Johnson University
School of Social and Behavioral Sciences
Graduate Counseling Program

2022-2023

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

Executive Summary

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The graduate counseling program faculty meet regularly throughout each academic year to primarily discuss the health of the counseling program as well as future initiatives and individual student concerns. Once per year the faculty dedicate a meeting to review assessment data, consider program results and identify initiatives for program improvements. These initiatives are categorized as subsequent program modifications and other substantial program changes which are summarized below. Much of 2022-2023 was involved with preparing for reaccreditation with the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The preparation process also helped identify areas that could benefit from improvements.

Subsequent Program Modifications

- A *Dispositions Feedback Form* was developed and implemented Fall 2021. Much of this was driven by the need to be more effective in addressing dispositional concerns with students. This was piloted during 2021-2022 and faculty 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). During the annual program review, faculty discussed the new process and determined that it was working well and should be continued and further assessed during 2023-2024. During 2023-2024 faculty will make a concerted effort to be more diligent in record keeping of meetings and actions taken related to dispositional concerns.
- 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 of the new or revised KPIs were measured during 2022-2023 and faculty were pleased with the results. Multiple measures are now employed for each KPI at varying developmental stages for each student. Faculty will continue to evaluate the effectiveness of the revised/new KPIs throughout 2023-2024. The pass/fail for National Conference Attendance and the Praxis score will continue to be monitored and addressed as needed for program evaluation purposes.
- 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 third year in a row (see SLO 3 below). However, scores in one critical KPI (the CECE Research and

Program Evaluation) fell off slightly after positive gains in the previous year. In addition, faculty have begun reviewing CACREP 2024 standards anticipating the need to make some changes in curriculum. Faculty will begin reassessing course rotation and curriculum 2024-2025 after the CACREP reaccreditation process is complete. Faculty will continue to monitor SLO 3 and in particular the CECE Research and Program Evaluation data.

- 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. In addition, student and alumni surveys consistently reveal the desire by students to build stronger peer relationships. Faculty recognize the impact community building and support can have on graduation/retention rates. Faculty discussed the possibility that professional identity could also be positively affected by encouraging community development. Indirect evidence suggests that community and peer relationships were a particular strength of the program in the past. Faculty see Chi Sigma Iota as an excellent channel for addressing these issues. During 2022-23 a budget line item was established for Chi Sigma Iota. In addition, a chapter faculty advisor was identified along with a co-advisor. Faculty are eager for Chi Sigma Iota however it will likely be 2024-2025 before it can formally be established. Faculty will continue exploring options to build community and professional identity. The program will move forward with developing a Chi Sigma Iota chapter.
- Assessment of skill attainment and preparedness for counseling is critical in a counseling program. During 2022-2023 faculty updated the skills assessment used for the gateway class COUN 5586 Counseling Skills & Techniques. This need for adjustment was driven by several factors including a change in instructors as well as recent revisions in evaluations used to assess skills in practicum and internship students. In addition, faculty made note it is possible for a student to fail the assessment yet pass the course and theoretically move on to begin practicum. Background discussion: 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. During 2023-2024, the new skills assessment for COUN 5586 Counseling Skills & Techniques will be monitored for effectiveness both for program evaluation and student skill assessment. Faculty will further discuss the potential dilemma created if a student fails the skills assessment yet passes the course.
- 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. Several modifications were made to the admission process in an effort to streamline it and make it more accessible to

a wider range of potential students. In addition, during 2022-2023, the Program Director had multiple meetings with Admissions staff to broaden the pool of potential applicants. Admissions staff continue to increase presence at college fairs thereby expanding program exposure to a larger and more diverse market. Faculty have also continued to provide Zoom as well as on-campus perspective student information sessions. During 2023-2024 the Program Director will meet regularly with Admissions staff to continually develop strategies to broaden recruitment efforts and further diversify future pools of applicants. Faculty will consider additional options to improve diversity within the program.

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 intensified during 2022-2023 resulting in multiple minor modifications to update the CAP. Faculty will continue to examine the CAP especially in light of anticipated CACREP site visit in 2024.
- Faculty determined that the school counseling concentration would benefit by having a licensed school counselor educator as part of the core faculty. This process resulted in one faculty member being identified and working towards licensure. It is anticipated that following reaccreditation faculty will focus on some modifications to curriculum to in part address concerns voiced by school counseling alumni especially regarding electives.
- Prompted in part by a review of other university programs, the admissions policy was reviewed, updated and piloted in 2022-2023. This will continue to be piloted and revised as needed during 2023-2023. 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 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 2023-2024.

Distribution of the 2021-2022 Comprehensive Assessment Report & Vital Statistics Report

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The CAR and the Vital Statistics Report for 2021-2022 were made public on the Office of Institutional Effectiveness and Research website for Johnson University on December 19, 2022. On January 23, 2023, 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 2021-2022 Comprehensive Assessment Report-CAR and 2021-2022 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 2022-2023.

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Comprehensive Annual Report

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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. The CAP periodically is reviewed and updated as required with the most recent revision dated April 7, 2023.

In previous years, the Core Counseling Faculty (CCF) engaged in weekly scheduled meetings. However, for the 2022-2023 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 22 scheduled and documented meetings from August 2022-May 2023. 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. In addition to the regular CCF meetings, a Counseling Program Review (CPR) has typically been 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].

2022-2023 Counseling Program Review (CPR) annual meeting (October 9, 2023)

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The CPR follows a standard template providing an organized and systematic review of all program assessment data. The CPR for 2022-2023 included all the core faculty (Dr. Benz, Dr. Headley and Dr. Ridge) as well as Dr. Cummins, recently retired but serving as Assessment Coordinator during a time of transition. Also present for note taking was the program administrative assistant. The session was held via Zoom.

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 2022-2023. Sections that were updated included: Individual Student Assessment Progression, Individual Student Assessment Plan, Remediation, and several Appendices.

ii. Action Plan
1. No action recommended at this time.

b. Student Learning Outcomes (facilitated by Assessment Coordinator)
i. Review & Discussion
1. No changes to be made in SLOs/objectives at this time.
2. Spring 2023, faculty adjusted curriculum matrix for standards 2.F.5.l (move from 5586 to 5585), 2.F.7.c (move from 5586 to 5585), 2.F.7.d (move from 5210 to 5585 or house in both courses), and 2.F.2.g (move from 5220 to 5200).
3. 2022-2023 was the second year since new Key Performance Indicators (KPIs) were added to ensure that student learning objectives are measured in multiple ways across time. Faculty made several adjustments to SLO-Course-KPI Alignment Matrix adding in specific standards that are addressed by each KPI (see Appendix E).
4. Faculty were pleased with the tools used for measurement as well as the results. For additional discussion and recommendations see Appendix A: SLO Annual Assessment Averages.
(a) SLO 1 (core) had an average of 94.84, slightly less than last year's average of 94.94;
(b) SLO 2 (core) had an average of 93.02, slightly less than last year's average of 93.52 but still above the three year average of 92.99;
(c) SLO 3 (core) had an average of 92.66, slightly above last year's average of 92.51 and continuing a positive trend over the past several years after an average of 89.86 in 2019-2020;
(d) SLO 4 (CMHC) had an average of 93.22. While this was slightly less than last year's 93.39 it was still a significant improvement over a record low of 87.69 in 2020-2021. The 3-year average is now at 91.43.
(e) SLO 5 (SC) had an average of 93.46 slightly better than last year's 93.26 and significantly better record low of 88.74 in 2019-2020. The 3-year average was 91.82.

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 continue to be monitored though both seem to indicate objectives are being well met. Previously it was thought that the dip might have

been the result of several new KPIs that had been added in 2019-2020 many of which occurred during the final semester of internship and may have in part demonstrated a more advanced knowledge and skill set. While this may be true, since the past two years have shown significant improvements, it now seems more likely that the dip was directly related to the pandemic.

2. Program Assessment
    a. Direct Evidence (facilitated by Program Director)
        i. Grades, Key Performance Indicators (KPIs), and associated SLOs
            1. Review & Discussion
                (a) Course Grades: Only one student had course grade concerns and this student was subsequently dismissed from the program due to history of poor performance despite remediation efforts. On additional student received a course grade of B- which kept the student on academic probation
                (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 with a few others being piloted 2022-2023. These additional KPIs have helped ensure a comprehensive and thorough assessment of student outcomes both for program purposes as well as to identify student deficiencies sooner than later
                            b. During 2022-2023 the "master tracking of KPIs" was further updated to reflect slight changes in wording (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 2022-2023, eight students performed 84% or less in at least one KPI, some in several KPIs
                        2. Five KPIs related to the CECE (one student) and were remediated by having her take the CPCE
                        3. One KPI was related to a student who was dismissed from the program
                        4. One KPI had a remediation plan in place but the student withdrew from the program
                        5. Two KPIs were marginal and did not require remediation

6. Three professors did not require remediation

(c) Only two students were issued a notice of concern (NOC) one of which was subsequently dismissed and one was placed on academic probation
   (i) Two students remain on probation at the end of 2022-2023.

(d) Faculty discussed grades, KPIs, and NOCs noting especially the significant improvement over previous years. Lessening of pandemic affects probably helped improve student performance.

(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 one student was dismissed during clinical experience. Faculty discussed options of addressing at-risk students in a manner that might minimize dismissal so late in the program. This has been an on-going issue but seems somewhat improved 2022-2023.

2. Action Plan

(a) Faculty will monitor KPI adjustments made 2020-2023 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) Faculty noted a large number of low CECE scores but it was all from one student who ended up passing in all areas when the student took the CPCE as remediation

(c) The Program Director pointed out that course grades cannot be seen for dual enrollment students and this is being addressed with academic offices

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) 2022-2023 resulted in two instances of "below expectation" and 19 instances of "marginal"
(ii) These instances involved 10 different students, but the vast majority involved five students who had anywhere from three to four instances of low disposition scores. One of these students received an NOC and one was dismissed from the program.
1. 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 inconsistent

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 2023-2024. 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 number of years. In 2022-2023 however faculty developed an instrument more specific to program needs. This instrument was used as a tool to assess competency and to help determine readiness to begin practicum as well as for use as a KPI.
(ii) Seven students were enrolled in COUN 5586 and all passed the skills exam with the exception of one who withdrew from the program. The average score was 87.64. Faculty determined that the new skills assessment will continue to be piloted during 2023-2024.
(b) Practicum (CMHC & SC)

(i) During 2021-2022, the Internship Coordinator, with input from SC & CMHC practicum instructors, developed a new final skills evaluation which replaced the CCS-R
    1. The evaluation 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. Feedback for the final skills evaluation continues to be very positive and instructors believe it to provide a reliable measure of skill attainment for practicum students
(ii) Students consistently meet/exceed expectations
(iii) Only a few (3) Site Supervisors checked all "Exceeds Expectations" or "Meets Expectations" – so Supervisors appear to be engaged in evaluation process
(iv) No SC Practicum students to utilize new evaluation at this time (no data yet)

(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) There is some concern that students enrolled in the gait-keeping course COUN 5586 Counseling Skills & Techniques can fail the *Skills Evaluation* and still pass the course. Faculty may want to consider moving towards Pass/Fail to correct this issue or weight the evaluations so that it would be impossible to pass the course unless the Skills Eval is passed. This discussion will be deferred until 2024-2025.

(c) 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.
(d) Project for Fall 2023-Spring 2024: Rethink point system?
(e) During 2023-2024, 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
(f) Faculty discussed possibly eliminating Internship Coordinator signature on the Time Tracking system and on supervision agreements but it was deemed important to maintain for liability issues and to ensure the feedback loop was closed.

iv. Standardized Tests-CECE, & Professional School Counselor (PSC) Praxis
1. Review and Discussion
(a) The CECE was used for a third 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 2022-2023 eight students took CECE
1. Four students took the CECE Fall 2022 and all passed
a. Passing score was 61.3
b. Four passed with the group mean of 77.0 compared to national mean of 75.3
c. Two CMHC concentration, one SC & one dual concentration
2. Two students took the CECE Spring 2023 and both passed
a. Passing score was 61.3
b. Both students were CMHC and passed with the group mean of 78.0 compared to national mean of 75.3
3. Two students took the CECE Summer 2023
a. Passing score was 61.0
b. One student was dual concentration and passed
c. The other student was SC and failed initially but pass taking the CPCE for remediation
4. From a cumulative perspective, 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 *Assessment and Testing* (6.3-heavily skewed by two particularly low scores) and *Career Development* (8.0)

(b) Since inception, the SC concentration has maintained a 100% passing rate on the PSC Praxis with an average of 173.05 (passing score is 156)
(i) For 2022-2023, one student took and passed the exam with a score of 178.00

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) For the CECE, *Career Development* domain has higher frequency of or students who are marginal or below and faculty will monitor this closely 2023-2024
(c) 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)
(d) Faculty previously 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) All students are required to complete and pass an oral exam, typically scheduled the final semester of internship. Students are provided a case study approximately one hour prior to the exam and asked questions in a number of areas including several unique to concentrations (i.e., CMHC or SC).
(i) Eight CMHC students passed oral exams (90.34 mean)
(ii) One School Counseling students passed oral exams (91.40 mean)
(b) The CMHC average was down just slightly from last year (90.81) but still considerably better from than 2020-21 (85.63)
(c) The School Counseling average was down just slightly from last year (91.90) but still considerably better from than 2020-21 (86.74)
(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.
(e) Faculty also note that 2020-2021 was a lower performing year for both CMHC and SC students with the pandemic again being the most likely influencer
2. Action Plan

(a) Faculty are pleased with the use of the oral exam both for program evaluation and for individual student performance
(b) Faculty are content at this point that the oral exam is providing a good endpoint for students and the program

b. Indirect Evidence
   i. Alumni Survey (two-year cycle, most recent conducted Spring 2023, next due Spring 2025)
      1. Review of results
         (a) Demographics
            (i) Response rate of 18; fourteen females and 4 males
            (ii) One responder in Indianna, one in North Carolina, remainder in Tennessee
            (iii) Two responders School Counseling, four Dual, the remainder CMHC
            (iv) Ages of responders ranged from 25-56
            (v) Graduating classes represented were from 2016-2022
            (vi) One respondent identified as Black or African American, one as Hispanic or Latnix, the remainder as white
            (vii) Five identified LPC/LCPC license held, two identified LMFT, 8 identified NCC, six identified as Licensed school counselors, four identified as "Other"
         (b) Results:
            (i) Greatest strengths of the program:
               1. Live supervision
               2. Knowledgeable professors
               3. Prepared for the NCE and AAMFT exam
               4. small cohort
               5. Hands-on learning
            (ii) Changes to most improve the program:
               1. Longer time frame for completion
               2. School counseling focused assignments in the joint classes (classroom management, IEPs, 504s)
               3. No masks, more in-person, better discussions (some other COVID-related comments along these lines)
               4. More community building opportunities
               5. Updated technology, resources, and buildings
               6. More neuroscience and trauma; training opportunities for treatment modalities & certifications since there are significant discounts when you're a grad student
               7. More unified forum post expectations
               8. Classes dedicated to trauma & neuroscience

9. More in-person than just twice a semester
10. "Instructors should spend more time sharing their experiences and less time pushing out facts"

(c) Discussion
   (i) How much of the feedback was influenced by COVID, and how much should we input into our curriculum as we adjust to 2024 standards?
   (ii) Certainly, cohort building/relationship building is always welcome, and additional focus on neuroscience and trauma can be welcome.
   (iii) Perhaps "no more zoom" residencies (with a few exceptions) will help the feel of class time?

2. Action Plan
   (a) Faculty will continue to review results following reaccreditation and will consider input as curriculum is potentially adjusted to CACREP 2024 standards during 2024-2035

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 for the survey slated for 2024

iii. Field Placement Data

1. Review and Discussion
   (a) Group supervision was provided almost entirely via Zoom during 2022-2023
      (i) At least one in-person meeting was required each semester to help new interns acclimate
      (ii) Continuing the trend voiced in 2021-2022, students largely appreciated the convenience of meeting via Zoom (some would otherwise drive several hours in order to meet in-person)
   (b) Internship Coordinator provided following site data

(i) CMHC
1. Thirteen facilities including the University Counseling Center were used for internship sites during 2022-2023
2. Ten of 13 CMHC Intern Evals included a telehealth component

(ii) SC
1. One facility was used as an internship site during 2022-2023
2. None of the SC Intern Evals included a telehealth component

(c) Discussion
(i) CMHC sites w/o on-site clinical supervision (KARM & FBC-C this year); pros/cons to experience; opportunity & limitations given clinical supervision resources in UCC
(ii) Zoom/Telehealth
1. "Few-to-none" sites overtly doing telehealth delivery... Continue to track?
2. Telehealth column on Time Tracker is not being used well. Do we want to continue to include Telehealth on the Time Tracker? It is likely that Telehealth will continue to be important in the future of counseling, but there are many programs where Telehealth is not offered. How should this skill set be incorporated into the program?

(iii) CMHC sites to potentially develop/maintain/re-engage include but are not limited to:
1. SACET (no clinical supervisor currently)
2. KCJC (Su21 was last intern)

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) As previously noted, piloting of electronic signatures for various forms and reporting documentation will continue making it more convenient for students and supervisors
(c) 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
(d) Faculty will continue to consider the value and importance of telehealth training and tracking

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

(a) Previous Student Focus Groups occurred Nov 9, 2021 (6 interns) and April 19, 2022 (14 interns)
(b) Most recent Student Focus Group occurred Nov 29, 2022 (6 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
    (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

(c) Student Satisfaction Survey (last conducted Spring 2022)

(i) The Student Satisfaction Survey was inadvertently not launched during 2022-2023. Faculty discussed this issue and it was determined that the surveys historically have a very low response rate and have yield less fruitful data than the Student Focus Groups. The Student Satisfaction Survey will be resumed 2023-2024.

2. Discussion & Action

(a) Students have difficulty navigating counselor identity and vulnerability because they do not know when they are receiving constructive feedback, being evaluated, or being graded

(b) Discussion about student responses to technology (Procentive was "clunky.") Academic Coursework feedback

(c) Possibly expand coursework to include play therapy, family therapy, trauma, professional/business implications, serious mental health issues

(d) Faculty will consider further development of SC coursework especially the SC elective requirement/options

(e) Faculty will continue to process additional feedback provided by students

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 2022-2023, 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) 2022-2023 admission data and enrollment data

(i) CMHC (2022-2023)

a. Total of 24 applied, 15 interviewed, 0 wait listed, 7 students completed at least one semester (total of 1 was dual enrolled) (1 student started in Fall and withdrew in spring)

i. Beginning August, 2022: Twelve (12) applied, 6 interviewed, 0 wait listed, 4 students completed Fall 2022 (0 dual enrolled) One applicant was deferred
ii. Beginning January, 2023: Twelve (12) applied, 9 interviewed, 0 wait listed, 3 students completed Spring 2023 (1 dual enrolled)

(ii) SC (2022-2023)

a. Total of 2 applied, 2 interviewed, 0 wait listed, 1 students completed at least one semester (total of 1 dual enrolled)
i. Beginning August 2022: Zero (0) applied, 0 interviewed, 0 wait listed, 0 students completed Fall 2022 (0 were dual enrolled)
ii. Beginning January 2023: Two (2) applied, 2 interviewed, 0 wait listed, 1 student completed Spring 2023 (1 dual enrolled)

(d) Vital Statistics report (see Appendix B)

(i) CMHC/dual concentration

1. Seven new students enrolled (includes dual)
2. Seven students graduated with 3.3 average years to complete
3. 5-year completion rate was 64.10% (refers to students completing/graduating versus leaving program concentration over past 5 years)
4. Total enrolled at end of 2022-2023 was 20 (not counting those who graduated)

(ii) SC/dual concentration

1. One new student enrolled (includes dual)
2. One student graduated with 4.0 average years to complete
3. 5-year completion rate was 87.50% (refers to students completing/graduating versus leaving program concentration over past 5 years)
4. Total enrolled at end of 2021-2023 was 12 (not counting those who graduated)

2. Discussion

(a) Admissions

(i) Admissions process changed beginning Fall 2022. While it seemed to work fairly well last year, at the time of preparing this presentation (9/27/2023) there is only one complete applicant file. It appears the process is back into a cycle of applicants turning in information at the last minute.

(ii) Last year may have been a learning cycle with a new admissions counselor. Historically the admissions program has had a high turnover of counselors for the graduate program.

(b) Completion (retention) rates
   (i) 5-year rate for CMHC 2022-23 is 64.10%, a 6-year downward trend from 84.21% in 2016-17, but only slightly down from last year (64.86)
   (ii) 5-year rate for SC 2022-23 is 87.5%, a 4-year downward trend from 100.00% in 2019-20 and down from last year (90.00)
   (iii) Is there anything we could/should/might have done differently, or is this largely due to pandemic?

(c) Faculty discussed the "risk" of admitting marginal students who may not be retained

(d) Given the patterns being seen, are some students being retained that shouldn't be?

(e) Should the "rate" be calculated differently?

(f) Currently any student who completes 1 full semester of coursework is included in the data set-should he/she be?

(g) Currently a 5-year rate is used but a 3-year rate or "since program inception" could be used instead

(h) Info sessions continued to be offered via Zoom throughout the 2022-23 school year

(i) Program Director observed an increase in numbers of on-campus visits during SP/SU23

(j) Program Director witnessed a higher number of requests for non-degree seeking (NDS) admission

3. Action Plan
   (a) For the 2023-24 year, info sessions will be piloted both on campus and via zoom
   (b) The admissions process was changed slightly for 2022-2023 in hopes of further streamlining it and increasing admissions. This will continue to be monitored for effectiveness and/or further modifications
   (c) Faculty realize the graduation/retention data will continue to be negatively affected for several more years as it is based on a 5-year average (affects of pandemic) but agreed this was the best time span to tract data since the maximum years for a student to complete a program is five years
   (d) Faculty observed that prior to 2016 there was a higher percentage of Johnson University undergraduates entering the program. Faculty will consider ways to be more active in encouraging quality student applicants from the Johnson University undergraduate programs

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). Faculty is much closer to establishing a Chi Sigma Iota chapter and it is anticipated this will begin as soon as 2024-2025
b. Develop new School Counseling course(s) – 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 means 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
d. 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

Return to TOC

Student Learning Outcomes (SLOs)

School:	Social & Behavioral Sciences	**Assessment Cycle Dates:**	2022-2023
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 2023-2024)

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.*
ACT_22-23-01: A new dispositions feedback process will be piloted and assessed during 2022-2023.	Discussion: A Dispositions Feedback form was developed and implemented Fall 2021. This was piloted during 2021-2022 and faculty 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). During the annual program review, faculty discussed the process and determined that it was working well and should be continued for 2023-2024. ACT_23-24-01: The dispositions feedback process will remain in effect and continue to be assessed during 2023-2024. During 2023-2024 faculty will make a concerted effort to be more diligent in record keeping of meetings and actions taken related to dispositional concerns.
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.	Discussion: All of the new or revised KPIs were measured during 2022-2023 and faculty were very pleased with the results. Multiple measures are now employed for each KPI at varying points in time for each student. Faculty will continue to monitor a couple of KPIs that are pass/fail and may prove to be problematic in program assessment but are effective for individual student assessment. ACT_23-24-02: Faculty will continue to evaluate the effectiveness of the revised/new KPIs throughout 2023-2024. The pass/fail for National

	Conference Attendance and the Praxis score will continue to be monitored and addressed as needed for program evaluation purposes.
ACT_22-23-03: Faculty will reassess course rotation and curriculum after reaccreditation process is complete.	Discussion: 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 this particular area. 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 third year in a row (see SLO 3 below). However, scores in one critical KPI (the CECE Research and Program Evaluation) fell off slightly after positive gains in the previous year. In addition, faculty have begun reviewing CACREP 2024 standards anticipating the need to make some changes in curriculum. Faculty will begin reassessing course rotation and curriculum in 2024-2025 after the CACREP reaccreditation site visit anticipated Spring 2024. ACT_23-24-03: Faculty will begin reassessing course rotation and curriculum 2024-2025 after the CACREP reaccreditation process is complete. Faculty will continue to monitor SLO 3 and in particular the CECE Research and Program Evaluation data.
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.	Discussion: 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. In addition, student and alumni surveys consistently reveal the desire by students to build stronger peer relationships. Faculty recognize the impact community building and support can have on graduation/retention rates. Faculty discussed the possibility that professional identity could also be positively affected by encouraging community development. Indirect evidence suggests that community and peer relationships were a particular strength of the program in the past. Faculty see Chi Sigma Iota as an excellent channel for addressing these issues. During 2022-23 a budget line item was established for Chi Sigma Iota. In addition, a chapter faculty advisor was identified along with a co-advisor. Faculty are eager for Chi Sigma Iota however it will likely be 2024-2025 before it can formally be established. ACT_23-24-04: Faculty will continue exploring options to build community and professional identity. The program will move forward with developing a Chi Sigma Iota chapter.

ACT_22-23-05: 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.	Discussion: Assessment of skill attainment and preparedness for counseling is critical in a counseling program. During 2022-2023 faculty updated the skills assessment used for the gateway class COUN 5586 Counseling Skills & Techniques. This need for adjustment was driven by several factors including a change in instructors as well as recent revisions in evaluations used to assess skills in practicum and internship students. In addition, faculty made note it is possible for a student to fail the assessment yet pass the course and theoretically move on to begin practicum. Background discussion: 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. ACT_23-24-05: The new skills assessment for COUN 5586 Counseling Skills & Techniques will be monitored for effectiveness both for program evaluation and student skill assessment. Faculty will further discuss the potential dilemma created if a student fails the skills assessment yet passes the course.
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.	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). Faculty entered 2021-2022 with a continued desire to address inclusion, accessibility and diversity challenges in curricula and in delivery systems. Several modifications were made to the admission process in an effort to streamline it and make it more accessible to a wider range of potential students. In addition, during 2022-2023, the Program Director had multiple meetings with Admissions staff to broaden the pool of potential applicants. Admissions staff continue to increase presence at college fairs thereby expanding program exposure to a larger and more diverse market. Faculty have also continued to provide Zoom as well as on-campus perspective student information sessions. ACT_23-24-06: The Program Director will meet regularly with Admissions staff to continually develop strategies to broaden recruitment efforts and further diversify future pools of applicants. Faculty will consider additional options to improve diversity within the program.

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 96.30 ---------- (Practicum) Evaluative Ethical Case Study Mean 92.17 ---------- Nat'l Conference Reflection Paper Mean 100.00 ---------- CECE Nat'l Exam Ethics subscore Mean 92.38 ---------- COUN 5210 Theological Reflections Mean 95.85 ---------- COUN 5310 Spiritual Dev. Paper Mean 94.43 ---------- COUN 5200 Integrative Paper Mean 96.40 ---------- COUN 5220: Book Review Mean 95.74 ----------	Benchmark 84.00 Current year: 94.84 Previous year: 94.94 3-year average: 94.60 Since inception: 93.77	All existing data points were measured for 2022-2023 including a new one *Evaluative Ethical Case Study* piloted Fall 2022. Based on core faculty concerns and practicum student feedback during FA2022 further revisions will be made for the *Evaluative Ethical Case Study*. One additional KPI, *Culturally Responsive Reflection* was piloted in 2021-2022. The remaining KPIs have been employed for a number of years. SLO 1 is now being measured using multiple data points across the entire student journey. Faculty also discussed continued use of the *Nat'l Conference Reflection Paper* as a pass/fail score. This works well for assessing student learning but could be problematic for program evaluation. Faculty agreed to address this if it becomes a problem.	2-3 meetings each month throughout fall and spring semesters. Meetings held 1/10/23 and 3/7/23 targeted KPI *Ethical Case Study* concerns. Annual Comprehensive Program Review (CPR) and Dispositions Review Meeting held Oct. 9, 2023	Assessment data points are in place measuring both program effectiveness and individual student growth throughout his or her program of study. Faculty was assigned to make additional adjustments to *Evaluative Ethical Case Study* during 2023-2024. Faculty will address use of *Nat'l Conference Reflection Paper* for program evaluation purposes if it becomes a problem in the future.

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) Culturally Responsive Reflection Mean 93.80 --- CECE Nat'l Exam Multiculture subscore Mean 91.75				
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 97.24 --- COUN 5560: Career Chaos Project Mean 95.87 --- CECE Nat'l Exam Career subscore Mean 86.88 --- COUN 5540: Reflect. Papers Mean 94.60 --- COUN 5540: Comp. Grp. Fac. Pap. Mean 92.96 --- COUN 5540: Final Exam Mean 92.00 --- (Practicum) Group Facilitation Reflection Mean 100.00 --- CECE Nat'l Exam	Benchmark 84.00 Current year: 93.02 Previous year: 93.52 3-year average: 92.99 Since inception: 91.90	This is the second year for four KPIs first 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). The addition of these new KPIs ensures students are assessed across early, middle and ending stages of their program. Faculty took note that averages remain fairly stable across all measurement points. Faculty made slight adjustment for COUN 5310, *Group Facilitation Reflection* to ensure that standards were being assessed appropriately. Faculty also decided to replace CCS-R used in COUN 5586 with a *Final Skills Evaluation* beginning 2023-2024.	2-3 meetings each month throughout fall and spring semesters. Meeting held 2/21/23 addressed COUN 5310, *Group Facilitation Reflection* concerns. Annual Comprehensive Program Review (CPR) and Dispositions Review Meeting held Oct. 9, 2023	Faculty will continue to monitor the effectiveness of recently added data collection points (i.e., KPIs). Faculty will also monitor revisions to *Group Facilitation Reflection* to ensure it is adequately assessing the standards attached to it. Faculty will develop and monitor the *Final Skills Evaluation* replacing CCS-R used in COUN 5586.

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*.
	Group subscore Mean 94.25 --- COUN 5586 CCS-R (Pt. 1) Mean 87.64 --- (beginning Internship) Comp. Skills Evaluation Mean 93.00 --- CECE Nat'l Exam Help. Skills subscore Mean 90.88 --- COUN 5310 Final Exam Mean 92.26 --- COUN 5330 Intervention Paper Mean 96.93 --- CECE Nat'l Exam Human Dev. subscore Mean 91.25				
SLO 3: Graduates will demonstrate responsible use of research and assessment tools	COUN 5587 Test Ad. Written Rpt. Mean 96.87 --- COUN 5520 Case Study Mean 85.89 --- CECE Nat'l Exam Assessment subscore Mean 88.38	Benchmark 84.00 Current year: 92.66 Previous year: 92.51 3-year average: 91.78 Since inception: 90.51	Two new KPIs were piloted 2021-2022 (i.e., *Test Administrations/Written Report* in COUN 5587 and *Special Topic Paper* in COUN 5200). The addition of these new KPIs ensures students are assessed across early, middle and ending stages of their program. Though only slight, faculty were pleased with the continued improvements in scores for the third year in a row. Improved scores could in	2-3 meetings each month throughout fall and spring semesters. Annual Comprehensive Program Review (CPR) and Dispositions	As noted last year, 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). Faculty did note that the CECE Rsch/Stats subscore did drop from 92 to 88.25 this past year and will continue to monitor this in

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*.
	---------- COUN 5100: Literature Review Mean 95.00 ---------- COUN 5100 Final Exam Mean 96.50 ---------- COUN 5200 Special Topic Paper Mean 100.00 ---------- CECE Nat'l Exam Rsch./Stats. subscore Mean 88.25		part be due to the intentional expansion of COUN 5100 Research & Statistics to a 16-week semester instead of 8 weeks.	Review Meeting held Oct. 9, 2023	particular since this has been a concern in the past.

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 94.15 ---------- (Internship) Dispositions Reflection Mean 92.50 ---------- (ending Internship) Oral Exam	Benchmark 84.00 Current year: 93.22 Previous year: 93.39 3-year average: 91.43 Since inception: 91.21	This is the second year that several new data points were measured for CMHC students (i.e., *Ten Year Vision paper, Dispositions Reflection, Treatment Planning Project, & Personal Reflection paper*) The CCS-R previously used for the final skills evaluation in Practicum was replaced in 2021-2022 with a new final skills evaluation. This instrument	2-3 meetings each month throughout fall and spring semesters. Annual Comprehensive Program Review (CPR) and Dispositions	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 and will continue being used in 2023-2024.

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*.
	Mean 92.41 --- COUN 5570: Clinical Case Study Mean 94.71 --- (beginning Internship) Treatment Planning Project Mean 94.50 --- (ending Internship) Oral Exam Mean 90.35 --- COUN 5420 Personal Reflection paper Mean 96.14 --- (Practicum) CCS-R Mean 93.53 --- (ending Internship) Oral Exam Mean 90.35		appears to be working well and will continue to be used in 2023-2024.	Review Meeting held Oct. 9, 2023	

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 92.22 --- COUN 5610 Final Exam Mean 88.00 --- (ending Internship) Praxis Subscore Mean 100.00 --- COUN 5520 Modified Case Assignment Paper Mean 90.34 --- COUN 5650: Systems Theory Paper Mean 99.00 --- Internship Oral Exam Mean 91.40 --- COUN 5420 Personal Reflection paper Mean 95.42 --- Practicum: Coun. Skills & Access to Resource Mean (n/a)	Benchmark 84.00 Current year: 93.46 Previous year: 93.26 3-year average: 91.82 Since inception: 91.23	This is the second year that several new data points were measured for CMHC students (i.e., *Ten Year Vision paper, Praxis Subscore, Modified Case Assignment Paper, & Personal Reflection paper*) The *Couns. Skills & Access to Rsc's* in COUN 5830 was not used this year as since no students were enrolled in School Counseling practicum. This brought on a discussion as to whether the CACREP standards associated with this KPI should be reassigned to ensure that it is assessed annually. This can be further complicated when students enrolled in dual concentration take CMHC practicum but not SC. Faculty also discussed continued use of the *Praxis subscore* as a pass/fail score. This works well for assessing student learning but could be problematic for program evaluation. Faculty agreed to address this if it becomes a problem but since inception, every School Counseling student has passed the Praxis.	2-3 meetings each month throughout fall and spring semesters. Meeting held 2/21/23 addressed COUN 5830, *Couns. Skills & Access to Rsc's* concerns. Annual Comprehensive Program Review (CPR) and Dispositions Review Meeting held Oct. 9, 2023	Assessment data points are in place measuring both program effectiveness and individual student growth throughout the program of study. Faculty will continue to discuss how best to address assessment of standards currently linked to COUN 5830 *Couns. Skills & Access to Rsc's.* Faculty will address use of *Praxis subscore* for program evaluation purposes if it becomes a problem in the future.

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*.
	---------- Internship Oral Exam Mean 91.40				

Appendix A: SLOs 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		2022-2023 Annual Averages		Most Recent 3-Year Averages	
SLO	Objectives	Mean	SLO	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	95.21	94.84	94.85	94.60
	Core 1.2	95.56		92.71		92.48		92.04		94.83		95.56		94.14	
	Core 1.3	90.88		93.12		93.21		95.88		94.76		93.76		94.80	
2	Core 2.1	100.00	92.68	93.97	89.46	93.63	90.31	96.02	92.43	95.89	93.52	93.33	93.02	95.08	92.99
	Core 2.2	91.20		89.54		90.62		93.17		94.51		94.76		94.15	
	Core 2.3	88.02		85.17		86.65		88.97		92.82		90.51		90.77	
	Core 2.4	91.49		89.15		90.35		91.56		90.85		93.48		91.96	
3	Core 3.1	n/a*	79.96	93.05	91.93	90.55	89.86	91.54	90.18	93.55	92.51	90.38	92.66	91.82	91.78
	Core 3.2	79.96		90.82		89.18		88.82		91.48		94.94		91.74	
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	93.28	93.22	90.89	91.43
	4.2-CMHC	91.20		91.52		92.06		85.63		96.03		93.19		91.62	
	4.3-CMHC	92.63		90.28		89.00		89.62		92.58		93.21		91.80	
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	93.41	93.46	94.05	91.82
	5.2-SC	n/a*		90.21		90.74		86.74		92.32		93.58		90.88	
	5.3-SC	n/a*		93.62		91.70		86.74		91.45		93.41		90.53	

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

Johnson University
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Master of Arts in Counseling

2022-2023 Vital Statistics

(as of 12/1/23)

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]
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
7	7	3.3	64.10[d]	20	**2022-23**	1	1	4.0	87.50[d]	12

[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 2020-2023 (SC=School Counseling, CMHC=Clinical Mental Health Counseling)

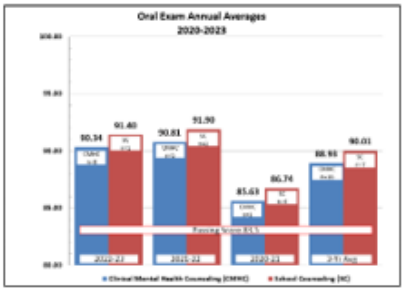
Oral Exam		
Year	SC	CMHC
2022-23	100%	100%
2021-22	100%	100%
2020-21	100%	100%

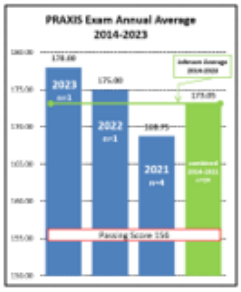
School Guidance & Counseling Praxis*	
Year	SC
2022-23	100%
2021-22	100%
2020-21	100%

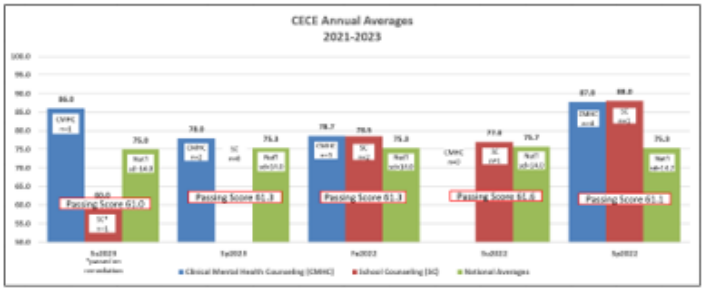
**or equivalent*

Counselor Education Comprehensive Exam (CECE)		
Year	SC	CMHC
2022-23	100%	100*%
2021-22	100%	100%
2020-21	100%	100%

**One student passed on remediation using CPCE*





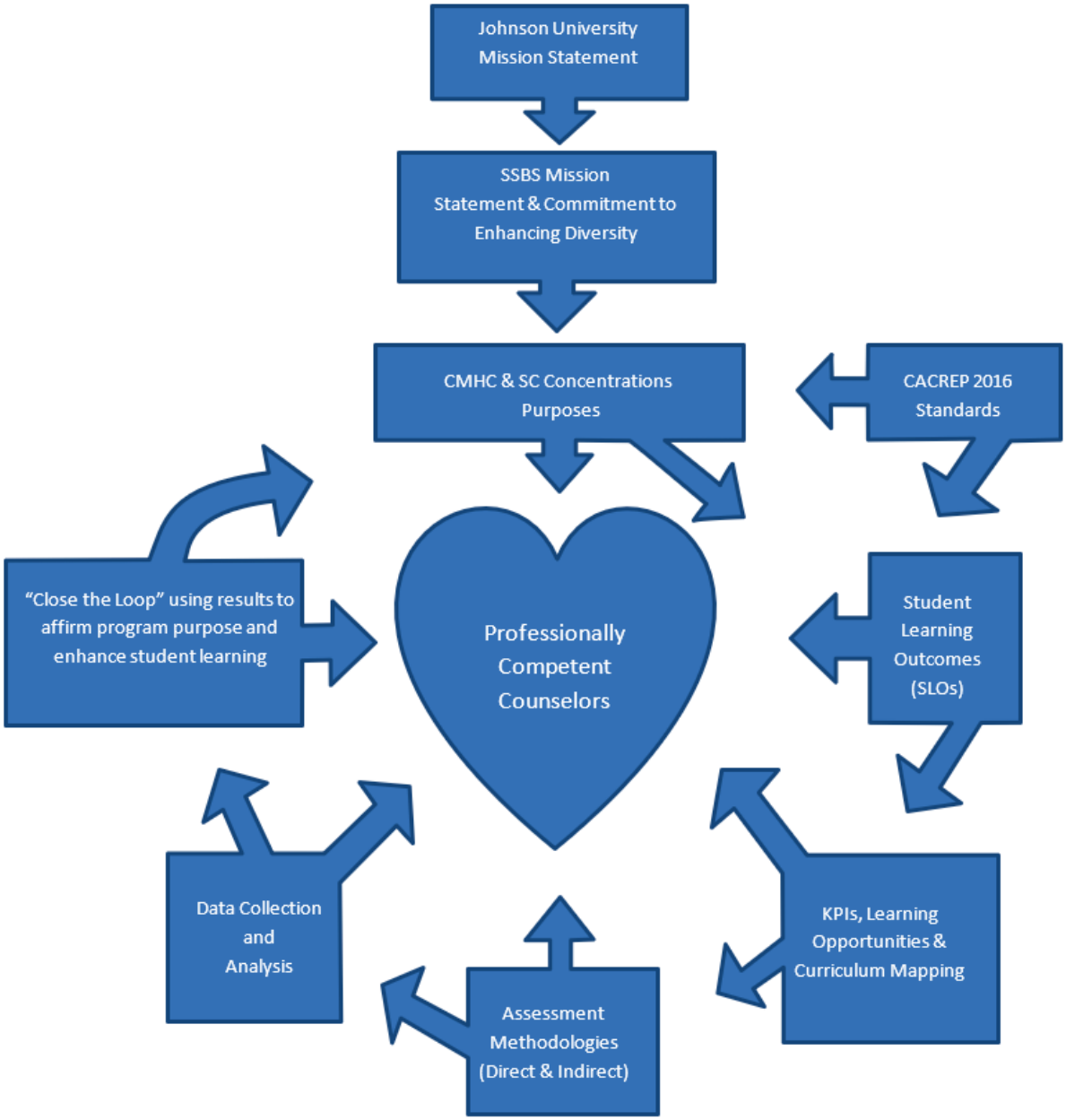


NOTE: The National Counselor Exam (NCE) is optional but encouraged. In 2021-2022, two students took the exam and both passed.

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

Year of graduation	2023	2022	2021
CMHC graduates who obtained employment within 3 months after graduation	100%	100%	100%
CMHC graduates who obtained employment within 180 days after graduation	100%	100%	100%
SC graduates who obtained employment within 3 months after graduation	100%	100%	100%
SC graduates who obtained employment within 180 days after graduation	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.



Individual Student Assessment Progression

(most recent revision student handbook 2023-2024)

SLO-Course-KPI Alignment Matrix (as of 3/23/23)
note: SLOs 1-3 are core, SLO 4 is CMHC only, SLO 5 is School Counseling only

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 –2.F1.f, 2.F.1.i, 5.C.2.k
		Practicum	• Evaluative Ethical Case Study – 2.F.1.i
			• National Conference reflection – 2.F.1.f
		Internships (final semester)	• CECE Subscore – Professional Counseling Orientation & Ethical Practice *All CECE subcores are considered global measurements of the standard they represent; thus, no specific CACREP standards are assigned.*
	1.2 Graduates articulate a personal model of applied integration – *No CACREP standards associated with assignments as this is a program standard.*		
		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 – 2.F.2.c, 2.F.2.f, 5.C.2.j
		Internship	• Culturally Responsive Reflection – 5.C.2.j
		Internship (final semester)	• CECE Subscore - Social & Cultural Diversity
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 – Career Development in Young Adulthood - F.4.b, F.4.h
		COUN 5560 – Career Assessment & Development	• Career Chaos Projects – 2.F.4.a, 2.F.4.b, 2.F.4.d, 2.F.4.e, 2.F.4.g, 2.F.4.h, 2.F.4.j
		Internship (final semester)	• CECE Subscore – Career Development
	2.2: Graduates discover and apply group dynamics, theories, and techniques.		
		COUN 5540 – Group	• Cumulative Score of 4 Reflection

		Dynamics/Theories/ Techniques	Papers – 2.F.6.c, 2.F.6.e, 2.F.6.f, 2.F.6.g, 2.F.6.h • Competent Group Facilitator Paper – 2.F.6.d • Final Exam – 2.F.6.a, 2.F.6.b
		COUN 6100/5830 or 61xx/58xx – Practicum or Internship	• Group Facilitation/Reflection Paper – 3.E, 2.F.6.d
		Internship (final semester)	• CECE Subscore – Group Counseling & Group Work
	2.3: Graduates demonstrate basic helping skills and techniques.		
		COUN 5586 – Counseling Skills & Techniques	• Final Skills Evaluation – 2.F.5.g
		First semester of Internship	• Final Skills Evaluation – 2.F.5.g
		Internship (final semester)	• CECE Subscore – Counseling & Helping Relationships
	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 – 2.F.3.a, 2.F.3.b, 2.F.3.c. 2.F.3.d, 2.F.3.h
		COUN 5330 – Human Sexuality	• Intervention Paper – 2.F.3.i
		Internship (final semester)	• CECE Subscore – Human Growth & Development
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 – 2.F.7.e, 2.F.7.f, 2.F.7.i, 2.F.7.j, 2.F.7.k, 2.F.7.l
		COUN 5520 – Child & Adolescent Assessment, Diagnosis, & Treatment	• Case Study – 2.F.7.e, 2.F.7.l
		Internship (final semester)	• CECE Subscore – Assessment & Testing
	3.2: Graduates evaluate counseling literature and effectively employ research to inform counseling practice.		
		COUN 5100 – Research & Statistics	• Literature Review – 2.F.7.h, 2.F.8.a, 2.F.8.f, 2.F.8.g, 2.F.8.h, 2.F.8.i, 2.F.8.j • Final Exam – 2.F.8.i
		COUN 5200 - Integration	• Special Topic Paper – 2.F.8.a
		Internship (final semester)	• CECE Subscore – Research & Program Evaluation
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 – 5.C.2.a
		Internship	• Dispositions Reflection – 2.F.1.k
		Internship (final semester)	• Oral Exam – 5.C.1.b, 5.C.2.d, 5.C.2.j, 5.C.2.l, 5.C.3.b
	4.2-CMHC: Graduates conceptualize and plan treatment and interventions within a clinical		

	setting.		
		COUN 5570 – Adult Assessment, Diagnosis, & Treatment	• Clinical Case Study – 5.C.1.c
		First semester of internship	• Treatment Planning Project – 5.C.1.c
		Internship (final semester)	• Oral Exam – 5.C.1.b, 5.C.2.d, 5.C.2.j, 5.C.2.l, 5.C.3.b
	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 – 5.C.1.b, 5.C.3.b
		Practicum	• Final Skills Evaluation - 5.C.2.b, 5.C.2.d, 5.C.2.l, 5.C.3.a, 5.C.3.b,
		Internship (final semester)	• Oral Exam – 5.C.1.b, 5.C.2.d, 5.C.2.j, 5.C.2.l, 5.C.3.b
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 – 2.F.1.b, 2.F.1.d, 2.F.1.e
		COUN 5610 – Foundations in School Counseling	• Final Exam – 5.G.1.a, 5.G.1.d, 5.G.1.e, 5.G.2.l, 5.G.2.n, 5.G.3.n
		Internship (final semester)	• PSC Praxis Score
	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 – 5.G.3.c, 5.G.3.f
		COUN 5650 – Contemporary Trends in School Counseling	• *Emotional Poverty* book report – 5.G.2.a, 5.G.2.b, 5.G.2.g
		Internship (final semester)	• Oral Exam – 5.G.2.b, 5.G.2.g, 5.G.2.k, 5.G.2.n, 5.G.3.d, 5.G.3.f, 5.G.3.h
	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 – 5.G.3.d, 5.G.3.f, 5.G.3.h
		COUN 5850 – School Counseling Practicum	• Counseling Skills & Access to Resource sections of evaluation – 5.G.2.k, 5.G.3.h
		Internship (final semester)	• Oral Exam – 5.G.2.b, 5.G.2.g, 5.G.2.k, 5.G.2.n, 5.G.3.d, 5.G.3.f, 5.G.3.h

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					

Return to TOC

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

Appendix G: Sample KPI Tracking
(student identifying information deleted for privacy purposes)

Return to TOC

Objectives		1.1	1.1	1.1	1.1	1.2	1.2	1.2	1.3	1.3	1.3	2.1	2.1	2.1	2.2	2.2	2.2	2.2	2.3	2.3	2.3	2.4	2.4	2.4	3.1	3.1	3.1	3.2	3.2	3.2	3.2	4.1 CMHC	4.1 CMHC	4.1 CMHC	4.2 CMHC	4.2 CMHC	4.2 CMHC	4.3 CMHC	4.3 CMHC	4.3 CMHC	5.1 SC	5.1 SC	5.1 SC	5.2 SC	5.2 SC	5.2 SC	5.3 SC	5.3 SC	5.3 SC
KPI's	Conc.	5210 Ethics Code Comp Paper	NEW(Prac) Ethical Case Study	Nat'l Conf Refl	CECE Ethics Score	5210 Theological Refl. Paper	5310 Spir. Dev. Paper	5200 Integ Paper	5220 Book Rev	NEW-ACA Internship Culturally Responsive Reflection	CECE Multi-culture Score	NEW 5310 Targeted Forum Posts	5560 Career Chaos Project	CECE Career Score	5540 Cumul Reflect Papers	5540 Comp Group Facil. Paper	5540 Final Exam	NEW (prac) Practicum Group Facilitation Paper	CECE Group Score	5586 Counsing Comp Scales (mean of all)	NEW Internship 1st Sem. ACA-Skills Assessment	CECE Helping Skills Score	5310 Final Exam	NEW 5330 Intervention Paper	CECE Human Devel Score	NEW 5587 Test Admin Written Rpt.	5520 Case Study	CECE Assess Score	5100 Lit Rev	5100 Final Exam	NEW 5200 Special Topic Paper	CECE Rsch/ Stats Score	NEW 5210 Ten Year Vision Paper	NEW Internship ACA-Disposition Reflection	Internship Oral Exam	5570 Clinical Case Study	NEW Internship ACA-Tx Planning Project	Internship Oral Exam	NEW 5420 Personal Reflection Paper	Practicum Final Clinical Eval/CCS-R	Internship Oral Exam	NEW 5210 Ten Year Vision Paper	5610 Final Exam	NEW Intern Praxis Subscore	NEW 5520 Mod. Case Assignment	5650 Systems Theory Paper	Intern Oral Exam	NEW 5420 Personal Reflection Paper	5830 Couns Skills & Access to Rsc's Sect's of Final Eval	Intern Oral Exam
Deleted for Privacy	CMHC	0						100	0				100			0	0			0	0									55				0															
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Deleted for Privacy	CMHC	0		100	92	0	0	96.4	0	99	97		100	92	0	0	0		97	0	0	92	0		92			97	0	0	97.33	97		99	89.6	0	0	89.6		0	89.6		99.5							
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Deleted for Privacy	DUAL	0		100		0	0	93.2	0				62	74	97.3					0	92		0			100	81.33		0	0	69.97			86		0				0				81.33					
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Deleted for Privacy	CMHC	0		100	92	0	0	91.2	0	100	92		100	92	100	98	100		97	0	92	97	0		97	100	94.67	97	0	0	88.33	97		100	90.51	0	98	90.51		0	90.51									
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Deleted for Privacy	CMHC	92				91.33	92		96.67			90.75			100	88.67	96			89.33			93.43					95	84			90			100						90									
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Deleted for Privacy	CMHC	96				96	91		96.67			91.25			100	95.33	88			86.67			79.5					97.5	96			91.33			100													
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Deleted for Privacy	CMHC	98.7				98	94		99.33			100			100	89.33	97.3			93.33			95.93					97.5	100			89.33			98.89													
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Deleted for Privacy	DUAL	96				97.33			95.33																							35.33																	
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Deleted for Privacy	CMHC						92		82.67			97.5											83.93			100		92.5	96																					
Deleted for Privacy	DUAL						96		98.67			97.5								86.67			82.34																											
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Deleted for Privacy	DUAL								86.67																																								
Deleted for Privacy	DUAL								96.67																																								
Mean		95.64	pend	100.00	90.00	96.67	92.50	95.33	95.67	94.63	94.00	97.08	100.00	90.60	94.95	91.09	94.52	96.01	96.00	90.84	94.63	93.00	85.86	95.70	91.00	95.49	91.14	94.00	95.28	93.22	85.40	92.00	89.02	94.88	90.81	98.57	98.71	90.81	92.75	94.18	90.81	94.33	93.70	100.00	88.73	96.33	91.90	91.00	pend	91.90
Count		13	0	12	5	13	14	9	16	8	5	14	6	5	19	19	19	5	5	19	8	5	14	9	5	17	10	5	9	9	5	13	8	5	16	7	5	6	5	5	6	5	2	5	3	2	3	0	2
Min		84.7	0	100	82	91.33	89	87.2	82.67	68	92	91.25	100	85	62	61.33	88	88.33	92	84	92	92	69.84	92	82	76.67	0	92	92.5	84	55	82	35.33	78	88.3	90	97	88.3	87	92.16	88.3	82	84	100	81.33	89	89.81	87	0	89.81
Max		100	0	100	92	100	96	100	100	100	97	100	100	92	100	98.67	100	100	97	96	99	97	97.82	100	97	100	98	97	97.5	100	98.3	97	100	100	100	92.99	97.5	95.67	92.99	100	100	100	94.33	100	93.99	94	0	93.99
Objectives		1.1	1.1	1.1	1.1	1.2	1.2	1.2	1.3	1.3	1.3	2.1	2.1	2.1	2.2	2.2	2.2	2.2	2.3	2.3	2.3	2.4	2.4	2.4	3.1	3.1	3.1	3.2	3.2	3.2	3.2	4.1 CMHC	4.1 CMHC	4.1 CMHC	4.2 CMHC	4.2 CMHC	4.2 CMHC	4.3 CMHC	4.3 CMHC	4.3 CMHC	5.1 SC	5.1 SC	5.1 SC	5.2 SC	5.2 SC	5.2 SC	5.3 SC	5.3 SC	5.3 SC
KPI's		5210 Ethics Code Comp Paper	NEW(Prac) Ethical Case Study	Nat'l Conf Refl	CECE Ethics Score	5210 Theological Refl. Paper	5310 Spir. Dev. Paper	5200 Integ Paper	5220 Book Rev	NEW-ACA Internship Culturally Responsive Reflection	CECE Multi-culture Score	NEW 5310 Targeted Forum Posts	5560 Career Chaos Project	CECE Career Score	5540 Cumul Reflect Papers	5540 Comp Group Facil. Paper	5540 Final Exam	NEW (prac) Practicum Group Facilitation Paper	CECE Group Score	5586 Counsing Comp Scales (mean of all)	NEW Internship 1st Sem. ACA-Skills Assessment	CECE Helping Skills Score	5310 Final Exam	NEW 5330 Intervention Paper	CECE Human Devel Score	NEW 5587 Test Admin Written Rpt.	5520 Case Study	CECE Assess Score	5100 Lit Rev	5100 Final Exam	NEW 5200 Special Topic Paper	CECE Rsch/ Stats Score	NEW 5210 Ten Year Vision Paper	NEW Internship ACA-Disposition Reflection	Internship Oral Exam	5570 Clinical Case Study	NEW Internship ACA-Tx Planning Project	Internship Oral Exam	NEW 5420 Personal Reflection Paper	Practicum Final Clinical Eval/CCS-R	Internship Oral Exam	NEW 5210 Ten Year Vision Paper	5610 Final Exam	NEW Intern Praxis Subscore	NEW 5520 Mod. Case Assignment	5650 Systems Theory Paper	Intern Oral Exam	NEW 5420 Personal Reflection Paper	5830 Couns Skills & Access to Rsc's Sect's of Final Eval	Intern Oral Exam