

Johnson University  
School of Social and Behavioral Sciences  
Graduate Counseling Program



**2023-2024**

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

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 2023-2024 was involved with preparing for reaccreditation and a site visit with the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The preparation process 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 process and determined that it was working well and should be continued and further assessed during 2024-2025.
  - 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.
  - Faculty will continue to monitor closely dispositional challenges and will take note in particular if any patterns seem to present across certain courses or within certain dispositions
- Over the past several years several changes were made in course rotation in part 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. This area particularly affects Student Learning Outcome 3 (see further discussion below). Initially there appeared to be some improvement however in 2023-2024 there were significant reductions in multiple KPIs relative to areas of research and assessment including the Literature Review Assignment, the Final Exam, and the CECE subscore relative to research and assessment. A fulltime core faculty was assigned and taught COUN 5100 Spring 2024 to help bolster rigor. Faculty determined this might actually account for some lower scores in some assignments for that course which is considered a beginning

level. The faculty will continue to closely monitor this area of concern and this particular course (i.e., COUN 5100).

- 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. As Fall 2024 began, a new faculty member was assigned to developing a Chi Sigma Iota chapter. Faculty are eager for Chi Sigma Iota however it will now likely be 2025-2026 before it can formally be established.
- 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 was possible for a student to fail the assessment yet pass the course and theoretically move on to begin practicum. This dilemma of passing class without passing assessment has been resolved as of Summer 2024. In addition, a new assessment was implemented within clinical internship and has been used for an advanced competency (ACA) throughout 2023-2024. During 2024-2025, faculty will continue to monitor various skills assessment tools to ensure students are competent to practice.
- Faculty entered 2020-2021 with a 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 renewed 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 throughout 2023-2024. Faculty are exploring additional ways in which to encourage more applicants from the university's undergraduate programs particularly the social sciences. The Program Director has continued to meet with admissions regarding protocol. During 2024-2025, faculty will explore additional initiatives to recruit students from the

undergraduate program as well as from outside the university. A new graduate program fair will be piloted Fall 2024 as well as a new early admission protocol.

### Other Substantial Program Changes

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- The faculty will make a concerted effort to be more specific and intentional in how demographic data is used for program evaluation and improvement. In the past, several demographics and other characteristics (e.g., students enrolled, student graduated, average number of years to complete a concentration, completion rate, employment rate for graduates and pass rates for various exams) have been made public annually in documents such as the Comprehensive Assessment Report and the Vital Statistics report. The faculty review this data annually during the Counseling Program Review. However, the CACREP reaccreditation process, including feedback from the Site Visit Team, has prompted faculty to take a closer look at how such data can specifically be used for program improvement. To this end, faculty revised the current Comprehensive Assessment Plan (CAP) to more thoroughly identify various demographics and characteristics and to specify how data will be used in systematic evaluation and program improvement. Further changes will occur as the faculty begin revising the CAP to reflect 2024 CACREP standards.
- The faculty are increasingly building a stronger Counselor Identity. The history of the Graduate Counseling Program includes origins as a Marriage & Family Therapy Program. In order to fulfill state requirements for the LMFT license, the program's current CMHC and SC curriculum was supplemented with MFT-related content, included the naming of coursework. Johnson's CMHC program is qualified to produce MFT license-eligible graduates through March 1, 2025, after which our CMHC graduates will be exclusively eligible for the LPC-MHSP (Licensed Professional Counselor – Mental Health Service Provider) license in TN. It is the intent of the Core Faculty to revise curriculum with our transition to the 2024 CACREP Standards. This revision will include renaming courses as well as reviewing and updating curriculum requirements to best prepare our students for professional identity and licensure-eligibility as Professional Counselors. MFT-related course titles and curriculum will be removed.
- As a result of the recommendations from the CACREP Site Visit Team, the faculty have determined to pursue additional opportunities to enhance the retention of diverse faculty members. Two areas of particular interest are financial compensation and interdisciplinary professional activities. First, the GCP Program will conduct regular salary reviews and will advocate with the university to ensure that compensation packages remain competitive with peer institutions as well as advocate with the provost about the critical nature of competitive wages to attract and retain diverse faculty members, as a means of counteracting income inequality. Second, the GCP Program will also encourage cross-departmental collaboration through interdisciplinary research

groups and team-teaching initiatives and launch an investigation into how such collaboration could be incentivized.

- In light of feedback from the CACREP Site Visit Team, the program has completed a survey of course syllabi and created a list of all required and recommended resources with dates older than 2018. The Core Faculty will be facilitating a review of these resources during Fall 2024 and will be engaging Affiliate Faculty as appropriate to ensure contemporary resources reflecting current research and best practices are utilized in program coursework.

### **Distribution of the 2022-2023 Comprehensive Assessment Report & Vital Statistics Report**

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The CAR and the Vital Statistics Report for 2022-2023 were made public on the program website as well as the Office of Institutional Effectiveness and Research website for Johnson University on December 19, 2023. On February 22, 2024, 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 2022-2023 Comprehensive Assessment Report-CAR and 2022-2023 Vital Statistics Report are now available for review. If one is interested, the link is <https://johnsonu.edu/about/institutional-effectiveness/>. A similar process and timeframe will be used for the CAR and Vital Statistics Report for 2023-2024.

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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. The CAP periodically is reviewed and updated as required with the most recent section revision September 11, 2024 ([see Appendix H](#)).

In previous years, the Core Counseling Faculty (CCF) engaged in weekly scheduled meetings. However, for the 2023-2024 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 18 scheduled and documented meetings from August 2023-May 2024. 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) was conducted in October 2024, allowing time for summer data to be collected and reviewed. 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. 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](#)].

### 2023-2024 Counseling Program Review (CPR) annual meeting (October 18, 2024)

The CPR follows a standard template providing an organized and systematic review of all program assessment data. The CPR for 2023-2024 included all the core faculty (Dr. Benz, Dr. Houser and Dr. Ridge) as well as Dr. Cummins, retired core faculty but serving as Assessment Coordinator during a time of transition. Dr. Houser recently joined the faculty. Also present for note taking was the program 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 likelihood of adjusting Fall 2025 when faculty begin the process of aligning with 2024 CACREP Standards.

- (c) One section of CAP was updated during 2023-2024 with the addition of a section focused on use of demographics in program evaluation and improvement ([see Appendix H](#)).
  - (i) JU/non-JU demographics and Dual Enrollment tracking; NDS students could also be tracked in relation to diversity
  - (ii) Other diversity groups could be added FA25. Faculty can go back the previous couple of years to begin looking at the Dual Enrollment and NDS demographics.
- ii. Action Plan
  - 1. No action recommended at this time considering likely upcoming modifications based on 2024 CACREP Standards.
- b. Student Learning Outcomes (facilitated by Assessment Coordinator)
  - i. Review & Discussion
    - 1. No changes to be made in SLOs/objectives at this time.
    - 2. Fall 2023, faculty made several adjustments to syllabi to account for standards that needed to be better documented. The following changes were made:
      - (a) Added standard G.3.f to SC internship.
      - (b) Added to Practicum 6106 and 5830:
        - (i) F.5.d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
        - (ii) F.5.g Essential interviewing, counseling, and case conceptualization skills
        - (iii) F.5.h Developmentally relevant counseling treatment or intervention plans
        - (iv) F.5.i Development of measurable outcomes for clients
      - (c) Added C.3.d to Crisis (5585)
      - (d) Added C.2.m to Practicum
    - 3. 2023-2024 was the third year since new Key Performance Indicators (KPIs) were added to ensure that student learning objectives are measured in multiple ways across time.
    - 4. Faculty were pleased with the tools used for measurement as well as the results with the exception of some concerns for SLO 3. For additional discussion and recommendations see [Appendix A: SLO Annual Assessment Averages](#).
      - (a) SLO 1 (core) had an average of 94.24, slightly less than last year's average of 94.84;
      - (b) SLO 2 (core) had an average of 92.49, slightly less than last year's average of 93.02;
      - (c) SLO 3 (core) had an average of 89.24, considerably less than last year's average of 92.66 and the 3-year average of 91.47. It is the lowest since 2017-2018 when the average was 79.96;



- (d) SLO 4 (CMHC) had an average of 93.39. While this was slightly better than last year's 93.22 it was still a significant improvement over a record low of 87.69 in 2020-2021 (note: COVID year). The 3-year average is now at 93.33;
- (e) SLO 5 (SC) had an average of 93.50 slightly better than last year's 93.46 and significantly better record low of 88.74 in 2020-2021 (note: COVID year). The 3-year average was 93.50.

ii. Action Plan

1. No plans to change any SLOs for 2024-2025 however faculty will likely look closely at updating within the next two years as the program progresses to CACREP 2024 Standards.
2. Faculty will continue to pay close attention to potential downward trend in SLO 3. Assigning core faculty to teach the beginning research course may assist in improving CECE scores but that will take 1-2 years to have a noticeable effect.

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: Overall about 45-50% get A's, 25% B's, other 25% B- or lower. Only one grade below a B- was issued during 2023-2024. Faculty discussed and were accepting of current grade distribution.
- (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 Core Counseling Faculty (CCF) 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 2023-2024, there were 31 instances of students who scored 84% or less. This was distributed between 18 different students. The following were of particular concern:
    - a. Research & Stats course incurred nine instances (Research Proposal and Final Exam)
    - b. Human Development course incurred four instances (Final Exam)
    - c. Internship incurred 10 instances (CECE section scores, late assignments)
  2. A large number of instances required no remediation as they were borderline grades or one-time instances
  - (c) Only two students were issued a notice of concern (NOC)
  - (d) Two students remained on probation at the end of 2023-2024.
  - (e) Faculty discussed grades, KPIs, and NOCs noting especially the number of instances within Research and Statistics course. As noted above, this is already concern due to underperformance suggested by lowered values within SLO 3.
  - (f) 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
2. Action Plan
- (a) Faculty were concerned about the significant increase in students who incurred KPI instances
    - (i) Faculty will continue to monitor for the next several years to see if there are any particular trends noted
      1. In particular, faculty are closely monitoring SLO 3 and associated KPIs
    - (ii) Possible that students are increasingly weak on taking objective tests – should more objective tests be added? Faculty will evaluate how many objective exams are taken in each class
      1. Consider making changes when CACREP 2024 standards are implemented
      2. Consider adding exam in Ethics and Career courses
- 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) 2023-2024 resulted in two instances of “below expectation” and 18 instances of “marginal”
    - 1. These instances involved nine different students, but the majority involved two students who had anywhere from three to six instances of low disposition scores. One student ended up repeating a course in part due to poor performance as well as multiple instances of dispositional challenges.
    - 2. Meetings with advisors occurred in several situations and seemed to be helpful in addressing issues with some students

## 2. Action Plan

- (a) Faculty were pleased overall with the tracking of dispositions, but concern remained about addressing students earlier before they progressed in the program
- (b) 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” for successfully completing the program.
- (c) Faculty will continue to monitor closely dispositional challenges and will take note in particular if any patterns seem to present across certain courses or within certain dispositions

## 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 several 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) Nine students were enrolled in COUN 5586 and all passed the skills exam with the exception of two. The average score was 89.49. Faculty determined that the new skills assessment will continue to be monitored during 2024-2025.
  - (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 2023-2024 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) Collective tallies for CMHC/dual students with cumulative score and comparison to last year
      - 1. Scores for Ethics and Diversity about the same as last year – all other values were considerably lower than last year
      - 2. One student accounted for the majority of poor performance, resulting in the student failing Practicum and repeating the course
    - (iii) 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) All internships were successfully completed during 2023-2024
2. Action Plan
- (a) There is some concern 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.
  - (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.
- iv. Standardized Tests-CECE, & Professional School Counselor (PSC) Praxis
- 1. Review and Discussion

- (a) The CECE was used for a fourth 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 2023-2024 nine students took CECE
      - 1. One CMHC student took the CECE Fall 2023 and all passed
        - a. Passing score was 60.9
        - b. The student passed with the group mean of 62.0 compared to national mean of 74.9
      - 2. Seven students took the CECE Spring 2024
        - a. Passing score was 60.7
        - b. Two CMHC students failed but passed the CPCE for remediation
      - 3. One CMHC student took the CECE Summer 2024
        - a. Passing score was 60.8
      - 4. From a cumulative perspective, areas of strength for the program in particular were *Social and Cultural Diversity* along with *Counseling and Helping Relationships* and *Group Counseling and Group Work*
      - 5. The lowest program averages occurred in *Research and Program Evaluation* (5.9) and *Assessment and Testing* (6.0)
    - (ii) CACREP site visit team suggested that smaller programs often do not use national exams such as the CPCE and CECE and indicated this might not be the best measure for assessing KPIs
  - (b) Since inception, the SC concentration has maintained a 100% passing rate on the PSC Praxis with an average of 171.95
    - (i) For 2023-2024, one student took and passed the exam with a score of 162.00 (passing score 159)
2. Action Plan
- (a) Faculty discussed use of CECE and determined to continue using it at present as it provides a way of comparing at a national level. However, it will be closely reviewed when CACREP 2024 Standards are considered.
  - (b) Faculty are concerned about the underperformance in research and assessment areas on the CECE. This is directly connected to SLO 3. During 2024-2025, faculty will continue to monitor closely to ensure students are being adequately prepared in these areas particularly. As previously noted, core faculty has been assigned to teach the introductory research course, but it could be 1-2 years before results are observed in the CECE.
  - (c) Faculty previously agreed to use a “pass/fail” to determine KPI value for the Praxis exam 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) Nine CMHC students passed oral exams (90.62 mean) but two students had to retake it (one retook it twice)
  - (ii) One School Counseling student passed oral exams (89.50 mean)
- (b) The CMHC average was up just slightly from last year (90.34) and considerably better than 2020-21 (85.63)
- (c) The School Counseling average was down from last year (91.4) but considerably better than 2020-21 (86.74)
- (d) 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 however faculty may consider changing some of the prompts when CACREP 2024 standards are implemented

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 Indiana, 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 Latinx, 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 the program 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 2024-2025

ii. Supervisor-Employer Survey (two-year cycle, last conducted Spring 2024, next due Spring 2026)

1. Review of results (Spring 2024)
  - (a) Nine respondents (seven CMHC, one SC, one Other)

- (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., “conscientious, respectful effective, well developed counseling skills comparative to some other programs,” “the entire experience has been a good one for me. I am very pleased with the interaction and the type of student Johnson University is graduating,” “wonderful to work with and eager to learn and receive feedback,” and “great counseling skills overall; well-developed supervisory relationship that will help clinician to grow.”
- (d) Comments about Internship Coordinators were positive (e.g., “JU faculty/staff were always responsive and pleasant to work with,” “your students benefit from live supervision provided them . . . this feature of your program is consistently referenced,” and “faculty and staff are easy to get in touch with and open to communication when I have questions or concerns”

2. Action Plan

- (a) Faculty will continue to explore ways of increasing response rate but they were pleased with the amount of positive feedback

iii. Field Placement Data

1. Review and Discussion

- (a) Group supervision was provided almost entirely via Zoom during 2023-2024
  - (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 to meet in-person)

- (b) Internship Coordinator provided following site data

- (i) CMHC
  - 1. Eight facilities including the University Counseling Center were used for internship sites during 2023-2024
- (ii) SC
  - 1. Two facilities were used as an internship site during 2023-2024

- (c) Discussion

- 1. Internship Coordination will shift to Dr. Benz while Dr. Ridge is on sabbatical 2025
- (ii) 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) 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
  - (c) Faculty will continue to consider the value and importance of telehealth training and tracking
- iv. Program Satisfaction Survey is separated into two modes. Beginning 2021-2022 Student Focus Groups will be conducted annually (typically spring) and Student Satisfaction Surveys every two years
1. Results
- (a) Most recent Student Focus Group occurred Nov 29, 2022 (6 interns) Next is slated for Spring 2025
    - (i) Overall program feedback from 2022
      - 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
- (b) Student Satisfaction Survey (conducted Spring 2024)
- (i) Twelve responses (11 identified as CMHC concentration and one identified as dual concentration)
  - (ii) Four identified as 1<sup>st</sup> year of study, four identified as 2<sup>nd</sup> year of study, four identified as 3<sup>rd</sup> year of study.
2. Discussion
- (a) Some students expressed dissatisfaction because they wanted more face-to-face, others were dissatisfied because they wanted more hybrid.
  - (b) Identification multiple times of live supervision, observation and team collaboration in practicum as being a strong strength of the program
  - (c) Students voiced appreciation of faith integration with counseling
  - (d) Concerns expressed/dissatisfaction with use of residency time
3. Action
- (a) Faculty will continue to process additional feedback provided by students
  - (b) Be more conscientious about how class time is used (more meaningful)
  - (c) Consider issues with/effectiveness of adjunct faculty
    - (i) adjunct faculty will likely change dramatically over the next year
    - (ii) consider awarding Continuing Ed hours to adjuncts twice a year for teaching, supervising, counselor education
    - (iii) continue to assess and monitor effectiveness of adjuncts
    - (iv) Continuing Ed training is scheduled for Spring 2025
    - (v) Get feedback from advisory board

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 2023-2024, 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) 2023-2024 admission data and enrollment data
  - (i) CMHC (2023-2024)
    - a. Total of 16 applied, 14 interviewed, 0 wait listed, 11 students completed at least one semester (total of 2 was dual enrolled) (1 student started in January and withdrew after Spring semester)
      - i. Beginning August 2023: Ten (10) applied, 9 interviewed, 0 wait listed, 6 students completed Fall 2023 (1 dual enrolled). One applicant was deferred
      - ii. Beginning January 2024: Six (6) applied, 5 interviewed, 0 wait listed, 5 students completed Spring 2024 (1 dual enrolled)
  - (ii) SC (2023-2024)
    - a. Total of 6 applied, 3 interviewed, 0 wait listed, 2 students completed at least one semester (total of 2 dual enrolled)
      - i. Beginning August 2023: Three (3) applied, 2 interviewed, 0 wait listed, 1 student completed Fall 2023 (1 was dual enrolled)
      - ii. Beginning January 2024: Three (3) applied, 1 interviewed, 0 wait listed, 1 student completed Spring 2024 (1 dual enrolled)
- (d) Vital Statistics report ([see Appendix B](#))
  - (i) CMHC/dual concentration
    - 1. Eleven new students enrolled (includes dual)
    - 2. Nine students graduated with 2.9 average years to complete
    - 3. 5-year completion rate was 63.89% (refers to students completing/graduating versus leaving program concentration over past 5 years)
    - 4. Total enrolled at end of 2023-2024 was 17 (not counting those who graduated)
    - 5. Employment Rate of 2023-2024 graduates

- a. 89% CMHC graduates who were actively seeking employment obtained a job within 3 months after graduation
      - b. 100% CMHC graduates who were actively seeking employment obtained a job within 180 days after graduation
    - (ii) SC/dual concentration
      - 1. Two new students enrolled (includes dual)
      - 2. One student graduated with 3.4 average years to complete
      - 3. 5-year completion rate was 77.78% (refers to students completing/graduating versus leaving program concentration over past 5 years)
      - 4. Total enrolled at end of 2023-2024 was 7 (not counting those who graduated)
      - 5. Employment Rate of 2023-2024 graduates
        - a. 100% SC graduates who were actively seeking employment obtained a job within 3 months after graduation
        - b. 100% SC graduates who were actively seeking employment obtained a job within 180 days after graduation
2. Discussion
- (a) Admissions
    - (i) 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 2023-24 is 63.89%, a 7-year downward trend from 84.21% in 2016-17, but only slightly down from last year (64.10)
    - (ii) 5-year rate for SC 2022-23 is 77.78%, a 5-year downward trend from 100.00% in 2019-20 and down from last year (87.50)
    - (iii) Faculty are concerned about these downward trends and wondering if other institutions are experiencing similar trends
  - (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) Currently any student who completes 1 full semester of coursework is included in the data set-should he/she be? Perhaps it should be increased to 1 year if possible?
  - (f) Currently a 5-year rate is used but a 3-year rate or “since program inception” could be used instead
  - (g) Info sessions continued to be offered via Zoom throughout the 2023-24 school year

3. Action Plan
  - (a) Faculty, as part of updating from CACREP 2024 standards, will review completion rate and how long students are enrolled before considering them in completion data
  - (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 track 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 2025-2026
  - b. Develop new School Counseling course(s) – revisit after completing CACREP reaccreditation
  - c. Create employment network for recent graduates
  - d. Consider opportunities for students to co-present at workshops and conferences (and tracking when this occurs)
  - e. 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

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### Student Learning Outcomes (SLOs)

<b>School:</b>	Social & Behavioral Sciences	<b>Assessment Cycle Dates:</b>	2023-2024
<b>Program:</b>	MA Counseling	<b>Location:</b>	TENNESSEE

#### Part I. Follow-up to Previous Assessment Report (Closing the Loop on Last Year’s Assessment and ACTION items for 2024-2025)

<p><b>A. Address any <u>proposed</u> improvements from Last Year’s report.</b>  <b>Was action taken?</b>  <i>Usually corresponds to Part II, F from the previous reporting cycle or from proposals made in that narrative. The goal is to show if/how those proposed changes/improvements were implemented. Beginning 2021-2022, ACTION items will be given a unique identification number to allow better tracking during the year.</i></p> <p>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.</p>	<p><b>B. How will the efficacy of the improvement be assessed or monitored? (part of SLO assessment, new measure, indirect measure, etc.)</b>  <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>Discussion: 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 process and determined that it was working well and should be continued and further assessed during 2024-2025.</p> <p>ACT_24-25-01: The dispositions feedback process will remain in effect and continue to be improved during 2024-2025. 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. The 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.</p>
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	<p>o Faculty will continue to monitor closely dispositional challenges and will take note in particular if any patterns seem to present across certain course or within certain dispositions</p>
<p>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.</p>	<p>Discussion: Assessment data points are in place measuring both program effectiveness and individual student growth throughout his or her program of study. Faculty will continue to monitor several concerning KPIs including <i>Evaluative Ethical Case Study</i> and <i>Culturally Responsive Reflection</i> paper. Faculty will also continue to monitor <i>Nat'l Conference Reflection Paper</i> for program evaluation purposes. Faculty determined that there was currently no need to change the use of pass/fail for KPIs related to National Conference Attendance and Praxis score.</p> <p>ACT_24-25-02: Faculty will continue to evaluate the effectiveness of the revised/new KPIs throughout 2024-2025.</p>
<p>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.</p>	<p>Discussion: Over the past several years several changes were made in course rotation in part to allow COUN 5100 Research &amp; Statistics to be expanded to a full semester (16 weeks). It was hoped this would help to improve student outcome underperformance. This area particularly affects Student Learning Outcome 3 (see further discussion below). Initially there appeared to be some improvement however in 2023-2024 there were significant reductions in multiple KPIs relative to research and assessment including the Literature review Assignment, the Final Exam, and the CECE subscore relative to research.</p> <p>ACT_24-25-03: A fulltime core faculty was assigned and taught COUN 5100 Spring 2024 to help bolster rigor. Faculty determined this could actually account for some lower scores in some assignments for that course which is considered a beginning level. Faculty will continue to closely monitor this area of concern and this particular course (COUN 5100) throughout 2024-2025.</p>
<p>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.</p>	<p>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</p>

	<p>for Chi Sigma Iota. In addition, a chapter faculty advisor was identified along with a co-advisor.</p> <p>ACT_24-25-04: A new faculty member has taken over pursuit of developing a Chi Sigma Iota chapter. Faculty are eager for Chi Sigma Iota however it will now likely be 2025-2026 before it can formally be established.</p>
<p>ACT_23-24-05: The new skills assessment for COUN 5586 Counseling Skills &amp; 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.</p>	<p>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 &amp; 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 was possible for a student to fail the assessment yet pass the course and theoretically move on to begin practicum. This dilemma of passing class without passing assessment has been resolved as of Su24. In addition, a new assessment was implemented within clinical internship and was used for an advanced competency (ACA) throughout 2023-2024.</p> <p>ACT_24-25-05: During 2024-2025, faculty will continue to monitor various skills assessment tools to ensure students are competent to practice.</p>
<p>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.</p>	<p>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. Faculty are exploring way in which to encourage more applicants from the university's undergraduate programs particularly the social sciences.</p> <p>ACT_24-25-06: The Program Director has continued to meet with admissions regarding protocol. Faculty will explore additional initiatives to recruit students from the undergraduate program as well as from outside the</p>



	university. A new graduate program fair will be piloted Fa24 as well as a new early admission protocol.
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Part II. COUNSELING PROGRAM CORE Student Learning Outcomes

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A. Core SLOs	B. Course(s) & Measure(s)	C. Results	D. Discussion	E. List any meeting dates	F. Use of Results Proposed improvements and/or Implemented improvements made based on C. Results.
<p>SLO 1: Graduates will embrace a Christian worldview that compels them to respectfully and ethically engage clients both similar to and different from themselves</p>	<p>COUN 5210 Comparative Paper Mean 96.30 ----- (Practicum) Evaluative Ethical Case Study Mean 88.75 ----- Nat'l Conference Reflection Paper Mean 100.00 ----- CECE Nat'l Exam Ethics subscore Mean 90.44 ----- COUN 5210 Theological Reflections Mean 92.40 ----- COUN 5310 Spiritual Dev. Paper Mean 96.70 ----- COUN 5200 Integrative Paper Mean 100.00 ----- COUN 5220: Book Review Mean 96.25 -----</p>	<p>Benchmark 84.00  Current year: 94.24 Previous year: 94.84 3-year average: 94.67 Since inception: 93.84</p>	<p>All existing data points were measured for 2023-2024. <i>Evaluative Ethical Case Study</i> (piloted Fall 2022) was considerably lower than the previous year however some revisions had been made to it based on student feedback. One additional KPI, <i>Culturally Responsive Reflection</i> was piloted in 2021-2022. This instrument also reflected a significant drop in mean from 2022-2023. The remaining KPIs have been employed for several years. SLO 1 is now being measured using multiple data points across the entire student journey. Faculty also discussed continued use of the <i>Nat'l Conference Reflection Paper</i> as a pass/fail score. Upon review, faculty determined it does serve its purpose of monitoring growth in professional identity among students. Faculty agreed to address this if it becomes a problem.</p>	<p>2-3 meetings each month throughout fall and spring semesters.  Annual Comprehensive Program Review (CPR) and Dispositions Review Meeting held Oct. 18, 2024</p>	<p>Assessment data points are in place measuring both program effectiveness and individual student growth throughout his or her program of study. Faculty will continue to monitor <i>Evaluative Ethical Case Study</i> during 2024-2025. Faculty will also continue to monitor the <i>Culturally Responsive Reflection</i> instrument to determine if it is an appropriate tool for program evaluation as well as for a KPI. Faculty will address use of <i>Nat'l Conference Reflection Paper</i> for program evaluation purposes if it becomes a problem in the future but are determined to maintain its current usage.</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.
	(beginning internship) Culturally Responsive Reflection Mean 88.44 ----- CECE Nat'l Exam Multiculture subscore Mean 94.78				
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 95.94 ----- COUN 5560: Career Chaos Project Mean 97.34 ----- CECE Nat'l Exam Career subscore Mean 89.22 ----- COUN 5540: Reflect. Papers Mean 90.51 ----- COUN 5540: Comp. Grp. Fac. Pap. Mean 95.30 ----- COUN 5540: Final Exam Mean 89.02 ----- (Practicum) Group Facilitation Reflection Mean 100.00 ----- CECE Nat'l Exam	Benchmark 84.00  Current year: 92.49 Previous year: 93.02 3-year average: 93.01 Since inception: 91.99	This is the third year for four KPIs first 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). In addition, a new assessment was introduced in the skills course (COUN 5586) to replace the use of the CCS-R. Overall faculty were pleased to see several improvements in CECE scores (i.e., Career score rose to 89.22 from previous 86.88, Skills score rose slightly to 91.78 from previous 90.88). However there were concerns expressed about lower CECE scores as well (i.e., Group score significantly lower 91.22 than previous 94.25, Human Development score of 89.11 lower than previous 91.25).	2-3 meetings each month throughout fall and spring semesters.  Annual Comprehensive Program Review (CPR) and Dispositions Review Meeting held Oct. 18, 2024	Faculty will continue to monitor the <i>Final Skills Evaluation</i> replacing CCS-R used in COUN 5586. In addition, faculty will monitor KPI assessment points related to Group Dynamics and Human Development to ensure any potential downward trend is addressed in a timely fashion.

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> .
	Group subscore Mean 91.22 ----- COUN 5586 Skills Evaluation Mean 89.49 ----- (beginning Internship) Comp. Skills Evaluation Mean 92.29 ----- CECE Nat'l Exam Help. Skills subscore Mean 91.78 ----- COUN 5310 Final Exam Mean 93.49 ----- COUN 5330 Intervention Paper Mean 91.60 ----- CECE Nat'l Exam Human Dev. subscore Mean 89.11				
SLO 3: Graduates will demonstrate responsible use of research and assessment tools	COUN 5587 Test Ad. Written Rpt. Mean 90.00 ----- COUN 5520 Case Study Mean 90.98 ----- CECE Nat'l Exam Assessment subscore Mean 90.11	Benchmark 84.00  Current year: 89.24 Previous year: 92.66 3-year average: 91.47 Since inception: 90.31	The trend the past several years of improvement in overall mean for SLO 3 ended this year with a rather significant decrease from 92.66 in 2022-2023 to 89.24. Particularly concerning were drops in the Literature review Assignment, the Final Exam, and the CECE subscore. This was the second year in a row that the CECE has dropped. A fulltime core faculty was assigned to teach the research course to	2-3 meetings each month throughout fall and spring semesters.  Annual Comprehensive Program Review (CPR) and Dispositions	Faculty will continue to pay close attention to potential downward trend in SLO 3. Assigning core faculty to teach the beginning research course may assist in improving CECE scores but that will take 1-2 years.

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> .
	<p>-----</p> <p>COUN 5100: Literature Review Mean 84.76</p> <p>-----</p> <p>COUN 5100 Final Exam Mean 85.27</p> <p>-----</p> <p>COUN 5200 Special Topic Paper Mean 97.58</p> <p>-----</p> <p>CECE Nat'l Exam Rsch./Stats. subscore Mean 84.89</p>		<p>help bolster rigor. This could actually account for some lower scores in some assignments for that course which is considered a beginning level.</p>	<p>Review Meeting held Oct. 18, 2024</p>	

**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 <i>C. Results</i> .
<p>SLO 4-CMHC: Graduates will competently counsel, informed by knowledge and professional best practices</p>	<p>COUN 5210 Ten Year Vision paper Mean 94.23</p> <p>-----</p> <p>(Internship) Dispositions Reflection Mean 98.33</p> <p>-----</p> <p>(ending Internship) Oral Exam</p>	<p>Benchmark 84.00</p> <p>Current year: 93.39 Previous year: 93.22 3-year average: 93.33 Since inception: 91.55</p>	<p>This is the third 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>, &amp; <i>Personal Reflection paper</i>)</p> <p>The CCS-R was replaced in 2021-2022 with a new final skills evaluation for practicum. This instrument appears to be working well and will continue to be used in 2024-2025.</p>	<p>2-3 meetings each month throughout fall and spring semesters.</p> <p>Annual Comprehensive Program Review (CPR) and Dispositions</p>	<p>The relatively new data collection points appear to provide a more comprehensive assessment of student growth.</p> <p>The practicum skills evaluation continues to receive favorable feedback from both faculty and supervisors and will continue being used in 2024-2025.</p>

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> .
	<p>Mean 90.42</p> <p>-----</p> <p>COUN 5570: Clinical Case Study Mean 95.76</p> <p>-----</p> <p>(beginning Internship) Treatment Planning Project Mean 91.00</p> <p>-----</p> <p>(ending Internship) Oral Exam Mean 90.42</p> <p>-----</p> <p>COUN 5420 Personal Reflection paper Mean 93.08</p> <p>-----</p> <p>(Practicum) Final Clinical Eval. Mean 93.62</p> <p>-----</p> <p>(ending Internship) Oral Exam Mean 90.62</p>			<p>Review Meeting held Oct. 18, 2024</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 C. Results.
<p>SLO 5-SC: Graduates will competently counsel, informed by knowledge and professional best practices</p>	<p>COUN 5210 Ten Year Vision paper Mean 95.30 ----- COUN 5610 Final Exam Mean 86.25 ----- (ending Internship) Praxis Subscore Mean 100.00 ----- COUN 5520 Modified Case Assignment Paper Mean 89.45 ----- COUN 5650: Systems Theory Paper Mean 98.00 ----- Internship Oral Exam Mean 89.50 ----- COUN 5420 Personal Reflection paper Mean 100.00 ----- Practicum: Coun. Skills &amp; Access to Resource Mean 95.92</p>	<p>Benchmark 84.00  Current year: 93.77 Previous year: 93.46 3-year average: 93.50 Since inception: 91.63</p>	<p>This is the third year that several new data points were measured for CMHC students (i.e., <i>Ten Year Vision paper, Praxis Subscore, Modified Case Assignment Paper, &amp; Personal Reflection paper</i>)</p> <p>Faculty also discussed continued use of the <i>Praxis subscore</i> 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.</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. 18, 2024</p>	<p>Assessment data points are in place measuring both program effectiveness and individual student growth throughout the program of study.</p> <p>Faculty will address use of <i>Praxis subscore</i> for program evaluation purposes if it becomes a problem in the future. However at this time, the program continues to have a 100% pass rate.</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 89.50				



## Appendix A: SLOs Annual Assessment Averages

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School of Social & Behavioral Science Assessment Cycle Graduate Program in Counseling (CMHC & SC Concentrations)																
Objectives	2017-2018 Annual Averages		2018-2019 Annual Averages		2019-2020 Annual Averages		2020-2021 Annual Averages		2021-2022 Annual Averages		2022-2023 Annual Averages		2023-2024 Annual Averages		Most Recent 3-Year Averages	
	Mean	SLO	Mean	SLO	Mean	SLO	Mean	SLO	Mean	SLO	Mean	SLO	Mean	SLO	Mean	SLO
Core 1.1	92.12		92.76		93.60		94.13		95.21		95.21		93.20		94.54	
Core 1.2	95.56	92.85	92.71	92.86	92.48	93.10	92.04	94.02	94.83	94.94	95.56	94.84	96.37	94.24	95.59	94.67
Core 1.3	90.88		93.12		93.21		95.88		94.76		93.76		93.16		93.89	
Core 2.1	100.00		93.97		93.63		96.02		95.89		93.33		94.17		94.46	
Core 2.2	91.20	92.68	89.54	89.46	90.62	90.31	93.17	92.43	94.51	93.52	94.76	93.02	93.21	92.49	94.16	93.01
Core 2.3	88.02		85.17		86.65		88.97		92.82		90.51		91.18		91.50	
Core 2.4	91.49		89.15		90.35		91.56		90.85		93.48		91.40		91.91	
Core 3.1	n/a*		93.05		90.55		91.54		93.55		90.38		90.36		91.43	
Core 3.2	79.96	79.96	90.82	91.93	89.18	89.86	88.82	90.18	91.48	92.51	94.94	92.66	88.13	89.24	91.51	91.47
4.1-CMHC	n/a*		90.65		90.69		87.82		91.57		93.28		94.33		93.06	
4.2-CMHC	91.20	91.91	91.52	90.82	92.06	90.58	85.63	87.69	96.03	93.39	93.19	93.22	93.39	93.39	94.20	93.33
4.3-CMHC	92.63		90.28		89.00		89.62		92.58		93.21		92.44		92.74	
5.1-SC	89.17		88.38		89.72		92.75		96.01		93.41		93.85		94.42	
5.2-SC	n/a*	89.17	90.21	90.74	90.74	90.72	86.74	88.74	92.32	93.26	93.58	93.46	92.32	93.77	92.74	93.50
5.3-SC	n/a*		93.62		91.70		86.74		91.45		93.41		95.14		93.33	

first became available during 2018-2019 year



## Master of Arts in Counseling 2023-2024 Vital Statistics

(as of 12/3/2024)

### Enrollment/Graduation/Completion data

Clinical Mental Health Counseling (CMHC) concentration					Academic Year	School Counseling (SC) concentration				
New students enrolled	Number students graduated	Average years to Complete <sup>a</sup>	5-yr rate of Comp. <sup>b</sup>	Total enrolled currently <sup>c</sup>		New students enrolled	Number students graduated	Average years to Complete <sup>a</sup>	5-yr rate of Comp. <sup>b</sup>	Total enrolled currently <sup>c</sup>
13	4	2.5	64.86 <sup>d</sup>	23 <sup>d</sup>	<b>2021-22</b>	9	2	2.4	90.00 <sup>d</sup>	14
7	7	3.3	64.10 <sup>d</sup>	20	<b>2022-23</b>	1	1	4.0	87.50 <sup>d</sup>	12
11	9	2.9	63.89 <sup>d</sup>	17	<b>2023-24</b>	2	1	3.4	77.78 <sup>d</sup>	7

<sup>a</sup>based on students graduating during the academic year (students can take up to 5 years to complete the program)

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

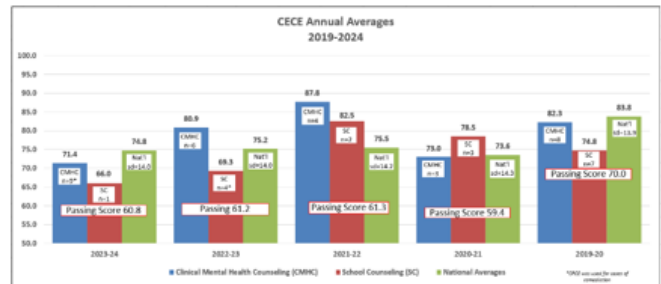
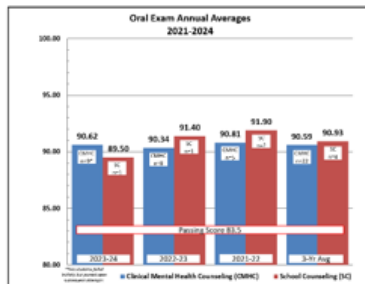
<sup>c</sup>total number enrolled in program concentration at end of academic year (excludes those who graduated)

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

### Pass Rate on Credentialing Exams for 2020-2023 (SC=School Counseling, CMHC=Clinical Mental Health Counseling)

Oral Exam			School Guidance & Counseling Praxis*		Counselor Education Comprehensive Exam (CECE)		
Year	SC	CMHC	Year	SC	Year	SC	CMHC
2023-24	100%	100%*	2023-24	100%	2023-24	100%	100%*
2022-23	100%	100%	2022-23	100%	2022-23	100%**	100%
2021-22	100%	100%	2021-22*	100%	2021-22	100%	100%

\*Two students failed initially but passed upon subsequent attempts.  
 \*or equivalent  
 \*\*Two students passed on remediation using CPCE  
 \*\*One student passed on remediation using CPCE

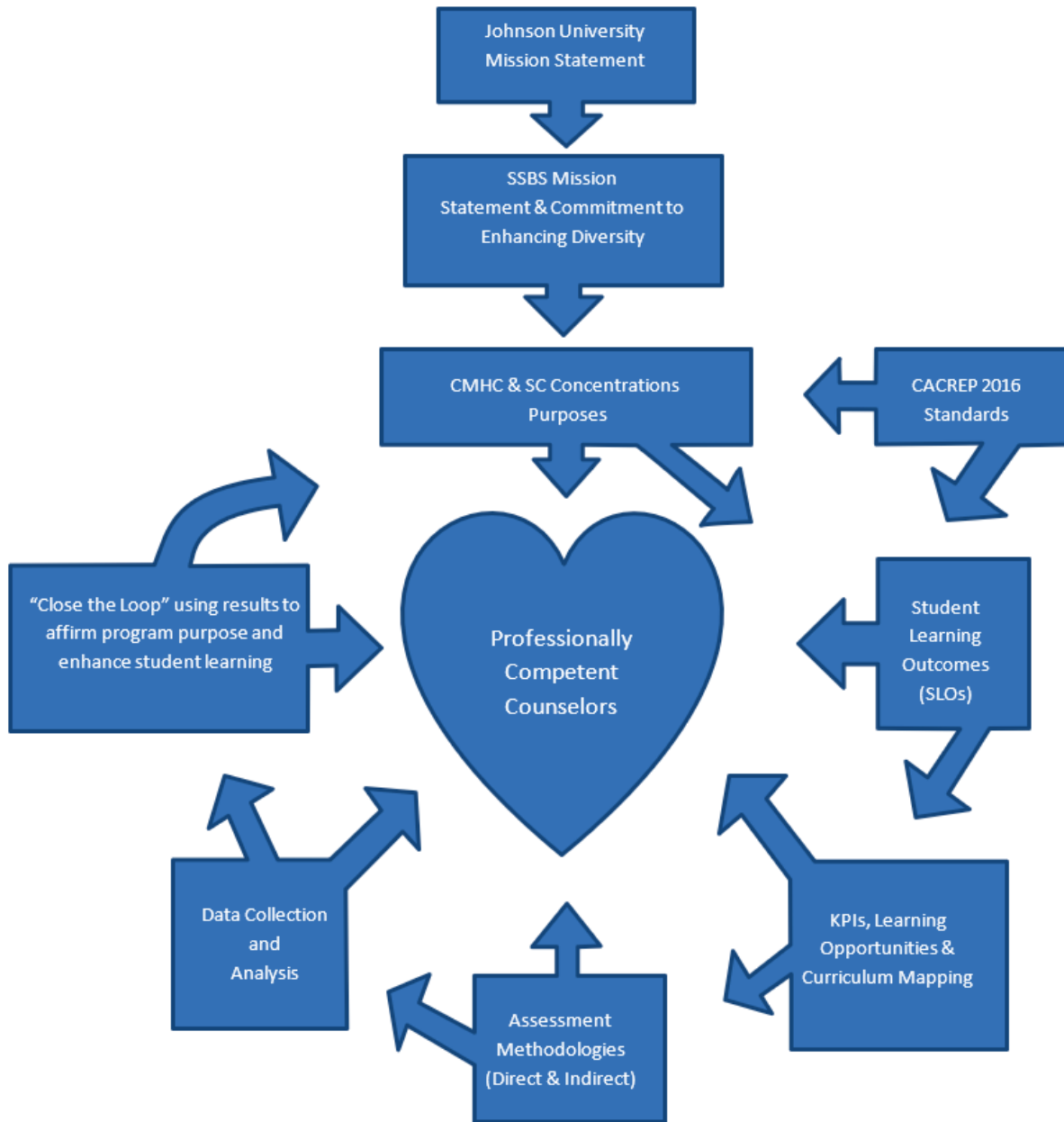


NOTE: The National Counselor Exam (NCE) is optional but encouraged. In 2021-2022, two students took the exam and both passed.

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

	Year of graduation	2024	2023	2022
CMHC graduates who obtained employment within 3 months after graduation		89%	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**

<i>SLO 1: Graduates will embrace a Christian worldview that compels them to respectfully and ethically engage clients both similar to and different from themselves.</i>		
1.1: Graduates demonstrate conduct consistent with professional standards and ethics.		
	COUN 5210 – Ethical & Professional Issues in Counseling	<ul style="list-style-type: none"> <li>Ethical Code/Association Comparative Paper –2.F1.f, 2.F.1.i, 5.C.2.k</li> </ul>
	Practicum	<ul style="list-style-type: none"> <li>Evaluative Ethical Case Study – 2.F.1.i</li> </ul>
		<ul style="list-style-type: none"> <li>National Conference reflection – 2.F.1.f</li> </ul>
	Internships (final semester)	<ul style="list-style-type: none"> <li>CECE Subscore – Professional Counseling Orientation &amp; Ethical Practice</li> </ul> <p><i>All CECE subscores are considered global measurements of the standard they represent; thus, no specific CACREP standards are assigned.</i></p>
1.2 Graduates articulate a personal model of applied integration – <i>No CACREP standards associated with assignments as this is a program standard.</i>		
	COUN 5210 – Ethical & Professional Issues in Counseling	<ul style="list-style-type: none"> <li>Theological Reflection Paper</li> </ul>
	COUN 5310 – Human Development Over the Lifespan	<ul style="list-style-type: none"> <li>Spiritual Development Paper</li> </ul>
	COUN 5200 – Integrating Theology & Therapy	<ul style="list-style-type: none"> <li>Integrative Paper</li> </ul>
1.3: Graduates develop culturally responsive strategies to engage clients in diverse settings.		
	COUN 5220 – Social & Cultural Diversity in Counseling	<ul style="list-style-type: none"> <li>Book Review – 2.F.2.c, 2.F.2.f, 5.C.2.j</li> </ul>
	Internship	<ul style="list-style-type: none"> <li>Culturally Responsive Reflection – 5.C.2.j</li> </ul>
	Internship (final semester)	<ul style="list-style-type: none"> <li>CECE Subscore - Social &amp; Cultural Diversity</li> </ul>
<i>SLO 2: Graduates will synthesize a systemic approach, theoretical understanding, and helping skills to address human experience across the lifespan.</i>		
2.1: Graduates discover and apply the interrelationships among and between work, relationships, mental well-being, life roles, and other factors.		
	COUN 5310 – Human Development	<ul style="list-style-type: none"> <li>Targeted forum post – Career Development in Young Adulthood - F.4.b, F.4.h</li> </ul>
	COUN 5560 – Career Assessment & Development	<ul style="list-style-type: none"> <li>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</li> </ul>
	Internship (final semester)	<ul style="list-style-type: none"> <li>CECE Subscore – Career Development</li> </ul>
2.2: Graduates discover and apply group dynamics, theories, and techniques.		
	COUN 5540 – Group	<ul style="list-style-type: none"> <li>Cumulative Score of 4 Reflection</li> </ul>



## Appendix E: Mapping of KPIs with SLOs and Courses (continued from previous page)

	Dynamics/Theories/ Techniques	<ul style="list-style-type: none"> <li>Papers – 2.F.6.c, 2.F.6.e, 2.F.6.f, 2.F.6.g, 2.F.6.h</li> <li>Competent Group Facilitator Paper – 2.F.6.d</li> <li>Final Exam – 2.F.6.a, 2.F.6.b</li> </ul>
	COUN 6100/5830 or 61xx/58xx – Practicum or Internship	<ul style="list-style-type: none"> <li>Group Facilitation/Reflection Paper – 3.E, 2.F.6.d</li> </ul>
	Internship (final semester)	<ul style="list-style-type: none"> <li>CECE Subscore – Group Counseling &amp; Group Work</li> </ul>
2.3: Graduates demonstrate basic helping skills and techniques.		
	COUN 5586 – Counseling Skills & Techniques	<ul style="list-style-type: none"> <li>Final Skills Evaluation – 2.F.5.g</li> </ul>
	First semester of Internship	<ul style="list-style-type: none"> <li>Final Skills Evaluation – 2.F.5.g</li> </ul>
	Internship (final semester)	<ul style="list-style-type: none"> <li>CECE Subscore – Counseling &amp; Helping Relationships</li> </ul>
2.4: Graduates develop a systemic framework for understanding theories and developmental and non-normative factors that affect human growth and development.		
	COUN 5310 – Human Development Over the Lifespan	<ul style="list-style-type: none"> <li>Final Exam – 2.F.3.a, 2.F.3.b, 2.F.3.c, 2.F.3.d, 2.F.3.h</li> </ul>
	COUN 5330 – Human Sexuality	<ul style="list-style-type: none"> <li>Intervention Paper – 2.F.3.i</li> </ul>
	Internship (final semester)	<ul style="list-style-type: none"> <li>CECE Subscore – Human Growth &amp; Development</li> </ul>
<i>SLO 3: Graduates will demonstrate responsible use of research and assessment tools.</i>		
3.1: Graduates conduct appropriate assessment of clients using validated tools and procedures relevant to the context.		
	COUN 5587 – Testing & Appraisal	<ul style="list-style-type: none"> <li>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</li> </ul>
	COUN 5520 – Child & Adolescent Assessment, Diagnosis, & Treatment	<ul style="list-style-type: none"> <li>Case Study – 2.F.7.e, 2.F.7.l</li> </ul>
	Internship (final semester)	<ul style="list-style-type: none"> <li>CECE Subscore – Assessment &amp; Testing</li> </ul>
3.2: Graduates evaluate counseling literature and effectively employ research to inform counseling practice.		
	COUN 5100 – Research & Statistics	<ul style="list-style-type: none"> <li>Literature Review – 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</li> <li>Final Exam – 2.F.8.i</li> </ul>
	COUN 5200 - Integration	<ul style="list-style-type: none"> <li>Special Topic Paper – 2.F.8.a</li> </ul>
	Internship (final semester)	<ul style="list-style-type: none"> <li>CECE Subscore – Research &amp; Program Evaluation</li> </ul>
<i>SLO 4-CMHC: Graduates will competently counsel, informed by knowledge and professional best practices.</i>		
4.1-CMHC: Graduates demonstrate a well-formed, systemically-oriented clinical mental health counselor identity.		
	COUN 5210 – Ethics & Professional Issues	<ul style="list-style-type: none"> <li>Ten Year Vision paper – 5.C.2.a</li> </ul>
	Internship	<ul style="list-style-type: none"> <li>Dispositions Reflection – 2.F.1.k</li> </ul>
	Internship (final semester)	<ul style="list-style-type: none"> <li>Oral Exam – 5.C.1.b, 5.C.2.d, 5.C.2.j, 5.C.2.l, 5.C.3.b</li> </ul>
4.2-CMHC: Graduates conceptualize and plan treatment and interventions within a clinical		

## Appendix E: Mapping of KPIs with SLOs and Courses (continued from previous page)

	setting.	
	COUN 5570 – Adult Assessment, Diagnosis, & Treatment	<ul style="list-style-type: none"> <li>Clinical Case Study – 5.C.1.c</li> </ul>
	First semester of internship	<ul style="list-style-type: none"> <li>Treatment Planning Project – 5.C.1.c</li> </ul>
	Internship (final semester)	<ul style="list-style-type: none"> <li>Oral Exam – 5.C.1.b, 5.C.2.d, 5.C.2.j, 5.C.2.i, 5.C.3.b</li> </ul>
	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"> <li>Personal Reflection Paper – 5.C.1.b, 5.C.3.b</li> </ul>
	Practicum	<ul style="list-style-type: none"> <li>Final Skills Evaluation - 5.C.2.b, 5.C.2.d, 5.C.2.i, 5.C.3.a, 5.C.3.b,</li> </ul>
	Internship (final semester)	<ul style="list-style-type: none"> <li>Oral Exam – 5.C.1.b, 5.C.2.d, 5.C.2.j, 5.C.2.i, 5.C.3.b</li> </ul>
	<i>SLO 5-SC: Graduates will competently counsel, informed by knowledge and professional best practices.</i>	
	5.1-SC: Graduates demonstrate a well-formed school counselor identity.	
	COUN 5210 – Ethics & Professional Issues	<ul style="list-style-type: none"> <li>Ten Year Vision paper – 2.F.1.b, 2.F.1.d, 2.F.1.e</li> </ul>
	COUN 5610 – Foundations in School Counseling	<ul style="list-style-type: none"> <li>Final Exam – 5.G.1.a, 5.G.1.d, 5.G.1.e, 5.G.2.i, 5.G.2.n, 5.G.3.n</li> </ul>
	Internship (final semester)	<ul style="list-style-type: none"> <li>PSC Praxis Score</li> </ul>
	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"> <li>Modified case assignment paper for SC setting – 5.G.3.c, 5.G.3.f</li> </ul>
	COUN 5650 – Contemporary Trends in School Counseling	<ul style="list-style-type: none"> <li><i>Emotional Poverty</i> book report – 5.G.2.a, 5.G.2.b, 5.G.2.g</li> </ul>
	Internship (final semester)	<ul style="list-style-type: none"> <li>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</li> </ul>
	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"> <li>Personal Reflection paper – 5.G.3.d, 5.G.3.f, 5.G.3.h</li> </ul>
	COUN 5850 – School Counseling Practicum	<ul style="list-style-type: none"> <li>Counseling Skills &amp; Access to Resource sections of evaluation – 5.G.2.k, 5.G.3.h</li> </ul>
	Internship (final semester)	<ul style="list-style-type: none"> <li>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</li> </ul>

### Counselor Dispositions Evaluation

Graduate Counseling Program  
Johnson University

GCP Student Name:

Evaluator Name:

Date:

#### **Counselor Dispositions**

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

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

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



Appendix F: Counselor Dispositions Evaluation (continued from previous page)

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**Counselor Dispositions Evaluation**

Graduate Counseling Program  
Johnson University

GCP Student Name: Student Name

	Below Expectations		Marginal			Meets Expectations			Exceeds Expectations		Comments:
<b>Aware of Self and Others</b>	1	2	3	4	5	6	7	8	9	10	
<p><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</p> <p><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</p>											
<b>Integrity</b>	1	2	3	4	5	6	7	8	9	10	
<p><i>Professionalism</i> – timeliness, dress, appropriate interactions, time management, organizational skills, respect for others’ time and energy</p> <p><i>Integrity</i> – honesty, genuineness, do what you say you do, follow-through, consistency, pursuit of being and doing Good</p>											
<b>Compassion</b>	1	2	3	4	5	6	7	8	9	10	
<p>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</p>											
<b>Additional Comments</b>											



NOTE: The following is the copied from the only revision to the CAP in 2023-2024, found on pp. 10-11 of the CAP.

**Demographics and Other Characteristics**

Demographics and characteristics of applicants, students and graduates play a key role in monitoring program quality and effectiveness. Additionally, the faculty can use this data to support continuing development and improvement in an intentional and strategic manner. The faculty review this data formatively during the academic year as well as cumulatively during the annual Counseling Program Review.

*Vital Demographics and Characteristics*

The faculty have identified certain demographics and data as “vital.” This data is used to compile essential program and concentration statistics (e.g., students enrolled, student graduated, average number of years to complete, completion rate, employment rate for graduates and pass rates for various exams). The faculty use this information to evaluate, monitor, and report on the program’s progress in achieving its objectives. Such statistics are made public annually through the program’s website via the Comprehensive Assessment Report and the Vital Statistics report. The table below specifies vital demographics and characteristics.

Data	Type	Source	Frequency	Method	Use
New Students Enrolled	Current Students	Staff/ Admissions data	Annual	Worksheet entitled “Comprehensive Application- Interview- Admittance- Graduation Tracking” (CAIAGT)	Informs Vital Statistics Report. Used for recruitment strategies, planning for supervisor load, monitor FTEs and growth of program/concentrations
Students Graduated	Graduates	Staff/ Registrar	Annual	Worksheet- CAIAGT	Informs Vital Statistics Report. Used for recruitment strategies, and monitor growth of program/concentrations
Number of years to complete	Graduates	Staff	Annual	Worksheet- CAIAGT	Informs Vital Statistics Report. Used for recruitment strategies and applicant awareness
Completion Rate	Graduates	Staff	Annual	Worksheet- CAIAGT	Informs Vital Statistics Report. Used for recruitment strategies and applicant awareness
Current enrollment	Current Student	Staff	Annual	Worksheet- CAIAGT	Informs Vital Statistics Report. Used for recruitment strategies, planning for supervisor load, monitor FTEs and growth of program/concentrations
Number Applied	Applicants	Staff/ Admissions	Annual	Worksheet- CAIAGT	Informs Comprehensive Assessment Report

					(CAR). Used for recruitment strategies and marketing
Number Interviewed	Applicants	Staff/ Admissions	Annual	Worksheet- CAIAGT	Informs Comprehensive Assessment Report (CAR). Used for recruitment strategies and marketing
Wait Listed	Applicants	Staff/ Admissions	Annual	Worksheet- CAIAGT	Informs Comprehensive Assessment Report (CAR). Used for recruitment strategies and marketing

*Additional Demographics and Characteristics*

Faculty may occasionally identify additional demographics and characteristics deemed important for a specific focus or program improvement. These may be identified by faculty at any point during the academic year and are to be included in the annual Counseling Program Review.

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