

Community and Trauma Counseling Program Overview

Student Census to Date

The Community and Trauma Counseling (CTC) program has experienced tremendous growth since 2013 when the program launched with one cohort of 15 graduate students. In 2014, the program added an additional cohort and expanded to approximately 50 students. During the 2019-2020 academic year the program served approximately 100 MS students with the expansion to three cohorts.

Program Expansion

Undergraduate Recruitment. In 2014 a 5-year BS Psychology/ MS Counseling program was developed and has been rapidly gaining interest, with between 6 and 12 students entering the professional phase (master's-level curriculum) annually. Additionally, the program introduced an undergraduate minor in Child Trauma Studies in 2014.

Specializations. In 2017, the CTC program added a new specialization area in Art Therapy where coursework prepares students to be eligible for both the licensed professional counselor (LPC) and board certified registered art therapist (ATR-BC) credentials. Additionally, the program has received approvals for specializations in Addictions and Play Therapy. These programs will officially launch in fall 2019.

Certificate Programs. The CTC program offers four certificate programs (1) Advanced Studies Certificate for professionals in the workforce to advance their trauma competencies, (2) Advanced Studies in Art Therapy for clinicians to gain the knowledge to incorporate art therapy skills into practice, (3) Professional Certificate in Art Therapy for students to meet the requirements to become an ATR-BC, and (4) Childhood Trauma Studies Certificate, in collaboration with United Way and Lakeside Education Network, for professionals and paraprofessionals across disciplines to gain the knowledge and skills to promote healing among children and families impacted by childhood adversity, this certificate was funded through fall 2019.

Honor's Society. The CTC program received approval for to launch Chi Sigma Iota, the national counseling honor society, within the CTC Program commencing in the spring semester of 2016. The goal of Delta Sigma Mu is to honor and recognize outstanding commitment, academic success, and leadership, as well as to encourage volunteerism and community outreach. Such a program helps to raise our profile nationally, and to reinforce our mission and identity. The honor's society has strengthened and expanded since its inception, and it has added tremendous value to the program, student experience, and service the program provides to the community.

Community Impact and Partnerships

Community Partnerships and Impact

The CTC program aims to contribute to trauma-informed workforce development in Philadelphia and beyond. Partnerships have enabled the program to grow to reach various human service sectors of the workforce, as well as to begin trauma training at the undergraduate level. Additionally, partnerships have strengthened the training opportunities for our MS students, as competition for clinical sites is ever increasing.

1. A partnership with the United Way and Lakeside Education Network continues to support the Childhood Trauma Studies program, which yields a certificate to non-Jefferson students (fully funded by UW) and a minor to Jefferson undergraduates. The initial

cohort graduated in December 2017 with 18 students and generates a revenue of close to \$40,000 annually. The second cohort began in fall 2017, enrolling 8 undergraduates and 7 community members. This certificate was funded through fall 2019.

2. A partnership with The Alliance of Community Service Providers, a network of human service organizations regionally enables the program to provide a 25% discount to Alliance employees, vastly supporting recruitment initiatives focused on diversity and making the MS degree more affordable to the existing workforce.
3. Delta Sigma Mu student leadership continues a CTC tradition of “CTC Holiday Giving.” Inspired by the depth of need of their clients in the community, students have collected donations and raised funds in an effort to give back to the community that has helped to train them. We have been overwhelmed by the gratitude of our clinical partners as they receive the donations. This event is deeply aligned with our mission to partner and engage meaningfully with our community.
4. Philadelphia ACES (Trauma) Task Force: The CTC program are a strong presence within an important interprofessional community of experts. Dr. Felter serves on the Steering Committee for the ACES Task Force.
5. Dr. Felter served as a Technical Expert, Substance Abuse and Mental Health Services Administration: Developing a Measurement Strategy for Trauma-Informed Change in Behavioral Health and Health Settings.
6. Dr. Felter served as a Faculty Expert, Creating trauma informed school communities. Defending Childhood Initiative, U.S. Department of Justice. Washington, DC.
7. Dr. Moh is a core member of Family Caregivers Intervention Project based in the VA area in collaboration with other family caregivers met through the Family-to-Family Educational Group by the National Alliance on Mental Illness.
8. Dr. Richardson served as a volunteer for the Global Trauma Research Inc., Haiti Trauma Project in Croix des Bouquets, Haiti
9. Dr. Brandoff founded the Philadelphia Area Coalition for Creative Arts Therapists (PACCAT) in 2018.

Annual Philadelphia Trauma Training Conference

In 2017, Dr. Felter was awarded \$5000 through the Zeldin Family Foundation Term Chair, in recognition of her contributions and positive impact on vulnerable children and families. In 2017 the term chair award initiated CTC faculty to deepen the program’s commitment to workforce development and training. This funding initiated a convening of advisors (United Way, University of Pennsylvania Graduate School of Education, Children’s Crisis Treatment Center, the Scattergood Foundation, Lakeside Global Institute, and Philadelphia’s Department of Behavioral Health to envision and launch the First Annual Philadelphia Trauma Training Conference, a four-day event that convened over 400 child-serving professionals from health, human services, education, juvenile justice, and child welfare on the Jefferson East Falls campus in July 2017. In 2018, the Second Annual Philadelphia Trauma Training Conference convened over 550 child-serving professionals from health, human services, education, juvenile justice, and child welfare, along with community and family members. The Third Annual Philadelphia Trauma Training Conference is scheduled for July 30th – August 1st, 2019.

Jefferson Trauma Education Network (J-TEN)

Launched at the 2018 Second Annual Philadelphia Trauma Training Conference, J-TEN serves as a trauma training hub and resource repository, drawing on the expertise of Jefferson’s Community and Trauma Counseling program, along with regional and national partners. J-TEN supports a network of trauma-informed providers and communities, with the goal of improving outcomes in the Philadelphia region and beyond. With grant support from Scattergood, J-TEN offers monthly trainings and workshops to professionals, paraprofessionals and students across disciplines and

sectors, community members, parents, caregivers, and leaders. In the inaugural year J-TEN provided five monthly workforce development trainings, one free community trauma training to 100 community members, and held an Interfaith Trauma Summit with over 70 attendees.

Presence within Professional Communities

Presentations at Professional Associations Conferences

In 2018 and 2019 CTC faculty had 27 faculty presentations at local, national and regional as professional association conferences.

Leadership within Professional Associations and Initiatives

Dr. Felter is a board member on the Coalition for Trauma Informed Policy and Practice (CTIPP), a national initiative to inform federal, state and local policy and legislation to promote trauma-informed principles. Dr. Felter is also a Steering Committee member for the Philadelphia ACE (Adverse Childhood Experiences) Taskforce, and a Board Member of Harlem Lacrosse, a program that aims to empower at-risk children and adolescents to reach their full potential through classroom support and athletic participation.

Dr. DiDonato is the co-chair of the Complex Trauma Special Interest Group and the Trauma in Higher Education and Training Special Interest Group for the International Society of Traumatic Stress Studies.

Dr. Czerny served as the President of the Greater Philadelphia Area Counseling Association in 2019 and Dr. Johnson assumed the role of President in 2019.

Dr. Brandoff serves on the New Media Committee for the American Art Therapy Association, as a Consultant for the Pennsylvania Art Therapy Association, and as the Ethics Consultant for the New York Art Therapy Association.

Dr. Moh serves on the Neuroscience Task Force Member for the American Mental Health Counselors Association (AMHCA), State Divisions Committee Member for the Association for Multicultural Counseling and Development (AMCD), and is an Emerging Reviewer for the Journal of Multicultural Counseling and Development (JMCD).

Scholarly Work of Faculty

Grant Funding

In 2018 and 2019 CTC faculty participated in the following grant funded work:

- Drs. Felter and DiDonato received a grant from the Thomas Scattergood Foundation to launch the Jefferson Trauma Education Network.
- Drs. Felter and DiDonato serve as consultants and subject matter experts on a National Institute of Justice Grant awarded to UPenn and the School District of Philadelphia entitled, *PBIS in Challenging Contexts: Evaluating a Replicable Approach in Philadelphia*.
- Dr. DiDonato serves as a subject matter expert on a Department of Labor, National Health Emergency (NHE) Dislocated Worker Demonstration Grant

Publications

In 2018 and 2019 CTC faculty published the following scholarly work:

- **Moh, Y.**, & Jacques, J. (in press). Three responses to promote survival. In Miller, R., & Beeson, E.T. (Ed.) *The Neuroeducation Toolbox: Collaborative Approaches to Infusing Neuroscience Principles in Counseling and Psychotherapy*. San Diego, CA: Cognella.
- Alderfer, M., Logan, B.A., **DiDonato, S.**, Jackson, L., Hayes, M.J., & Sigmon, S.T. (2019). Change across time in cancer-related traumatic stress symptoms of siblings of children with cancer: A preliminary investigation. *Journal of Clinical Psychology in Medical Settings*. <https://doi.org/10.1007/s10880-019-09618-2>
- **Brandoff, R.** (2019). The Art of Grief. In C.Heilbrunn (Ed.), *What Happens When the Analyst Dies: Unexpected Terminations in Psychoanalysis*. New York, NY: Routledge.
- **Brandoff, R.** & Thompson, A. (2019). *Quick & Creative Art Projects for (Very) Limited Budgets*. London: Jessica Kingsley Publishers.
- **DiDonato, S.** & Berkowitz, S.J. (2018). Childhood stress and trauma. In Driver, D. & Thomas, S. (Eds.). *Severe Childhood Psychiatric Disorders*. Elveiser.

Editorial Boards

Dr. DiDonato is the Editor of the International Psychology Bulletin, a publication of Division 52 of the American Psychological Association. Additionally, in 2018 and 2019 CTC faculty have served as guest editors for the following journals:

- Dr. DiDonato served as a guest editor for the Journal of the Pennsylvania Counseling Association; Winter edition 2018.
- Dr. Brandoff served as a guest editor on Frontiers Journal Article *Emotional response and changes in heart rate variability following artmaking with three different art materials* and as a guest editor on a Sage Open Journal Article. *Is there a biofeedback response to art therapy? A technology-assisted approach for reducing anxiety and stress in college students*

THOMAS JEFFERSON UNIVERSITY EAST FALLS Program Directors' Report
Assessment of Student Learning, Annual Program Report 2018-2019

PROGRAM: Community and Trauma Counseling

College and/or Division JCHP

Prepared by Program Director Jeanne Felter

Degree Award: MS

1. How did the department or program make use of the information learned from last year's assessment report?

The CTC program's first priority in AY 2018-2019 has been to align the TJU assessment process (and curriculum map) with the CACREP (counseling accreditation board) standards as we pursue accreditation and write our first self-study. A new curriculum map is still being finalized as CACREP Section 4 (evaluation) is being written. In addition, the program continues to assess academic growth in our students, to evaluate clinical growth across time (using the CCS-R assessment), while developing and implementing more structured ways to evaluate students' dispositional behavior across time.

Our team has continued to focus on bolstering our training program to enhance cultural competence and cultural humility through ongoing employment (contract) of a consultant who is working directly with faculty and students around cultural competence. Historically, we have gathered cohorts one-two times annually for a brief experiential training to develop and enhance competencies. We have deepened our commitment this year, requiring students to participate in three 4-8 hour experiences annually (the weekend before each semester begins), facilitated by faculty and our external consultant. We have further decided to engage in this learning with all CTC students present. The advantage of this is that diversity exists more fully in some cohorts and is not as rich in others. Requiring that students expand relationships and engage across the program promotes deeper learning for all.

The CTC program continues to assess student growth through the CTC Statement of Disposition and Commitment to Sanctuary and its related Disposition Checklist articulating the program's expectations related to professional, ethical behavior and allows faculty the ability to assess and monitor student progress on critical professional behaviors that are not skill-related.

In AY 2016-17 the CTC program instituted the Counselor Competency Scale-Revised (CCS-R), an evidence-based assessment tool used in the counseling field to assess students' clinical competencies within their practicum and internship clinical placements. The CCS-R is utilized at the end of the student's practicum (year 1) placement, as well as at the end of each term of the student's internship (year 2) placement.

The CTC program has not instituted any major curricular changes in AY 2018-19, though faculty continue to modify assignments and courses to address student needs and to ensure relevant, cutting-edge content is being delivered. Leadership focused this year on further developing teaching excellence, which will translate into improved student outcomes in years to come. The CTC program, with support from Jeff Ashley, developed the CTC Faculty Peer Mentorship program. The CTC Peer Mentorship Program was developed as a resource for the CTC faculty to enhance our teaching effectiveness in a supportive and flexible environment. Faculty are evaluated (summative assessment) on a yearly basis either for end of year professional evaluations or for our Dossier. The CTC Peer Mentorship Program provides faculty with an opportunity to engage in a formative "no stakes" process where they engage with a trusted CTC peer who has different perspectives on how to enhance student learning. Part of this process is for each faculty to identify their own concerns and self-perceived needs as an instructor as well as be vulnerable enough to engage in a peer feedback loop to enhance their overall teaching effectiveness.

What student learning outcomes were assessed this year? (a-b)

How were they assessed? (c-d)

What was learned? (c-d)

- a. Please identify the specific student learning outcomes you assessed this year, and note how they align with institutional outcomes.
- b. Indicate which outcomes assessed Information Literacy (IL), Nexus Learning (NL) and Writing Enriched(WE)/Writing Intensive(WI) (Please note that not all courses require NL, IL, WE/WI)

In AY 2017-18 we assessed the following outcomes:

- 1. [Students will differentiate and integrate both the research and practice roles of the profession into their professional careers, and will evaluate and critically reflect on research to inform evidenced-based practice;](#)
- 2. [Students will practice counseling in an ethical, humanistic manner.](#)

Program Goal	Learning Outcomes Assessed	Link to Program, College, University Mission & Goals
Versatile professionals equipped to practice effectively with diverse clients within a variety of community, agency, and institutional settings, private practice, and government.	Students will differentiate and integrate both the research and practice roles of the profession into their professional careers, and will evaluate and critically reflect on research to inform evidence-based practice. (IL/NL, Spring year 2)	This links to PhilaU learning outcome Multidisciplinary & Collaborative
Uphold the highest standards of ethical practice as according to the American Counseling Association's Code of Ethics (2014).	Students will practice counseling in an ethical, humanistic manner.	This links to PhilaU learning outcomes Ethically responsible citizens

- c. Please concisely describe the specific methods used. **Submit your rubric(s), test blueprints, or other evidence.**
 - i. What methods were used? Were they direct or indirect?
 - ii. Who was assessed and where? (Entire cohort or population sample? What course?)
 - iii. What were the targets set for student learning for each outcome?
 - iv. What were the actual results?
- d. What are the recommended actions for each outcome? In answering this question, please describe:

- i. How these results and recommended actions were/will be discussed with the faculty, staff or administrators.
- ii. Describe how you will use results from your assessment data to improve student learning by: making adjustments to course/curriculum; change teaching/learning methodologies and pedagogies; re-direct resources, including budget allocation. If no changes are planned, please describe why no changes are needed.

(For each outcome, feel free to use the chart below or a narrative format)

Outcome # Assessed: Students will differentiate and integrate both the research and practice roles of the profession into their professional careers, and will evaluate and critically reflect on research to inform evidence-based practice. (IL/NL, Spring year 2)

Methods Used (specify direct/indirect)	Who was assessed and where?	Target Set	Actual Results	Recommended Actions *
<p>Spring Year 1 (Developing Direct/ IL)</p> <p>Students complete a Capstone I Project at the end of their first year. The Capstone I Project requires students to prepare a written paper and presentation in the context of a theoretical framework with the aim of developing an appropriate, ethical treatment plan that holds treatment goals and interventions.</p>	<p>Year 1 Spring Capstone</p>	<p>The program expects that 85% of students will receive a score of "pass" on the Capstone I Project.</p>	<p>43/45 (95%) of students received a score of "pass" on the Capstone I assignment.</p>	<p>Revisions to course:</p> <p>Based upon the assessment data, the CTC program met performance outcomes related to Capstone I. The Capstone has been deemed to be a strong assessment of a students' ability to synthesize an report on learning across the first two semesters of the program and will continue to be used as a tool to integrate research into practice and reflect on growth.</p> <p>Revisions to assignment:</p> <p>None at this time.</p> <p>Will target be adjusted?:</p> <p>No.</p>

* Recommended actions is in response to question D above. Feel free to use column in chart or narrative format.

Outcome # Assessed: **Students will practice counseling in an ethical, humanistic manner.**

Methods (specify direct/indirect)	Who was assessed and where?	Target Set	Actual Results	Recommended Actions *
<p>CTC 702: (Mastery/Indirect) Students in the CTC program are required to take four clinical classes (CTC-602 Practicum I, CTC-700 Practicum II, CTC-791 Internship I, and CTC-792 Internship II). Students are evaluated by their site supervisor using the Counselor Competencies Scale-Revised (CCS-R) at the end of all four clinical classes. The purpose of the CCS-R is to evaluate students' skills development and professional competencies. The outcome measure for this standard is the CCS-R evaluation (Item 2A) in CTC 702.</p>	<p>Year 2 students in CTC 702</p>	<p>The program expects 90% of all counseling students in the Internship II course to score a minimum of 4 on item 2A of the Counselor Competency Scale-Revised as assessed by the clinical supervisor.</p>	<p>CTC program met performance outcomes related to ethical practice on the CCS-R instrument. 40/41 students (98%) scored a minimum of 4 on this outcome measure with a mean of 4.44.</p>	<p>Based upon the assessment data, the CTC program met performance outcomes related to ethical practice on the CCS-R instrument. The CCS-R will continue to be utilized as a tool to assess students' understanding of the ethical codes and ability to ethically engage with supervisors, clients, and colleagues. Students are expected to be demonstrating a high level of competency around ethical decision making and practice in their final semester.</p> <p>Revisions to assignment: None at this time.</p> <p>Will target be adjusted?: No.</p>

- Please list the outcomes you plan to assess in academic year 2018/19. Discuss any changes you made to your original plan based on your assessment results this year. Include an updated curriculum map. (This replaces the 5 question report usually due in the fall.)

The CTC program is currently engaged in the submission of their accrediting body (CACREP) self-study. The program anticipates that the CACREP self-study will be submitted in the August 2019. Section 4 of the CACREP self-study, Evaluation in the Program, is currently being written. Section 4 of the CACREP self-study will drive the outcomes that the program evaluates during the 2019-2020 academic year.

Consistent with prior assessment cycles, it is anticipated that the CTC Program will evaluate the following outcomes in the 2019-20 Academic Year:

1. Students will demonstrate an awareness and knowledge of their own cultural values and biases.
2. Students will demonstrate an awareness and knowledge of the diverse worldviews of their clients, and will evaluate, select and employ culturally appropriate assessments and intervention strategies in their clinical practice.



Key Performance Indicator Assessment Plan and Report

College: College of Health Professions

Department: Community and Trauma Counseling Department

Name of Degree Program with Concentration Areas: Community and Trauma Counseling Program

Professional Orientation and Ethics
(CACREP _II.F.1.i)

Standard 1.i: ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

Changes to the KPI Assessment Plan: If any changes were made to the assessment plan for this KPI since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

This is a new key performance indicator.

Key Performance Indicator: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this standard and explain how it assesses the desired knowledge, skill or ability.

1. **KPI #1** CTC 601 Orientation to the Counseling Profession- The outcome measure for this standard is **Ethics Code Quiz 2**, which assesses a student’s understanding and application of ACA Code of Ethics (2016) Sections A-D. This is a multiple-choice quiz modeled after the NCE.
Fall 2019UPDATE**:** Outcome measure standard has been changed to Midterm and Final Examinations. The updated measure will serve as a more comprehensive assessment of students’ understanding and application of ACA Code of Ethics. Both exams consisted of multiple-choice and true/false questions and were modeled after the NCE.
2. **KPI #2** Students in the CTC program are required to take four clinical classes (CTC-602 Practicum I, CTC-701 Practicum II, CTC-791 Internship I, and CTC-792 Internship II). Students are evaluated by their site supervisor using the **Counselor Competencies Scale-Revised (CCS-R)** at the end of all four clinical classes. The purpose of the CCS-R is to evaluate students’ skills development and professional competencies. Direct feedback is also provided to trainees regarding their ability to apply counseling skills and facilitate therapeutic conditions. In addition, the CCS-R assesses students’ counseling dispositions and behaviors along with practical areas of improvement as developing ethical practitioners. **KPI #2 CTC 702 Internship II- The outcome measure for this standard is the CCS-R evaluation (Item 2A) in CTC 701.**

Methodology: Describe when, where and how the assessment of this standard will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

1. All students enrolled in CTC 601 Orientation to the Counseling Profession complete a quiz on the ACA Code of Ethics (2016) Sections A-D. This is a multiple-choice quiz modeled after the NCE. Quiz data will be collected, analyzed and disseminated to CTC faculty in a scheduled CTC faculty meeting where the agenda includes a course review and discussion of the CTC 601 course. Feedback will be sought regarding changes and improvements required to improve student learning outcomes.

Fall 2019UPDATE**:** All students enrolled in CTC 601 Orientation to the Counseling Profession complete midterm and final examinations based on the ACA Code of Ethics. Both exams consist of multiple-choice and true/false questions, modeled after the NCE. Examination data will be collected, analyzed and disseminated to CTC faculty in a scheduled CTC faculty meeting where the agenda includes a course review and discussion of the CTC 601 course. Feedback will be sought regarding changes and improvements required to improve student learning outcomes.

2. All students in CTC 702 Internship II are evaluated by their clinical site supervisors at the end of the semester using the Counselor Competency Scale-Revised (CCS-R) assessment instrument. Item 2A from the assessment instrument is used for this SLO, which reads “Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.” Students are rated on a five point scale, with 5=Exceeds expectations to 1=Harmful. CCS-R data will be collected, analyzed and disseminated to CTC faculty in a scheduled CTC faculty meeting in May where the agenda includes CCS-R data review. Feedback will be sought regarding changes and improvements required in the CTC 601 course to improve student learning outcomes related to ethical practice.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this standard and the level of proficiency expected.

1. The program expects 80% of all enrolled students to achieve a score of 80% or higher on the Midterm and Final Examinations.
2. The program expects 90% of all counseling students in the Internship II course to score a minimum of 4 on item 2A of the Counselor Competency Scale-Revised as assessed by the clinical supervisor.

Assessment Data

Students	KPI 1: Ethics Code Quiz 2	KPI 2: CCS-R	KPI 1: Ethics Code Quiz 2	KPI 2: CCS-R
Semester	Fall 2017	Spring 2018	Fall 2018	Spring 2019

Total Number	49	24	51	41
Met Expectations	45	22	37	40
Percentage	91.8%	91.6%	72%	98%
Group Mean	10.66	4.42	8	4.44

Students	KPI 1: Midterm Examination	KPI 1: Final Examination
Semester	Fall 2019	Fall 2019
Total Number	50	50
Met Expectations	48	50
Percentage	96	100%
Group Mean	18.44	19.02

Changes to be implemented Fall 2020: Based upon assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this standard?

KPI #1: Based upon the assessment data, the CTC program met all performance outcomes and showed a positive impact on student learning in 2017 and 2018. The mean score in 2017 was high given the extra credit opportunities offered. In 2018, Quiz 2 in CTC 601 was revised to include questions that pose a greater challenge to students, and no opportunities for extra credit were provided. This change decreased the percentage of students meeting expectations and the targets for this measure were not met in 2018. The instructor will present the findings during a course review component of a Spring or Summer 2019 faculty meeting and seek feedback from the team to better meet the course objectives. The course lectures and in class exercises will be revised to better address concepts missed more frequently by students. **In Fall 2019, the quiz was eliminated and replaced by one midterm examination and one final examination to comprehensively assess students' learning of the ACA Code of Ethics and foundations of the counseling profession.**

KPI #2: Based upon the assessment data, the CTC program met performance outcomes related to ethical practice on the CCS-R instrument. The CCS-R will continue to be utilized as a tool to assess students' understanding of the ethical codes and ability to ethically engage with supervisors, clients, and colleagues. Students are expected to be demonstrating a high level of competency around ethical decision making and practice in their final semester.

Key Performance Indicator Assessment Plan and Report

College: College of Health Professions

Department: Department of Counseling and Behavioral Health

Name of Degree Program with Concentration Areas: Community and Trauma Counseling Program

Social and Cultural Diversity (CACREP II.F.2.c)

Standard II.F.2.c: Students will develop multicultural counseling competencies

Changes to the KPI Assessment Plan: If any changes were made to the assessment plan for this standard since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

This is a new key performance indicator.

Key Performance Indicator: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this standard and explain how it assesses the desired knowledge, skill or ability.

KPI #1 The Final Exam. As part of this course, students will take a final exam in which they will apply knowledge of diverse groups and multicultural counseling competence to written scenarios depicting clinical interactions with diverse populations. This exam measures students learning in the area of socio-cultural counseling issues, and their multicultural competency by asking them so navigate various clinical scenarios drawn from real cultural conflicts in counseling.

KPI #2 Reflection Paper. Students will submit a final reflection paper to demonstrate their understanding of the concepts presented during the semester, the significance of that learning on clinical practice, and how this learning will influence personal career development.

Methodology: Describe when, where and how the assessment of this standard will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

KPI #1 Final Exam: As part of the course requirements, students complete a 5-question essay exam during the last week of the class. Exam content comes from class lectures, discussions and assigned readings.

The final exam contains six essay questions. Students must answer question six and then choose four of the five others to work on. In total, students answer five questions, and each is worth 20 points, for a total of 100 points.

KPI #2 Reflection Paper: Students will submit a five-page paper addressing these four areas: (1) describe insights gleaned from the class; (2) explain their understanding of the skills associated with cross-cultural competency; (3) identify their strengths and limitations with cross-cultural competence; and (4) formulate a plan as to how they will address these deficits and limitations.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this standard and the level of proficiency expected.

The CTC program expects that 80% of all students score a minimum of 85% on the Social and Cultural Diversity (CTC 606) final exam.

The course expects that 100% of all students will submit a reflection paper scoring a 'B' or above (i.e., 85 or above).

Assessment Data

Spring 2018 to Spring 2019 Assessment Data				
Students	KPI 1: Final Exam	KPI 2: Reflection Paper	KPI 1: Final Exam	KPI 2: Reflection Paper
Semester	Summer 2018	Summer 2018	Summer 2019	Summer 2019
Total Number	46	46	44	44
% of students who scored a minimum of 85% on the Final Exam	100	45 out of 46 97.8	100	100
Student Score Range	85-99	80 - 96	85 - 100	96 - 100
Student Mean Score	91.4	90.9	89.4	98.5

Changes to be implemented Summer 2020: Based upon the 2019 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this standard?

CTC606 was partially graded on reflection papers and a final exam. Reflection papers consistently indicated students were most grateful for and pleased with four specific components of the class: (1) self-assessments; (2) role plays; (3) blackboard assignments, particularly watching the film *Where to Invade Next* and reading the book *Crazy Like Us*; and (4) presentations regarding indigenous healing approaches. Based on this feedback, future classes will incorporate more assessments and role plays. In regards to presentations, several students presented alternative healing approaches (e.g., sound therapy) rather than indigenous healing, and class instructions in the future will assist students to differentiate between the two. There will be no change to the final exam, and all students obtained a 'B' or above. Both reflection papers and the final exam indicate that several students struggle with writing proficiency, and university resources will be reiterated throughout the class.

Student Learning Outcomes Assessment Plan and Report

College: College of Health Professions

Department: Department of Counseling and Behavioral Health

Name of Degree Program with Concentration Areas: Community and Trauma Counseling Program

Human Growth & Development (CACREP II.F.3.a)

Standard 3.a: theories of individual and family development across the lifespan

Changes to the KPI Assessment Plan: If any changes were made to the assessment plan for this standard since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

This is a new student learning outcome.

Key Performance Indicator: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this standard and explain how it assesses the desired knowledge, skill or ability.

1. **KPI 1: Quizzes:** As a part of the completion of CTC 603- Human Growth and Development, students complete a series of six quizzes through the semester. Quiz questions will require that students draw on learned theories of individual and family development across the lifespan, and theories of normal and atypical development. All quiz questions will be multiple-choice in preparation for the counselor examination, and collectively the six quizzes count for 17% of the students' grade.
2. **KPI 2: Poster Project and Presentation:** As a part of the completion of CTC 603- Human Growth and Development, students complete a poster project and corresponding in-class presentation. Students are required to apply Bronfenbrenner's bio-ecological model of development to a chosen case example and examine how systemic and environmental factors affect functioning and behavior in development, when looking at a particular event or phenomenon. This assignment (poster and presentation) counts for 14% of the student's grade.

Methodology: Describe when, where and how the assessment of this standard will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

1. **KPI 1: Quizzes:** As a part of CTC 603- Human Growth and Development, student's quizzes will be administered in class via paper handout, and collected and graded. Student grades are posted online via blackboard and quizzes are handed back to students so that they can see what questions they correctly or incorrectly answered. Quiz questions are taken from class lectures, discussions of theory, and from assigned readings. Students are informed in advance when a quiz will be given, and areas of content to be covered by each quiz. Faculty will reevaluate quiz content to best address theories of development across the lifespan in cognition, learning, memory, emotions, attachment, temperament, social/relational, moral, sexuality, gender identity and personality. Changes and improvements in quiz questions will be made based on the impact of three faculty reviewers and their assessment of quiz content.
2. **KPI 2: Poster Project and Presentation:** As a part of CTC 603- Human Growth and Development, students complete a poster project and accompanying in-class presentation showcasing their understanding of the bio-ecological model (derived primarily from the theory of Uri Bronfenbrenner) for a given case study. Students are graded according to their understanding and application of the identified systems in the model. Students work on this assignment at home in the first 4-6 weeks of the semester. Students bring in their posters to class (digital or analog) and present their poster and findings to the class. Students present their case study along with the identified systemic and environmental factors that affect human development, functioning, and behavior. Students are encouraged to magnify one or two events or phenomena in the life of the case study, and to explore those within the bio-ecological model. Grading assesses how clearly each student identifies and understands the bio-ecological theory as evidenced by their identification of factors being correctly attributed to the systems of the theory: self, microsystem, mesosystem, exosystem, macrosystem, and chronosystem. This theory is taught and discussed in class before the assignment is due.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this standard and the level of proficiency expected.

1. **Quizzes:** The CTC program expects 80% of all counseling students to score a minimum of 80% or higher on the combined six quizzes.
2. **Poster Project and Presentation:** The CTC program expects 80% of all counseling students to score an 85% (42.5 points) or higher on the poster project and presentation assignment assessing an understanding of systemic and environmental factors from the bio-ecological model that affect human development, functioning, and behavior.

Assessment Data

	KPI 1	KPI 2	KPI 1	KPI 2		
Semester	Spring 2018	Spring 2018	Spring 2019	Spring 2019		
Total Number Students	23	23	51	51		
Met Expectations	19	23	49	49		
Percentage	83%	100%	96%	96%		
Group Mean Grade	53.3 (out of 60)	47.6	57.9 (out of 60)	49 (out of 50)		
Group Mean Percent	89%	95%	97%	98%		

Changes to be implemented Spring 2020: Based upon the 2018 and 2019 assessment data included in this report, what changes/improvements will the program implement during the next academic year to improve performance on this standard?

Changes in 2019 will include

- 1) **Quizzes:** Quiz questions will be reviewed by other faculty for clarity of content and language.
- 2) **Poster Project:** Students will be encouraged to not map the entire life of the case study, but to pick 1-2 events, episodes, or phenomena in case's life to explore.

Changes in 2020 will include

- 1) **Faculty Change:** A single faculty member teaches all sections of the class to standardize grading.
- 2) **Quizzes:** Quizzes are now administered online (as opposed to in class via paper and pencil format), and are open-book/open-notes. Students have a 1 week window to take the quiz, and are expected to complete it on their own, but can do reading and research to complete the quizzes.
- 3) **Poster Project and Presentation:** Emphasizing to students that their poster and presentation must demonstrate a clear understanding of the various systems of influence included in the Bronfenbrenner model, and asking student to focus in on a single events or phenomena in the experience of their case study.

Key Performance Indicator Assessment Plan and Report

College: College of Health Sciences

Department: Counseling and Trauma Counseling Department

Name of Degree Program with Concentration Areas: Community and Trauma Counseling Program

Career Development (CACREP Standard II. 4. i.)

Standard 4.i: methods of identifying and using assessment tools and techniques relevant to career planning and decision making

Changes to the KPI Assessment Plan: If any changes were made to the assessment plan for this standard since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

This is a new key performance indicator.

Key Performance Indicator: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this standard and explain how it assesses the desired knowledge, skill or ability.

1. **KPI 1:** As part of CTC, student complete the **Myers Briggs Type Indicator (MBTI) assessment assignment**. This assignment requires all student to complete the MBTI, participate in a mock counseling session and conduct a mock counseling session.
 - a. **Completing the Myers Briggs Assessment.** As a part of the MBTI assignment, students will be administered the MBTI from the career counseling center of the university. This provide students with the experience of using the assessment tool.
 - b. **Conduct a Mock career counseling session.** As a part of the MBTI assignment students will conduct a mock career counseling session with a peer. In addition, student will participate in another mock session as a client. Students will show proficiency in the interpretation of career assessment results and developing career planning/decision making goals for a client. By receiving career counseling information from a peer, students will also learn techniques relevant to the development of career planning goals.
2. **KPI 2:** As a part of the CTC, students complete a **Career Counseling Case Conceptualization Project (CCCCP)**. This assignment requires all students to complete a case conceptualization around career development with a client they are counseling in their internships.
 - a. **Career Limitations/Concerns.** As a part of the CCCCCP, students are required to identify possible limitation and concerns that would impact career development. Students will show how possible limitations/concerns might be addressed through assessments/effective tools.

- b. **Career Counseling Legal/Ethical Concerns.** As a part of the CCCCCP, students share possible legal and ethical concerns that influence the choice of assessments, interventions and techniques used to best serve the client. Student will show how interventions used in career development/planning meet professional standards.
 - c. **Career Assessment-** As a part of the CCCCCP, student will choose career assessment tools that would be effective in conjunction with the needs of the client. This will show that student can proficiently choose and administer career assessment tools that would best meet the needs of the client.
 - d. **Career Theory Conceptualization-** As a part of the CCCCCP, students will identify two career counseling theories by which they will conceptualize the goals of career planning/develop within the career counseling process. This will highlight students' ability to utilize a modality of career counseling appropriate for the client's need.
3. **KPI 3: The Counselor Preparatory Comprehensive Examination (CPCE)** is a national exam created by the National Board for Certified Counselors. This is a four-hour examination is a requirement of the CTC program, used as the programs comprehensive examination of knowledge. It is taken yearly in February. 2018 will be the first year the program used the CPCE, previously program faculty developed the comprehensive examination. The purpose of the CPCE is to assess student's professional knowledge in eight (8) core content areas. There are 160 total questions or 20 per section on the CPCE; however, only 17 questions in each section are scored because three are unidentified pretest items. The maximum score on the Career and Lifestyle Development section of the CPCE is 17. **The CTC program ceased use of the CPCE after spring 2018. The program moved to an internal developed comprehensive examination which is no longer used as a KPI.**

Methodology: Describe when, where and how the assessment of this standard will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

1. The CTC program will administer the assessment of this student learning outcome during the semester of the course CTC 616 Career Counseling. At the end of each semester, data collection will occur as follows:
 - a. Myers Briggs Type Indicator (MBTI) assessment assignment will be due as assigned as a part of the semester coursework and will be due prior to the last day of class. Students will be scored on a scale of 20 points.
 - b. Career Counseling Case Conceptualization Project (CCCCP) will be due as assigned as a part of the semester coursework and will be due prior to the last day of class. Student will be scored on a scale of 20 points.

At the end of the semester, scores for outcome measure assignments will be collected, analyzed and disseminated the data assessment and shared during a post semester faculty meeting to review student outcome progress.

2. The **CPCE** is given yearly in February as the CTC programs comprehensive examination of second year students. 2018 will be the first year the program utilizes the CPCE, so the output of the data is unknown. However, the program will run descriptive statistical analysis on the data for each course. The analysis will be stored within the internal Box.com account. The data will be discussed at the core faculty retreat that occurs at the end of the spring term (first retreat post-CPCE administration. This will allow core faculty to discuss the results and address core competency gaps of knowledge that were consistent across students. The data, analysis, and core faculty retreat decisions will also be disseminated to all program affiliate faculty to ensure that the competency gaps are addressed by all CTC faculty (2017-2018 academic year only). **The CTC program ceased use of the CPCE after spring 2018. The program moved to an internal developed comprehensive examination which is no longer used as a KPI.**

Performance Outcome: Identify the percentage of students assessed that should be able to

1. The CTC program expects that 90% of all student score a minimum of 85% on the CTC 616 MBTI project.
2. The CTC program expects that 90% of all student score a minimum of 85% on the Career Case Conceptualization Project.
3. The CTC program expects 80% of student to receive a passing score of 8.5 or higher on the Career Counseling section of the CPCE exam (2017-2018 academic year only). **The CTC program ceased use of the CPCE after spring 2018. The program moved to an internal developed comprehensive examination which is no longer used as a KPI.**

Assessment Data

Time Fall 2017 to Time Fall 2018 Assessment Data

Students	KPI 1 MBTI Project	KPI 2 Case Conceptualization Project	KPI 3 CPCE scores in Career Counseling Section	KPI 1 MBTI Project	KPI 2 Career Case Conceptualization Project	KPI 3 CPCE scores in Career Counseling Section*		
Semester	Fall 2017	Fall 2017	Spring 2018	Fall 2018	Fall 2018	Spring 2019		
Total Number	25	25	25	44	44	N/A		
Met	25	25	13	44	44	N/A		
Percentage	100%	100%	52%	100%	100%	N/A		
Group Mean						N/A		

Note. For detailed information on the Measure 3 for Spring 2019 with (*), please see below.

Changes to be implemented Spring 2021: Based on past data the assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

Due to the changes in the Fall 2017, the current course assignments have effectively met student learning outcomes and therefore will not be changed.

Due the changes made in Fall 2018, students are no longer required to make the CPCE exam as part of the completion of the coursework for Career Development. Therefore, this measure was no longer employed as an outcome measure for this course as of Fall 2018.

For the continuity of implementation of the changes made in Fall 2018, in Fall 2019, students are no longer required to take the CPCE exam as part of the completion of the coursework for Career Development. Thus, this measure was no longer employed as an outcome measure for this course during the Fall 2019 semester. Same as the outcome measures for the Fall 2019, the MBTI project and the Career Case Conceptualization Project were employed as the measures to evaluate students' academic performance in the course.

Due to the programmatic curricula modifications made in 2020 Spring, this course will next be offered in Spring 2021. The standard of *methods of identifying and using assessment tools and techniques relevant to career planning and decision making* will be applied in a more intentionally manner in the process of modifying the two assignments as the KPIs in order to meet the needs of students in term of their own career planning as they transition from counseling students to counselors serving in a variety of settings in the community under supervision upon graduation in 2021 to become professional counselors.

Key Performance Indicator Assessment Plan and Report

College: College of Health Professions

Department: Department of Counseling and Behavioral Health

Name of Degree Program with Concentration Areas: Community & Trauma Counseling Program

Counseling and Helping Relationships (CACREP Standard II.F.5.g)

Standard 5.g: Students develop essential interviewing, counseling, and case conceptualization skills.

Changes to the KPI Assessment Plan: If any changes were made to the assessment plan for this standard since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

This is a new key performance indicator.

Key Performance Indicator: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this standard and explain how it assesses the desired knowledge, skill or ability.

1. **KPI 1:** Students are evaluated by their site supervisor using the **Counselor Competencies Scale-Revised (CCS-R)** at the end of their Spring semester Practicum course (CTC-701 Practicum II). The purpose of the CCS-R is to evaluate students' skills development and professional competencies. Direct feedback is also provided to trainees regarding their ability to apply counseling skills and facilitate therapeutic conditions. In addition, the CCS-R assess students' counseling dispositions and behaviors along with practical areas of improvement as developing ethical practitioners.
2. **KPI 2:** Students complete a **Capstone I Project** at the end of their first year. The Capstone I Project requires students to prepare a written paper and presentation in the context of a theoretical framework with the aim of developing an appropriate, ethical treatment plan that holds treatment goals and interventions. The conceptualization should include an explanation of the students' understanding of the client's symptoms, personality characteristics, environment (ecology), cognitions, feelings, and behaviors guided by a particular theory or integration of theories, and this understanding should lead to the formulation of counseling goals and intervention strategies. The total score possible for Capstone I is 30 points.

Methodology: Describe when, where and how the assessment of this standard will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

1. All students in CTC 701 Practicum II are evaluated by their clinical site supervisors at the end of the Spring semester using the Counselor Competency Scale-Revised (CCS-R) assessment instrument. The Part I (Counseling Skills & Therapeutic Conditions) total score from the assessment instrument is used for this SLO. Students are rated on a five-point scale, with 5=Exceeds expectations to 1=Harmful. The scores are collected into a database which is used as a marker for promotion to Internship I.
2. The Capstone I Project consists of two parts: A written paper and an oral presentation of the case conceptualization. The total score possible is 30 points (15 points for each of the two requirements). The Capstone I Project is due at the end of the Spring semester. The final scores for each student are collected into a database which is used as a marker for continuation in the program.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this standard and the level of proficiency expected.

1. The program expects that 85% of students will score 70% or higher on the Part I section of the CCS-R in Practicum II..
2. The program expects that 85% of students will score 85% or higher on the Capstone I Project. (2017-2018)
3. The program expects that 85% of students will pass the Capstone I Project. (2019)

Assessment Data

Time Spring 2017 to Time Spring 2019 Assessment Data							
Students	KPI 1: CCS-R	KPI 2: Capstone I	KPI 1: CCS-R	KPI 2: Capstone I	KPI 1: CCS-R	KPI 2: Capstone I	
Semester	Sp 2017	Sp 2017	Sp 2018	Sp 2018	Sp 2019	Sp 2019	
Total Number	19	25	35	44	46	45	
Met Expectations	18	22	32	39	46	43	
Percentage	95%	88%	91%	89%	100%	95%	
Group Mean	90%	91.8%	81.62%	93%	75.72%	N/A	

Changes to be implemented Spring and Fall 2019: Based upon the 2018 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this standard?

KPI 1: CCS-R- In Fall 2018 students received additional coursework information on working in the community mental health setting to improve clinical performance in Spring 2019 for Practicum II. In Fall 2019, students received training in clinical note writing and in Spring 2020 for Practicum II students are expected to receive training in treatment planning. These changes to the coursework are expected to yield higher scores in CCS-R evaluation of the clinical development of our students.

KPI 2: Capstone I- In Fall 2018 it was decided that Capstone I project would be a pass/fail and not a graded project. The criteria for measure #2 for Spring 2019 was adjusted accordingly from “85% of student will score 85% or higher on Capstone I” to “85% of students will pass Capstone I”. It is possible, pending CACREP review, that measure #2 will need to change for 2020.

Key Performance Indicator Assessment Plan and Report

College: College of Health Professions

Department: Department of Counseling and Behavioral Health

Name of Degree Program with Concentration Areas: Community and Trauma Counseling Program

Group Counseling and Group Work (CACREP Standard II. F.6.f.)

Standard 6.f: types of groups and other considerations that affect conducting groups in varied settings

Changes to the KPI Assessment Plan: If any changes were made to the assessment plan for this standard since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

This is a new key performance indicator.

Key Performance Indicator: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this standard and explain how it assesses the desired knowledge, skill or ability.

1. **KPI #1:** CTC 608 Group Work in Trauma Counseling- The outcome measure for this standard is the **Trauma Focused Group Presentation**. For this assignment, groups of 4-6 students choose a population and discuss an innovative trauma-informed group approach that will serve this population. The presentation and provided handout must describe the group (size, setting, type...), discuss what theoretical orientation(s) guide the proposed interventions, discuss the establish group norms, goals, routines, and explain the various stages of the group. Student groups are graded on a rubric.
2. **KPI #2** CTC 608 Quiz 1- The outcome measure for this standard is **Quiz I**, which focuses on the types of groups, diversity, the group counselor, ethical and legal issues in group, theories and techniques, and considerations when forming a group. This quiz is modeled after the group section of the National Counselor Exam and has 15 multiple choice questions.

Methodology: Describe when, where and how the assessment of this standard will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

1. KPI #1: CTC 608 Group Work in Trauma Counseling- The outcome measure for this standard is the Trauma Focused Group Presentation. All students enrolled in CTC 608 Group Work in Trauma Counseling work together to conceptualize and present on an innovative, trauma-focused group that serves a specific population identified by the team. The Trauma Focused Group Presentation must describe the group (size, setting, type...), discuss what theoretical orientation(s) guide the proposed interventions, discuss the establish group norms, goals, routines, and explain the various stages of the group. Student groups are graded on a rubric. The professor grades the group out of 23 points, and the students then grade each group member's participation on the project (0-2 points), totaling 25 possible points. A perfect score of 25 is indicative of presentation that exceeded expectations and a group member who was a strong contributor to the overall project. Data will be collected, analyzed and disseminated to CTC faculty in a scheduled CTC faculty meeting where the agenda includes a course review and discussion of the CTC 608 course. Feedback will be sought regarding changes and improvements required to improve student learning outcomes.
2. KPI #2: All students enrolled in CTC 608 take two 15-point quizzes modelled after the National Counseling Exam. Quiz 1 assesses students' understanding of the types of groups, the important components of planning groups, including setting, ethics, size, leadership qualifications, etc. Student quizzes are graded out of 15 points. Data will be collected, analyzed and disseminated to CTC faculty in a scheduled CTC faculty meeting where the agenda includes a course review and discussion of the CTC 608 course. Feedback will be sought regarding changes and improvements required to improve student learning outcomes.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this standard and the level of proficiency expected.

1. The program expects 90% of all enrolled students to achieve a score of 22/25 or higher on the Group Presentation.
2. The program expects 90% of all enrolled students to achieve a score of 12/15 or higher on the Group Quiz 1.

Assessment Data

Students	KPI 1: T-F Group Presentations	KPI 2: Quiz 1	KPI 1: T-F Group Presentations	KPI 2: Quiz 1
Semester	Summer 2018	Summer 2018	Summer 2019	Summer 2019
Total Number	46	46	44	44 (44)
Met Expectations	44	38	41	31 (43)
Percentage	95.7%	82.6%	93.2%	70% (97.7%)
Group Mean	22.36	12.57	23.73	12.1 (14.9)

Changes to be implemented Summer 2020: Based upon the 2019 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this standard?

KPI 1: The targets for this measure were met in 2018, with 44 out of 46 students achieving a grade of 22 or higher out of 25, and again in 2019 with 41/44 students demonstrating mastery. This is a high reward assignment that both requires students to rigorously plan a group and to engage as group members. Students are asked to self-reflect on their own contributions and impact and on those of their group members, and are further urged to provide each other with feedback. In the future the rubric and assignment will be revised to require greater detail about the setting for the proposed group, and a deeper consideration of the ethical implications of holding a group in the identified setting, as well as other considerations related to the setting.

KPI 2: The targets for this measure were not met in 2018 or 2019 (without extra credit opportunities). The data was not aggregated by cohort in this report, but it should be noted that the traditional weekday cohorts performed far better on the quiz in 2019 than students in the executive model. It is postulated that students in the weekday cohort have more traditional student roles with greater time to prepare for quizzes outside of school, where the executive model cohort tends to attract students with far greater responsibilities and less study time. The instructor will present the findings during a course review component of a Fall 2020 faculty meeting and seek input/feedback from the team to better meet the course objectives and ensure fair and appropriate assessment for a diverse student body. The course lectures and in class exercises will be revised to better address concepts missed more frequently by students, including types of groups, screening, and group ethics. Multiple modes of assessment are necessary to ensure that all students are evaluated fairly and accurately.



Key Performance Indicator Assessment Plan and Report

College: College of Health Professions

Department: Department of Counseling and Behavioral Health

Name of Degree Program with Concentration Areas: Community and Trauma Counseling Program

Assessment (CACREP II. F.7.g.)

Standard 7.g: Know statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.

Changes to the KPI Assessment Plan: If any changes were made to the assessment plan for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

This is a new key performance indicator.

Key Performance Indicator: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this standard and explain how it assesses the desired knowledge, skill or ability.

1. **KPI 1:** As part of the course requirement students take a **mid-term exam** in which they are expected to identify and interpret statistical concepts, including scales of measurement, measures of central tendency, indices of variability, and shapes and types of distributions, and correlations.
2. **KPI 2:** The **Final Assessment Paper/Report** represents the CACREP II. F.7.g. criterion of statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations as a foundational skill in comprehending a formal assessment instrument in addition to a clinical skill in assessing a client's presentation from choosing a clinically relevant domain of the behavioral presentation observed, administering a written instrument to a peer, interpreting the results of the interaction, developing recommendations based on this assessment, and writing a report that includes a presenting problem, precipitating

Methodology: Describe when, where and how the assessment of this standard will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

1. CTC 609 was offered in the Fall semester of the second year during the 2017-2018 academic year. CTC 609 was also offered in the Spring semester of the second year during the 2018-2019 academic semester.
- 2-1. As part of the course requirement students completed the 50-item midterm examination that was administered in week 7 of the course during the 2017-2018 academic year.
- 2-2. Due to a structural change made in the curriculum of the counseling program, students completed the 15-item midterm examination that was administered in week 10 of the course during the 2018-2019 academic year.
3. As part of the course requirements, students completed and submitted a final clinical assessment paper. This scores from this assignment will be collected through blackboard and analyzed.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this standard and the level of proficiency expected.

1. The CTC program expects that 80% of all students score a minimum of 85% on the CTC 609 mid-term exam.
2. The CTC program expects 80% of students to receive a passing score of 85% or higher the CTC 609 Assessment Final Paper.

Assessment Data

FL 2017 to SP 2019 Assessment Data

Students	KPI 1: Mid-term exam	KPI 2: Final Assessment Report	KPI 1: Mid-term exam	KPI 2: Final Assessment Report				
Semester	FL 2017	FL 2017	SP 2019	SP2019				
Total Number	25	25	42	42				
Met Expectations	22	21	38	41				
Percentage	88%	84%	90.5%	97.6%				
Group Mean	22.8	27.97	13.93	24.24				

Changes to be implemented Spring 2020: Based upon previous assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

Changes for Fall 2018: The mid-term exam was initially given individually. The results indicated that only 6 students met the standard. Based on those results, the exam was re-administered and students worked through the exam in purposive groups of four. The resulting scores improved dramatically and students had the opportunity to discuss and reflect on prior errors and make the necessary corrections. The students also reported that having the opportunity to work through the exam in groups improved their understanding of the content. Given the significant improvement in scores using the group activity, the process will be repeated in Fall 2018.

Changes for Spring 2019: Due to the changes made in Spring 2019, instead of administering the mid-term examination at one setting, students completed the 15-item, multiple-choice questions in Week 10 to identify and interpret statistical concepts in assessment, including scales of measurement, measures of central tendency, indices of variability, characteristics of the normal frequency distributions, and types of distributions, and correlations, etc. In addition, students were required to take advantage of online, engagement learning outside the weekly classroom learning to increase knowledge and skills in assessment and relevant resources from an approach that incorporates both the program's and profession's mission – trauma-responsive, diversity-sensitive, and wellness-oriented.

Changes for Spring 2020: Based on previous data as well as student feedback, CTC609 – Counseling Assessment has been modified to serve as an adaptive and experiential learning course where students gain the requisite knowledge to utilize appropriate assessments as a professional counselor, but students also utilize more lived experiences at clinical sites using counseling and other mental health assessments. Additionally, online learning modules will be utilized to front load much of the content delivery to allow for in-class experiential learning to be the majority of time spent in classroom. Finally, the mid-term examinations have been modified to be no-weight learning checks to support student self-assessment of knowledge for succeeding in class and preparing for NCE.



Key Performance Indicator Assessment Plan and Report

College: College of Health Professions

Department: Department of Counseling and Behavioral Health

Name of Degree Program with Concentration Areas: Community and Trauma Counseling Programs

<p>Research and Program Evaluation (CACREP II.F.8.g)</p>
<p>Standard 8.g: Students have the knowledge of designs used in research and program evaluation.</p>

<p>Changes to the KPI Assessment Plan: If any changes were made to the assessment plan for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.</p>

<p>This is a new key performance indicator.</p>

<p>Key Performance Indicator: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this standard <u>and</u> explain how it assesses the desired knowledge, skill or ability.</p>
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| <ol style="list-style-type: none"> 1. KPI 1 As part of CTC610, students complete a Research Proposal. This project is the development of a research proposal that is based off an identified issue within the field of community trauma counseling that hypothetically aims to address a presenting issue of a population at large. There are two levels of measurement within the Research Proposal to assess this SLO. <ol style="list-style-type: none"> a. Final Research Proposal. The students complete a final Research Proposal. The Research Proposal Paper shows students acquisition of research design and / or evaluation skills and knowledge. The paper also shows how students are able to critique their own work and evaluate feedback from the professor on earlier submissions to create a final Research Proposal. b. Research Proposal Poster. Finally, students create an academic research poster to be presented to faculty and peers. The poster develops professional skills by engaging students in a process to pull together all portions of their Research Proposal paper, showing acquisition of knowledge and skills, as well as the capacity to integrate each section together in a concise 10 minute professional poster presentation. |
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2. **KPI 2:** As part of CTC610, students complete **four in-class module quizzes**. Each quiz is multiple choice that provides an outcome measure of student mastery of course content and is intended to support preparation for the National Counselor Examination (NCE). The quizzes account for the following course learning objectives: (1) statistical and research concepts and methods used in conducting research and program evaluation, (2) explain how to identify, select, and construct qualitative, quantitative, and mixed-methods research design, (3) demonstrate knowledge of how to prepare a research paper proposal, including generating ideas for a research proposal, developing a research question that is meaningful to the profession, conducting library research and writing a literature review, (4) recognize the principles, practices, and applications of needs assessment and program evaluation, including the use of research to inform evidence-based counseling practices, (5) demonstrate knowledge of professional ethical codes regarding research, and (6) demonstrate an understanding of ethical and culturally relevant strategies for interpreting and reporting results.

Methodology: Describe when, where and how the assessment of this standard will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

1. **Research Proposal Paper:** The final Research Proposal Paper shows students acquisition of research design and / or evaluation skills and knowledge. The paper also shows how students are able to critique their own work and evaluate feedback from the professor on earlier submissions to create a final Research Proposal paper. This paper is collected at the end of the CTC610 course.
2. **Capstone Poster.** Finally, students create an academic research poster to be presented to faculty and peers. The poster is a presentation of their final Research Proposal project. The poster develops professional skills by engaging students in a process to pull together all portions of their Research Proposal paper, showing acquisition of knowledge and skills, as well as the capacity to integrate each section together in a concise 10 minute professional poster presentation.

Each of the sections and final projects specific to the Research Proposal project described above are collected via Blackboard Learn, the learning platform for all Jefferson courses. The components are stored with Blackboard Learn where the professor, program director, and administrative assistant for the program have continued access. As the measured deliverable for this CACREP evaluation, the professor will also upload each deliverable above into the program's internal Box.com account where all faculty have access. Data will be updated after each CTC610 offering to compare to prior years, supporting in the yearly course update evaluation which determines modifications that may be needed to the assignments and/or course delivery [this is completed by course instructor(s)].

3. The four in-class quizzes are administered in-class. Quiz one covers modules 1-3, quiz two covers modules 4-6, quiz three covers modules 7-8, and quiz four covers modules 9-10. Data is stored within Blackboard Learn, each module quiz is evaluated by instructor(s) to analyze the individual and aggregate student scores for each module quiz and total scores across the four module quizzes, and item-level analysis to evaluate wording of each item. This analysis will inform course instructor(s) of changes necessary for the module quizzes for the following course offering, if necessary. ***Please note, the four in-class quizzes were not implemented until the spring of 2018 semester. Additionally, spring 2018 the quizzes were worth 2 points each and fall 2018 quizzes were worth 2.5 points each.***

For both the Research Proposal and the Module Quizzes, data will be added to the "Assessment Data" section of this document to be used for CTC faculty evaluation of SLO's. Data will be updated after each CTC610 offering to compare to prior years, supporting in the yearly course update evaluation which determines modifications that may be needed to the assignments and/or course delivery [this is completed by course instructor(s)].

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this standard and the level of proficiency expected.

1. **Research Proposal**

- a. **Final Research Proposal Paper:** The program expects 85% of students will achieve a score of 85% or higher on final Capstone Paper.
- b. **Research Proposal Poster:** The program expects 85% of students will achieve a score of 85% or higher on the Capstone Poster.

2. **Module Quizzes:** The program expects that 85% of students will achieve a score of 70% combined correct items across all four quizzes.

Assessment Data

Assessment Data						
Students	KPI 1a: Research Proposal Paper	KPI 1b: Research Proposal Poster	KPI 2: Quizzes	KPI 1a: Research Proposal Paper	KPI 1b: Research Proposal Poster	KPI 2: Module Quizzes
Semester	Spring 2017	Spring 2017	Quizzes were not implemented during this term	Spring 2018	Spring 2018	Spring 2018
Total Number	27	27		25	25	25
Met Expectations	18	25		21	23	22
Percentage	67%	92.5%		84%	92%	88%
Group Mean	87.46%	92.45%		91%	94%	80%
Students	KPI 1a: Research Proposal Paper	KPI 1b: Research Proposal Poster	KPI 2: Module Quizzes			
Semester	Fall 2018	Fall 2018	Fall 2018			
Total Number	40	40	40			
Met Expectations	32	40	39			
Percentage	80%	100%	97.5%			
Group Mean	91%	95%	88%			

Changes to be implemented 2019-2020 AY: Based upon the 2018-2019 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

2017-2018 changes/improvements for spring 2018: CTC610 was taught primarily as a flipped classroom during the spring of 2017 term. Readings were assigned, the professor developed lecture videos and posted them through Blackboard Learn, and then during the class about 20% of each class was dedicated to supporting knowledge gaps. The remaining 80% of class was spent on developing the students Capstone sections through experiential activities. It is evident through the scores on the Methodology section that students need additional support in understanding language and concepts. For the spring 2018 term, the structure will remain the same (flipped classroom), but students will be required to produce a 3-minute FlipGrid video of concepts they need support in understanding specific concepts. Concepts identified by students will then be the focus of the didactic portion of each class. There will be no change to the Capstone Paper, students receive feedback on each section throughout the course and are expected to integrate the feedback from the professor. In a retrospective look at the 2017 final Capstone Papers, it was apparent that students who fell below 85% did not incorporate feedback from earlier submitted sections.

2018-2019 Changes/Improvements for fall 2018: CTC610 was taught primarily as a flipped classroom during the spring of 2018 term. Readings were assigned, the professor developed lecture videos and posted them through Blackboard Learn, and then during the class about 20% of each class was dedicated to supporting knowledge gaps. The remaining 80% of class was spent on developing the students Capstone sections through experiential activities. A few major changes are occurring with CTC610 beginning in the fall of 2018 term: (1) the course is moving to the fall semester, previously taught in the spring, and (2) the CTC program has revamped the Capstone project where the CTC610 research proposal will not be the only component. The program has decided to revamp the Capstone II project primarily because the CTC610 instructors have reflected on the difficulties of ensuring all content areas are thoroughly addressed due to the amount of time developing the specific research proposals. Therefore, in fall 2019, the Research Proposal will primarily focus on Methodology and Discussion sections. This will allow for more time in-class to be focused on counseling research concepts, we also expect this to increase quiz scores and preparedness for the NCE. The Research Proposal Poster will be completed and students will complete a mock poster session during the fall term, but not printed until the spring of 2019, ensuring less class time is taken for logistical concerns and more time spent on counseling research concepts. The class will continue to be taught as a flipped classroom, with online videos developed by instructor(s), and in-class experiences to ensure application and analysis of counseling research concepts.

2018-2019 Changes/Improvements for spring 2020

CTC610 is being moved back to spring semester beginning in spring 2020. The quiz content will be re-evaluated and compared to sample NCE questions to ensure the difficulty of the quizzes match that of the NCE. The expectations will also be increased in fall of 2019 from students reaching 70% to an 85%. The quizzes were refined during fall of 2018 to better meet needs of NCE preparation in the fall of 2018, additionally the in-class experiential learning activities had a stronger focus on mastery and application of core research concepts. The high quiz score show evidence that the students grasped the content in this learning environment at a higher level than in previous years. For the fall of 2019 semester the CTC program is aiming to partner with multiple local community mental health agencies to provide students with real-life experience in conducting a small focus group and using the data from the focus group to work within small groups to develop a research proposal that hypothetically would address the identified issue. This will provide real-life experience and application of course content. Although only 80% of students met expectations for the Research Proposal Paper, the expectations will remain consistent for fall of 2019.