|--|
|   | <p>ACTION for 2018-2019: The Internship Coordinator will assess the effectiveness of the newly revised internship evaluations. The Internship Coordinator, in conjunction with practicum site supervisors, will look at revising the practicum evaluations.</p>  |
| . | <p>Discussion: During 2018-2019 faculty began the process of reviewing the course rotation. Several factors drove this initiative, foremost being the complexities of students who matriculate into the program at varying times and who then graduate anywhere from 2-5 years later. Up until a few years ago, all students were on a two-year cycle, so that each year a distinctive cohort began in the fall and ended two years later with a spring graduation. Minor changes have been made in the course rotation during the past several years, but faculty became increasingly aware that additional changes need to be made.</p> <p>ACTION for 2019-2020: Faculty will continue the process begun in 2018-2019 and consider several proposed models. Faculty are hoping to be prepared to begin a new course rotation as soon as fall 2020.</p> |

| A. Core SLOs   | B. Course(s) & Measure(s)   | C. Results  | D. Discussion  | E. List any meeting dates   | F. Use of Results<br>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 | <p>COUN 5210<br/>Comparative Paper<br/>Mean 94.00<br/>-----<br/>Practicum/Internships<br/>Conf. Refl. Paper<br/>Mean 95.07<br/>-----<br/>CPCE Nat'l Exam<br/>Ethics subscore<br/>Mean 89.20<br/>-----<br/>COUN 5210<br/>Theological Refls.<br/>Mean (pending)<br/>-----<br/>COUN 5310<br/>Spirit. Devel. Paper<br/>Mean 88.67<br/>-----<br/>COUN 5200<br/>Integrative Paper<br/>Mean 96.75<br/>-----<br/>COUN 5220:<br/>Book Review<br/>Mean 96.63<br/>-----<br/>CPCE Nat'l Exam<br/>Multiculture subscore<br/>Mean 89.60</p> | <p>Benchmark 84.00<br/><br/>Current year: 92.86<br/>2-year average: 92.86</p> | <p>Notes from Comprehensive Program Review (CPR): Two points of measures were eliminated from assessment procedures due to redundancy as follows:</p> <p>COUN 5420<br/>Theory of Counseling</p> <p>COUN 5200<br/>Special Topics Paper</p> <p>All data points were measured this assessment cycle except COUN 5210. Having results from standardized national exams (CPCE &amp; NCE) that reflect student competency in this area is significant. In particular, the Social &amp; Cultural Diversity CPCE subscore for the program was .04 less than the national average. This is encouraging since the program is making a concerted effort to be more intentional in preparing students who are able to appreciate and advocate for diversity awareness.</p> | <p>Weekly meetings throughout fall and winter semesters.</p> <p>Annual Comprehensive Program Review (CPR) conducted on May 6, 2019</p> <p>Dispositions Review Meeting held on May 6, 2019</p> | <p>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.</p> |
| SLO 2: Graduates will synthesize a systemic approach, theoretical  | <p>COUN 5560:<br/>Career Chaos Project<br/>Mean 99.14<br/>-----</p>   | <p>Benchmark 84.00<br/><br/>Current year: 90.00<br/>2-year average: 91.27</p> | <p>All data points were measured this assessment cycle for the first time.</p> <p>One measuring point, Practicum</p>   | <p>Weekly meetings throughout fall</p>  | <p>Faculty will continue to monitor closely data collected in particular from national exams such as the CPCE and NCE.</p>   |

| A. Core SLOs  | B. Course(s) & Measure(s)   | C. Results      | D. Discussion  | E. List any meeting dates   | F. Use of Results<br>Proposed improvements and/or Implemented improvements made based on C. Results.   |
|---|---|-----------------|--|---|--|
| understanding, and helping skills to address human experience across the lifespan | CPCE Nat'l Exam<br>Career subscore<br>Mean 88.80<br>-----<br>COUN 5540:<br>Reflect. Papers<br>Mean 91.92<br>-----<br>COUN 5540:<br>Comp. Grp. Fac. Pap.<br>Mean 87.28<br>-----<br>COUN 5540:<br>Final Exam<br>Mean 92.55<br>-----<br>CPCE Nat'l Exam<br>Group subscore<br>Mean 86.40<br>-----<br>COUN 5586<br>CCS-R (Pt. 1)<br>Mean 79.75<br>-----<br>CPCE Nat'l Exam<br>Help. Skills subscore<br>Mean 90.60<br>-----<br>COUN 5310<br>Final Exam<br>Mean 94.01<br>-----<br>CPCE Nat'l Exam<br>Human Dev. subscore<br>Mean 88.60 |                 | <p>CCS-R (Section 1) was deleted because it was not supposed to be a part of the original assessment plan. Faculty discussed the low score for COUN 5586 CCS-R. This is an introductory course in skills development for both CMHC and SC students. Faculty continue to wrestle with how to appropriately score students in a developmentally appropriate manner.</p> <p>Faculty were attentive to the mean scores on the CPCE national exam. Human Development had a significant drop in previous years' scores and was below the national average. However, this same domain in the NCE national exam was higher than the national average. Data seems somewhat contradictory.</p> | <p>and winter semesters.</p> <p>Annual Comprehensive Program Review (CPR) conducted on May 6, 2019</p> <p>Dispositions Review Meeting held on May 6, 2019</p> | <p>Faculty have revised internship evaluations for SC and CMHC for 2019-2020. Effectiveness of these instruments will be monitored closely. Use of CCS-R as an evaluative tool is also being assessed. Faculty will likely revise practicum evaluation (currently CCS-R) during 2019-2020.</p> |
| SLO 3: Graduates will demonstrate   | COUN 5520<br>Case Study   | Benchmark 84.00 | For the previous assessment cycle (2017-2018) the mean of 80.57 was well   | Weekly meetings   | The average for SLO3 was concerning last cycle but this was  |

| A. Core SLOs                                     | B. Course(s) & Measure(s)  | C. Results                                   | D. Discussion  | E. List any meeting dates  | F. Use of Results<br>Proposed improvements and/or Implemented improvements made based on C. Results.   |
|--|--|--|--|--|--|
| responsible use of research and assessment tools | Mean 92.50<br>-----<br>CPCE Nat'l Exam Assessment subscore<br>Mean 93.60<br>-----<br>COUN 5100: Literature Review<br>Mean 92.00<br>-----<br>COUN 5100 Final Exam<br>Mean 91.26<br>-----<br>CPCE Nat'l Exam Rsch./Stats. subscore<br>Mean 89.20 | Current year: 91.93<br>2-year average: 85.95 | below the benchmark. However only 40.0% of the data was available at time the report was developed.<br><br>During this assessment cycle (2018-2019) 100% of the data points were collected and the mean of 91.93 was well above the benchmark providing a two-year average that was also above the benchmark. This average includes scores from a standardized national exam (CPCE) as well. | throughout fall and winter semesters.<br><br>Annual Comprehensive Program Review (CPR) conducted on May 6, 2019<br><br>Dispositions Review Meeting held on May 6, 2019 | primarily due to lack of data points available the time of the previous report. Faculty will continue to monitor this SLO closely since this is also an area that alumni suggest could use improvement. Faculty are exploring the option of moving the Methods of Research course to a 16 week semester instead of the current 8 week. This is part of a larger examination of course rotation that could be put in place as soon as fall of 2020. |

### Part III: CMHC CONCENTRATION Student Learning Outcomes

[Return to TOC](#)

| A. CMHC Concentration SLO   | B. Course(s) & Measure(s)  | C. Results  | D. Discussion  | E. List any meeting dates                             | F. Use of Results<br>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<br>Mean 92.67<br>-----<br>Internship Oral Exam<br>Mean 88.64 | Benchmark 84.00<br><br>Current year: 90.82<br>2-year average: 91.36 | All data points were collected (previous assessment cycle only 2 points were available). The mean of 90.82 is well above the benchmark of 84.00. Practicum and Internship also are typically hallmarks of the program and receive marks of high quality from | Weekly meetings throughout fall and winter semesters. | Internship Coordinator and site supervisors are looking into modifying and improving the current instrument used to assess CMHC practicum students (CCS-R). Internship Coordinator is continuing to create internship |

| A. CMHC<br>Concentration<br>SLO | B. Course(s) &<br>Measure(s)   | C. Results | D. Discussion   | E. List any<br>meeting<br>dates  | F. Use of Results<br>Proposed improvements and/or<br>Implemented improvements<br>made based on <i>C. Results</i> . |
|---------------------------------|--|------------|---|--|--|
|                                 | <p>-----</p> <p>COUN 5570:<br/>Clinical Case Study<br/>Mean 94.40</p> <p>-----</p> <p>Internship<br/>Oral Exam<br/>Mean 88.64</p> <p>-----</p> <p>Practicum:<br/>CCS-R (entirety)<br/>Mean 91.92</p> <p>-----</p> <p>Internship<br/>Oral Exam<br/>Mean 88.64</p> |            | <p>student and alumni surveys. Faculty continue to seek improvement and development especially with offsite internship sites.</p> | <p>Annual Comprehensive Program Review (CPR) conducted on May 6, 2019</p> <p>Dispositions Review Meeting held on May 6, 2019</p> | <p>experiences that are unique and distinctive for CMHC interns.</p>   |

| A. School Counseling Concentration SLO   | B. Course(s) & Measure(s)   | C. Results  | D. Discussion  | E. List any meeting dates  | F. Use of Results<br>Proposed improvements and/or Implemented improvements made based on C. Results.  |
|--|---|---|--|--|---|
| SLO 5-SC:<br>Graduates will competently counsel, informed by knowledge and professional best practices | COUN 5610<br>Final Exam<br>Mean 85.67<br>-----<br>Internship<br>Oral Exam<br>Mean 91.09<br>-----<br>COUN 5650:<br>Systems Theory Paper<br>Mean 89.33<br>-----<br>Internship<br>Oral Exam<br>Mean 91.09<br>-----<br>Practicum:<br>Coun. Skills &<br>Access to Resource<br>Mean 96.16<br>-----<br>Internship<br>Oral Exam<br>Mean 91.09 | Benchmark 84.00<br><br>Current year: 90.74<br>2-year average: 89.95 | All data points were collected (previous assessment cycle only 1 point was available). The mean of 90.74 is well above the benchmark of 84.00. Practicum and Internship also are typically hallmarks of the program and receive marks of high quality from student and alumni surveys. Faculty continue to seek improvement and development of each site and to expand the opportunities for students to have more choice in site placement. | Weekly meetings throughout fall and winter semesters.<br><br>Annual Comprehensive Program Review (CPR) conducted on May 6, 2019<br><br>Dispositions Review Meeting held on May 6, 2019 | Internship Coordinator and site supervisors are looking into modifying and improving the current instrument used to assess CMHC practicum students (CCS-R). Internship Coordinator is continuing to create internship experiences that are unique and distinctive for CMHC interns. |

## Appendix A: Annual Vital Statistics Report



### Master of Arts in Counseling

### 2018-2019 Vital Statistics

(as of 8/31/19)

**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                    | 92.86         | 16                          |
| 2017 | 10                    | 7                         | 2.4                    | 88.89         | 16                          |
| 2018 | 11                    | 7                         | 3.0                    | (pend)        | 23                          |
| 2019 | 6                     | 4                         | 2.5                    | (pend)        | 22                          |

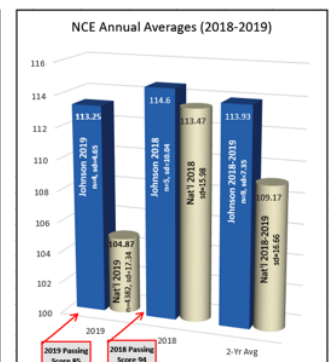
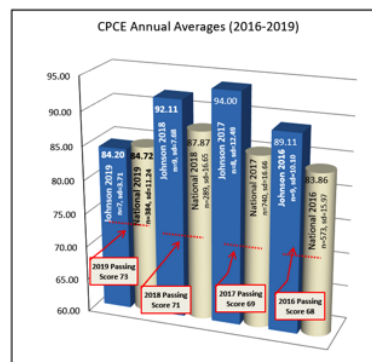
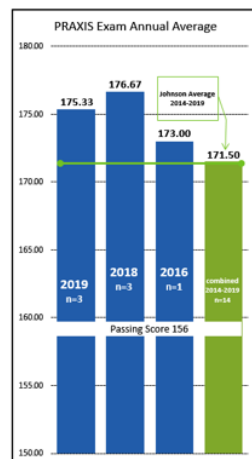
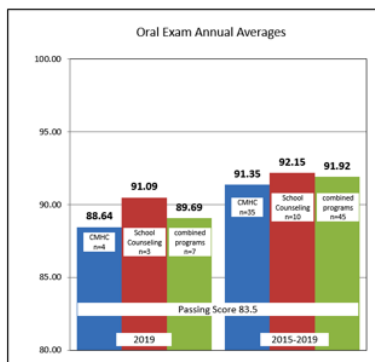
\*students have 2-5 years to complete program of study

**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 | 5                     | 0                         | n/a                    | n/a           | 6                           |
| 2018 | 7                     | 3                         | 2.4                    | (pend)        | 8                           |
| 2019 | 4                     | 0                         | 2.6                    | (pend)        | 12                          |

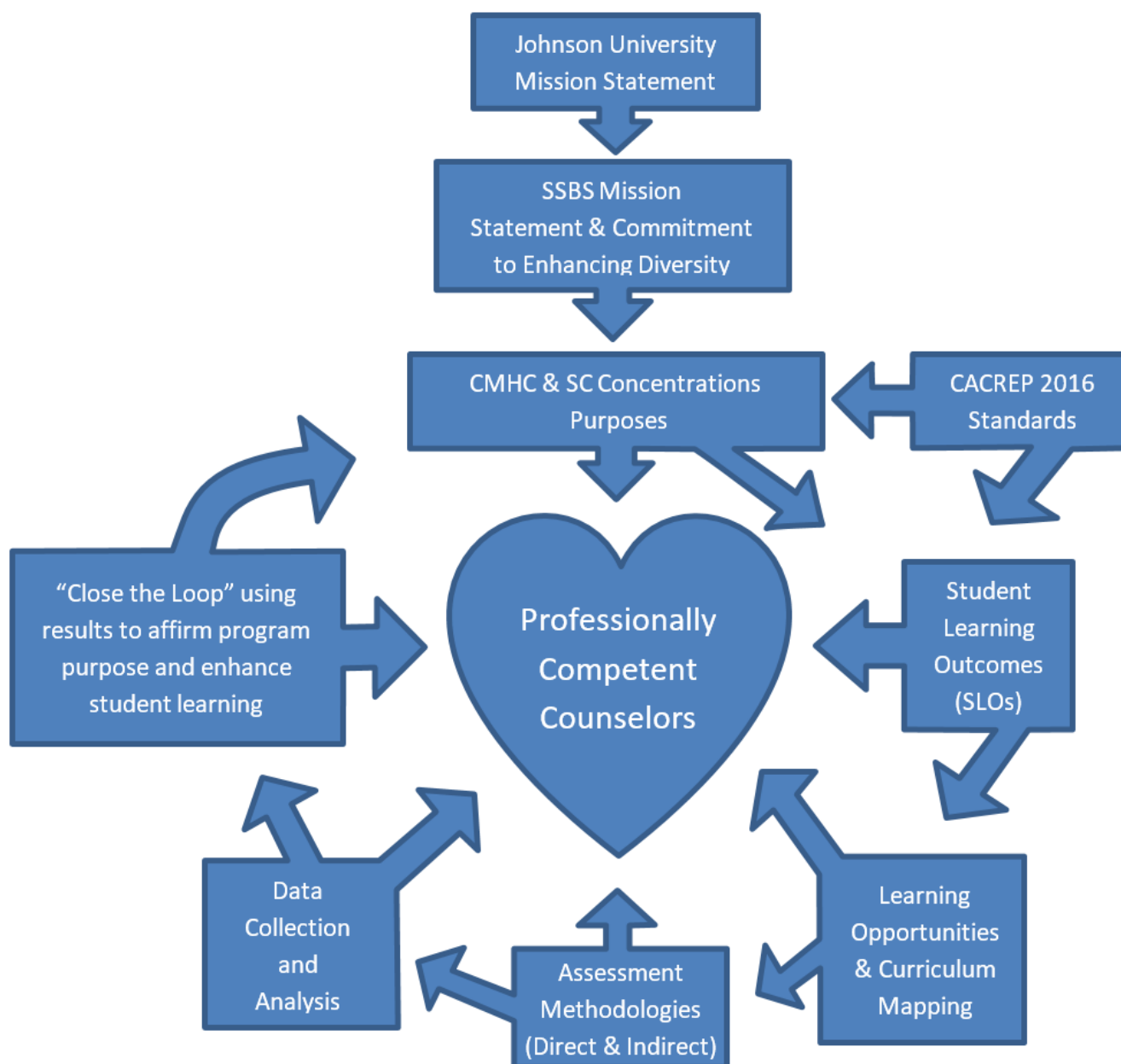
**Pass Rate on Credentialing Exams for 2018-2019 (SC=School Counseling, CMHC-Clinical Mental Health Counseling)**

| Oral Exam |      |      | School Guidance & Counseling Praxis |      |      | Counselor Preparation Comprehensive Exam (CPCE) |      |      | National Counselors Examination (NCE) |     |      |
|-----------|------|------|-------------------------------------|------|------|---|------|------|---------------------------------------|-----|------|
| Year      | SC   | CMHC | Year                                | SC   | CMHC | Year  | SC   | CMHC | Year                                  | SC  | CMHC |
| 2019      | 100% | 100% | 2019                                | 100% | n/a  | 2019  | 100% | 100% | 2019                                  | n/a | 100% |
| 2018      | 100% | 100% | 2018                                | 100% | n/a  | 2018  | 100% | 100% | 2018                                  | n/a | 100% |
| 2017      | 100% | 100% | 2017                                | n/a  | n/a  | 2017  | 100% | 100% | 2017                                  | n/a | n/a  |



| Job Placement Rate (graduation year)                 | 2019 grads        | 2018 grads | 2017 grads |
|--|-------------------|------------|------------|
| Obtained employment within 3 months after graduation | not yet available | 100%       | 100%       |
| Obtained employment within 1 year after graduation   | not yet available | 100%       | 100%       |

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.





## Appendix C: Individual Student Assessment Progression



|  |   |  |
|--|---|--|
| <i>SLO 1: Graduates will embrace a Christian worldview that compels them to respectfully and ethically engage clients both similar to and different from themselves.</i> |   |  |
| 1.1: Graduates demonstrate conduct consistent with professional standards and ethics.  |   |  |
|  | COUN 5210 – Ethical & Professional Issues in Counseling           | <ul style="list-style-type: none"> <li>Ethical Code/Association Comparative Paper</li> </ul>   |
|  | Practicum/Internships   | <ul style="list-style-type: none"> <li>Reflection on attending conference</li> <li>CPCE Subscore</li> </ul>  |
| 1.2 Graduates articulate a personal model of applied integration   |   |  |
|  | COUN 5210 – Ethical & Professional Issues in Counseling           | <ul style="list-style-type: none"> <li>Theological Reflection Paper</li> </ul>   |
|  | COUN 5310 – Human Development Over the Lifespan                   | <ul style="list-style-type: none"> <li>Spiritual Development Paper</li> </ul>  |
|  | COUN 5200 – Integrating Theology & Therapy                        | <ul style="list-style-type: none"> <li>Integrative Paper</li> </ul>  |
| 1.3: Graduates develop culturally responsive strategies to engage clients in diverse settings.   |   |  |
|  | COUN 5220 – Social & Cultural Diversity in Counseling             | <ul style="list-style-type: none"> <li>Book Review</li> </ul>  |
|  | Internship  | <ul style="list-style-type: none"> <li>CPCE Subscore</li> </ul>  |
| <i>SLO 2: Graduates will synthesize a systemic approach, theoretical understanding, and helping skills to address human experience across the lifespan.</i>              |   |  |
| 2.1: Graduates discover and apply the interrelationships among and between work, relationships, mental well-being, life roles, and other factors.                        |   |  |
|  | COUN 5560 – Career Assessment & Development                       | <ul style="list-style-type: none"> <li>Career Chaos Projects</li> </ul>  |
|  | Internship  | <ul style="list-style-type: none"> <li>CPCE Subscore</li> </ul>  |
| 2.2: Graduates discover and apply group dynamics, theories, and techniques.  |   |  |
|  | COUN 5540 – Group Dynamics/Theories/ Techniques                   | <ul style="list-style-type: none"> <li>Cumulative Score of 5 Reflection Papers</li> <li>Competent Group Facilitator Paper</li> <li>Final Exam</li> </ul> |
|  | Internship  | <ul style="list-style-type: none"> <li>CPCE Subscore</li> </ul>  |
| 2.3: Graduates demonstrate basic helping skills and techniques.  |   |  |
|  | COUN 5581 – Counseling Skills & Techniques                        | <ul style="list-style-type: none"> <li>CCS-R or comparable (skills section only); mean of all</li> </ul>   |
|  | Internship  | <ul style="list-style-type: none"> <li>CPCE Subscore</li> </ul>  |
| 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                   | <ul style="list-style-type: none"> <li>Final Exam</li> </ul>   |
|  | Internship  | <ul style="list-style-type: none"> <li>CPCE Subscore</li> </ul>  |
| <i>SLO 3: Graduates will demonstrate responsible use of research and assessment tools.</i>   |   |  |
| 3.1: Graduates conduct appropriate assessment of clients using validated tools and procedures relevant to the context.   |   |  |
|  | COUN 5520 – Child & Adolescent Assessment, Diagnosis, & Treatment | <ul style="list-style-type: none"> <li>Case Study</li> </ul>   |
|  | Internship  | <ul style="list-style-type: none"> <li>CPCE Subscore</li> </ul>  |
| 3.2: Graduates evaluate counseling literature and effectively employ research to inform counseling practice.   |   |  |

|   |  |   |   |
|---|--|---|---|
|   |  | COUN 5100 – Research & Statistics                                 | <ul style="list-style-type: none"> <li>Literature Review</li> <li>Final Exam</li> </ul>                             |
|   |  | Internship  | <ul style="list-style-type: none"> <li>CPCE Subscore</li> </ul>   |
| <i>SLO 4-CMHC: Graduates will competently counsel, informed by knowledge and professional best practices.</i> |  |   |   |
|   | 4.1-CMHC: Graduates demonstrate a well-formed, systemically-oriented clinical mental health counselor identity.                |   |   |
|   |  | COUN 5520 – Child & Adolescent Assessment, Diagnosis, & Treatment | <ul style="list-style-type: none"> <li>Case Study</li> </ul>  |
|   |  | Internship  | <ul style="list-style-type: none"> <li>Oral Exam</li> </ul>   |
|   | 4.2-CMHC: Graduates conceptualize and plan treatment and interventions within a clinical setting.                              |   |   |
|   |  | COUN 5570 – Adult Assessment, Diagnosis, & Treatment              | <ul style="list-style-type: none"> <li>Clinical Case Study</li> </ul>   |
|   |  | Internship  | <ul style="list-style-type: none"> <li>Oral Exam</li> </ul>   |
|   | 4.3-CHMC: Graduates employ a variety of counseling skills and modalities as they engage clients in counseling.                 |   |   |
|   |  | Practicum   | <ul style="list-style-type: none"> <li>CCS-R or comparable</li> </ul>   |
|   |  | Internship  | <ul style="list-style-type: none"> <li>Oral Exams</li> </ul>  |
|   | <i>SLO 5-SC: Graduates will competently counsel, informed by knowledge and professional best practices.</i>                    |   |   |
|   | 5.1-SC: Graduates demonstrate a well-formed school counselor identity.   |   |   |
|   |  | COUN 5610 – Foundations in School Counseling                      | <ul style="list-style-type: none"> <li>Final Exam</li> </ul>  |
|   |  | Internship  | <ul style="list-style-type: none"> <li>Praxis Subscore</li> </ul>   |
|   | 5.2-SC: Graduates conceptualize and plan lessons/interventions within a school counseling context.                             |   |   |
|   |  | COUN 5650 – Contemporary Trends in School Counseling              | <ul style="list-style-type: none"> <li>Systems Theory Paper</li> </ul>  |
|   |  | Internship  | <ul style="list-style-type: none"> <li>Oral Exam</li> </ul>   |
|   | 5.3-SC: Graduates employ a variety of counseling skills and modalities as they engage students in a school counseling setting. |   |   |
|   |  | COUN 5850 – School Counseling Practicum                           | <ul style="list-style-type: none"> <li>Counseling Skills &amp; Access to Resource sections of evaluation</li> </ul> |
|   |  | Internship  | <ul style="list-style-type: none"> <li>Oral Exam</li> </ul>   |
|   |  |   |   |

## 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.**

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

|  | Below<br>Expectations | Marginal | Meets<br>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<br>Expectations |   | Marginal |   | Meets<br>Expectations |   | Exceeds Expectations |   |   |    |  |
|---|-----------------------|---|----------|---|-----------------------|---|----------------------|---|---|----|--|
| <b>Aware of Self and Others</b>   | 1                     | 2 | 3        | 4 | 5                     | 6 | 7                    | 8 | 9 | 10 |  |
| <i>Collaborative</i> – awareness of one's thoughts/feelings as well as others' thoughts/feelings, ability to be both separate from and a part of a group, supporting others without losing/compromising self, other-awareness, respect, accepting, meeting others where they are, works well with peers/staff/faculty/supervisors, practice of boundaries |                       |   |          |   |                       |   |                      |   |   |    |  |
| <i>Assertive</i> – well-defined sense of self, know who they are and Whose they are, appropriate view of self in relation to others, self-validated affirmation, differentiated, self-knowledge/awareness   |                       |   |          |   |                       |   |                      |   |   |    |  |
| <b>Integrity</b>  | 1                     | 2 | 3        | 4 | 5                     | 6 | 7                    | 8 | 9 | 10 |  |
| <i>Professionalism</i> – timeliness, dress, appropriate interactions, time management, organizational skills, respect for others' time and energy   |                       |   |          |   |                       |   |                      |   |   |    |  |
| <i>Integrity</i> – honesty, genuineness, do what you say you do, follow-through, consistency, pursuit of being and doing Good   |                       |   |          |   |                       |   |                      |   |   |    |  |
| <b>Compassion</b>   | 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   |                       |   |          |   |                       |   |                      |   |   |    |  |
| <b>Additional Comments</b>  |                       |   |          |   |                       |   |                      |   |   |    |  |
|   |                       |   |          |   |                       |   |                      |   |   |    |  |