

Johnson University  
School of Social and Behavioral Sciences  
Graduate Counseling Program



**2019-2020**

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 Annual Report..... 3  
    Background & Overview ..... 3  
    2020 Counseling Program Review (CPR) annual meeting (October 12, 2020)..... 3  
Student Learning Outcomes (SLOs)..... 13  
    Part I. Follow-up to Previous Assessment Report (Closing the Loop on Last Year’s  
    Assessment and ACTION items for 2020-2021) ..... 13  
    Part II. COUNSELING PROGRAM CORE Student Learning Outcomes ..... 15  
    Part III: CMHC CONCENTRATION Student Learning Outcomes..... 17  
    Part IV: School Counseling CONCENTRATION Student Learning Outcomes ..... 19  
Appendix A: Annual Vital Statistics Report..... 20  
Appendix B: Program Assessment Cycle ..... 21  
Appendix C: Individual Student Assessment Progression..... 22  
Appendix D: Mapping of KPIs with SLOs and Courses (Adjusted for 2019-2020) ..... 23  
Appendix D: Mapping of KPIs with SLOs and Courses (continued from previous page)..... 24  
Appendix E: Counselor Dispositions Evaluation Form..... 25

## Comprehensive Annual Report

### Background & Overview

The Comprehensive Assessment Plan (CAP) was first formalized during the 2014-2015 academic year while the Johnson University graduate counseling program was becoming accredited by the CACREP under 2009 standards. 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 was further refined during the 2019-2020 academic year. One of the more notable accomplishments during this academic year was the submission of and acceptance of the Mid-Cycle Report.

During a typical academic year, 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. However, due to a number of unusual factors including the COVID pandemic, the 2019-2020 review was delayed until October 12, 2020. 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](#)].

In previous years, the Core Counseling Faculty (CCF) engaged in weekly scheduled meetings. However, for the 2019-2020 year, CCF met every other week resulting in 19 scheduled and documented meetings from July 2019-May 2020. These meetings focused primarily on program administration, assessment, and enhancement. Time was also set aside in any given meeting to address individual student concerns or issues. Highlights of these meetings included: completion of Mid-cycle report, developing new course rotation, reviewing and addressing FTE ratios, tracking of KPI and Disposition concerns for individual students, developing COVID policies and preliminary discussions on telehealth training for faculty and students. The 2019-2020 year concluded with celebration in the hiring of a fourth core faculty member, Dr. Donald Bohannon. In part due to COVID-19 and in part due to Dr. Bohannon joining the faculty in the fall, the Counseling Program Review annual meeting was postponed until October 12, 2020.

### 2020 Counseling Program Review (CPR) annual meeting (October 12, 2020)

As noted, the CPR was delayed for a semester and met via ZOOM using a shared PowerPoint presentation as a way of structuring the meeting. The Core Counseling Faculty were all present (Dr. Bohannon, Dr. Cummins, Dr. Headley, & Dr. Ridge) as well as administrative assistant Charlene Bond. This format allowed Dr. Bohannon to become better acquainted with the program mission and with assessment procedures.

1. Review of Program Mission and Student Learning Outcomes (SLOs)
  - a. Program Mission (facilitated by Assessment Coordinator)
    - i. Review & Discussion
      - (a) No changes were made in the program mission however the Comprehensive Assessment Plan was revised to reflect the transition to CACREP 2016 standards
        - (i) The CAP now includes the SLO-Course-KPI Alignment Matrix, an updated Curriculum Map, a sample of KPI tracking, a sample Counselor Disposition form, and several other updated evaluative tools for practicum and internship experiences
    - ii. Action Plan
      1. Faculty will continue to review the CAP and offer additional feedback and revision suggestions
  - b. Student Learning Outcomes (facilitated by Assessment Coordinator)
    - i. Review & Discussion
      1. The 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. 2019-2020 marked the third 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) 2019-2020 academic year marked the second year KPI results were 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 some data points were not available during the initial year 2017-2018
      3. Faculty were pleased with the tools used for measurement as well as the results.
        - (a) SLO 1 (core) had an average of 93.01, slightly better than last year's average of 92.86
        - (b) SLO 2 (core) had an average of 90.31, slightly better than last year's average of 89.46.
        - (c) SLO 3 (core) had an average of 89.86, slightly less than last year's average of 91.93.
        - (d) SLO 4 (CMHC) had an average of 90.58, nearly the same as 2018-2019 average of 90.82.
        - (e) SLO 5 (SC) had an average of 92.29, up from the 2018-2019 average of 90.74.
    - ii. Action Plan
      1. Faculty will continue to monitor SLOs closely 2019-2020 but KPIs seem to be working well as points of measure for program assessment as well as individual student performance

## 2. Program Assessment

### a. Direct Evidence (facilitated by Assessment Coordinator)

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

##### 1. Review & Discussion

###### (a) No student required remediation due to grade performance in 2019-2020

(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) Nine NOCs were issued during the year to six different students.

1. One student had three NOCs and ended up withdrawing from the program

2. All students met with respective advisors and will continue to be monitored

###### (b) KPIs are used to help assess student learning and competency based on CACREP 2016 standards

(i) KPIs are directly linked to SLOs for program assessment as noted above

1. Faculty noted a need for additional KPIs to ensure multiple points of data collection throughout a student’s program of study (i.e., early, middle and near graduation)

(ii) In 2018-2019, faculty created a “secure workbook/spreadsheet” to maintain and track KPIs/dispositions/NOCs

a. Faculty continue to be pleased with this tracking system for individual student performance

b. In 2019-2020 there were 39 occasions where a student score below 84% on a KPI

i. The vast majority of these sub-par scores were related to a few students who performed poorly on the CPCE Spring 2020 in the midst of the COVID pandemic.

ii. Some students who underperformed had done so consistently and either were provided remediation, or were issued a NOC, or both

##### 2. Action Plan

(a) KPIs will be evaluated by faculty 2020-2021 with the likelihood of adding additional measuring points

(b) Faculty will continue to monitor most effective intervention to use with students who have several KPI scores falling in the marginal or below competency range set by faculty

#### ii. 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) 2019-2020 resulted in one instance of “below expectation” and 42 instances of “marginal”
  - (ii) These instances involved thirteen different students, ranging from one per student to one student who had eleven instances
    - 1. Vast majority of instances occurred during onset of COVID
    - 2. Meetings with advisors were arranged with several students and one student withdrew-counseled out of the profession

## 2. Action Plan

- (a) Many of these dispositional concerns were related to assignments that were not completed at the onset of COVID
- (b) Overall, faculty continue to be pleased with the use of dispositions as a way of addressing issues important to the development of the whole counselor

## iii. Skills Data

### 1. Review & Discussion

- (a) COUN 5586 Counseling Skills & Techniques (CMHC & School Counseling)
  - (i) Section 1 of the Counselor Competencies Scale—Revised (CCS-R) was used for a third year as a tool to assess competency and to help determine readiness to begin practicum as well as for use as a KPI
  - (ii) All students passed the course and it continues to be a good gateway tool
- (b) Practicum (CMHC & SC)
  - (i) The CCS-R (Sections 1 only) continues to be used as faculty were not able to revise as planned
  - (ii) One student (CMHC) took a leave of absence to attend to personal matters but plans on returning during 2020-2021
  - (iii) During Spring 2020 with onset of COVID, significant efforts were put in place to ensure students were provided adequate training and supervision to provide in-state telehealth services
- (c) Internship (CMHC)
  - (i) The CMHC Internship Evaluation (revised 2018-2019) was used for a second year and supervisors appear to be content without further revisions at this time—though telehealth services may need to be added for assessment purposes

- (ii) During Spring 2020 with onset of COVID, significant efforts were put in place to ensure students were provided adequate training and supervision to provide in-state telehealth services
- (d) Internship (School Counseling)
  - (i) The SC Internship Evaluation (significantly revised 2018-2019) was used for a second year and supervisors appear to be content without further revisions at this time—though telehealth services may need to be added for assessment purposes
- 2. Action Plan
  - (a) Faculty will revise practicum evaluation during Spring 2021 and have it ready to pilot Fall 2021. This instrument will be used in both SC & CMHC practicums
  - (b) 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)
  - (c) During 2020-21, faculty will continue to explore use of electronic signatures for documents to make it more convenient for telehealth purposes and field supervisors
  - (d) During 2020-21, faculty will explore and develop telehealth training protocol for supervisors as well as for students in both practicum and internship
- iv. Standardized Tests-NCE, CPCE, & Professional School Counselor (PSC) Praxis
  - 1. Review and Discussion
    - (a) Twelve students took CPCE
      - (i) Four students took it Fall 2019
        - 1. All four passed
        - 2. Two were SC concentration, two were dual
        - 3. Group mean was 83.0 compared with national mean of 83.8.
      - (ii) Eight students took it Spring 2020 (COVID)
        - 1. Five passed (one missed by one point and one missed by three points)
        - 2. Two SC concentration, five CMHC concentration & one dual
        - 3. Group mean was 77.3 compared with national mean of 85.0
          - a. CMHC mean was 81.0 and SC mean was 66.7
        - 4. For remediation, the three students who failed to pass were initially required to take the CECE exam; however, COVID complications prevented this from occurring and the students were allowed an exception
      - (iii) In the past, the program has been well above the national average so there was some concern that it was below this year; however, COVID seemed to affect a number of students significantly

- (b) Since inception, the SC concentration has maintained a 100% passing rate on the Praxis with an average of 172.62 (passing score is 156)
      - (i) For 2019-2020, five students took the exam with an average of 174.60
  - 2. Action Plan
    - (a) All standardized exams (CPCE & PSC Praxis) allow for comparison with other similar programs
    - (b) For 2020-21, as a means of lowering student costs, faculty will explore replacing the CPCE with the CECE as it measures the same data points/8 core domains
- v. Oral Exams
  - 1. Review and Discussion
    - (a) This was the second year of a significant revision made in the Oral Exams
      - (i) Nine CMHC students passed oral exams (88.12 mean)
      - (ii) Seven School Counseling students passed oral exams (86.98 mean)
    - (b) The CMHC average has been consistent with previous years with a 3-year average of 88.41
    - (c) The School Counseling average was well below the previous year (91.09) as well as the 3-year average of 89.52
    - (d) Faculty observed the SC students seemed to underperform in both the Oral Exams and the CPCE and wonder how much COVID might have influenced this as well
  - 2. Action Plan
    - (a) No changes recommended at this time. Faculty will continue to monitor the revised oral exams during 2020-21
- b. Indirect Evidence
  - i. Alumni Survey (survey is conducted every two years and was delayed this assessment cycle due to COVID constraints)
    - 1. Action Plan
      - (a) Faculty will conduct the survey Spring 2021
  - ii. Supervisor-Employer Survey (conducted Spring 2020)
    - 1. Review of results
      - (a) Sixteen respondents (six CMHC, nine SC, one non-degree seeking)
      - (b) Lots of very positive comments and feedback characterized by “I like the philosophy of the program” and “Johnson students are well-prepared”
        - (i) Particular strengths include “Case Conceptualization” and “Developing Treatment plans”
      - (c) Constructive criticism
        - (i) Need more frequent communication with counselors and supervisors
        - (ii) Need more hands-on time instructing interns [SC] on planning and doing classroom lessons



- (iii) More emphasis on child assessment & treatment, evidence-based practices
- 2. Action Plan
  - (a) Faculty will consider feedback and incorporation into the program/course instruction
- iii. Graduate Student Satisfaction Survey (now on 2-yr cycle, next reporting 2020-2021)
- iv. Student Focus Group (Fall 2019)
  - 1. Review of results
    - (a) 14 CMHC & SC students were present for student focus group
    - (b) Strengths that were voiced
      - (i) Strong clinical preparation, feel very prepared as compared to interns from other programs
      - (ii) Students feel “cared for” by faculty/staff
      - (iii) Flexibility – in matriculation through program as well as with hybrid academic class format (with preference to maintain face-to-face residencies in most courses)
    - (c) Desires or concerns that were expressed
      - (i) SC Curriculum – suggested new course or other enhancement in: Classroom management, Special Ed training, 504/IEP and roles within system, College/scholarship/career/vocation/FAFSA training, Scheduling, Homeschooling, Lesson planning
      - (ii) Some class residencies feel like “busy work” – could go online or use time better
  - 2. Discussion & Action
    - (a) During 2019-2020, faculty will consider a new SC course to replace the current elective choices
- v. Field Placement Data
  - 1. Review and Discussion
    - (a) The Internship Coordinator and faculty contracted with Dropbox and now keep records securely in cloud-based folders that are HIPAA secure
      - (i) Dropbox has proven to be a very helpful resource
    - (b) Internship Coordinator provided following site data
      - (i) CMHC
        - 1. Eight facilities including the University Counseling Center were used for internship sites during 2019-2020
        - 2. Spring semester was very disrupted due to the pandemic-accumulation of hours was hampered and allowances had to be made in grades to accommodate
        - 3. Some sites completed the semester by switching to telehealth services
      - (ii) SC

1. Thirteen facilities were used for internship sites during 2019-2020 in three different counties
  2. Spring semester was very disrupted due to the pandemic-many public schools closed or went totally online, one practicum student and several interns had to postpone continuance of internship until fall semester
2. Action Plan
    - (a) Faculty will expand telehealth training for both supervisors and students in anticipation of continued challenges brought on by the pandemic
- vi. Institutional Data
1. Review
    - (a) The tracking system for admissions data was revised
      - (i) Only individuals whose application packets were received were tracked starting 2019-2020
      - (ii) The new tracking systems allows for a more effective and efficient way of tabulating “years to complete” for each student
    - (b) 2019-2020 admission data
      - (i) CMHC
        1. For January 2020 startup: Eight applied, eight were invited to interview, seven interviewed, one was denied admission, six students began, two students after at least one semester
      - (ii) School Counseling
        1. For January 2020 startup: Three applied, three were invited to interview, three were interviewed, zero were denied admission, three students began
  2. Discussion
    - (a) Faculty discussed an area of data confusion in admissions tracking
      - (i) In the past, the program has had two start dates; in January and in May which created a summer, fall & spring sequence for each reporting year
      - (ii) Such a reporting period was problematic as it did not coincide with the academic year used by the university; Fall, spring & summer sequence
  3. Action Plan
    - (a) Reporting period was shifted beginning 2019-2020 to startup of January and August
    - (b) The implication is that 2019-2020 will have a “smaller” incoming class than typical because the data will only report admittance on the January 2020 startup since the “May” enrollment is now moved to “August.”
    - (c) For 2020-2021, students will begin course work in August (fall) instead of May (summer) and all data will be tracked on a fall, spring & summer sequence.

3. Additional program adjustments and improvements
  - a. Faculty prepared and submitted the CACREP mid-cycle report September 2019
    - i. In February, faculty received a letter from the CACREP board requesting evidence that the FTE ratio of 12:1 was not exceeded during any term over the past twelve months
    - ii. Faculty worked to provide such evidence and also were able to demonstrate that an additional full-time faculty hire was approved beginning Fall 2020
    - iii. The CACREP board met in July and accepted the mid-cycle report
  - b. Faculty developed a new course rotation in part to accommodate request from university administration to try and reduce costs and in part to address some FTE concerns
    - i. Faculty met multiple times throughout Spring 2020 and developed a new course rotation
    - ii. Included in the course rotation was a switch to have entry dates to begin program in January and August of each year (instead of January and May)
    - iii. The new rotation also allowed adjustment in credit hours. CMHC practicum will become a 6hr credit instead of 2hrs and CMHC internship was reduced from 10hrs to 6hrs. This allows for a better accounting of core faculty hours. This will go in to affect Spring 2021.
    - iv. Adjustments were made in Individual Program of Study (IPS) for all current students to ensure no plan was negatively impacted
  - c. Largely brought on by the pandemic, faculty rapidly examined telehealth protocols and training for practicum and internship
    - i. Faculty worked closely with UCC administration to develop minimal guidelines to allow interns to continue to provide counseling via telehealth for clients located within Tennessee
    - ii. Training and certification options were explored for faculty and it was determined that faculty should seek certification
4. Yellow-pad Notes (brainstorming-uncategorized-carryover from previous year)
  - a. Faculty will explore possibilities of combining “Graduate Student Survey” and “Student Satisfaction Survey” for 2020-2021
  - b. 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
  - c. Carryover from 2018-19: 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~~ August & 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
- d. Continue to develop ways of better addressing ADA standards and accessibility in program
- e. Development of electives postponed until more resources become available
- f. Continue to assess delivery options of residencies via Zoom and in-person

## Student Learning Outcomes (SLOs)

<b>School:</b>	Social & Behavioral Sciences	<b>Assessment Cycle Dates:</b>	2019-2020
<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 2020-2021)

<b>A. Address any <u>proposed</u> improvements from LY’s report. Was action taken?</b> <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>	<b>B. How will the efficacy of the improvement be assessed or monitored? (part of SLO assessment, new measure, indirect measure, etc.)</b>
<p>ACTION for 2019-2020: Faculty will 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>Discussion: (a) Faculty continue to be pleased with new tracking system for individual student performance. (b) for SLO purposes, faculty noted a need for additional KPIs to ensure multiple points of data collection throughout a student’s program of study (i.e., early, middle and near graduation).</p> <p>ACTION for 2020-2021: (a) Faculty will continue to monitor most effective intervention to use with students who have several KPI scores falling in the marginal or below competency range set by faculty. (b) KPIs will be evaluated by faculty 2020-2021 with the likelihood of adding additional measuring points (i.e., early, middle and near graduation).</p>
<p>ACTION for 2019-2020: 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: Faculty entered 2019-2020 with desire to be more intentional in addressing diversity issues throughout the curriculum. COVID interrupted much of this discussion due to more urgent priorities including accessibility of services (i.e., transitioning to telehealth). However, the approval of a new hire on the core faculty was both intentional and enhanced diversity in multiple ways among faculty.</p> <p>ACTION for 2020-2021: Faculty will continue to seek ways of improving inclusion, accessibility and diversity challenges in curricula and in delivery systems.</p>
<p>ACTION for 2019-2020: Faculty will continue to explore options of adjusting course rotation with a proposed startup 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</p>	<p>Discussion: Much was accomplished during 2019-2020 and a new course rotation was created and prepared to implement during the following academic year. Individual Programs of Study (IPS) were created that</p>

<p>affected. Faculty will also explore ways of creating an expanded COUN 5100 Research &amp; Statistics course (16 weeks instead of current 8 weeks) to address concerns in the area of writing and research (SLO 3)</p>	<p>addressed the changes in course rotations to ensure that no student course of study was disrupted. Several courses are now being taught every-other-year instead of every year. CMHC Counseling Practicum was switch to a 6hr course instead of 2hrs to better account for faculty time. Similarly, CMHC Counseling Internship was reduced to 6 hours instead of 10 hours. The new course rotation also allows for COUN 5100 Research &amp; Statistics course to be expanded to a full semester (16 weeks).</p> <p>ACTION for 2020-2021: Faculty will closely monitor the new course rotation and make further adjustments if necessary. Faculty are particularly concerned about Research and Statistics scores on the CPCE and will be eager to see if extending COUN 5100 to 16 weeks will help improve student competency in this area.</p>
<p>ACTION for 2019-2020: Faculty will 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>	<p>Discussion: Folded into the discussion on course rotation (above) was orientation and revised entry points for beginning the program. Discussion on community-building options was partially thwarted by COVID disruptions. Faculty however, proposed changing entry points to January and August instead of January and May. This change will begin 2020-2021 and will likely make spring and fall (instead of summer) orientations more similar. Faculty expressed some concern that the pandemic was making community building even more challenging in light of expanded remote learning as opposed to in-person.</p> <p>ACTION for 2020-2021: Faculty will continue to discuss community-building options especially in light of the change in entry points and in light of the pandemic and increased reliance on remote learning.</p>
<p>ACTION for 2019-2020: 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: The Internship Coordinator was pleased with evaluation tools used for both CMHC and School Counseling (SC) internships. Revision of practicum evaluations were discussed but delayed in part due to COVID disruptions and urgent priorities with faculty responsible for oversight and supervision of both CMHC and School Counseling practicums.</p> <p>ACTION for 2020-2021: The Internship Coordinator, in conjunction with practicum site supervisors (both CMHC &amp; SC), will look at revising the practicum evaluations.</p>

A. Core SLOs	B. Course(s) & Measure(s)	C. Results	D. Discussion	E. List any meeting dates	F. Use of Results Proposed improvements and/or Implemented improvements made based on C. Results.
<p>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>	<p>COUN 5210 Comparative Paper Mean 95.18 ----- Practicum/Internships Conf. Refl. Paper Mean 95.07 ----- CPCE Nat'l Exam Ethics subscore Mean 90.54 ----- COUN 5210 Theological Refls. Mean 95.04 ----- COUN 5310 Spirit. Devel. Paper Mean 89.02 ----- COUN 5200 Integrative Paper Mean 93.38 ----- COUN 5220: Book Review Mean 95.35 ----- CPCE Nat'l Exam Multiculture subscore Mean 91.08</p>	<p>Benchmark 84.00  Current year: 93.10 3-year average: 92.94</p>	<p>All data points were measured this assessment cycle. Faculty were concerned that not enough measuring points existed particularly in the middle of programs of study.</p>	<p>Bi-Weekly meetings throughout fall and spring semesters.  Annual Comprehensive Program Review (CPR) and Dispositions Review Meeting held Oct. 12, 2020</p>	<p>Faculty will look at expanding data collection points (KPI) to ensure that students are assessed near the beginning, in the middle, and towards the end of their program. In particular, mid points need to be identified for assessing how well graduates “demonstrate conduct consistent with professional standards and ethics” and “develop culturally responsive strategies to engage clients in diverse settings.”  Faculty will continue to examine how diversity can be more thoroughly integrated throughout the curriculum</p>
<p>SLO 2: Graduates will synthesize a systemic approach, theoretical</p>	<p>COUN 5560: Career Chaos Project Mean 99.87 -----</p>	<p>Benchmark 84.00  Current year: 90.31 3-year average: 90.82</p>	<p>All data points were measured this assessment cycle. As noted above, faculty were concerned that not enough</p>	<p>Bi-Weekly meetings throughout fall</p>	<p>Use of CCS-R as an evaluative tool is also being assessed. Faculty will likely revise practicum evaluation</p>

A. Core SLOs	B. Course(s) & Measure(s)	C. Results	D. Discussion	E. List any meeting dates	F. Use of Results Proposed improvements and/or Implemented improvements made based on C. Results.
understanding, and helping skills to address human experience across the lifespan	CPCE Nat'l Exam Career subscore Mean 87.38 ----- COUN 5540: Reflect. Papers Mean 94.38 ----- COUN 5540: Comp. Grp. Fac. Pap. Mean 88.81 ----- COUN 5540: Final Exam Mean 93.20 ----- CPCE Nat'l Exam Group subscore Mean 89.08 ----- COUN 5586 CCS-R (Pt. 1) Mean 86.00 ----- CPCE Nat'l Exam Help. Skills subscore Mean 87.31 ----- COUN 5310 Final Exam Mean 93.08 ----- CPCE Nat'l Exam Human Dev. subscore Mean 87.62		measuring points existed particularly in the middle of programs of study.	and spring semesters.  Annual Comprehensive Program Review (CPR) and Dispositions Review Meeting held Oct. 12, 2020	(currently CCS-R) during 2020-2021.  Faculty will look at expanding data collection points (KPI) to ensure that students are assessed near the beginning, in the middle, and towards the end of their program. In particular, mid points need to be identified for assessing how well graduate “discover and apply group dynamics, theories, and techniques,” “demonstrate basic helping skills and techniques,” and “develop a systemic framework for understanding theories and developmental and non-normative factors that affect human growth and development.”
SLO 3: Graduates will demonstrate	COUN 5520 Case Study	Benchmark 84.00	Data continues to support improvement in this area, however the initial	Bi-Weekly meetings	Beginning 2020-2021, a new course rotation will be implemented which,



A. Core SLOs	B. Course(s) & Measure(s)	C. Results	D. Discussion	E. List any meeting dates	F. Use of Results Proposed improvements and/or Implemented improvements made based on C. Results.
responsible use of research and assessment tools	Mean 93.26 ----- CPCE Nat'l Exam Assessment subscore Mean 87.85 ----- COUN 5100: Literature Review Mean 92.23 ----- COUN 5100 Final Exam Mean 90.29 ----- CPCE Nat'l Exam Rsch./Stats. subscore Mean 85.00	Current year: 89.86 3-year average: 89.23	assessment cycle (2017-2018) the mean of 80.57 was well below the benchmark largely because only 40.0% of the data was available at time the report was developed. After two additional assessment cycles, 100% of data collection has occurred and the average appears much better. However, some discreet scores are concerning as the CPCE National exam scores were much lower in several areas for 2019-2020. Faculty noted that the CPCE scores for those who took it in the midst of COVID, Spring 2020 were much lower than those who took it Fall 2019.  As noted above, faculty will review midpoint data collection to determine value of adding additional measuring points.	throughout fall and spring semesters.  Annual Comprehensive Program Review (CPR) and Dispositions Review Meeting held Oct. 12, 2020	among other things, will allow COUN 5100 Research & Statistics course to expand to a 16 week semester instead of the current 8 weeks. The faculty will monitor this adjustment to the program to determine if it will help students become better at professional writing, research and statistics.

### 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 Proposed improvements and/or Implemented improvements made based on C. Results.
SLO 4-CMHC: Graduates will competently counsel, informed by	COUN 5520: Case Study Mean 93.27 -----	Benchmark 84.00  Current year: 90.28 3-year average: 90.97	All data points were collected. The mean of 90.28, while well above the benchmark of 84.00, shows a very subtle 3-year downward trend. Faculty	Bi-Weekly meetings throughout fall	Internship Coordinator and site supervisors will look into modifying and improving the current

A. CMHC Concentration SLO	B. Course(s) & Measure(s)	C. Results	D. Discussion	E. List any meeting dates	F. Use of Results Proposed improvements and/or Implemented improvements made based on C. Results.
knowledge and professional best practices	Internship Oral Exam Mean 88.12 ----- COUN 5570: Clinical Case Study Mean 96.00 ----- Internship Oral Exam Mean 88.12 ----- Practicum: CCS-R (entirety) Mean 89.88 ----- Internship Oral Exam Mean 88.12		are looking closely at revising the practicum assessment tool (CCS-R). COVID complications made this challenging to complete during 2019-2020.  Additionally, faculty are concerned that more measuring points need to be added to ensure students are being assessed across the entire program of study.	and spring semesters.  Annual Comprehensive Program Review (CPR) and Dispositions Review Meeting held Oct. 12, 2020	instrument used to assess CMHC practicum students (CCS-R).  Faculty will also likely add data collection points early on in a student's program of study to ensure he/she is being assessed in developmentally appropriate ways

A. School Counseling Concentration SLO	B. Course(s) & Measure(s)	C. Results	D. Discussion	E. List any meeting dates	F. Use of Results Proposed improvements and/or Implemented improvements made based on C. Results.
<p>SLO 5-SC: Graduates will competently counsel, informed by knowledge and professional best practices</p>	<p>COUN 5610 Final Exam Mean 92.46 ----- Internship Oral Exam Mean 86.98 ----- COUN 5650: Systems Theory Paper Mean 94.50 ----- Internship Oral Exam Mean 86.98 ----- Practicum: Coun. Skills &amp; Access to Resource Mean 96.42 ----- Internship Oral Exam Mean 86.98</p>	<p>Benchmark 84.00  Current year: 90.72 3-year average: 90.74</p>	<p>All data points were collected. The mean of 90.72 is well above the benchmark of 84.00. Faculty are looking closely at revising the practicum assessment tool (CCS-R). COVID complications made this challenging to complete during 2019-2020.  Additionally, faculty are concerned that more measuring points need to be added to ensure students are being assessed across the entire program of study. Faculty noted that students are adequately measure mid and end cycle but not much in the early stages of their program.</p>	<p>Bi-Weekly meetings throughout fall and spring semesters.  Annual Comprehensive Program Review (CPR) and Dispositions Review Meeting held Oct. 12, 2020</p>	<p>Internship Coordinator, School Counseling Specialist and site supervisors will look into modifying and improving the current instrument used to assess School Counseling practicum students (CCS-R).  Faculty will also likely add data collection points early on in a student's program of study to ensure he/she is being assessed in developmentally appropriate ways.</p>

# Johnson University

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## Master of Arts in Counseling

### 2019-2020 Vital Statistics

(as of 12/2/20)

**Enrollment/Graduation/Completion data**

Clinical Mental Health Counseling (CMHC) concentration					Academic Year	School Counseling (SC) concentration				
New students enrolled	Number students graduated	Average years to Complete <sup>a</sup>	5-yr rate of Comp. <sup>b</sup>	Total enrolled new year startup <sup>c</sup>		New students enrolled	Number students graduated	Average years to Complete <sup>a</sup>	5-yr rate of Comp. <sup>b</sup>	Total enrolled new year startup <sup>c</sup>
11	5	3.0	84.21	21	2017-18	4	3	2.4	90.00	15
6	7	2.5	82.86	18	2018-19	2	3	2.6	100.00	11
6	8	3.0	80.43 <sup>d</sup>	15 <sup>d</sup>	2019-20	3	7	2.8	100.00 <sup>d</sup>	8

<sup>a</sup>refers to students graduating in the academic year reported (students can take up to 5 years to complete the program)

<sup>b</sup>refers to students completing/graduating versus leaving program concentration over past 5 years

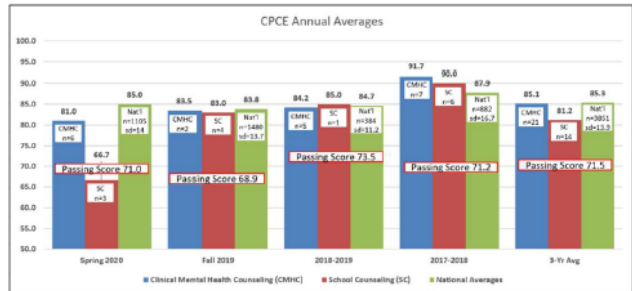
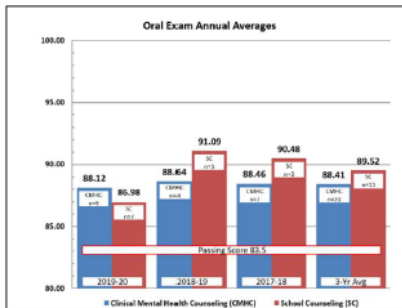
<sup>c</sup>total number enrolled in program concentration at beginning of new academic year

<sup>d</sup>affected significantly by COVID and change in startup for academic year to Fall instead of Summer (beginning Fall 2020)

**Pass Rate on Credentialing Exams for 2017-2020 (SC=School Counseling, CMHC-Clinical Mental Health Counseling)**

Oral Exam			School Guidance and Counseling Praxis*		Counselor Preparation Comprehensive Exam (CPCE)		
Year	SC	CMHC	Year	SC	Year	SC	CMHC
2017-18	100%	100%	2019-20	100%	2017-18	100%	100%
2018-19	100%	100%	2018-19	100%	2018-19	100%	100%
2019-20	100%	100%	2017-18	100%	2019-20	71.4%*	75.0%*

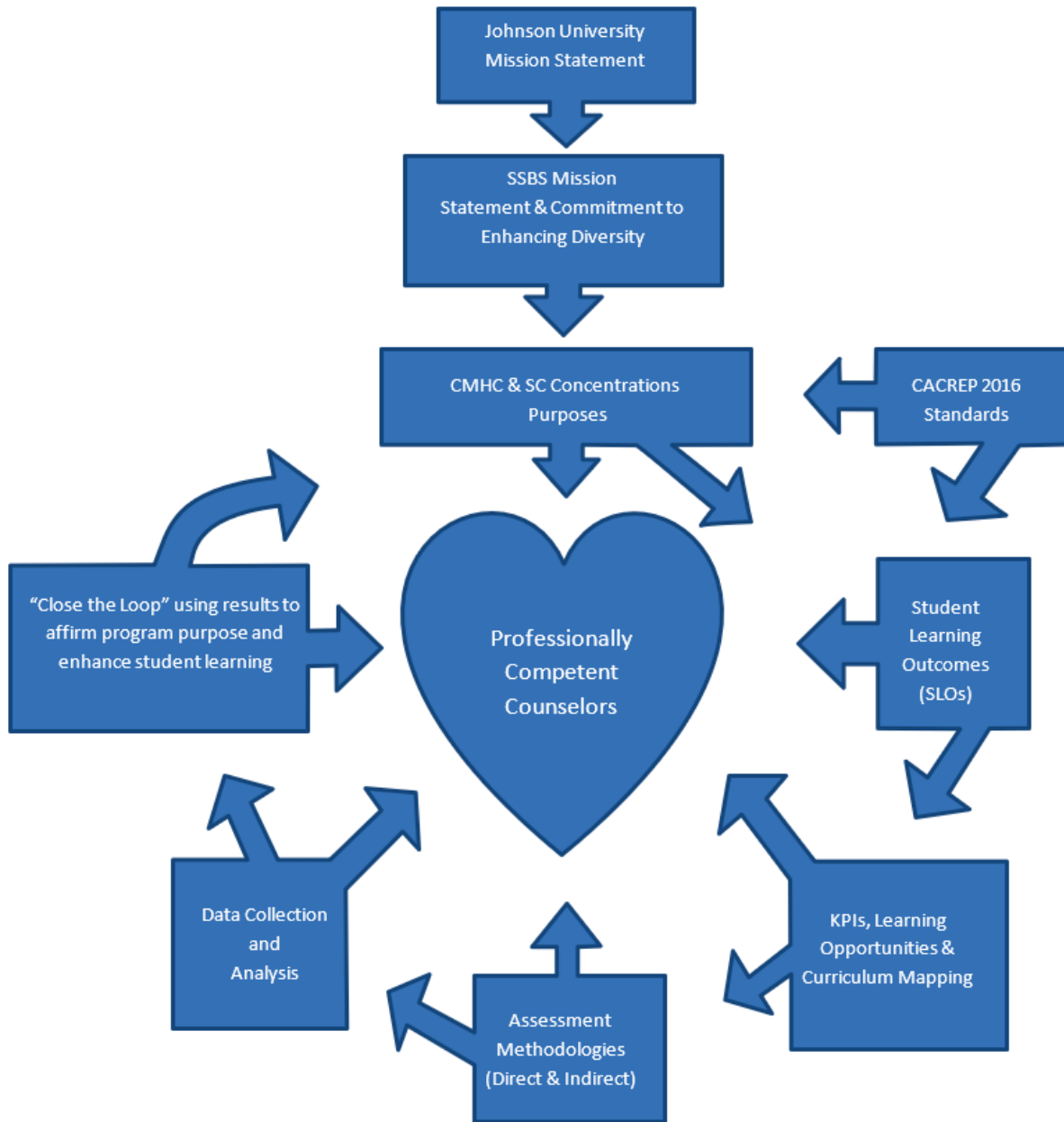
\*or equivalent  
\*taken in midst of COVID-19 disruptions



**Job Placement Rate (held or obtained jobs in counseling or related field who were actively seeking employment in the field)**

	2020 grads	2019 grads	2018 grads	2017 grads
Obtained employment within 3 months after graduation	83.3%	100%	100%	100%
Obtained employment within 180 days after graduation	100%	100%	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.





<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>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 5586 – 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	• Case Study
	Internship	• Oral Exam
4.2-CMHC: Graduates conceptualize and plan treatment and interventions within a clinical setting.		
	COUN 5570 – Adult Assessment, Diagnosis, & Treatment	
		• Clinical Case Study
	Internship	• Oral Exam
4.3-CHMC: Graduates employ a variety of counseling skills and modalities as they engage clients in counseling.		
	Practicum	
		• CCS-R or comparable
	Internship	• Oral Exams
<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	
		• Final Exam
	Internship	• Praxis Subscore
5.2-SC: Graduates conceptualize and plan lessons/interventions within a school counseling context.		
	COUN 5650 – Contemporary Trends in School Counseling	
		• Systems Theory Paper
	Internship	• Oral Exam
5.3-SC: Graduates employ a variety of counseling skills and modalities as they engage students in a school counseling setting.		
	COUN 5850 – School Counseling Practicum	
		• Counseling Skills & Access to Resource sections of evaluation
	Internship	• Oral Exam



### Counselor Dispositions Evaluation

Graduate Counseling Program  
Johnson University

GCP Student Name:

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 describe this evaluation. This evaluation is to be completed in reference to a fully-licensed and practicing professional - meaning that current students are expected to be developing and nurturing these dispositions while in the Graduate Counseling Program (e.g., students do not commonly score "8s" during their first semesters of the program). Please evaluate the Student in light of our 10-point scale below, and offer any comments you find helpful/valuable. **Comments are required if students are Marginal or Below Expectations.**

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

	Below Expectations		Marginal			Meets Expectations			Exceeds Expectations		Comments:
	1	2	3	4	5	6	7	8	9	10	
<b>Resilient</b>											
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											
<b>Teachable</b>											
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

GCP Student Name: Student Name

	Below Expectations	1	2	Marginal	3	4	5	Meets Expectations	6	7	8	Exceeds Expectations	9	10	Comments:
<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>															