Johnson University
School of Social and Behavioral Sciences
Graduate Counseling Program

2020-2021

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
2020-2021 Counseling Program Review (CPR) annual meeting (August 12, 2021) 3
Subsequent Program Modifications 17
Other Substantial Program Changes 19
Distribution of the 2019-2020 Comprehensive Assessment Report 20
Student Learning Outcomes (SLOs) 21
Part I. Follow-up to Previous Assessment Report (Closing the Loop on Last Year's Assessment and ACTION items for 2021-2022) 21
Part II. COUNSELING PROGRAM CORE Student Learning Outcomes 24
Part III: CMHC CONCENTRATION Student Learning Outcomes 27
Part IV: School Counseling CONCENTRATION Student Learning Outcomes 29
Appendix A: Annual Vital Statistics Report 31
Appendix B: Program Assessment Cycle 32
Appendix C: Individual Student Assessment Progression 33
Appendix D: Mapping of KPIs with SLOs and Courses (Updated 2020-2021) 34
Appendix E: Counselor Dispositions Evaluation Form 36

Return to TOC

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. Beginning 2019-2020 school year the faculty decided to move the annual program review to the end of summer to allow more time for assessment data to be collected. The annual review combines with other assessment data to inform a Comprehensive Annual Report (CAR) published each year 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 2020-2021 year, the CCF continued the trend established the prior school year of meeting every other week. All told, there were 21 scheduled and documented meetings from August 2020-May 2021. 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.

2020-2021 Counseling Program Review (CPR) annual meeting (August 12, 2021)

The acronym CPR is not simply an abbreviation but also represents an opportunity to renew life and vitality within the counseling program. Similar to the previous year, the CPR for 2020-2021 involved all the core faculty as well as the administrative assistant. The CPR follows a standard template providing an organized and systematic review of all program assessment data.

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

(b) The CAP was revised following 2019-2020 CPR discussion. These revisions were further discussed and approved (e.g., CECE approved to replace CPCE).
(c) Additional aspects of the CAP will need further work during 2021-2022 as noted in action plan below

ii. Action Plan
1. Sections of the CAP need further review and likely revision including but not limited to:
(a) Sections dealing with internship experience especially related to school counseling needs updated
(b) Remediation process needs revised
(c) "Historical" section needs deleted or perhaps reframed as "Timeline of Shaping Events"
(d) Individualized Student Assessment Plan (ISAP) samples need to be updated to reflect current practices

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. 2020-2021 marked the fourth 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) 2020-2021 academic year marked the third year KPI results were available in all areas allowing for a comprehensive and thorough review of trends
3. Faculty were pleased with the tools used for measurement as well as the results.
(a) SLO 1 (core) had an average of 94.02, slightly better than last year's average of 93.10 and continuing a positive 3-year trend
(b) SLO 2 (core) had an average of 92.43, better than last year's average of 90.31 and maintaining a positive 3-year trend the average of which is 90.73
(c) SLO 3 (core) had an average of 90.89, slightly less than last year's average of 89.86 and imperceptibly below the 3-year average of 90.90
(d) SLO 4 (CMHC) had an average of 88.58, a few points below last year's average of 90.58 and continuing a downward trend with a 3-year average of 89.99
(e) SLO 5 (SC) had an average of 90.40, continuing a rather stable trend with a 3-year average of 90.62

ii. Action Plan
1. No plans to change any SLOs for 2021-2022 however faculty will continue to monitor downward trend indicated by SLO 4 (CMHC)

2. Several measuring points were deleted and new ones added for a number of the SLOs during 2020-2021. These are identified further below are KPI discussion

2. Program Assessment
   a. Direct Evidence (facilitated by Assessment Coordinator)
      i. Grades, Key Performance Indicators (KPIs), and associated SLOs
         1. Review & Discussion
            (a) Five students were identified as having received grades below B- during 2020-2021 academic year (students can carry no more than two courses below a B-)
               (i) Faculty determined that some of the underperformance was likely due to COVID challenges whether personal or related to course delivery systems required by university or program protocols
               (ii) Faculty made significant efforts to accommodate special situations brought on by COVID challenges
               (iii) Three students were issued a notice of concern (NOC) and one student received two NOCs
                  1. All four students who were issued NOCs met with their respective advisors and remained in the program
            (b) KPIs are used to help assess student learning and competency based on CACREP 2016 standards (see Updated KPIs)
               (i) KPIs are directly linked to SLOs for program assessment as noted above
                  1. During the 2019-2020 CPR 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)
                     a. Throughout 2020-2021, faculty diligently worked to modify existing KPIs and add new KPIs to ensure a comprehensive and thorough assessment of student outcomes both for program purposes as well as to identify student deficiencies sooner than later
                     b. Several new KPIs were piloted during spring and summer semester of 2021
                     c. Additional KPIs will be piloted during 2021-2022 academic year
               (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 2020-2021 there were 13 instances where a student scored below 84% on a KPI
                        i. Last year there were 39 instances, this could perhaps in part be due to onset of the pandemic

ii. Nine students had one instance and two students had two instances
iii. One course (COUN 5210-Ethics) accounted for eight of the instances

2. Action Plan
   (a) KPIs piloted during 2020-2021 will be reviewed and tweaked as needed
   (b) Additional KPIs will be piloted by faculty 2021-2022
   (c) Master KPI tracking plan will be updated to include new KPIs
   (d) Faculty will monitor KPI adjustments made 2020-2022 to see impact on individual student performance as well as overall program effectiveness
   (e) Faculty will continue to monitor the COUN 5210 course to see if any further patterns continue during 2020-2021

ii. Counselor Dispositions (see 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) 2020-2021 resulted in four instances of "below expectation" and 57 instances of "marginal"
      (ii) These instances involved 17 different students, ranging from one per student to two students who each had 10 instances
         1. It is likely that COVID was a major contributor to challenges that many students faced as it affects individual stress as well as teaching methodology and delivery systems (zoom in place of in-person residencies in many cases)
         2. Meetings with advisors were arranged with several students and two students withdrew from the program including one of the students who had 10 instances

2. Action Plan
   (a) Faculty will continue to monitor closely dispositional challenges as well as affects of the pandemic
   (b) Faculty will review process for addressing dispositional concerns during 2021-2022. Faculty overall pleased with the tracking of dispositions but some concern voiced about alerting students earlier to marginal issues

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 fourth 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) was used throughout 2020-2021 even though faculty were hoping to review and revise assessment procedures
         1. Implementing telehealth practices in part impeded development of revised assessment procedures
         2. Faculty determined that while the CCS-R identified and assessed some key skills important to practicum there are other skills that is does not assess including those relative to telehealth in particular
         3. The Internship Coordinator will develop a new assessment instrument for practicum (CMHC & SC) to be piloted 2021-2022
      (ii) One student (CMHC) was unable to complete 40 Direct Hours due to COVID concerns and received and Emergency (E) grade. This student will complete practicum Fall 2021 and then continue on in to internship
      (iii) All practicum students for 2020-2021 were trained in and provided telehealth services in addition to in-person services
   (c) Internship (CMHC)
      (i) The CMHC Internship Evaluation (revised 2018-2019) was used for a third year but it was determined that it needs to be revised for 2021-2022 to address assessment of telehealth services
      (ii) Internships were successfully completed during 2020-2021 though many included provision of in-state telehealth services as permitted by Tennessee state legislation
      (iii) The use of electronic signatures using Adobe Sign was successfully piloted during summer 2021
   (d) Internship (School Counseling)
      (i) The SC Internship Evaluation (revised 2018-2019) was used for a third year but it was determined that it needs to be revised for 2021-2022 to address assessment of telehealth services
2. Action Plan
   (a) Faculty will likely continue telehealth training and opportunity to gain experience in telehealth services regardless of whether COVID continues to be a present challenge to in-person services

(b) The Internship Coordinator will revise practicum evaluation and pilot it Fall 2021. This instrument will be used in both SC & CMHC practicums
(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)
(d) During 2021-22, the Internship Coordinator will continue to pilot use of electronic signatures for documents to make it more convenient for telehealth purposes and site supervisors in particular
(e) During 2021-22, the Internship Coordinator will develop and implement a practicum evaluation that include telehealth services as well as other skills deemed developmentally appropriate for this level of training
(f) During 2021-22, the Internship Coordinator will refine and implement internship evaluations to include telehealth services

iv. Standardized Tests-CECE, & Professional School Counselor (PSC) Praxis
1. Review and Discussion
(a) For the first time the CECE was used in part to help lower costs for students and in part due to the ease of administering it compared to the CPCE. The CECE also measures the same data points/8 core domains that the CPCE measures allowing for comparisons with previous years' assessment results.
(i) During 2020-2021 six students took CECE and passed
1. One SC concentration student took it Fall 2020 (COVID)
a. Passing score was 59.4
b. SC student passed with an 82.0 compared to national mean of 73.7
2. Five students took it Spring 2021 (COVID)
a. Passing score was 59.4
b. Five passed with the group mean of 75.3 compared to national mean of 73.6
c. One SC concentration, Two CMHC concentration & one dual
i. CMHC mean was 73.0 and SC mean was 75.0
3. Last year (2019-2020) several students were below the national average so faculty was pleased that all students passed and that the group average was above the national average
4. Some students were below national average in 1 subscale and one student was below in 3 subscales but still passed
(b) Since inception, the SC concentration has maintained a 100% passing rate on the PSC Praxis with an average of 172.06 (passing score is 156)
(i) For 2020-2021, four students took the exam with an average of 168.75
(ii) Some concern was raised about students who leave Tennessee prior to taking the Praxis (the PSC Praxis is a state licensure requirement but not a program requirement)

2. Action Plan
   (a) The CECE will continue to be used for the foreseeable future, due to cost savings for students, ease of administration, and the growing numbers of CACREP approved programs that are using it and providing data to help with the standardization process.
   (b) The faculty approved the PSC Praxis will be required for graduates in the school counseling concentration in the future

v. Oral Exams
   1. Review and Discussion
      (a) This was the third year of a significant revision made in the Oral Exams
         (i) Three CMHC students passed oral exams (85.63 mean)
         (ii) Four School Counseling students passed oral exams (86.74 mean)
      (b) The CMHC average continued a downward trend and is now at a low from the 3-year average of 87.46
      (c) The School Counseling average continued a downward trend from the 3-year average of 88.27 however it was higher than the average for 2019-2020
      (d) Faculty observed the SC students seemed to perform slightly better than CMHC students (last year SC students had seemingly underperformed in both oral exams and the CPCE scores). Faculty considered the likelihood that 2019-2020 was atypical and that this year's cohort was more representative. Regardless, faculty were concerned that both CMHC and SC concentration scores were on a downward trend.
      (e) Faculty observed that several domains for several students were Marginal or Below (e.g., theoretical eclecticism and systemic orientation).
      (f) Faculty wondered if providing the oral exam via Zoom (due to COVID precautions) could be contributing to the downward trend in scores
   2. Action Plan
      (a) No changes recommended at this time but faculty may rethink Oral Exam procedures/process/construct in the near future. Questions below were raised:
         (i) What is the best way to get at the data and evidence desired?
         (ii) Should the evaluation range be expanded for each question?
         (iii) Is using Zoom changing the assessment dynamics?
         (iv) Are students understanding application of theory to practice?

b. Indirect Evidence
   i. Alumni Survey (two-year cycle, last conducted Spring 2021, next due Spring 2023)
      1. Review of results
         (a) Newly revised survey in an effort to improve response rate
         (b) Survey is now launched through Office of Institutional Effectiveness
         (c) Survey demographics (survey went out to student who graduated within past five years (May 2016-May 2020)

(i) Fourteen responded, six male and eight female, ages ranged from 26-57 with the average being 34
(ii) Twelve from Tennessee, one from Indiana and one from Alaska
(iii) Four graduated with School Counseling concentration, eight graduated with CMHC concentration and two graduated with dual concentration
(iv) Thirteen were currently employed full time in the counseling field and one was part time
1. Two identified as being Community Agency counselor
2. Five identified as being School Counselor
3. Six identified as being in Private Practice
4. One identified as being Pastoral Counselor
5. One identified as other-Wilderness Counselor
(v) Six identified as licensed school counselors, five LPC/LCPC or similar, one LMFT, and four NCC

(d) Strengths of program (summary)
(i) Emphasis on Self of the Therapist
(ii) Live supervision and immediate feedback
(iii) Practicum and Internship experience
(iv) Small class size and relationships with peers

(e) Changes to improve (summary)
(i) School Counseling-expand and more classes specifically for school counselors (e.g., classroom management)
(ii) More treatment modalities (e.g., family systems, EMDR)

2. Action Plan
(a) Faculty will continue to explore possibilities of providing additional school counseling courses taught by program faculty

ii. Supervisor-Employer Survey (two-year cycle, last conducted Spring 2020, next due Spring 2022)
1. Review of results (prior assessment year)
(a) Sixteen respondents (six CMHC, nine SC, one non-profit)
(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 (two-year cycle, last conducted Spring 2021, next due Spring 2023)

1. Review of results
   (a) Newly revised survey in an effort to improve response rate
   (b) Survey is now launched through Office of Institutional Effectiveness
   (c) Survey consisted of two demographic questions, 11 questions on a 5-point Likert scale (one question was inadvertently duplicated), and two open ended questions seeking qualitative responses
   (d) Survey demographics (survey went out currently enrolled students)
      (i) Seven responded, five CMHC and two SC
      (ii) Three identified as 1st year in program, three as 2nd year, and one as 3rd year
   (e) The majority of Likert questions were responded to with either "satisfied" or "very satisfied" or combination of both and dealt with items such as "classroom instructional quality and effectiveness," "support received from faculty advisor," "integration of faith & counseling in the curriculum," "amount & quality of preparation to become a licensed practitioner/licensed school counselor in Tennessee"
   (f) No quantitative item received less than "neutral" however several items did have two individuals who selected "neutral" and these became more of a focus for faculty discussion
      (i) "the structure and delivery of the curriculum," "on campus practicum and internship experiences," "off campus practicum and internship experiences," and "support received from university staff/departments outside of the graduate program"
         1. Faculty compared results with results from student focus group (see below). It was felt overall the focus group feedback was more helpful in providing data that could affect positive change in the program
         2. The rather low response rate led the faculty to focus more on the qualitative responses but it was of note that there were no quantitative responses indicating dissatisfaction
   (g) One qualitative question provided students with the opportunity to suggest changes/improvements for the program. One suggestion had to do with placing more of the academic courses earlier in the program of study so that students could focus more on internship during the last semesters. Another response focused on discussions about licensure and post-grad expectations/career planning earlier in the curriculum. A third response

suggested the program would benefit from being more explicit in the integration of faith and spirituality.

(h) The second qualitative question focused on identifying strengths of the program. One comment focused on the curriculum as being "well paced and balanced." Another focused on residencies that made it convenient for those who also worked outside of school. Several pointed to the "excellent practicum and internship experiences" noting that comparatively speaking they seemed better prepared than many other interns they had encountered from other programs.

2. Action Plan
   (a) Response rate was still rather low despite the instrument having been revised. The rather low response rate led the faculty to focus more on the qualitative feedback but it was of note that there were no quantitative responses indicating dissatisfaction
   (b) Faculty compared results with results from student focus group (see below). It was felt overall the focus group feedback was more helpful in providing data that could affect positive change in the program. Both seem to address and provide similar information. Perhaps a more effective means could be used to increase the response rate and provide more meaningful data.

iv. Student Focus Group (Conducted annually, last conducted Fall 2020)
   1. Review of results
      (a) Demographics: two CMHC, two SC, and two dual concentration students
      (b) Strengths that were voiced
         (i) Thorough interview and application process; "I knew what I'd be getting into" as a result of the process
         (ii) Trust the professors and have relationships with them; relational support makes the difference during a challenging program. Faculty are genuine. Students feel "cared for" by faculty/staff
         (iii) Enjoy the experiential nature of the program
         (iv) Access to funds for personal counseling
         (v) Strong clinical preparation, feel very prepared as compared to interns from other programs
         (vi) Dual enrollment was helpful
      (c) Desires or concerns that were expressed
         (i) Wish the program were more diverse in terms of students and multicultural experiences
         (ii) Need to do a better job of orienting grad students to the campus if they didn't attend JU as undergrads
         (iii) Changes from in-person to Zoom residencies with COVID; would like ways to make zoom residencies more engaging

1. Consensus that more than 4 hours on zoom is too much; 30 minute break preferred
2. Giving presentations wearing masks is disliked; would rather give presentations via Zoom

(iv) 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

(v) Online library databases can be challenging

(d) Focus Question: What course(s) if any could go fully online? Concerns

(i) Testing & Appraisal (but not the portion where students fill out tests)

(ii) Psychopharmacology

(iii) Students expressed concern about losing the bonds with their peers if any courses went fully online, but they also expressed that residency time is best used for experiential application of coursework and that they do not like residencies that are not experiential

(e) Focus Question: Length of time of courses

(i) Child and Adolescent Assessment, Diagnosis and Treatment should be 16 weeks. Need to know how to assess client developmental age

(ii) Ethics could be a summer course

(iii) C&A ADT and Addictions class would benefit from additional residency time

(f) SC Perspectives

(i) Would like more SC specific coursework

1. Need more preparation regarding 504 plans, IEPs, communication with parents, advocacy between teachers/parents/schools
2. Would like more situational case studies: if ____ walked in, what would you do?
3. More classes in administration, knowing about RTI, legal issues and Tennessee state specific issues. Even students working out of TN felt that knowing the TN details would still provide them with a framework for working out of state

(ii) Might be helpful to have both SC-specific courses prior to internship

(g) CMHC Perspectives:

(i) Contemporary Trends course in particular would prefer in depth content rather than brief overview. Suggested remedies included more practitioner overviews

(ii) Timing of CMHC practicum/internship is good (roughly the middle of the program)

(iii) Taking internship by itself is helpful for going out of area to do internship

2. Discussion & Action
   (a) Faculty appreciative of student candidness
   (b) Further protocol will be established to improve future Zoom residencies
   (c) Faculty will consider further development of SC coursework especially the SC elective requirement
   (d) Faculty will continue to process additional feedback provided by students

v. Field Placement Data
   1. Review and Discussion
      (a) Dropbox has continued to be a very valuable resource to maintain internship records that are accessible yet HIPAA secure
      (b) Group supervision was provided almost entirely via Zoom during 2020-2021
         (i) Students voiced a mix appreciation with some missing the in-person experience and others stating that it provided a safe and convenient way of meeting (some would otherwise had to drive from several hours away in order to meet in-person)
      (c) Internship Coordinator provided following site data
         (i) CMHC
            1. Five facilities including the University Counseling Center were used for internship sites during 2020-2021
            2. 2020-2021 continued to be rather disrupted due to the pandemic-accumulation of hours was hampered and allowances had to be made in grades to accommodate some students
            3. Students experienced a blend of both telehealth and in-person services at most sites
         (ii) SC
            1. Nine facilities were used for practicum/internship sites during 2020-2021 including several in states other than Tennessee
            2. 2020-2021 continued to be rather disrupted due to the pandemic-this particularly affected many school systems.
   2. Action Plan
      (a) Faculty will continue to ensure telehealth training for both supervisors and students in anticipation of continued challenges brought on by the pandemic and on accessibility to counseling for clients and students
      (b) Piloting of electronic signatures for various forms and reporting documentation to make it more convenient for students and supervisors
      (c) Faculty will continue to monitor the use of Zoom for group supervision with the likelihood of providing some mix of in-person and remote options in the future regardless of whether COVID is relevant at the time

vi. Institutional Data

1. Review
   (a) The tracking system for admissions data was revised in 2019-2020
      (i) Only individuals whose application packets were received were tracked
      (ii) Only two entry points per academic year (i.e., August and January)
      (iii) The new tracking systems allows for a more effective and efficient way of tabulating "years to complete" for each student
      (iv) Students must complete a semester to be considered "enrolled" and counted in enrollment/completion data
   (b) 2020-2021 admission data and enrollment data
      (i) Enrolled 11 new students out of 29 applications
         1. Fourteen applied Spring 2020 to begin in August 2020
            a. Ten were interviewed
            b. Two interviewees were "wait listed"
            c. Five CMHC and one SC began in August and one dual postponed until January 2021
               i. During the year, one SC switched to dual and one CMHC switched to SC
         2. Fifteen applied Fall 2020 to begin in January 2021
            a. Ten were interviewed
            b. Four CMHC began January 2021 and one dual who had postponed until January 2021 began (see note above)
   (c) COVID exceptions: Due to the pandemic, faculty conducted applicant individual interviews and the group interview via Zoom
   (d) Enrollment/Graduation/Completion data
      (i) CMHC/dual concentration
         1. Eight new students enrolled (Nine began but one switched to SC during the school year)
         2. Four students graduated with 3.2 average years to complete
         3. 5-year completion rate was 71.79% (refers to students completing/graduating versus leaving program concentration over past 5 years)
         4. Total enrolled at end of 2020-2021 was 16 (not counting those who graduated)
      (ii) SC/dual concentration
         1. Three new students enrolled
         2. Four students graduated with 2.8 average years to complete
         3. 5-year completion rate was 94.44% (refers to students completing/graduating versus leaving program concentration over past 5 years)

4. Total enrolled at end of 2020-2021 was 8 (not counting those who graduated)

2. Discussion
   (a) Faculty voiced concerns for the negative trend in retention of students. Prior to COVID, SC had 100% completion rate and CMHC was above 82%. Several students withdrew from the program during the past two years voicing financial concerns as well as stress related challenges.
   (b) COVID has also affected the numbers of students who stated they would begin the program and then withdrew prior to starting or only completing several weeks of classes and then withdrawing
   (c) Faculty were concerned that not all faculty were involved in admission interviews for individual applicants due to Zoom sessions and COVID
   (d) Info sessions for prospective students have not been as well attended the past several years probably in part due to COVID. Info sessions have been conducted via Zoom throughout the pandemic
   (e) Faculty were reminded that 2019-2020 had a "smaller" incoming class than typical due to a shift in academic year reporting. For 2020-2021, students began course work in August (fall) instead of May (summer) and all data was tracked on a fall, spring & summer sequence
3. Action Plan
   (a) For 2021-2022 faculty hope to resume in-person as well as Zoom info sessions for prospective students
   (b) In part due to premature or incomplete applications, a $250 deposit has been instituted for new applicants to help increase the likelihood that students are serious in their application process. The fee can be applied to tuition for those accepted.

3. Additional program adjustments and improvements
   a. Faculty began work last year on updating the CAP in preparation for the 2023 CACREP Self-Study and review process. This process will continue during 2021-2022
   b. Training and certification options were explored for faculty and it was determined that faculty should seek certification during 2020-2021. However, this has been tabled in part due to complications brought on by the pandemic
   c. National Conference requirement became problematic because so many conference were cancelled due to COVID. In September, 2021 faculty approved allowing students to use virtual state conference such as TCA to meet this requirement
   d. Faculty discussed criteria for permitting students to take off one or more semesters; what is acceptable and what is not. Faculty developed a *Taking Time Off* form: add no more than 2 consecutive semesters. Any more constitutes withdrawal and no guaranteed return spot.

e. Faculty developed and implemented a new course rotation 2019-2020. After one year, the new rotation seems to be working fairly well though there are still some complications being worked out after adjusting CMHC practicum from 2hrs to 6hrs and reducing CMHC internship from 10hrs to 6hrs.

4. Yellow-pad Notes (brainstorming-uncategorized-carryover from previous year)
   a. Building community among students, especially now that we are back to something more normal. Protocol for when to use Zoom with students, assuming some may be quarantined at some point?
   b. Online vs. hybrid – we have played with this idea of taking a few courses fully online. Given that we had to offer courses online for the last half of spring and the entire summer, how are we feeling about it now?
   c. Policy regarding mandatory semester of live supervision in CMHC (either practicum or internship) – For Dual students, CMHC must be done first, due to the live supervision requirement.
   d. Faculty hire and changes to SC program?
   e. New SC course vs. Educ. Elective (TN DOE requirements)? – revisit after hiring?
   f. Protocol for marginal/below KPIs & Dispositions – Is it working?
   g. Live supervision a CMHC requirement?
   h. Protocol for marginal/below KPIs and Dispositions – is it working?
   i. Is faculty info site still working? Suggestions made for possible additions.
   j. Program initiatives for the next 5 years? Donald made some suggestions for adding military family resources; developing non-degree seeking certificates programs
   k. Practicum eval to replace the CCS-R? (Sean)
   l. Incorporate grad faculty in an undergrad course (career development)?
   m. Changes to evals (internship and practicum) to incorporate telehealth skills (open-ended)?
   n. Oral exam revisions? (Is an hour long enough for student preparation prior to Oral exam? Possibly give students a grading rubric? Possibly make group presentations to mimic an oral exam case study? Use the rubric for group presentation as a dry run for oral exams.)
   o. Tracking of program requirements like attendance at National Conference & Group Facilitation experience?

Return to TOC

Subsequent Program Modifications

- Faculty developed a form to track students who underperform either relative to KPIs or dispositions. Faculty were pleased at the significant reduction in students who performed below 84% on KPIs during 2020-2021. However, it was observed that students need to be made aware of underperformance on KPIs as well as dispositions sooner than later. Faculty will become increasingly proactive in communicating concerns to at-risk students and help them in developing a plan to address underperformance sooner than later.
- During 2020-2021, faculty reviewed and revised the Key Performance Indicators (KPIs) making sure that every program objective had data collection points at beginning,

midway, and end of any given student's program of study. Several of these KPIs were piloted during 2020-2021 and the remainder will be piloted during 2021-2022. This initiative was largely driven by assessment discussions from 2019-2020 that identified data gaps in measuring several program objectives. These changes will be piloted and monitored during 2021-2022.

- Faculty closely monitored the new course rotation that began 2020-2021. 2020-2021 involved multiple changes in course rotation. This was partly prompted by university administration in an effort to offer some courses every-other-year if possible. However, it was primarily initiated to allow COUN 5100 Research & Statistics to be expanded to a full semester (16 weeks). Initial scores on the CECE suggest this adjustment may have had a favorable impact on student subscores related to this area. The new course rotation also allows a more balanced faculty load, including increasing CMHC Counseling Practicum to 6 hours and reducing CMHC Counseling Internship to 6 hours. Efforts were made to minimize negative impact of the changes on existing students. Only one course was initially shifted to being offered every-other-year, however that became problematic and has subsequently switched back to being offered annually. Faculty will monitor closely the adjustments made in the course rotation as it will take several assessment cycles to determine improvements especially desired in SLO 3.
- Faculty discussed community-building options especially in light of the change in entry points and in light of the pandemic and increased reliance on remote learning. Indirect evidence suggest that community and peer relationships are a strength of the program. However current student focus group data has indicated students who did not do undergraduate studies at Johnson University need to be better oriented. Discussion on community-building options was partially thwarted by COVID disruptions and protocol. Faculty however, changed entry points to January and August beginning 2020-2021 but were unable to do in-person orientations. It is hoped that faculty will be able to initiate orientations that are in-person for the cohort beginning next assessment cycle (2021-2022). Faculty expressed concern that the continued pandemic was making community building even more challenging in light of expanded remote learning as opposed to in-person. It is thought that resiliency, a considered an important counselor disposition by faculty, is likely impacted by community and relationship building as well. Faculty will continue efforts in 2021-2022 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. Faculty will attempt in-person orientations for the upcoming cohort but if not possible will attempt to do orientation activities that will encourage cohort connections as well as building relationships with existing students.
- Skills data is largely assessed through practicum and internship evaluations. Each year these are reviewed. In 2018-2019, the Internship Coordinator updated and implemented revised internship evaluations for both CMHC and School Counseling internships. It was hoped that practicum evaluations could be revised as well during 2020-2021 however this

was delayed in part due to COVID disruptions and urgent priorities with faculty responsible for oversight and supervision of both CMHC and School Counseling practicums. In addition, faculty became aware that practicum evaluations as well as internship evaluations did not address assessment of telehealth skills and competencies. The Internship Coordinator, in conjunction with practicum site supervisors (both CMHC & SC), will revise and implement practicum evaluations. In addition, internship evaluations will need to be updated to include assessment of telehealth skills and competencies

- Faculty entered 2020-2021 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 within the core faculty was both intentional and enhanced diversity in multiple ways among faculty. Faculty will continue to seek ways of improving inclusion, accessibility and diversity challenges in curricula and in delivery systems. This has in many ways become even more challenging with the pandemic and use of remote learning instead of in-person.

Other Substantial Program Changes

Return to TOC

- Faculty entered 2020-2021 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 within the core faculty was both intentional and enhanced diversity in multiple ways among faculty. Faculty will continue to seek ways of improving inclusion, accessibility and diversity challenges in curricula and in delivery systems. This has in many ways become even more challenging with the pandemic and use of remote learning instead of in-person.
- The Alumni Survey and the Graduate Student Satisfaction Survey were revised during 2020-2021. The revision was the direct result of consistently low response rates. For the next assessment cycle, faculty will continue to review effectiveness of the Alumni Survey. The faculty will also continue to consider effectiveness of the Graduate Student Satisfaction Survey. As previously noted, the program utilizes a Graduate Student Focus group annually which seems to result in very similar data. It is possible that faculty will determine the data generated by the Graduate Student Satisfaction Survey is not sufficient to warrant the effort and discontinue it for 2023.
- The balancing of faculty course load, the subsequent changes in CMHC practicum/internship credit hours, and the modification of KPIs resulted in necessary adjustments to Advanced Competency Assignments (ACA). The ACAs in the past were directly tied to internship credit hours and many of the ACAs were also tied to KPIs. During 2020-2021, several of the new KPIs were piloted but the mechanism for tracking these through ACAs was complicated and the transition was not smooth. During 2021-

2022, faculty will look closely at the integration of ACAs, KPIs and the record keeping process to ensure that data is maintained for student and program evaluation.

- The Counselor Education Comprehensive Examination (CECE) was piloted during 2020-2021 in place of Counselor Preparation Comprehensive Examination (CPCE). Historically, the CPCE was used within the program as a standardized test providing assessment data that could be compared with CACREP programs across the nation. The CECE measures the same domains as the CPCE however at no cost to students. The CECE was also thought to be more easily administered. After piloting for one year, faculty determined to continue use of CECE as a primary tool for assessing individual student competency as well as program effectiveness.

Return to TOC

Distribution of the 2019-2020 Comprehensive Assessment Report

The CAR and the Vital Statistics Report for 2019-2020 were made public on the Office of Institutional Effectiveness and Research website for Johnson University on January 5, 2021. In late January, links for the website were sent to all current students, graduate program faculty, institutional administrators, alumni, and cooperative agencies/supervisors. Most individuals received email notification, but some were provided notification via Facebook. The typical notification stated "The Graduate Counseling Program at Johnson University is accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP). In keeping with CACREP guidelines, the counseling program faculty are making you aware the 2019-2020 Comprehensive Assessment Report-CAR and 2019-2020 Vital Statistics Report are now available for review. If you are interested, the link is https://johnsonu.edu/about/institutional-effectiveness/. The same process will be used for the CAR and Vital Statistics Report for 2020-2021.

Johnson University
TENNESSEE • FLORIDA • ONLINE • EXTENDED

Student Learning Outcomes (SLOs)

School:	Social & Behavioral Sciences	**Assessment Cycle Dates:**	2020-2021
Program:	MA Counseling	**Location:**	TENNESSEE

Part I. Follow-up to Previous Assessment Report (Closing the Loop on Last Year's Assessment and ACTION items for 2021-2022)

A. Address any <u>proposed</u> improvements from Last Year's report. Was action taken? *Usually corresponds to Part II, F from the previous reporting cycle or from proposals made in that narrative. The goal is to show if/how those proposed changes/improvements were implemented. Beginning 2021-2022, ACTION items will be given a unique identification number to allow better tracking during the year.*	**B. How will the efficacy of the improvement be assessed or monitored? (part of SLO assessment, new measure, indirect measure, etc.)** *Usually a discussion of proposed action for current assessment cycle item and closing the loop and/or proposal for further action in the subsequent assessment cycle. Beginning 2021-2022, ACTION items will be given a unique identification number to allow better tracking during the year.*
PROPOSED for 2020-2021: Faculty will continue to assess the most effective intervention(s) to use with students who have several KPI scores falling in the marginal or below competency range set by faculty.	Discussion: Faculty were pleased at the significant reduction in students who performed below 84% on KPIs during 2020-2021. However, it was observed that students need to be made aware of underperformance on KPIs as well as dispositions sooner than later. ACT_21-22-001: Faculty will develop and implement a new means of communicating underperformance concerns (KPI & Dispositional) to students as a means of "early warning." Faculty will become more proactive in working with at-risk students.
PROPOSED for 2020-2021: KPIs will be evaluated by faculty 2020-2021 with the likelihood of adding additional measuring points (i.e., early, middle and near graduation).	Discussion: KPIs were reviewed, revised, and expanded during 2020-2021. This was largely due to assessment discussions in 2019-2020 that revealed some gaps in KPI at various points in a typical student's program of study. A few new KPIs were piloted during spring 2021 but most will be piloted and assessed during 2021-2022. ACT_21-22-002: Revised KPIs and measuring points will be piloted and assessed during 2021-2022. These new measuring points ensure that KPIs are measured early, middle and near graduation for each student.
PROPOSED 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.	Discussion: 2020-2021 involved multiple changes in course rotation. This was partly prompted by university administration in an effort to offer some courses every-other-year if possible. However, it was primarily initiated to allow COUN 5100 Research & Statistics to be expanded to a full semester

	(16 weeks). Initial scores on the CECE suggest this adjustment may have had a favorable impact on student subscores related to this area. The new course rotation also allows a more balanced faculty load, including increasing CMHC Counseling Practicum to 6hrs and reducing CMHC Counseling Internship to 6hrs. Efforts were made to minimize negative impact of the changes in course rotation. Only one course was initially shifted to being offered every-other-year, however that became problematic and has subsequently switched back to being offered annually. ACT_21-22-003: Faculty will monitor closely the adjustments made in the course rotation as it will take several assessment cycles to determine improvements especially desired in SLO 3.
PROPOSED 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.	Discussion: Folded into the discussion on course rotation (above) was orientation and revised entry points for beginning the program. Indirect evidence suggest that community and peer relationships are a strength of the program. However current student focus group data has indicated that students who did not do undergraduate studies at Johnson University need to be better oriented. Discussion on community-building options was partially thwarted by COVID disruptions and protocol. Faculty however, changed entry points to January and August beginning 2020-2021 but were unable to do in-person orientations. It is hoped that faculty will be able to initiate orientations that are in-person for the cohort beginning next assessment cycle (2021-2022). Faculty expressed concern that the continued pandemic was making community building even more challenging in light of expanded remote learning as opposed to in-person. ACT_21-22-004: Faculty will 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. Faculty will attempt in-person orientations for the upcoming cohort but if not possible will attempt to do orientation activities that will encourage cohort connections as well as building relationships with existing students.
PROPOSED for 2020-2021: The Internship Coordinator, in conjunction with practicum site supervisors (both CMHC & SC), will look at revising the practicum evaluations.	Discussion: The Internship Coordinator was pleased with evaluation tools used for both CMHC and School Counseling (SC) internships first implemented in 2018-2019. It was hoped that practicum evaluations could be revised as well during 2020-2021 however this was delayed in part due to COVID disruptions and urgent priorities with faculty responsible for oversight and supervision of both CMHC and School Counseling practicums. In addition, faculty became aware that practicum evaluations as well as internship evaluations did not address assessment of telehealth skills and competencies.

	ACT_21-22-005: The Internship Coordinator, in conjunction with practicum site supervisors (both CMHC & SC), will revise and implement practicum evaluations. In addition, internship evaluations will need to be updated to include assessment of telehealth skills and competencies.
PROPOSED for 2020-2021: Faculty will continue to seek ways of improving inclusion, accessibility and diversity challenges in curricula and in delivery systems.	Discussion: Faculty entered 2020-2021 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. ACT_21-22-006: Faculty will continue to seek ways of improving inclusion, accessibility and diversity challenges in curricula and in delivery systems.

Part II. COUNSELING PROGRAM CORE Student Learning Outcomes

Return to TOC

A. Core SLOs	B. Course(s) & Measure(s)	C. Results	D. Discussion	E. List any meeting dates	F. Use of Results Proposed improvements and/or Implemented improvements made based on *C. Results*.
SLO 1: Graduates will embrace a Christian worldview that compels them to respectfully and ethically engage clients both similar to and different from themselves	COUN 5210 Comparative Paper Mean 80.70 --- (Practicum) Evaluative Ethical Case Study Mean (pending) --- CECE Nat'l Exam Ethics subscore Mean 90.00 --- COUN 5210 Theological Reflections Mean 94.72 --- COUN 5310 Spiritual Dev. Paper Mean 97.67 --- COUN 5200 Integrative Paper Mean 92.90 --- COUN 5220: Book Review Mean 95.63 --- (beginning internship) Culturally Responsive Reflection Mean (pending) --- CECE Nat'l Exam Multiculture subscore	Benchmark 84.00 Current year: 94.02 3-year average: 93.33	All existing data points were measured for 2020-2021. Relevant subscores from the CECE were used in place of the CPCE. Based on last year's discussion, two new midpoint KPIs were added to be piloted 2021-2022 (i.e., *Evaluative Ethical Case Study* during Practicum and *Culturally Responsive Reflection* during first semester of internship)	Bi-Weekly meetings throughout fall and spring semesters. Annual Comprehensive Program Review (CPR) and Dispositions Review Meeting held Oct. 12, 2020	Faculty added two KPIs to be piloted during 2021-2022. Deployment of these two KPIs will bolster data points to ensure that students are assessed across early, middle and ending stages of their program. Going forward, SLO1 will be assessed through nine KPIs.

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*.
	Mean 87.60				
SLO 2: Graduates will synthesize a systemic approach, theoretical understanding, and helping skills to address human experience across the lifespan	COUN 5310 Targeted Forum Post Mean (pending) --- COUN 5560: Career Chaos Project Mean 99.16 --- CECE Nat'l Exam Career subscore Mean 92.60 --- COUN 5540: Reflect. Papers Mean 97.57 --- COUN 5540: Comp. Grp. Fac. Pap. Mean 94.47 --- COUN 5540: Final Exam Mean 98.48 --- (Practicum) Group Facilitation Reflection Mean (pending) --- CECE Nat'l Exam Group subscore Mean 92.60 --- COUN 5586 CCS-R (Pt. 1) Mean 92.00	Benchmark 84.00 Current year: 92.43 3-year average: 90.73	All existing data points were measured for 2020-2021. Relevant subscores from the CECE were used in place of the CPCE. Based on last year's discussion, four new KPIs were added to be piloted 2021-2022 (i.e., *Targeted Forum Post* in COUN 5310, *Group Facilitation Reflection* during Practicum, *Comprehensive Skills Assessment* during first semester of internship), and *Intervention Paper* in COUN 5330)	Bi-Weekly meetings throughout fall and spring semesters. Annual Comprehensive Program Review (CPR) and Dispositions Review Meeting held Oct. 12, 2020	Faculty added four KPIs to be piloted during 2021-2022. Deployment of these four KPIs will bolster data points to ensure that students are assessed across early, middle and ending stages of their program. SLO2 will now b e assessed through 14 KPIs.

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*.
	---------- (beginning Internship) Comp. Skills Evaluation Mean (pending) ---------- CECE Nat'l Exam Help. Skills subscore Mean 89.60 ---------- COUN 5310 Final Exam Mean 92.14 ---------- COUN 5330 Intervention Paper Mean (pending) ---------- CECE Nat'l Exam Human Dev. subscore Mean 85.80				
SLO 3: Graduates will demonstrate responsible use of research and assessment tools	COUN 5587 Test Administrations Mean (pending) ---------- COUN 5587 Written Report Mean (pending) ---------- COUN 5520 Case Study Mean 93.11 ---------- CECE Nat'l Exam Assessment subscore Mean 90.00 ---------- COUN 5100:	Benchmark 84.00 Current year: 90.89 3-year average: 90.90	All existing data points were measured for 2020-2021. Relevant subscores from the CECE were used in place of the CPCE. Based on last year's discussion, three new KPIs were added to be piloted 2021-2022 (i.e., *Test Administrations* and *Written Report* both in COUN 5587 and *Special Topic Paper* in COUN 5200)	Bi-Weekly meetings throughout fall and spring semesters. Annual Comprehensive Program Review (CPR) and Dispositions Review Meeting held Oct. 12, 2020	Beginning 2020-2021, a new course rotation was implemented which, among other things, allowed COUN 5100 Research & Statistics course to expand to a 16 week semester instead of the current 8 weeks. Initial improvement in some KPI measure indicated some improvement. However, this may be premature and faculty will continue to monitor this adjustment to the program during 2021-2022. Faculty added three KPIs to be piloted during 2021-2022. Deployment of these three KPIs will bolster data points to ensure

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*.
	Literature Review Mean 93.14 ---------- COUN 5100 Final Exam Mean 89.93 ---------- COUN 5200 Special Topic Paper Mean (pending) ---------- CECE Nat'l Exam Rsch./Stats. subscore Mean 92.00				that students are assessed across early, middle and ending stages of their program. SLO3 will be assessed through eight KPIs.

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 knowledge and professional best practices	COUN 5520: Case Study Mean 93.11 (to be phased out) ---------- COUN 5210 Ten Year Vision paper Mean (pending) ---------- (Internship) Dispositions Reflection Mean (pending)	Benchmark 84.00 Current year: 88.58 3-year average: 89.99	All existing data points were measured for 2020-2021. Based on last year's discussion, one previous KPI (i.e. COUN 5520 *Case Study*) will be phased out and replaced with the *Ten Year Vision paper* in COUN 5210. Also, three new KPIs were added to be piloted 2021-2022 (i.e., *Dispositions Reflection* during Internship, *Treatment Planning Project* during first semester of internship, and *Personal Reflection paper* in COUN 5420).	Bi-Weekly meetings throughout fall and spring semesters. Annual Comprehensive Program Review (CPR) and Dispositions Review Meeting held	During 2021-2022, the Internship Coordinator will develop and deploy a new final skills evaluation for Practicum students to replace the existing CCS-R. Faculty added four KPIs to be piloted during 2021-2022. Deployment of these four KPIs will bolster data points to ensure that students are assessed across early, middle and ending stages of their program. Going forward, SLO 4-

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*.
	---------- (ending Internship) Oral Exam Mean 85.63 ---------- COUN 5570: Clinical Case Study Mean 90.00 ---------- (beginning Internship) Treatment Planning Project Mean (pending) ---------- (ending Internship) Oral Exam Mean 85.63 ---------- COUN 5420 Personal Reflection paper Mean (pending) ---------- (Practicum) CCS-R Mean 90.95 ---------- (ending Internship) Oral Exam Mean 85.63		Also, the CCS-R previously used for the final skills evaluation in Practicum will be replaced in 2021-2022. This in part addresses developmental skills relevant to practicum that faculty felt the CCS-R did not assess. In addition, the CCS-R did not assess telehealth skills.	Oct. 12, 2020	CMHC will be assessed through nine KPIs.

Part IV: School Counseling CONCENTRATION Student Learning Outcomes

Return to TOC

A. School Counseling Concentration SLO	B. Course(s) & Measure(s)	C. Results	D. Discussion	E. List any meeting dates	F. Use of Results Proposed improvements and/or Implemented improvements made based on *C. Results*.
SLO 5-SC: Graduates will competently counsel, informed by knowledge and professional best practices	COUN 5210 Ten Year Vision paper Mean (pending) ---------- COUN 5610 Final Exam Mean 92.50 ---------- (ending Internship) Praxis Subscore Mean (pending) ---------- Internship Oral Exam Mean 86.74 (to be phased out) ---------- COUN 5520 Modified Case Assignment Paper Mean (pending) ---------- COUN 5650: Systems Theory Paper Mean 98.75 ---------- Internship Oral Exam Mean 86.74 ---------- COUN 5420 Personal Reflection paper Mean (pending)	Benchmark 84.00 Current year: 90.40 3-year average: 90.62	All existing data points were measured for 2020-2021. Based on last year's discussion, one previous KPI (i.e. Internship *Oral Exam-1 instance*) will be phased out and replaced with the *Praxis Subscore* in the final semester of Internship. Also, three new KPIs were added to be piloted 2021-2022 (i.e., *Ten Year Vision Paper* during COUN 5210, *Modified Case Assignment Paper* during COUN 5520, and *Personal Reflection paper* in COUN 5420). Also, the CCS-R previously used for the final skills evaluation in Practicum will be replaced in 2021-2022. This in part addresses developmental skills relevant to practicum that faculty felt the CCS-R did not assess. In addition, the CCS-R did not assess telehealth skills.	Bi-Weekly meetings throughout fall and spring semesters. Annual Comprehensive Program Review (CPR) and Dispositions Review Meeting held Oct. 12, 2020	During 2021-2022, the Internship Coordinator will develop and deploy a new final skills evaluation for Practicum students to replace the existing CCS-R. Faculty added four KPIs to be piloted during 2021-2022. Deployment of these four KPIs will bolster data points to ensure that students are assessed across early, middle and ending stages of their program. Going forward, SLO 5-SC will be assessed through nine KPIs.

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*.
	---------- Practicum: Coun. Skills & Access to Resource Mean 96.67 ---------- Internship Oral Exam Mean 86.74				

Johnson University
TENNESSEE • FLORIDA • ONLINE • EXTENDED

Master of Arts in Counseling

2020-2021 Vital Statistics

(as of 12/31/21)

Enrollment/Graduation/Completion data

Clinical Mental Health Counseling (CMHC) concentration						School Counseling (SC) concentration				
New students enrolled	Number students graduated	Average years to Complete[a]	5-yr rate of Comp.[b]	Total enrolled currently[c]	Academic Year	New students enrolled	Number students graduated	Average years to Complete[a]	5-yr rate of Comp.[b]	Total enrolled currently[c]
6	7	2.5	82.86	18	**2018-19**	2	3	2.6	100.00	10
6	8	3.0	80.43[d]	15[d]	**2019-20**	3	7	2.8	100.00	8[d]
8	4	3.2	71.79[d]	16[d]	**2020-21**	3	4	2.8	94.44[d]	8

[a]*based on students graduating during the academic year (students can take up to 5 years to complete the program)*
[b]*students completing/graduating versus leaving program concentration over past 5 years*
[c]*total number enrolled in program concentration at end of academic year (excludes those who graduated)*
[d]*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 2018-2021 (SC=School Counseling, CMHC-Clinical Mental Health Counseling)

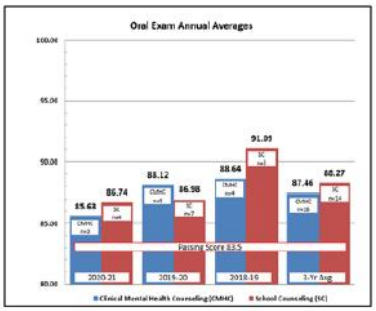
Oral Exam		
Year	SC	CMHC
2020-21	100%	100%
2019-20	100%	100%
2018-19	100%	100%

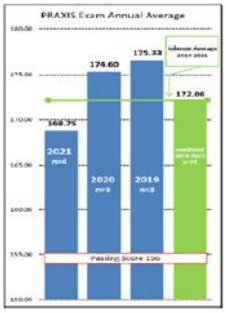
School Guidance and Counseling Praxis*	
Year	SC
2020-21	100%
2019-20	100%
2018-19	100%

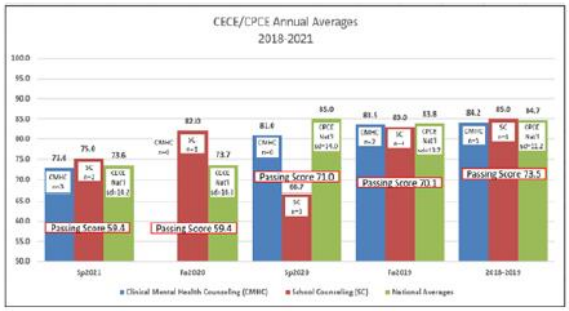
**or equivalent*

Counselor Preparation Comprehensive Exam (CPCE)		
Year	SC	CMHC
2020-21	100%	100%
2019-20	71.4%*	75.0%*
2018-19	100%	100%

**taken at height of COVID-19 disruptions*



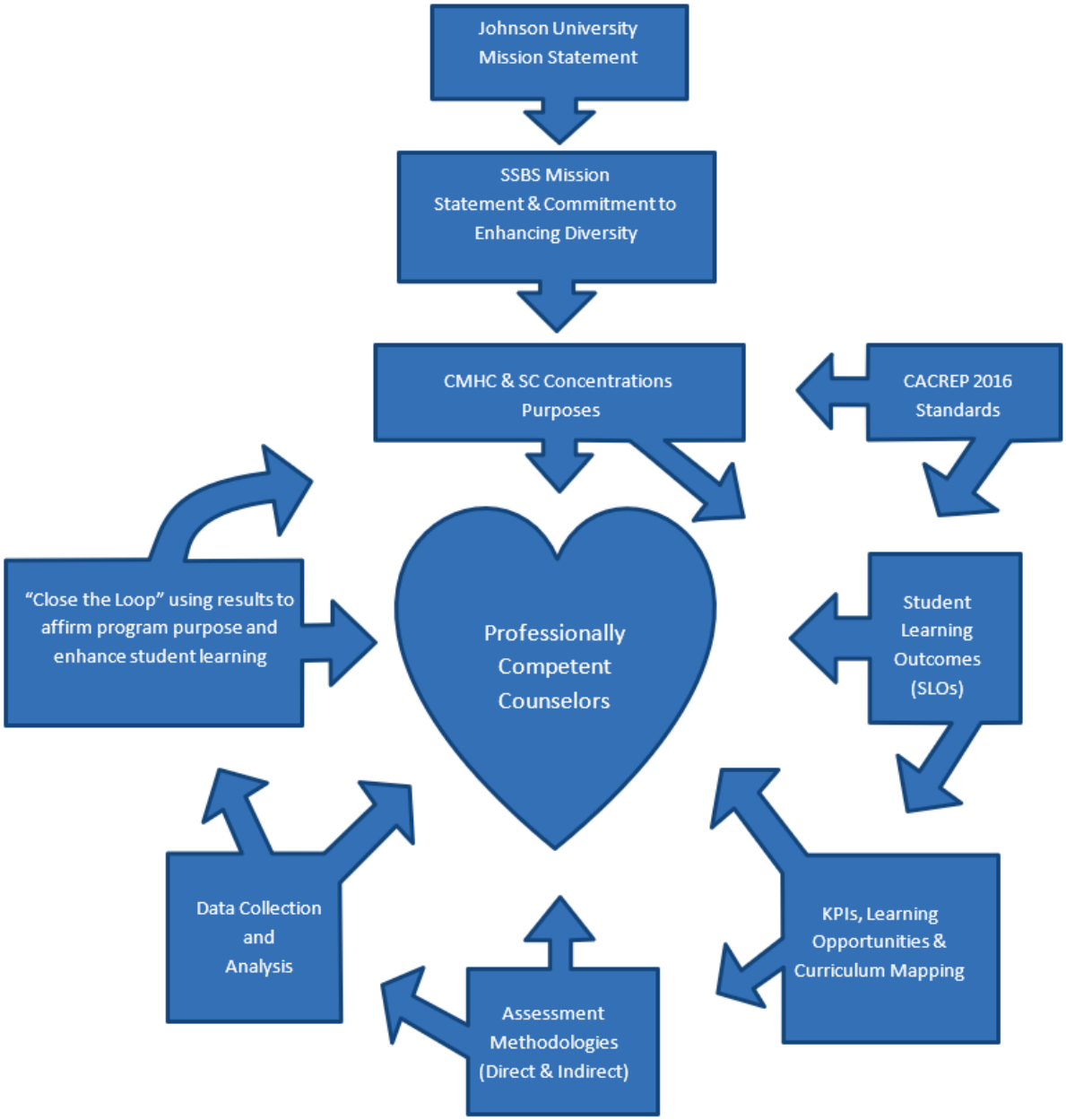




Job Placement Rate (held or obtained jobs in counseling or related field who were actively seeking employment in the field)

	2021 grads	2020 grads	2019 grads	2018 grads
Obtained employment within 3 months after graduation	100%	100%	83.3%	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.



Appendix C: Individual Student Assessment Progression

Return to TOC

SLO 1: Graduates will embrace a Christian worldview that compels them to respectfully and ethically engage clients both similar to and different from themselves.		
1.1: Graduates demonstrate conduct consistent with professional standards and ethics.		
	COUN 5210 – Ethical & Professional Issues in Counseling	• Ethical Code/Association Comparative Paper
	Practicum	• Evaluative Ethical Case Study
	Internships (final semester)	• CPCE/CECE Subscore
1.2 Graduates articulate a personal model of applied integration		
	COUN 5210 – Ethical & Professional Issues in Counseling	• Theological Reflection Paper
	COUN 5310 – Human Development Over the Lifespan	• Spiritual Development Paper
	COUN 5200 – Integrating Theology & Therapy	• Integrative Paper
1.3: Graduates develop culturally responsive strategies to engage clients in diverse settings.		
	COUN 5220 – Social & Cultural Diversity in Counseling	• Book Review
	Internship	• Culturally Responsive Reflection
	Internship (final semester)	• CPCE/CECE Subscore
SLO 2: Graduates will synthesize a systemic approach, theoretical understanding, and helping skills to address human experience across the lifespan.		
2.1: Graduates discover and apply the interrelationships among and between work, relationships, mental well-being, life roles, and other factors.		
	COUN 5310 – Human Development	• Targeted forum post
	COUN 5560 – Career Assessment & Development	• Career Chaos Projects
	Internship (final semester)	• CPCE/CECE Subscore
2.2: Graduates discover and apply group dynamics, theories, and techniques.		
	COUN 5540 – Group Dynamics/Theories/ Techniques	• Cumulative Score of 4 Reflection Papers • Competent Group Facilitator Paper • Final Exam
	COUN 6100/5830 or 61xx/58xx – Practicum or Internship	• Group Facilitation/Reflection Paper
	Internship (final semester)	• CPCE/CECE Subscore
2.3: Graduates demonstrate basic helping skills and techniques.		
	COUN 5586 – Counseling Skills & Techniques	• CCS-R or comparable (skills section only); mean of all
	First semester of Internship	• CCS-R or comparable skills assessment
	Internship (final semester)	• CPCE/CECE Subscore
2.4: Graduates develop a systemic framework for understanding theories and developmental and non-normative factors that affect human growth and development.		
	COUN 5310 – Human Development Over the Lifespan	• Final Exam
	COUN 5330 – Human Sexuality	• Intervention Paper
	Internship (final semester)	• CPCE/CECE Subscore
SLO 3: Graduates will demonstrate responsible use of research and assessment tools.		
3.1: Graduates conduct appropriate assessment of clients using validated tools and procedures relevant to the context.		
	COUN 5587 – Testing & Appraisal	• Test administrations (cumulative score) • Written report
	COUN 5520 – Child & Adolescent Assessment, Diagnosis, & Treatment	• Case Study
	Internship (final semester)	• CPCE/CECE Subscore
3.2: Graduates evaluate counseling literature and effectively employ research to inform counseling practice.		
	COUN 5100 – Research & Statistics	• Literature Review • Final Exam
	COUN 5200 - Integration	• Special Topic Paper
	Internship (final semester)	• CPCE/CECE Subscore

SLO 4-CMHC: Graduates will competently counsel, informed by knowledge and professional best practices.			
	4.1-CMHC: Graduates demonstrate a well-formed, systemically-oriented clinical mental health counselor identity.		
		COUN 5210 – Ethics & Professional Issues	• Ten Year Vision paper
		Internship	• Dispositions Reflection
		Internship (final semester)	• 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
		First semester of internship	• Treatment Planning Project
		Internship (final semester)	• Oral Exam
	4.3-CHMC: Graduates employ a variety of counseling skills and modalities as they engage clients in counseling.		
		COUN 5420 – Theories II	• Personal Reflection Paper
		Practicum	• CCS-R or comparable
		Internship (final semester)	• Oral Exams
SLO 5-SC: Graduates will competently counsel, informed by knowledge and professional best practices.			
	5.1-SC: Graduates demonstrate a well-formed school counselor identity.		
		COUN 5210 – Ethics & Professional Issues	• Ten Year Vision paper
		COUN 5610 – Foundations in School Counseling	• Final Exam
		Internship (final semester)	• Praxis Subscore
	5.2-SC: Graduates conceptualize and plan lessons/interventions within a school counseling context.		
		COUN 5520 – C&A ADT	• Modified case assignment paper for SC setting
		COUN 5650 – Contemporary Trends in School Counseling	• Systems Theory Paper
		Internship (final semester)	• Oral Exam
	5.3-SC: Graduates employ a variety of counseling skills and modalities as they engage students in a school counseling setting.		
		COUN 5420 – Theories II	• Personal Reflection paper
		COUN 5850 – School Counseling Practicum	• Counseling Skills & Access to Resource sections of evaluation
		Internship (final semester)	• Oral Exam

Counselor Dispositions Evaluation

Graduate Counseling Program
Johnson University

GCP Student Name: Student Name

Evaluator Name:

Date:

Counselor Dispositions

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

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

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

Counselor Dispositions Evaluation

Graduate Counseling Program
Johnson University

GCP Student Name: Student Name

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

Additional Comments