

Johnson University
School of Social and Behavioral Sciences
Graduate Counseling Program



2021-2022

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

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Background & Overview

The Comprehensive Assessment Plan (CAP) was first formalized during the 2014-2015 academic year while the Johnson University graduate counseling program was becoming accredited by the CACREP under 2009 standards. The university received notification July 7, 2016 that the School Counseling and the Clinical Mental Health Counseling programs received accreditation. The Graduate Counseling Program (GCP) began the process of revising assessment procedures to conform to CACREP 2016 standards during 2017-2018. This process 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.

For several years, a Counseling Program Review (CPR) was conducted at the end of the Spring Semester often resulting in program adjustments and enhancements. The CPR acronym fits nicely with the “heart metaphor” used to illustrate the assessment process ([see Appendix C](#)) and also symbolizes breathing life into the program keeping it vigorous and robust. Beginning 2019-2020 school year the faculty moved the annual program review to the end of summer allowing 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 B](#)].

In previous years, the Core Counseling Faculty (CCF) engaged in weekly scheduled meetings. However, for the 2021-2022 year, the CCF continued the trend established the past several years meeting two to three times per month in-person and/or via Zoom. There were 21 scheduled and documented meetings from August 2021-May 2022. 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.

2021-2022 Counseling Program Review (CPR) annual meeting (August 11, 2022)

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The CPR follows a standard template providing an organized and systematic review of all program assessment data. The CPR for 2021-2022 involved all the core faculty as well as the administrative assistant. Of particular note, Dr. Pete Cummins retired from full-time status at the end of the 2021-2022 academic year after serving the university for 22 years. Dr. Cummins will continue on a parttime basis as Assessment Coordinator during a time of transition. Dr. Jonny Benz joined the CCF in July 2022 and was present for the CPR along with Dr. Cummins and other core faculty as well as the administrative assistant.

1. Review of Program Mission and Student Learning Outcomes (SLOs)
 - a. Program Mission (facilitated by Assessment Coordinator)

- i. Review & Discussion
 - (a) Mission and program goals were reviewed particularly for faculty new to the program
 - (b) Discussed examining SLO's with possible updates in the near future
 - (c) Many sections of CAP were updated during 2021-2022. Faculty discussed and revised several additional sections during the CAR. Sections updated included the remediation process and information related to school counseling internship. Faculty also determined the "timeline of shaping events" should be removed from the CAP going forward.
- ii. Action Plan
 - 1. Sections of the CAP need further review and likely revision including but not limited to:
 - (a) Historical section and "timeline of shaping events" to be removed;
 - (b) 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. Reviewed SLO's in particular for recently added faculty. Discussed examining SLO's with possible updates in the near future.
 - 2. 2020-2021 marked the fifth 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. 2021-2022 included data from newly added KPIs (see [Appendix E](#)).
 - 3. Faculty were pleased with the tools used for measurement as well as the results (see [Appendix A: SLO Annual Assessment Averages](#)):
 - (a) SLO 1 (core) had an average of 94.94, slightly better than last year's average of 94.02 and continuing a positive 4-year trend;
 - (b) SLO 2 (core) had an average of 93.52, better than last year's average of 92.43 and maintaining a positive 3-year trend the average of which is 92.09;
 - (c) SLO 3 (core) had an average of 92.51, several points above last year's average of 90.18 and continuing a positive trend over the past 3-years after an average of 89.86 in 2019-2020;
 - (d) SLO 4 (CMHC) was significantly improved with an average of 93.39. The previous year was a record low of 87.69. The 3-year average was 90.55;
 - (e) SLO 5 (SC) was significantly improved with an average of 93.26. The previous year was a record low of 88.74. The 3-year average was 90.91.
 - ii. Action Plan
 - 1. No plans to change any SLOs for 2022-2023 however faculty will likely look closely at updating within the next two years to ensure they remain relevant

2. SLOs 4 & 5 will be monitored closely as they had significant gains over the previous year. This likely was largely due to several new KPIs used for data collection. Many of these KPIs occur during the final semester of internship and may in part demonstrate a more advanced knowledge and skill set.
2. Program Assessment
 - a. Direct Evidence (facilitated by Program Director)
 - i. Grades, Key Performance Indicators (KPIs), and associated SLOs
 1. Review & Discussion
 - (a) Ten grades B- or below were issued across two clinical courses and three academic courses (students can carry no more than two courses below a B-)
 - (i) The low grades were distributed among five students
 - (ii) Several of the students received two or more grades B- or below
 - (iii) One student was required to repeat CMHC practicum
 - (iv) One student was dismissed from CMHC practicum
 - (v) One student withdrew from CMHC internship
 - (vi) Two students were dismissed from the CMHC program during 2021-2022 despite repeated remediation efforts
 - (b) KPIs are used to help assess student learning and competency based on CACREP 2016 standards
 - (i) KPIs are 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). For a comprehensive guide of the connections between SLOs, KPIs, and courses see the updated table ([Appendix E](#)).
 - a. The majority of these KPIs were piloted over the course of 2020-2022 helping 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. One additional KPI will be piloted during 2022-2023 academic year during practicum
 - c. During 2021-2022 the "master tracking of KPIs" was updated to reflect the addition of KPIs over the past year (see [Appendix G](#))
 - (ii) KPIs are also used to help identify and monitor learning and competency for every student. Students who perform 84% or less on any KPI are noted and tracked (see below). Faculty discuss concerns periodically as needed but in particular during the CAR.
 1. During 2021-2022, 12 students performed 84% or less in at least one KPI, some in several KPIs
 2. Three of these students required remediation due to underperformance

- (c) Nine students were issued a notice of concern (NOC) and one student received two NOCs
 - (i) Documentation needs to improve but records indicate all nine students who were issued NOCs met with their respective advisors in-person or via Zoom. Four of the students receiving NOCs for low KPI scores were the same four students reported last year. As noted above, two of these students ultimately were dismissed from the program. One student transferred to another program. One student remains on clinical probation.
- (d) Faculty discussed grades, KPIs, and NOCs noting that some of the underperformance was likely due to COVID challenges
 - (i) Faculty made significant efforts to accommodate special situations brought on by COVID challenges
- (e) 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. Faculty noted some inconsistencies in recording information in the tracking system and need to be more attentive in the future
 - c. Faculty take seriously their role in gatekeeping but were concerned two students were dismissed during clinical experience. Faculty discussed options of addressing at-risk students in a manner that might minimize dismissal so late in the program.

2. Action Plan

- (a) Faculty will monitor KPI adjustments made 2020-2022 to observe impact on individual student performance as well as overall program effectiveness. These adjustments were made to ensure there was a beginning, middle and end to demonstrating skills and knowledge for each student.
- (b) An additional tab will be added to the “secure workbook/spreadsheet” to enable better tracking of students who are placed on probation
- (c) Faculty noted in 2020-2021 one course (COUN 5210) had a large number (8) of KPI instances. During 2021-2022 there were only three and faculty determined no further action needed at this time.

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. A table was developed and used with each student after completion of every course ([see Appendix F](#)).
- (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) 2021-2022 resulted in four instances of “below expectation” and 38 instances of “marginal”
 - (ii) These instances involved 12 different students, but the vast majority involved five students who had anywhere from 5 to 7 instances of low disposition scores. Three of these students received NOCs.
 - 1. It is likely that COVID continues to be a major contributor to challenges students faced, affecting individual stress as well as teaching methodology and delivery systems (zoom in place of in-person residencies in some cases)
 - 2. Meetings with advisors occurred in several situations and seemed to be helpful in addressing issues with some students however documentation of meetings with advisors was insufficient

2. Action Plan

- (a) Faculty will continue to monitor closely dispositional challenges as well as effects of the pandemic
- (b) Faculty will review process for addressing dispositional concerns during 2022-2023. Faculty were pleased overall with the tracking of dispositions, but concern remained about addressing students earlier before they progressed in the program. Further, advisors will need to be more diligent in documentation of meetings to address dispositional issues with students.
- (c) Faculty will continue to consider more effective ways to address students who have multiple dispositional issues or who score very low in a particular area.. In particular, faculty are interested in the relationship between dispositional scores and KPI scores. Faculty noted that several students struggled in both of these areas and were perhaps the most “at-risk” as far as successfully completing the program.

iii. Skills Data (facilitated by Program Director and Internship Coordinator)

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 fifth year as a tool to assess competency and to help determine readiness to begin practicum as well as for use as a KPI

- (ii) Nineteen students were enrolled in COUN 5586 and all passed the CCS-R. The average score was 90.84. One student scored an 84 and was counseled by the instructor but no remediation was recommended. Faculty determined the CCS-R continues to be a good gateway assessment tool.
- (b) Practicum (CMHC & SC)
 - (i) The Internship Coordinator, with input from SC & CMHC practicum instructors, developed a new final evaluation instrument which replaced the CCS-R
 - 1. The instrument assessed similar skills to the CCS-R but also contained areas faculty felt were developmentally critical for practicum students (e.g., telehealth services)
 - 2. The instrument also assessed skills identified within the clinical assessment for internships and was designed in a similar fashion
 - 3. Instructors for practicum were pleased with the new instrument and believe it to provide a reliable measure of skill attainment for practicum students
 - (ii) One student (CMHC) failed to complete all assignments for practicum and was required to repeat practicum during the Spring Semester
 - (iii) All practicum students for 2021-2022 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 further revised for 2021-2022 to address assessment of telehealth services
 - (ii) Internships were successfully completed during 2021-2022 though some 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 and continued through 2021-2022 though somewhat inconsistently
- (d) Internship (School Counseling)
 - (i) The SC Internship Evaluation (revised 2018-2019) was used for a third year but it was further 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 continue to monitor the practicum evaluations for CMHC and SC though the initial feedback was very positive. Need several more years of data tracking before making any additional changes.
- (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 2022-23, 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. Faculty discussed possibly eliminating student signatures on evaluations but it was deemed important for professionalism and to ensure the feedback loop was closed.
- (e) Internship Coordinator will likely add “Administrative Supervisor” back into the site contracts as some sites distinguish between “Site Supervisor” and “Administrative Supervisor.”

iv. Standardized Tests-CECE, & Professional School Counselor (PSC) Praxis

1. Review and Discussion

- (a) The CECE was used for a second year, replacing the CPCE. 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 2021-2022 five students took CECE and passed
 - 1. Five students took the CECE Spring 2022
 - a. Passing score was 61.1
 - b. Five passed with the group mean of 87.8 compared to national mean of 75.3
 - c. Three CMHC concentration & one dual concentration
 - 2. One student took the CECE Summer 2022
 - a. Passing score was 61.6
 - b. This SC concentration student passed with an average of 77.0 compared to national mean of 75.7
 - 3. Faculty were very pleased with the exceptional performance, especially of the students who took the Spring CECE
 - 4. Areas of strength for the program in particular were *Group Counseling and Group Work* along with *Social and Cultural Diversity*
 - 5. The lowest program averages occurred in *Research and Program Evaluation* (heavily skewed by two particularly low scores) and
- (b) Since inception, the SC concentration has maintained a 100% passing rate on the PSC Praxis with an average of 172.43 (passing score is 156)
 - (i) For 2021-2022, one student took the exam with an average of 175.00

- (ii) One additional student took a comparable state exam and received passing scores in all necessary areas to receive licensure in that state

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 will continue to allow licensing exams other than the PSC Praxis on a case-by-case basis for School Counseling concentration (note: Tennessee requires passing the PSC Praxis as do a number of other nearby states)
- (c) Faculty agreed to use a “pass/fail” to determine KPI value for the Praxis exam in order to accommodate equivalent exam scores for licensure as a School Counselor. The faculty will continue to monitor this for program evaluation purposes.

v. Oral Exams

1. Review and Discussion

- (a) This was the fourth year of a significant revision made in the Oral Exams
 - (i) Five CMHC students passed oral exams (90.81 mean)
 - (ii) Two School Counseling students passed oral exams (91.90 mean)
- (b) The CMHC average was up from a previous downward trend and is now at a high from the 3-year average of 88.19
- (c) The School Counseling average was up from a previous downward trend and is now at a high from the 3-year average of 88.54
- (d) With a one-year exception, the SC students continue to perform slightly better than CMHC students (2019-2020 SC students had greatly underperformed both oral exams and the CPCE scores). Faculty considered the likelihood that 2019-2020 was atypical largely due to COVID effects in the school systems and the significant disruption for School Counseling interns.

2. Action Plan

- (a) Questions raised included: Are we grading too hard? Do students need more time to prepare? Consensus was not necessarily grading too hard, but core faculty does tend to rate students lower than site supervisors. It was also felt that the one hour students currently have to prepare is sufficient time.
- (b) Questions below were raised last year and will continue to be monitored:
 - (i) What is the best way to get at the data and evidence desired?
 - 1. Faculty are content at this point that the oral exam is providing a good endpoint for students and the program
 - (ii) Should the evaluation range be expanded for each question?
 - 1. See above
 - (iii) Is using Zoom changing the assessment dynamics?

1. During 2021-2022 the oral exam was administered in-person and the averages were higher. It is inconclusive what affect the delivery system might have had on performance.
- (iv) Are students understanding application of theory to practice?
 1. This domain was still the lowest average (89.31) among all students but it was considerably improved over last year (81.39)
- (c) No changes recommended at this time, but faculty may rethink Oral Exam procedures/process/construct in the future. The following questions were asked:
 - (i) What is the best way to get the data/evidence we want?
 - (ii) On the whole, we seem underwhelmed with how students are performing. Is this something we are willing to accept, is this simply representative of students' development, or is the construct of the oral exam not functioning in the way that we want it to?
- b. Indirect Evidence
 - i. Alumni Survey (two-year cycle, last conducted Spring 2021, next due Spring 2023)
 1. Review of results
 - (a) Since next survey will not be conducted until Spring 2023-faculty were just reminded of "Action Plan" from previous CAR
 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 2022, next due Spring 2024)
 1. Review of results (Spring 2022)
 - (a) Four respondents (two CMHC, two SC)
 - (b) As in past years, the areas of strengths/weakness overlap and appear to vary based on the individual intern who was placed at a particular internship site at a particular time
 - (c) Comments about interns were positive (e.g., "Tend to be solid clinicians within their window of development," "tend to have more direct experience with clients," "tend to use approaches beyond CBT and mindfulness alone," "Conscientious, knowledgeable, able to build rapport with students quickly," and "excellent 'bedside' manner, highly motivated, self-directed"
 - (d) Comments about Internship Coordinators were positive (e.g., "Internship Coordinators have seemed to respond quickly & well" and "Take concerns seriously and respect the choices and needs of the site"
 2. Action Plan
 - (a) Using shorter surveys has not resulted in increased response rate. Faculty will explore further ways of improving response rate

iii. Program Satisfaction Survey (separated into two modes each conducted annually beginning 2021-2022, i.e., Student Focus Groups and Student Satisfaction Surveys)

1. Results

(a) Student Focus Groups occurred twice: Nov 9, 2021 (6 interns) and April 19, 2022 (14 interns)

(i) Overall program feedback”

1. Difficulty navigating “student” identity and “counselor” identity (e.g., is grading an academic or character evaluation, how to be open/vulnerable about incompetence when this may impact status in program)
2. Overall feel more prepared for off-campus internships than peers from other institutions, have high confidence in the overall training being provided
3. Would like more structured ways to engage community among students, faculty, and staff (team-building, mentoring, informal/social gatherings, etc.)

(ii) Technology feedback:

1. Not all instructors/supervisors are equally competent/prepared (and this is frustrating)
2. Enjoy the convenience (particularly for Internship Group Supervision)
3. When virtual for Residencies, there is less interaction and this is less desirable; wonder if possible to bring guest speakers in via virtual technology
4. HIPAA-secure telehealth:
 - a. Students feel prepared for telehealth, but hope they do not have to use it as much in the future as has been required thus far
 - b. The Electronic Health Record used at UCC Internship Site feels “clunky” compared to other software/programs engaged in off-campus placements

(iii) General Academic Coursework feedback:

1. Importance for Skills coursework to be less book-based and more practical/application
2. If could expand curriculum, would like coursework in: Play Therapy, Family Therapy, Trauma, Professional/Business Implications, Serious Mental Illness/Personality Disorders
3. By not starting Portfolio until Practicum, lost opportunity to collect resources in earlier coursework
4. Forums feel like busy-work
5. Do not want to lose May-June break (prefer 7wk summer courses v. 15wk summer courses)

- (iv) Residency feedback
 - 1. Strong sentiment that not all instructors utilize time effectively
 - 2. Want more personal stories/application from instructor expertise
 - 3. No preference for two Friday-Saturday weekends v. three Fridays
 - (v) Concentration-Specific and Internship feedback:
 - 1. Have moments when SC application is weak in courses (e.g., Testing & Assessment coursework)
 - 2. SC Elective experience was very frustrating (low quality, low application to SC)
 - 3. Practical preparation excels when compared to peers from other institutions
- (b) Student Satisfaction Survey conducted Spring 2022
 - (i) 7 responses – 2 CMHC, 1 SC, 4 dual concentration
 - (ii) One student expressed dissatisfaction with structure and delivery of the curriculum; otherwise, no responses below “neutral” (only one in FA20, SP21, SP22)
 - (iii) What to do differently: 4 of 5 responses focused on using residency time more effectively and wanting to be in-person rather than zoom
- 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
- iv. Field Placement Data
 - 1. Review and Discussion
 - (a) Group supervision was provided almost entirely via Zoom during 2021-2022
 - (i) At least one in-person meeting was required each semester to help new interns acclimate
 - (ii) Continuing the trend voiced in 2020-2021, students largely appreciated the convenience of meeting via Zoom (some would otherwise driven several hours in order to meet in-person)
 - (b) Internship Coordinator provided following site data
 - (i) CMHC
 - 1. Nine facilities including the University Counseling Center were used for internship sites during 2021-2022. One site was out of state.
 - 2. 2021-2022 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. Ten of 13 CMHC Intern Evals included a telehealth component
 - (ii) SC

1. Five facilities were used for practicum/internship sites during 2021-2022 including one in a state other than Tennessee
2. 2021-2022 continued to be somewhat disrupted due to the pandemic- this particularly affected many school systems
3. None of the SC Intern Evals included a telehealth component

2. Action Plan

- (a) The Internship Coordinator raised the question of whether it would be better to dictate supervision/internship sites rather than allowing students so much choice. Faculty will continue to explore the pros and cons of limiting internship choice in this manner.
- (b) 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
- (c) As previously noted, piloting of electronic signatures for various forms and reporting documentation will continue making it more convenient for students and supervisors
- (d) The Internship Coordinator 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

v. 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) Throughout 2021-2022, Zoom Info Sessions were offered for prospective students several times throughout the year. The effectiveness of this format over the previous in-person group sessions is unclear and needs further review.
- (c) 2021-2022 admission data and enrollment data
 - (i) Enrolled 14 new students out of 27 applications
 1. Twenty-one applied Spring 2021 to begin in August 2021
 - a. Fifteen were interviewed
 - b. One applicant was deferred
 - c. Four CMHC and six CMHC/SC (dual) began August 2021
 2. Six applied Fall 2021 to begin in January 2022

- a. Four were interviewed
 - b. One CMHC, one SC and two CMHC/SC (dual) began Spring 2022
- (ii) COVID exceptions: Due to the pandemic, faculty conducted applicant individual interviews and the group interview via Zoom
- (d) Enrollment/Graduation/Completion data ([see Appendix B](#))
 - (i) CMHC/dual concentration
 - 1. Thirteen new students enrolled (includes dual)
 - 2. Four students graduated with 2.5 average years to complete
 - 3. 5-year completion rate was 64.86% (refers to students completing/graduating versus leaving program concentration over past 5 years)
 - 4. Total enrolled at end of 2021-2022 was 23 (not counting those who graduated)
 - (ii) SC/dual concentration
 - 1. Nine new students enrolled (includes dual)
 - 2. Two students graduated with 2.4 average years to complete
 - 3. 5-year completion rate was 90.00% (refers to students completing/graduating versus leaving program concentration over past 5 years)
 - 4. Total enrolled at end of 2020-2021 was 14 (not counting those who graduated)
- 2. Discussion
 - (a) Regarding retention: The question was raised “is there anything we could/should/might have done differently, or is this to be expected (in light of COVID)?”
 - (i) Faculty voiced concerns for the negative trend in retention of students (see [Appendix B: Annual Vital Statistics Report](#)). Prior to COVID, SC boasted a 100% completion rate and CMHC was above 82%. These rates are based on a 5-year average. During 2020-2021 SC slipped to 94.44% and CMHC to 71.79%. This further eroded and in 2021-2022, SC was at 90.00% and CMHC at 64.86%. A relatively small student body is easily impacted and there were several students who withdrew from the program during the past three years voicing financial concerns as well as stress-related challenges.
 - (ii) 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
 - (b) Faculty were concerned that not all faculty were involved in admission interviews for individual applicants due to Zoom sessions and COVID

- (c) 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
 - (d) 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 2022-2023 faculty hope to resume in-person as well as Zoom info sessions for prospective students
 - (b) The admissions process is being changed slightly for 2022-2023 in hopes of further streamlining it
 - (c) Faculty realize that the retention data will continue to be negatively affected for several more years as it is based on a 5-year average
- 3. Yellow-pad Notes (brainstorming-uncategorized-carryover from previous year)
 - a. Building community among students continues to be an important challenge. Faculty have considered multiple options to encourage this (e.g., Hosting an event on a Saturday night in a faculty member’s home or having lunch with students during residency weekends). With new faculty hire, establishing a Chi Sigma Iota chapter seems much more plausible.
 - b. Develop new School Counseling course – revisit after completing CACREP reaccreditation
 - c. Internship Coordinator thoughts
 - i. Advanced Competencies (ACAs)– might ACA1 (video) and ACA2 (Tx plan) be paired? Not all students take a 2hr internship immediately after Practicum and having a Tx plan from a case presented in the previous semester is less-than-ideal. Possibly combine these two into one ACA, which would mean another ACA would likely need to be created. Another option might be pair the two and still count as two competencies. Students would have to do this ACA first. They would be scored separately, since one is a KPI and the other is not.
 - ii. Considering SCUTA as a replacement for TTrackers for SC: This service is free for university and for students. The Internship Coordinator provided an overview of SCUTA. Remains free if students are doing it through the university. Some noted advantages of SCUTA include its alignment to ASCA domains and that it can be used by students for continued professional development beyond graduation.
 - iii. Professional Development Workshops – these are required by the program but should virtual and/or asynchronous workshops continue to be permitted alternatives to in-person? Does this apply to the program’s regional/national requirement? Before COVID, everything had to be live and in-person. Faculty input seemed to be negative toward asynchronous workshops but allow virtual on a limited basis thus providing

- more flexibility. However, faculty emphasized the value of building relationships and professional identity through in-person interaction.
- d. New assessment folder cover sheets will need to be developed and approved to accommodate changes in KPIs and Dispositions. Some concern whether to do this prior to reaccreditation.
 - e. Faculty discovered some inconsistencies in addressing student remediation and it was clarified and emphasized that remediation plans must be completed within 60 days
 - f. Substantive change for digital delivery, including making sure that site supervisors are trained for digital delivery (CACREP)
 - g. Incorporate graduate faculty in an undergrad course (e.g., Career Development). This is part of an ongoing initiative to “market” the graduate program to the university’s undergraduate students.

Subsequent Program Modifications

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- A *Dispositions Feedback Form* was developed and implemented Fall 2021. A primary purpose of the form was to communicate dispositional concerns to students more effectively and earlier in their program. This form is part of an overall effort to identify and address at-risk students. The form was piloted and determined cumbersome and ineffective. Faculty decided the feedback process would be better managed through a full faculty consultation with appropriate advisor referral. The advisor will then provide feedback to a student as necessary. Student deficits will be recorded and tracked in a designated location (i.e., KPI/NOC/Disposition/Probation Tracking sheet). The new feedback process will be piloted and assessed during 2022-2023.
- Recently faculty added or revised several Key Performance Indicators (KPIs) providing a comprehensive and thorough assessment process with three collection points (early, middle and near graduation) for each student. All but one of the revised or new KPIs was used during 2021-2022. The remaining KPI was developed during Spring 2022 and will be piloted Fall 2022. The KPI Master Tracking has been updated to reflect the addition of all the new KPIs. Two KPIs (i.e., National Conference Attendance and Praxis score) were problematic in quantifying and faculty agreed to go to a pass/fail with 100 points for pass and 0 points for fail. Faculty will evaluate the effectiveness of the revised/new KPIs throughout 2022-2023. The problematic pass/fail for National Conference Attendance and the Praxis score will be further discussed.
- Multiple changes were made in course rotation during 2020-2021. 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). It was hoped this would help to improve student outcome underperformance. In addition, the new course rotation has allowed a more balanced faculty load, including increasing CMHC Counseling Practicum to 6 hours and reducing CMHC Counseling Internship to 6 hours. Student learning

outcomes related to research have continued to show improvement for a second year in a row. There are some concerns that the distribution of courses is still somewhat imbalanced between fall and spring semesters. Faculty will reassess course rotation and curriculum after reaccreditation process is complete.

- 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 suggests that community and peer relationships are a strength of the program. Pandemic challenges continued to interfere with in-person orientations during 2021-2022. Faculty identified one specific course during the Fall Semester (i.e., Group Dynamics) that was used to foster integration of new students and encourage community building. Activities that sponsored relationship building included weekly online small group forums and experiential learning events during in-person residencies. Faculty will continue exploring options to build community and professional identity. In-person orientations will be reinstituted to help build collaborative relationships with students. Faculty will consider establishing a Chi Sigma Iota chapter. Faculty also recognize the impact that community building and support can have on retention.
- 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. A revised practicum evaluation for both CMHC and SC was developed and piloted beginning Fall 2021. Feedback from clinical supervisors was favorable. Faculty were satisfied with the new evaluative tools and the Internship Coordinator will continue to monitor effectiveness. No further action required at this time.
- 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). Faculty entered 2021-2022 with a continued desire to address inclusion, accessibility and diversity challenges in curricula and in delivery systems. COVID continued to complicate accessibility for many students with multiple residencies having to be switched from in-person to remote with little notice. Faculty were encouraged to remain flexible and adapt to student needs and challenges. Inclusion and diversity continued to be specific criteria in hiring practices as well as admissions and scholarship decisions. Faculty will continue to work with admissions staff to recruit more broadly. Faculty will continue to look for opportunities to improve accessibility in curriculum and delivery systems.

Other Substantial Program Changes

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- Faculty began work 2020-2021 on updating the CAP in preparation for the 2023 CACREP Self-Study and review process. This process will continue during 2022-2023.

- Prompted largely by the Pandemic, faculty collectively sought training and received telehealth certification. Faculty confidently trained practicum and intern students in telehealth care and will continue to see this as an important knowledge and skill set for students to obtain. Faculty continue to be encouraged to seek professional development in this area and to maintain telehealth certification.
- Faculty determined that the school counseling concentration would benefit by having a licensed school counselor educator as part of the core faculty. This process began in earnest Spring 2022 and will continue during 2022-2023.
- National Conference attendance requirements became problematic because so many conferences were cancelled due to COVID. In September 2021 faculty approved allowing students to use virtual state conferences such as Tennessee Counseling Association to meet this requirement. This will be reviewed again 2022-2023.
- A Practicum Intent Form was developed and piloted 2021-2022. This form is distributed to students after completion of their first semester of study. Information generated provides predictive data to assist in determining numbers of applicants the program can accept in a given year.
- Prompted in part by a review of other university programs, the admissions policy was reviewed and updated 2021-2022. The following changes were approved:
 - Going forward only those with an undergraduate GPA of less than 3.0 will be required to take the Graduate Record Exam (GRE) or Miller Analogies Test (MAT)
 - Applicants with GPA less than 3.0 will be admitted on academic probation and must achieve GPA of 3.0 or above during their first two semesters
 - No more than nine hours of graduate credit can be transferred and courses must have been taken within the last five years
 - Application deadlines have been adjusted to October 1 for the Spring Semester entry and February 1 for the Fall Semester entry
 - Changed the language from “interview day” to “interview process” – this was largely due to no longer having both individual and group interviews conducted on the same day. Individual applicant interviews now occur as a filtering step prior to an invitation for the group interview.
 - Faculty created a two-week deadline to notify applicants of invitation to interview (individual) after submitting initial application materials. This will help expedite the applicant review process and improve timely communications with applicants
 - Additional improvements in communications include:
 - A two-week deadline to notify an individual of “conditional acceptance”
 - A two-week deadline for full acceptance notification after group interview.
- 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 several 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 yield 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 (ACAs). The ACAs in the past were directly tied to internship credit hours and a few clinical ACAs were also tied to KPIs. All but one of the new KPIs was utilized during 2021-2022, but the mechanism for tracking these required updating. Additionally, tracking of ACAs, especially for School Counseling, needs to be further refined during 2022-2023 to ensure data is maintained for student and program evaluation.
- The Counselor Education Comprehensive Examination (CECE) was piloted 2020-2022 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 two years, faculty determined to continue use of CECE as a primary tool for assessing individual student competency as well as program effectiveness. Faculty will continue to monitor this closely 2022-2023.

Distribution of the 2020-2021 Comprehensive Assessment Report & Vital Statistics Report

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The CAR and the Vital Statistics Report for 2020-2021 were made public on the Office of Institutional Effectiveness and Research website for Johnson University on January 3, 2022. On February 2, 2022, 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 2020-2021 Comprehensive Assessment Report-CAR and 2020-2021 Vital Statistics Report are now available for review. If you are interested, the link is <https://johnsonu.edu/about/institutional-effectiveness/>. A similar process will be used for the CAR and Vital Statistics Report for 2021-2022.

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Student Learning Outcomes (SLOs)

School:	Social & Behavioral Sciences	Assessment Cycle Dates:	2021-2022
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 2022-2023)

<p>A. Address any <u>proposed</u> improvements from Last Year's report. Was action taken?</p> <p><i>Usually corresponds to Part II, F from the previous reporting cycle or from proposals made in that narrative. The goal is to show if/how those proposed changes/improvements were implemented. Beginning 2021-2022, ACTION items will be given a unique identification number to allow better tracking during the year.</i></p>	<p>B. How will the efficacy of the improvement be assessed or monitored? (part of SLO assessment, new measure, indirect measure, etc.)</p> <p><i>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.</i></p>
<p>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.</p>	<p>Discussion: A Dispositions Feedback form was developed and implemented Fall 2021. A primary purpose of the form was to communicate dispositional concerns to students more effectively and earlier in their program. The form was piloted and determined it was ineffective. Faculty decided the feedback process would be better managed through a full faculty consultation with appropriate advisor referral. The advisor will then provide feedback to a student as necessary. Student deficits will be recorded and tracked in a designated location (i.e., KPI/NOC/Disposition/Probation Tracking sheet).</p> <p>ACT_22-23-01: The new feedback process will be piloted and assessed during 2022-2023.</p>
<p>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.</p>	<p>Discussion: All but one of the revised or new KPIs was used during 2021-2022. This now provides a comprehensive and thorough assessment process with three collection points (early, middle and near graduation) for each identified area. The remaining KPI was developed during Spring 2022 and will be piloted Fall 2022. The KPI Master Tracking has been updated to reflect the addition of all the new KPIs. Two KPIs (i.e., National Conference Attendance and Praxis score) were problematic in quantifying and faculty agreed to go to a pass/fail with 100 points for pass and 0 points for fail.</p>

	ACT_22-23-02: Faculty will evaluate the effectiveness of the revised/new KPIs throughout 2022-2023. The problematic pass/fail for National Conference Attendance and the Praxis score will be further discussed.
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.	<p>Discussion: Faculty are pleased with the new course rotation especially switching to the 6-hour practicum. SLO 3 has continued to show improvement for a second year in a row. There are some concerns that the distribution of courses is still somewhat imbalanced between fall and spring semesters.</p> <p>ACT_22-23-03: Faculty will reassess course rotation and curriculum after reaccreditation process is complete.</p>
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.	<p>Discussion: Pandemic challenges continued to interfere with in-person orientations during 2021-2022. Faculty identified one specific course during the Fall Semester (i.e., Group Dynamics) that was used to foster integration of new students and encourage community building. Activities that sponsored relationship building included weekly online small group forums and experiential learning events during in-person residencies.</p> <p>ACT_22-23-04: Faculty will continue exploring options to build community and professional identity. In-person orientations will be reinstituted to help build collaborative relationships with students. Faculty will consider establishing a Chi Sigma Iota chapter.</p>
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.	<p>Discussion: A revised practicum evaluation for both CMHC & SC was developed and piloted beginning Fall 2021. Feedback from clinical supervisors was favorable. Faculty were satisfied with the new evaluative tools and the Internship Coordinator will continue to monitor effectiveness. No further action required at this time and this item considered completed.</p>
ACT_21-22-006: Faculty will continue to seek ways of improving inclusion, accessibility and diversity challenges in curricula and in delivery systems.	<p>Discussion: Faculty entered 2021-2022 with a continued desire to address inclusion, accessibility and diversity challenges in curricula and in delivery systems. COVID continued to complicate accessibility for many students with multiple residencies having to be switched from in-person to remote with little advance notice. Faculty were encouraged to remain flexible and adapt to student needs and challenges. Inclusion and diversity continued to be specific criteria in hiring practices as well as admissions and scholarship decisions.</p> <p>ACT_22-23-06: Faculty will continue to work with admissions staff to recruit more broadly. Faculty will continue to look for opportunities to improve accessibility in curriculum and delivery systems.</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.
SLO 1: Graduates will embrace a Christian worldview that compels them to respectfully and ethically engage clients both similar to and different from themselves	<p>COUN 5210 Comparative Paper Mean 95.64 ----- (Practicum) Evaluative Ethical Case Study Mean (pending Fa 2022) ----- Nat'l Conference Reflection Paper Mean 100.00 ----- CECE Nat'l Exam Ethics subscore Mean 90.00 ----- COUN 5210 Theological Reflections Mean 96.67 ----- COUN 5310 Spiritual Dev. Paper Mean 92.50 ----- COUN 5200 Integrative Paper Mean 95.33 ----- COUN 5220: Book Review Mean 95.67 ----- (beginning internship) Culturally Responsive Reflection</p>	<p>Benchmark 84.00 Current year: 94.94 3-year average: 94.02</p>	All existing data points were measured for 2021-2022 including a new one (i.e., <i>Culturally Responsive Reflection</i>). An additional data point <i>Evaluative Ethical Case Study</i> was developed during 2021-2022 and will be piloted Fall 2022.	<p>2-3 meetings each month throughout fall and spring semesters.</p> <p>Annual Comprehensive Program Review (CPR) and Dispositions Review Meeting held Oct. 11, 2022</p>	Assessment data points are in place measuring both program effectiveness and individual student growth throughout his or her program of study. One data point <i>Nat'l Conference Reflection Paper</i> will be discussed further as it was recently adjusted to a pass/fail grade (100/0) points. There is concern the points associated with pass/fail may significantly skew the mean associated with SLO 1.

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 94.63 (new) ----- CECE Nat'l Exam Multiculture subscore Mean 94.00				
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 97.08 (new) ----- COUN 5560: Career Chaos Project Mean 100.00 ----- CECE Nat'l Exam Career subscore Mean 90.60 ----- COUN 5540: Reflect. Papers Mean 94.95 ----- COUN 5540: Comp. Grp. Fac. Pap. Mean 91.09 ----- COUN 5540: Final Exam Mean 94.52 ----- (Practicum) Group Facilitation Reflection Mean 96.01 (new) ----- CECE Nat'l Exam Group subscore Mean 96.00 -----	Benchmark 84.00 Current year: 93.52 3-year average: 92.09	Four new KPIs were piloted 2021-2022 (i.e., <i>Targeted Forum Post</i> in COUN 5310, <i>Group Facilitation Reflection</i> during Practicum, <i>Comprehensive Skills Assessment</i> during first semester of internship), and <i>Intervention Paper</i> in COUN 5330). The addition of these new KPIs ensures students are assessed across early, middle and ending stages of their program.	2-3 meetings each month throughout fall and spring semesters. Annual Comprehensive Program Review (CPR) and Dispositions Review Meeting held Oct. 11, 2022	Faculty will continue to monitor the effectiveness of newly added data collection points (i.e., 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 <i>C. Results</i> .
	COUN 5586 CCS-R (Pt. 1) Mean 90.84 ----- (beginning Internship) Comp. Skills Evaluation Mean 94.63 (new) ----- CECE Nat'l Exam Help. Skills subscore Mean 93.00 ----- COUN 5310 Final Exam Mean 85.86 ----- COUN 5330 Intervention Paper Mean 95.70 (new) ----- CECE Nat'l Exam Human Dev. subscore Mean 91.00				
SLO 3: Graduates will demonstrate responsible use of research and assessment tools	COUN 5587 Test Ad. Written Rpt. Mean 95.49 (new) ----- COUN 5520 Case Study Mean 91.14 ----- CECE Nat'l Exam Assessment subscore Mean 94.00 ----- COUN 5100: Literature Review	Benchmark 84.00 Current year: 92.51 3-year average: 90.85	Three new KPIs were piloted 2021-2022 (i.e., <i>Test Administrations</i> and <i>Written Report</i> both in COUN 5587 and <i>Special Topic Paper</i> in COUN 5200). The addition of these new KPIs ensures students are assessed across early, middle and ending stages of their program. Faculty were pleased with the continued improvements in scores for the second year in a row. Improved scores could in part be due to the intentional expansion of COUN 5100 Research & Statistics to a 16-week semester instead of 8 weeks.	2-3 meetings each month throughout fall and spring semesters. Annual Comprehensive Program Review (CPR) and Dispositions Review Meeting held Oct. 11, 2022	It may be premature to celebrate improvements in this area and faculty will continue to monitor adjustments to the program including course rotation and the newly added data collection points (i.e., 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 95.28 ----- COUN 5100 Final Exam Mean 93.22 ----- COUN 5200 Special Topic Paper Mean 85.40 (new) ----- CECE Nat'l Exam Rsch./Stats. subscore Mean 92.00				

Part III: CMHC CONCENTRATION Student Learning Outcomes

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A. CMHC Concentration SLO	B. Course(s) & Measure(s)	C. Results	D. Discussion	E. List any meeting dates	F. Use of Results Proposed improvements and/or Implemented improvements made based on C. Results.
SLO 4-CMHC: Graduates will competently counsel, informed by knowledge and professional best practices	COUN 5210 Ten Year Vision paper Mean 89.02 (new) ----- (Internship) Dispositions Reflection Mean 94.88 (new) ----- (ending Internship) Oral Exam Mean 90.81 ----- COUN 5570:	Benchmark 84.00 Current year: 93.39 3-year average: 90.55	This is the second year that several new data points were measured for CMHC students (i.e., <i>Ten Year Vision paper</i> , <i>Dispositions Reflection</i> , <i>Treatment Planning Project</i> , & <i>Personal Reflection paper</i>) The CCS-R previously used for the final skills evaluation in Practicum was replaced in 2021-2022 with a new final skills evaluation.	2-3 meetings each month throughout fall and spring semesters. Annual Comprehensive Program Review (CPR) and Dispositions Review Meeting held Oct. 11, 2022	The new data collection points appear to provide a more comprehensive assessment of student growth. The new practicum skills evaluation received favorable feedback from both faculty and supervisors.

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 <i>C. Results</i> .
	Clinical Case Study Mean 98.57 ----- (beginning Internship) Treatment Planning Project Mean 98.71 (new) ----- (ending Internship) Oral Exam Mean 90.81 ----- COUN 5420 Personal Reflection paper Mean 92.75 (new) ----- (Practicum) CCS-R Mean 94.18 ----- (ending Internship) Oral Exam Mean 90.81				

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	<p>COUN 5210 Ten Year Vision paper Mean 94.33 (new)</p> <p>-----</p> <p>COUN 5610 Final Exam Mean 93.70</p> <p>-----</p> <p>(ending Internship) Praxis Subscore Mean 100.00 (new)</p> <p>-----</p> <p>COUN 5520 Modified Case Assignment Paper Mean 88.73 (new)</p> <p>-----</p> <p>COUN 5650: Systems Theory Paper Mean 96.33</p> <p>-----</p> <p>Internship Oral Exam Mean 91.90</p> <p>-----</p> <p>COUN 5420 Personal Reflection paper Mean 91.00 (new)</p> <p>-----</p> <p>Practicum: Coun. Skills & Access to Resource Mean (pending)</p>	<p>Benchmark 84.00</p> <p>Current year: 93.26 3-year average: 90.91</p>	<p>This is the second year that several new data points were measured for CMHC students (i.e., <i>Ten Year Vision paper</i>, <i>Praxis Subscore</i>, <i>Modified Case Assignment Paper</i>, & <i>Personal Reflection paper</i>)</p> <p>The CCS-R previously used for the final skills evaluation in Practicum was replaced in 2021-2022 with a new final skills evaluation.</p>	<p>2-3 meetings each month throughout fall and spring semesters.</p> <p>Annual Comprehensive Program Review (CPR) and Dispositions Review Meeting held Oct. 11, 2022</p>	<p>Assessment data points are in place measuring both program effectiveness and individual student growth throughout the program of study. One data point <i>Praxis subscore</i> will be discussed further as it was recently adjusted to a pass/fail grade (100/0) points. There is concern the points associated with pass/fail may significantly skew the mean associated with SLO 5.</p>

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 <i>C. Results</i> .
	----- Internship Oral Exam Mean 91.90				

Appendix A: SLO Annual Assessment Averages

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School of Social & Behavioral Science Assessment Cycle Graduate Program in Counseling (CMHC & SC Concentrations)													
		2017-2018 Annual Averages		2018-2019 Annual Averages		2019-2020 Annual Averages		2020-2021 Annual Averages		2021-2022 Annual Averages		Most Recent 3-Year Averages	
SLO	Objectives	Mean	SLO	Mean	SLO	Mean	SLO	Mean	SLO	Mean	SLO	Mean	SLO
1	Core 1.1	92.12	92.85	92.76	92.86	93.60	93.10	94.13	94.02	95.21	94.94	94.31	94.02
	Core 1.2	95.56		92.71		92.48		92.04		94.83		93.12	
	Core 1.3	90.88		93.12		93.21		95.88		94.76		94.62	
2	Core 2.1	100.00	92.68	93.97	89.46	93.63	90.31	96.02	92.43	95.89	93.52	95.18	92.09
	Core 2.2	91.20		89.54		90.62		93.17		94.51		92.77	
	Core 2.3	88.02		85.17		86.65		88.97		92.82		89.48	
	Core 2.4	91.49		89.15		90.35		91.56		90.85		90.92	
3	Core 3.1	n/a*	79.96	93.05	91.93	90.55	89.86	91.54	90.18	93.55	92.51	91.88	90.85
	Core 3.2	79.96		90.82		89.18		88.82		91.48		89.82	
4 CMHC	4.1-CMHC	n/a*	91.91	90.65	90.82	90.69	90.58	87.82	87.69	91.57	93.39	90.03	90.55
	4.2-CMHC	91.20		91.52		92.06		85.63		96.03		91.24	
	4.3-CMHC	92.63		90.28		89.00		89.62		92.58		90.40	
5 SC	5.1-SC	89.17	89.17	88.38	90.74	89.72	90.72	92.75	88.74	96.01	93.26	92.83	90.91
	5.2-SC	n/a*		90.21		90.74		86.74		92.32		89.94	
	5.3-SC	n/a*		93.62		91.70		86.74		91.45		89.96	

*n/a-data first became available during 2018-2019 year



Master of Arts in Counseling

2021-2022 Vital Statistics

(as of 12/7/22)

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 ^a	5-yr rate of Comp. ^b	Total enrolled currently ^c		New students enrolled	Number students graduated	Average years to Complete ^a	5-yr rate of Comp. ^b	Total enrolled currently ^c
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
13	4	2.5	64.86 ^d	23 ^d	2021-22	9	2	2.4	90.00 ^d	14

^abased on students graduating during the academic year (students can take up to 5 years to complete the program)

^bstudents completing/graduating versus leaving program concentration over past 5 years

^ctotal number enrolled in program concentration at end of academic year (excludes those who graduated)

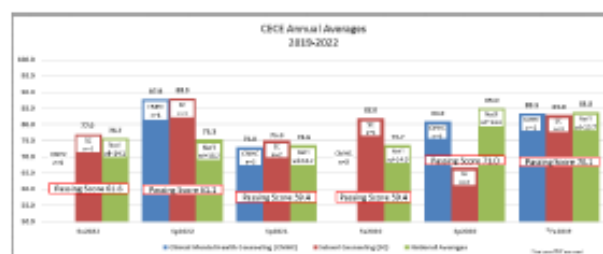
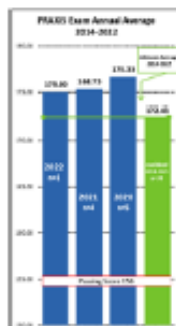
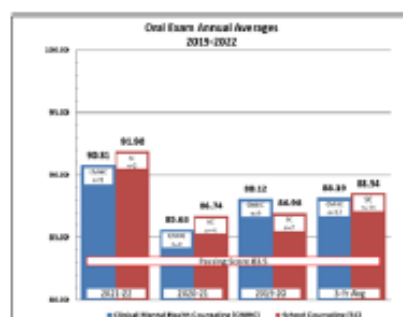
^daffected significantly by COVID and change in startup for academic year to Fall instead of Summer (beginning Fall 2020)

Pass Rate on Credentialing Exams for 2019-2022 (SC=School Counseling, CMHC=Clinical Mental Health Counseling)

Oral Exam			School Guidance and Counseling Praxis*		Counselor Education Comprehensive Exam (CECE)		
Year	SC	CMHC	Year	SC	Year	SC	CMHC
2021-22	100%	100%	2021-22	100%	2021-22	100%	100%
2020-21	100%	100%	2020-21	100%	2020-21	100%	100%
2019-20	100%	100%	2019-20	100%	2019-20	71.4%*	75.0%*

*or equivalent

*taken at height of COVID-19 disruptions

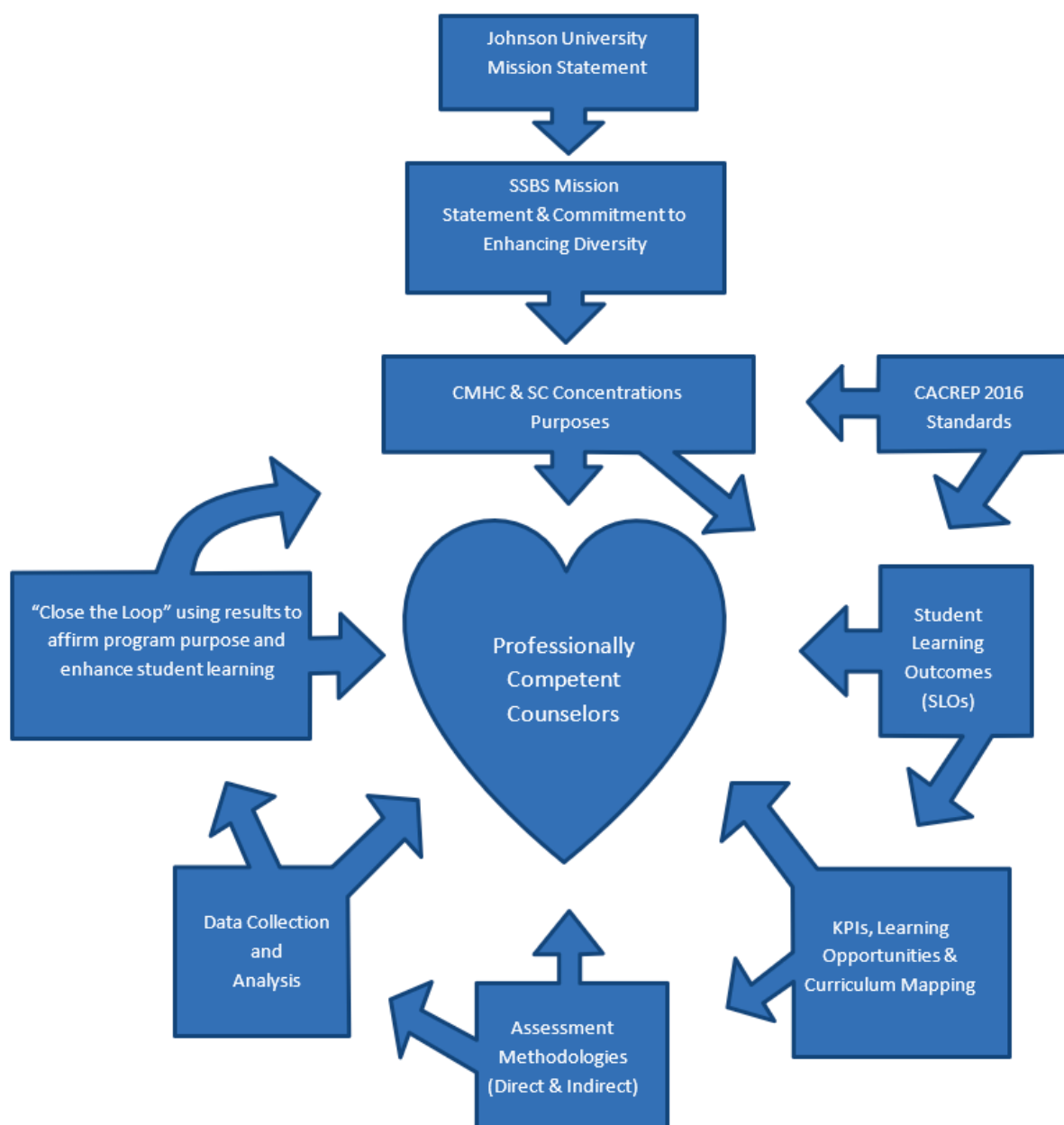


The National Counselor Exam (NCE) is optional but encouraged. In 2021-2022, two students took the exam and both passed.

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

	2022 grads	2021 grads	2020 grads	2019 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.





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

<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 5210 – Ethics & Professional Issues	<ul style="list-style-type: none">• Ten Year Vision paper
	Internship	<ul style="list-style-type: none">• Dispositions Reflection
	Internship (final semester)	<ul style="list-style-type: none">• Oral Exam
	4.2-CMHC: Graduates conceptualize and plan treatment and interventions within a clinical setting.	
	COUN 5570 – Adult Assessment, Diagnosis, & Treatment	<ul style="list-style-type: none">• Clinical Case Study
	First semester of internship	<ul style="list-style-type: none">• Treatment Planning Project
	Internship (final semester)	<ul style="list-style-type: none">• Oral Exam
	4.3-CHMC: Graduates employ a variety of counseling skills and modalities as they engage clients in counseling.	
	COUN 5420 – Theories II	<ul style="list-style-type: none">• Personal Reflection Paper
	Practicum	<ul style="list-style-type: none">• CCS-R or comparable
	Internship (final semester)	<ul style="list-style-type: none">• 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 5210 – Ethics & Professional Issues	<ul style="list-style-type: none">• Ten Year Vision paper
	COUN 5610 – Foundations in School Counseling	<ul style="list-style-type: none">• Final Exam
	Internship (final semester)	<ul style="list-style-type: none">• Praxis Subscore
	5.2-SC: Graduates conceptualize and plan lessons/interventions within a school counseling context.	
	COUN 5520 – C&A ADT	<ul style="list-style-type: none">• Modified case assignment paper for SC setting
	COUN 5650 – Contemporary Trends in School Counseling	<ul style="list-style-type: none">• Systems Theory Paper
	Internship (final semester)	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Personal Reflection paper
	COUN 5850 – School Counseling Practicum	<ul style="list-style-type: none">• Counseling Skills & Access to Resource sections of evaluation
	Internship (final semester)	<ul style="list-style-type: none">• Oral Exam

Counselor Dispositions EvaluationGraduate 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:
	1	2	3	4	5	6	7	8	9	10	
Resilient											
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											
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 EvaluationGraduate Counseling Program
Johnson UniversityGCP 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	
<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											
Integrity	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											
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											

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