

Emmaus Bible College Academic Program Review

Department: Counseling Psychology

Chair: Ben Mathew

Faculty Members: Ben Mathew & Seth Scott

Date Submitted: 9/5/2017

Program alignment with college mission, vision, strategic plan:

The mission of the Counseling department is to equip students with the ability to integrate, under a biblical authority, theories, practices, and methodologies of counseling psychology for effective counseling ministry to those in need.

The mission of the Counseling department is in alignment with the college mission statement by reflecting a desire to uphold a biblical authority, by challenging our students in their academic rigor and by cultivating a heart of service in following the example of Christ.

Program distinctives or recognitions of quality:

2015 – Best Counseling Degree for Top Small Colleges in the Country - #1

(<http://www.bestcounselingdegrees.net/best/small-colleges-counseling-degree/>)

2016 – 50 Most Affordable Selective Small College for a Psychology Degree - #22

(<http://www.bestpsychologydegrees.com/top/affordable-selective-small-colleges-for-a-psychology-degree/>)

Program alignment with “Emmaus Experience”:

Educational program infused with biblical content:

The Counseling program is thoroughly infused with biblical content. Examples include:

- Integration Paper in Applied Integration (COU 421): Students will use their Case Study assignment from Abnormal Psychology (PSY 311) and write an integration paper combining an area of theology to the specific mental health issue from your study (approx. 16-20 pages). The first part of your paper will be a comprehensive analysis of this doctrine from an evangelical perspective. Content should include a detailed history and development of the theology, definitions and biblical foundations of the theology, current evangelical debates and discussions within the theology, and major contributors that have shaped an orthodox doctrine of the theology. The second part of your paper will then apply the theology to your specific case study from Abnormal Psychology highlighting how the theology specifically informs, helps and gives guidance in your counseling ministry. Content should include how the theology gives insight to what is ‘healthy’ in the Christian life, how to use the theology to identify the specific mental health issue, and specific methods for therapy and recovery.
- Course Outcomes in Developmental Psychology (PSY 211): To define what it means to be human from a biblical worldview and contrast the biblical worldview of humanity with non-biblical worldviews. To describe God’s original design for human growth and development and illustrate how this original godly design has been corrupted by an inherited sinful nature.

This infusion of biblical content provides the means by which we are able to study and reflect on theories and clinical concepts in the disciplines of Counseling and Psychology.

Meaningful relationships between faculty, staff and students:

We endeavor to develop relationships with students both in and outside of the classroom experience. We have weekly “Coffee with Counselor” times with students where we purchase a cup of coffee for any interested student in the program. We then spend an hour in discussion, fellowship, games and a time of personal interaction. We also have monthly events where we invite students into our homes for a night of fellowship and encouragement. Finally, we develop individual relationships with student as evidenced by mentoring and discipleship opportunities, pre-marital counseling, wedding officiants and other personal interactions.

Program Learning Outcomes:

1. Distinctively Christian Integration — Integrate a comprehensive knowledge of the Bible and major theological concepts with skills in psychological theory, methodology and technique.
2. Knowledge of Theories — Identify and evaluate the major secular and Christian psychological theories and practices from a sound Biblical and theological point of view.
3. Knowledge of Problems and Delivery of Care — Identify the issues and problems that people, groups and communities face in life, with the intent of treating and bringing help to those problems.
4. Development of Counseling Skills — Apply counseling skills within a thoroughly-Biblical framework, including interviewing skills, one-on-one and small group situations.
5. Appreciation of Diversity in Counseling — Be responsive to multicultural, gender and racial concerns and how diverse populations respond differently to counseling.
6. Knowledge of Abnormal Psychology — Know basic elements of psychopathology and various treatments available.
7. Professional Development — Comprehend the legal, ethical, ministerial, and professional issues in contemporary counseling ministry and/or practice.
8. Personal Growth — Discern and evaluate their mental, spiritual, emotional and relational growth to help strengthen their Christian character and develop a deep level of dedication to people, and to a ministry of helping them with their lives in a way that is honoring to God.
9. Ministry & Vocational Opportunities — Serve in ministry or career roles within a variety of church, para-church, private and governmental social services which require good personal, emotional and relational abilities.
10. Preparation for Graduate Studies — Complete core courses and articulate psychological information to pursue graduate work in mental health counseling or a related academic/professional field leading toward certification or licensure.

Summary of LOA findings over the past five years:

# Targets:	2013 5 Targets	2014 5 Targets	2015 5 Targets	2016 5 Targets	2017 5 Targets
Met	1	1	3	5	1
Partially Met	4	4	1	0	4
Not Met	0	0	1	0	0

**The biggest help in meeting targets over the years has been helping student priorities their time, their academic discipline and their completion of assignments to avoid costly penalties to their final work. Most students would complete the work, but would hand it in late, bringing their final grade down, and not helping us achieve our targets. We have been able to help students keep their deadlines in check and avoid handing in papers late.*

Changes to LOA or Curriculum over the last five years:

We've developed a few changes to our curriculum over the last five years:

1. In 2012 we hired Seth Scott as a full-time faculty member in the Counseling department. He was able relieve the teaching load from our one full-time faculty (Ben Mathew), and he also took over courses that were being offered through adjunct faculty (both on-campus and online). This hire allowed a greater delivery of course content in the classroom experience, and added a significant relational element with students.
2. With the hire of Seth, we revamped our entire program offerings, both in the order of coursework, the spread of the coursework over four years, and the ability to add new courses to our department (i.e. Marital & Family Therapy and Addictive Behaviors)
3. We developed our Psychological Theories & Applications courses from one to two courses. Based on our LOA findings, we discovered that students were not able to fully understand the major theories and their application to clinical work today. We divided the course into a Fall and Spring course, and divided the content (historically) over two semesters. This provided more time to cover the material in a meaningful way and help students understand the theories on a deeper level.

4. We moved the Genogram assignment from the Methods & Techniques course to the Marital & Family Therapy course. This assignment was a better fit for content in the Marital & Family Therapy course, and allowed students to better understand their personal history as it relates to helping others in therapeutic contexts.
5. Considering the insight from exit interviews, students did not feel prepared and equipped to understand the next steps in pursuing graduate degrees after Emmaus. We developed a seminar to help students understand the opportunities in graduate schools and how to start the process of finding and applying to various programs. A [website](#) was developed to help students find different schools using various filters and locations.
6. To help students apply the information from their coursework, an optional summer internship was developed to provide students real life opportunities to learn the various aspects of mental health and recovery. Partnerships with Rescue Missions around the country provided employment and supervision while also gaining insight and applying classroom instruction into real life situations.

Enrollment and Graduate History:

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Total Program Enrollment	26	22	23	27	27	31
	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Graduates	9	6	8	4	1	3

Graduate Placement Data:

24% - Graduate Studies
 21% - Ministry Positions
 21% - Hospitality Services
 17% - Sales Service
 10% - Other
 7% - Community Work
(as of January 2015)

Faculty Demographics

	2011	2012	2013	2014	2015	2016
Full	1	2	2	2	2	2
Adjunct	2	0	0	0	0	0
Total	3	2	2	2	2	2

Student/faculty Ratio:

	2011	2012	2013	2014	2015	2016
Student FTE/ Fac FTE	26:1	11:1	11:1	13:1	13:1	15:1

Expense per student and revenue to expense ratio

	2011	2012	2013	2014	2015	2016
Expense per student						
Rev/Expense						

Information has been requested from Mark Presson and the Business office, and they are still acquiring the proper software to make these calculations. **SEE Information provided at end of report.*

Student satisfaction with program:

The following data is collected from an exit interview we have with each graduating senior. They highlight student satisfaction (or expectations) with the program learning outcomes of the department.

	Spring 2012 out of 9 interviews	Spring 2013 out of 6 interviews	Spring 2014 out of 7 interviews	Spring 2015 out of 4 interviews	Spring 2016 out of 1 interview	Spring 2017 out of 3 interviews
Distinctively Christian Integration	3.7/4	3.1/4	3.7/4	4/4	3/4	4/4
Knowledge of Theories	3.4/4	3.5/4	3.1/4	3.3/4	4/4	3/4
Knowledge of Problems and Delivery of Care	3.6/4	2.8/4	3.3/4	4/4	4/4	4/4
Development of Counseling Skills	3.3/4	3.08/4	2.8/4	3.7/4	4/4	4/4
Appreciation of Diversity in Counseling	3.7/4	3.3/4	3.3/4	4/4	4/4	4/4
Knowledge of Abnormal Psychology	3.1/4	3.6/4	3.5/4	3.6/4	4/4	4/4
Professional Development	3.5/4	3.1/4	3.5/4	3.7/4	3/4	3.3/4

Personal Growth	3.6/4	3.1/4	3.5/4	4/4	4/4	4/4
Ministry & Vocational Opportunities	3.2/4	3/4	3.6/4	4/4	3/4	4/4
Preparation for Graduate Studies	3.5/4	1.6/4	2.7/4	4/4	3/4	4/4

**The department has set a goal of 3.5/4 or higher for these student satisfaction outcomes. Anything below 3.5 provides us with clarity as to what areas need immediate improvement, and anything at or above 3.5 can help us identify our strengths and how we can improve in the long term.*

Future Recommendations:

An analysis of the review process, the data and the findings in this report provides several suggestions for future consideration:

1. **Curricular Mapping:** Develop academic mapping between college and program outcomes to course specific outcomes and assignments. This mapping will provide greater clarity in identifying how various assignments are helping to achieve the departmental outcomes, and in turn, will provide insight in how the Counseling department is contributing to the college's overall mission, vision and outcomes.
2. **Preparation for Graduate Studies:** Since graduate studies are a necessity for students to find meaningful and lasting employment in mental health counseling, the program must identify opportunities for training, clinical support and advancement towards graduate programs. Discussions are in development regarding graduate programs in Counseling within the college, or at least, the possibility to partner with other institutions to create expedited tracks that help students pursue graduate training to secure meaningful employment in the mental health services.
3. **Clinical Practicums:** We need to develop clinical placements and practicums that provide real-life learning experiences for students. The learning that happens in the context of a classroom is essential in communicating content and basic integration in theology and psychology. But counseling is a discipline best learned by 'doing', and we need to seek further opportunities and placements for students to put their head knowledge from the classroom into practical and real-life experiences.

Comparison of EBC Counseling Psychology Program to other similar Programs

Emmaus Bible College Counseling Psychology	Lancaster Bible College Professional Counseling	Moody Bible Institue Pre-Counseling	Columbia International University Psychology	Cairn University Psychology
Introduction to Psychology	General Psychology	Introduction to Psychology (Elective)		General Psychology
Counseling Foundations	Counseling Skills in Helping Relationships	Introduction to Counseling		
Developmental Psychology	Human Growth & Development Across the Lifespan	Human Development (Elective)	Human Growth & Development	Human Development
Psychological Theories & Application 1	Systems of Counseling 1	Theories of Personality & Counseling Applications	Personality Theories	Theories of Personality, Social & Emotional Development
Marital & Family Therapy		Marriage & Family Systems (Elective)	Foundations of Marriage & Family Counseling (Elective)	
Psychological Theories & Application 2	Systems of Counseling 2		Counseling Theory (Elective)	History & Systems of Psychology
Methods & Techniques of Counseling	Principles & Techniques of Counseling	Counseling Skills Training	Models & Applications of Counseling Psychology	
Abnormal Psychology	Abnormal Psychology	Abnormal Psychology	Abnormal Psychology	Abnormal Psychology
Group Dynamics of Counseling	Group Counseling Leadership Skills		Group & Institutional Dynamics	
Multicultural Counseling Techniques	Intercultural Counseling Experience	Intercultural Communication (Elective)	Multicultural Counseling (Elective)	
Crisis Intervention Counseling				
Ethics & Issues of Counseling	Professional Ethics in Counseling & Psychological Casework		Professional Orientation & Ethics (Elective)	
Applied Integration	Applied Counseling & Psychology Methodologies		Applied Biblical Foundations of Counseling (Elective)	Theological Integration in Psychology & Psychotherapy
Addictive Behaviors				
Introduction to Statistics	Statistics in the Social Sciences		Research, Statistics, & Evaluation (Elective)	Probability & Statistics

Other Coursework in Program:	Other Coursework in Program:	Other Coursework in Program:	Other Coursework in Program:
Research Design & Statistics for Counselors		Research Methods	Research Methods
	Pre-Counseling Ministry Internship	Psychology Practicum	
	Senior Seminar: Pre-Counseling		Senior Seminar
		Physiological Psychology	Biological Foundations of Behavior
Orientation to Counseling & Psychology		Foundations of Clinical Mental Health Counseling (Elective)	
Introduction to the Helping Professions		Psychology of Learning (Elective)	Wisdom Literature
Counseling & Psychological Assessment Techniques		Human Intimacy and Sexuality (Elective)	Social Psychology
Theories of Personality		Psychology in the Psalms & Prophets (Elective)	Cognitive Psychology
		History, Psychology, and Sociology of Sport (Elective)	
		Counseling Youth & Families (Elective)	

Emmaus Bible College

Detailed Assessment Report 2017-2018 BS Counseling Psychology

As of: 6/09/2018 06:26 AM CDT

(Includes those Action Plans with Budget Amounts marked **One-Time, Recurring, No Request**)

Mission / Purpose

To equip students with a comprehensive study of biblical and theological studies, to integrate, under a biblical authority, theories, practices and methodologies of counseling psychology for effective counseling ministry to those in need.

Goals

G 1: Head (Content, Knowledge, Know)

This area specifically asks what content a graduate should be able to know. The Counseling Psychology program seeks to have students be knowledgeable and capable both in the world of Biblical Theology and Counseling Psychology. The interaction of these two disciplines gives the ideal graduate the ability to develop the skills necessary to integrate a comprehensive knowledge of the Bible and major theological concepts with skills in psychological theory, methodology and technique. The ultimate question being asked is "How do you integrate your knowledge of Counseling Psychology into a Biblical theology?"

G 2: Heart (Character, Disposition, Be)

The content of Biblical Studies and Counseling Psychology should have a profound and lasting impact in the very core of the student. A true test of knowing is whether the disposition of the student has changed and whether they have developed a conviction of heart, rather than just the ability to parrot ideas and concepts. Admittedly, assessing "the heart" of students is, at best, very difficult, and at worst, setting us up as "fruit inspectors" of how the Spirit works in individual lives. While we never want to be a judge of how or when a student is growing in the knowledge of the Lord, we do feel it necessary to develop a relationship, whereby we can at least ask the question "How are you personally growing with God & people". While we realize that students may fabricate the fruit of the spirit, we pray that outward indicators would be able to give evidence of inward growth.

G 3: Hand (Capabilities, Skills, Do)

When robust theological foundations give insight to counseling theories and methods, the hope is that a student will develop strong convictions that then inform and empower thoughtful action. Knowledge without action (or faith without works) is dead, and the ideal graduate of the Counseling department should not just "know" or "be", but should also "do". The graduate should have basic skills and capabilities that they should be able to apply in various church, para-church and people helping ministries. The ultimate question being asked here is "What can you do with what you know and believe?"

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Distinctively Christian Integration

Integrate a comprehensive knowledge of the the Bible and major theological concepts with skills in psychological theory, methodology and technique.

Relevant Associations:

General Education/Core Curriculum Associations

- 1.5 Demonstrate critical thinking skills through integration of Christian theology and worldview with other academic disciplines.
- 2.1 Evidence a comprehensive knowledge of the content of the Bible.

Related Measures

M 1: Psychological Theories and Application Paper

Developing our own theory is an important element in becoming more effective in our helping efforts. Write an integrative paper (approx. 3000 words), articulating your own evolving theoretical-orientation to counseling as a Christian. Consider the following aspects: · Theory of Personality: What are your basic assumptions about human nature? What are the main values you live by? How do these values influence you as a helping person? · Theory of Psychopathology: Etiology - How do symptoms or problematic behaviors develop? What are your assumptions about psychopathology (How do people become mentally or emotionally disordered? What causes mental or emotional disorder and unhealthy personal adjustment?) · Theory of Therapeutic Process: What do you consider to be the most important therapeutic goals? What are your views of counseling and the counseling process (e.g. what constitutes a problem, who should establish the goals of counseling? Interventions you would use to achieve the therapeutic goals, curative factors etc.) What procedures will you use with clients to achieve the therapeutic goals? · The nature of the counselor-client relationship: As a helping agent, how might you facilitate change in clients' lives? What would you expect of your clients? How do you view the relationship between you and your clients? · The process of change: How do you know the problem has been solved? Spiritual realities: What makes your theoretical approach Christian? How do you address the spiritual needs in your model? Which theories of psychotherapy and counseling would most guide you in formulating your integrative theoretical approach?

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document

[Psychological Theories and Applications II: Theory Paper Rubric](#)

Target:

Student will achieve 85% or higher based on rubric.

Finding (2016-2017) - Target: Partially Met

Student #1 - 83% Student #2 - 108% Student #3 - 112% Student #4 - 86% Student #5 - 110% Student #6 - 77% Student #7 - 84% 4 out of 7 students achieved 85% or higher. Two of the students who were below 85% earned grades of 83% and 84%...very close to the goal. The final student who scored 77% had points removed because the final paper missed key elements of engagement in understanding and presenting their therapeutic theory.

Finding (2015-2016) - Target: Met

Student #1 - 96% Student #2 - 102% Student #3 - 85% Student #4 - 93% Student #5 - 86% Student #6 - 86% Student #7 - 77% Student #8 - 87% Student #9 - 91% Student #10 - 96% Student #11 - 112% Student #12 - 102% Student #13 - 91% 12 out of 13 students achieved 85% or higher. The one student who scored under 85% (77%) did so because they were late in handing in the paper. The average for all 13 students was 92%.

Finding (2014-2015) - Target: Not Met

Name: % Student 1 78 Student 2 75 Student 3 75 Students who scored below 85% lost significant points primarily because of: poor structure of papers (grammar, thesis statements, citation of research, etc.), and late papers (3% taken off final grade per late calendar day) Action Plan: Have different sections of the paper due throughout the semester, and worth points towards the final grade Continue to coordinate with and refine training for students with Library services (Beth Young) to better how to access and present relevant research Coordinate with General Education to encourage students to access Writing Seminar to better understand and craft academic papers with proper mechanics and citation Coordinate with Student Services (Transitions) to help students with Time Management skills, to better enable them to research, write and hand in papers on time

Finding (2013-2014) - Target: Partially Met

Name: % Student 1 46 Student 2 92 Student 3 89 Student 4 92 Student 5 85 Student 6 67 Student 7 75 Student 8 89 Student 9 50 Student 10 46 Student 11 39 Student 12 92 Student 13 85 Student 14 100 Students who scored below 85% lost significant points primarily because of: poor structure of papers (grammar, thesis statements, citation of research, etc.), and late papers (3% taken off final grade per late calendar day) Action Plan: Continue to coordinate with and refine training for students with Library services (Beth Young) to better how to access and present relevant research Coordinate with General Education to encourage students to access Writing Seminar to better understand and craft academic papers with proper mechanics and citation Coordinate with Student Services (Transitions) to help students with Time Management skills, to better enable them to research, write and hand in papers on time

Finding (2012-2013) - Target: Partially Met

Name: % Student 1 92 Student 2 77 Student 3 100 Student 4 100 Student 5 83 Student 6 100

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Action Plans for PTA2 Theory Paper

Established in Cycle: 2014-2015

Have different sections of the paper due throughout the semester, and worth points towards the final grade Continue to coordi...

Actions Plans for PTA2

Established in Cycle: 2016-2017

Have different sections of the paper due throughout the semester, and worth points towards the final grade. Continue to coordin...

SLO 2: Knowledge of Theories

Identify and evaluate the major secular and Christian psychological theories and practices from a sound Biblical and theological point of view.

Relevant Associations:

General Education/Core Curriculum Associations

- 1.5 Demonstrate critical thinking skills through integration of Christian theology and worldview with other academic disciplines.
- 2.2 Evidence a comprehensive understanding of Christian Theology and the Christian worldview that results.

Related Measures

M 1: Psychological Theories and Application Paper

Developing our own theory is an important element in becoming more effective in our helping efforts. Write an integrative paper (approx. 3000 words), articulating your own evolving theoretical-orientation to counseling as a Christian. Consider the following aspects: · Theory of Personality: What are your basic assumptions about human nature? What are the main values you live by? How do these values influence you as a helping person? · Theory of Psychopathology: Etiology - How do symptoms or problematic behaviors develop? What are your assumptions about psychopathology (How do people become mentally or emotionally disordered? What causes mental or emotional disorder and unhealthy personal adjustment?) · Theory of Therapeutic Process: What do you consider to be the most important therapeutic goals? What are your views of counseling and the counseling process (e.g. what constitutes a problem, who should establish the goals of counseling? Interventions you would use to achieve the therapeutic goals, curative factors etc.) What procedures will you use with clients to achieve the therapeutic goals? · The nature of the counselor-client relationship: As a helping agent, how might you facilitate change in clients' lives? What would you expect of your clients? How do you view the relationship between you and your clients? · The process of change: How do you know the problem has been solved? Spiritual realities: What makes your theoretical approach Christian? How do you address the spiritual needs in your model? Which theories of psychotherapy and counseling would most guide you in formulating your integrative theoretical approach?

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document

[Psychological Theories and Applications II: Theory Paper Rubric](#)

Target:

Student will achieve 85% or higher based on rubric.

Finding (2016-2017) - Target: Partially Met

Student #1 - 83% Student #2 - 108% Student #3 - 112% Student #4 - 86% Student #5 - 110% Student #6 -

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Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

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Established in Cycle: 2014-2015

Have different sections of the paper due throughout the semester, and worth points towards the final grade Continue to coordi...

Actions Plans for PTA2

Established in Cycle: 2016-2017

Have different sections of the paper due throughout the semester, and worth points towards the final grade. Continue to coordin...

SLO 3: Knowledge of Problems and Delivery of Care

Identify the issues and problems that people, groups and communities face in life, with the intent of treating and bringing help to those problems.

Related Measures

M 4: Genogram

Family Genogram All students will be required to construct a Family Genogram of his/her family including three generations. (Four if you have children).

Source of Evidence: Project, either individual or group

Connected Document

[Marital & Family Therapy Genogram Rubric](#)

Target:

Student will achieve 85% or higher on their Genogram due for Marital & Family Therapy based on the rubric.

Finding (2016-2017) - Target: Met

Out of 11 students in the class, 9 achieved a final grade of 85% or higher on their genogram with one of the two remaining students scoring above 85% for the project, but receiving a final grade below 85% because of late penalties. This left one student with an earned grade of 76 on the genogram due to student not following the expectations on the rubric for emotional and social relationships.

Finding (2015-2016) - Target: Met

The average grade for the 13 students in Marital and Family Therapy on this assignment was 88.92. Out of the 13 students, 2 received A+s, 5 received As, 2 received A-s, with 2 B-s, 1 C-, and 1 D+. The students improved with their application of genograms during class with lower grades reflecting poor organization, design, and time planning. Corrections were allowed to improve grades with some student selecting to resubmit.

Finding (2014-2015) - Target: Partially Met

Genogram measure moved from Methods & Techniques to Marital & Family Therapy this term. Measure is the same in rubric and expectation, both classes are 200-level classes. Out of 10 students in the class, 4 students achieved 85% or higher. Of the students who did not, three received 77% for lack of relational connections and detail; one received 69% for sloppy work and lack of detail; and one received 61% for sloppiness, lack of detail and information, and for being late. Action Plan: Provide practice in creating genograms in class prior to due date. Provide examples of expectations regarding professional appearance and level of detail. Extend due date for genogram project later into the semester to provide more time to explain the concept and work on in class.

Finding (2013-2014) - Target: Partially Met

Name: % Student 1 100 Student 2 50 Student 3 90 Student 4 0 Students who did not meet the target for this

measurement did so primarily because of: student did not follow expectations as laid out in Genogram rubric coursework being handed in late Action Plan: Continue to help students understand expectations, and provide ongoing help and assistance throughout the semester to help students complete assignment according to published rubric Continue to work with Student Services (Transitions Program) to help students with Time Management and how prioritize their lives to accomplish academic responsibilities

Finding (2012-2013) - Target: Partially Met

Name: Geonogram Student #1 95% Student #2 100% Student #3 100% Student #4 70% Student #5 95% Student #6 100%

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Genogram Action Plan

Established in Cycle: 2014-2015

In order to improve student success on this measure, next year I will: Provide practice in creating genograms in class prior to...

Improved Rubric Explanation

Established in Cycle: 2016-2017

I cannot control the students' time management to complete the assignments by their due date, but with the one student who score...

M 5: Recovery Paper

The purpose of this paper is to gain a broader perspective of the process of recovery. The method for accomplishing this will be attending a minimum of three Alcoholics or Narcotics Anonymous Open meetings and reporting on this experience, to include such topics as your reaction to the meetings, what you learned from the meetings, your impression of those who spoke, etc. Attendance at additional meetings is encouraged. One point (added to your final class average – up to five points) of extra credit will be awarded for each extra meeting attended. Participation in Christian-based 12-step meetings is encouraged, but only after attending two non-Christian AA or NA meetings. This paper will compare impressions of addiction and addicts from first class with impressions after attending meetings. See Rubric for additional details.

Source of Evidence: Performance (recital, exhibit, science project)

Connected Document

[Crisis Counseling CPI Training Rubric](#)

Target:

Student will complete and achieve 85% or higher on their Recovery Paper in Addictive Behaviors (COU 422).

Finding (2016-2017) - Target: Met

With 12 students in the class this semester, 10 of the 12 achieved 85% or higher on their Recovery Paper. The remaining 2 students scored slightly below this benchmark due to loss of points from turning their papers in late, but if the papers had been completed on time, all students would have achieved 85% or higher.

Finding (2015-2016) - Target: Met

Three students completed Addictive Behaviors this Spring with scores of 87, 96, and 99 on the Recovery Paper, evidencing active engagement with the group attendance at meetings and an understanding and evaluation of the influence of meetings on addiction and recovery.

Finding (2014-2015) - Target: Met

Two students completed the Recovery Paper scoring 95 & 96%.

Finding (2013-2014) - Target: Not Reported This Cycle

Course was added to Counseling Psychology program in Fall 2013 but previous students were not required to take the course. Therefore, the course was offered in the Spring 2014, but had no students. Action Plan: we will begin collecting data for this in the next Assessment cycle (2014-2015)

SLO 4: Development of Counseling Skills

Apply counseling skills within a thoroughly-Biblical framework, including interviewing skills, one-on-one and small group situations.

Related Measures

M 4: Genogram

Family Genogram All students will be required to construct a Family Genogram of his/her family including three generations. (Four if you have children).

Source of Evidence: Project, either individual or group

Connected Document

[Marital & Family Therapy Genogram Rubric](#)

Target:

Student will achieve 85% or higher on their Genogram due for Methods & Techniques of Counseling (COU 210) based on the rubric.

Finding (2016-2017) - Target: Met

Out of 11 students in the class, 9 achieved a final grade of 85% or higher on their genogram with one of the two remaining students scoring above 85% for the project, but receiving a final grade below 85% because of late penalties. This left one student with an earned grade of 76 on the genogram due to student not following the expectations on the rubric for emotional and social relationships.

Finding (2015-2016) - Target: Met

The average grade for the 13 students in Marital and Family Therapy on this assignment was 88.92. Out of the 13 students, 2 received A+s, 5 received As, 2 received A-s, with 2 B-s, 1 C-, and 1 D+. The students improved with their application of genograms during class with lower grades reflecting poor organization, design, and time planning. Corrections were allowed to improve grades with some student selecting to resubmit.

Finding (2014-2015) - Target: Partially Met

Genogram measure moved from Methods & Techniques to Marital & Family Therapy this term. Measure is the same in rubric and expectation, both classes are 200-level classes. Out of 10 students in the class, 4 students

achieved 85% or higher. Of the students who did not, three received 77% for lack of relational connections and detail; one received 69% for sloppy work and lack of detail; and one received 61% for sloppiness, lack of detail and information, and for being late.

Finding (2013-2014) - Target: Partially Met

Name: % Student 1 100 Student 2 50 Student 3 90 Student 4 0 Students who did not meet the target for this measurement did so primarily because of: student did not follow expectations as laid out in Genogram rubric coursework being handed in late Action Plan: Continue to help students understand expectations, and provide ongoing help and assistance throughout the semester to help students complete assignment according to published rubric Continue to work with Student Services (Transitions Program) to help students with Time Management and how prioritize their lives to accomplish academic responsibilities

Finding (2012-2013) - Target: Partially Met

Name: Genogram Student #1 95% Student #2 100% Student #3 100% Student #4 70% Student #5 95% Student #6 100%

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Genogram Action Plan

Established in Cycle: 2014-2015

In order to improve student success on this measure, next year I will: Provide practice in creating genograms in class prior to...

M 5: Recovery Paper

The purpose of this paper is to gain a broader perspective of the process of recovery. The method for accomplishing this will be attending a minimum of three Alcoholics or Narcotics Anonymous Open meetings and reporting on this experience, to include such topics as your reaction to the meetings, what you learned from the meetings, your impression of those who spoke, etc. Attendance at additional meetings is encouraged. One point (added to your final class average – up to five points) of extra credit will be awarded for each extra meeting attended. Participation in Christian-based 12-step meetings is encouraged, but only after attending two non-Christian AA or NA meetings. This paper will compare impressions of addiction and addicts from first class with impressions after attending meetings. See Rubric for additional details.

Source of Evidence: Performance (recital, exhibit, science project)

Connected Document

[Crisis Counseling CPI Training Rubric](#)

Target:

Student will complete and achieve 85% or higher on their Recovery Paper in Addictive Behaviors (COU 422).

Finding (2016-2017) - Target: Met

With 12 students in the class this semester, 10 of the 12 achieved 85% or higher on their Recovery Paper. The remaining 2 students scored slightly below this benchmark due to loss of points from turning their papers in late, but if the papers had been completed on time, all students would have achieved 85% or higher.

Finding (2015-2016) - Target: Met

Three students completed Addictive Behaviors this Spring with scores of 87, 96, and 99 on the Recovery Paper, evidencing active engagement with the group attendance at meetings and an understanding and evaluation of the influence of meetings on addiction and recovery.

Finding (2014-2015) - Target: Met

Two students completed the Recovery Paper scoring 95 & 96%.

Finding (2013-2014) - Target: Not Reported This Cycle

Course was added to Counseling Psychology program in Fall 2013 but previous students were not required to take the course. Therefore, the course was offered in the Spring 2014, but had no students. Action Plan: we will begin collecting data for this in the next Assessment cycle (2014-2015)

SLO 5: Appreciation of Diversity in Counseling

Be responsive to multicultural, gender and racial concerns and how diverse populations respond differently to counseling.

Related Measures

M 2: Epistle Reading

Epistle Reading Students are to choose an Epistle of their choice, and in one sitting, read through the entire letter. They will write a one page, single spaced reflection of their reading indicating specific encouragement and help they found within the Epistle as it relates to their ministry of counseling and helping people. All papers are to be completed and configured in proper MLA format and are due at the beginning of class on the date due. Grades on late papers will be reduced by three percentage points per calendar day after the due date. Late papers will not be accepted after the last day of classes (4:30pm). Methods & Techniques of Counseling – Fall Junior Year Group Dynamics of Counseling – Spring Junior Year Ethics & Issues in Counseling – Fall Senior Year Applied Integration – Spring Senior Year

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

Student will achieve 85% or higher.

Finding (2016-2017) - Target: Met

Methods & Techniques (Fall 2016): - Student 1 - 100% Student 2 - 100% Student 3 - 100% Student 4 - 100% Student 5 - 100% Student 6 - 0% Student 7 - 0% Student 8 - 85% Student 9 - 100% Student 10 - 100% Student 11 - 100% Student 12 - 100% Student 13 - 100% Student 14 - 100% Student 15 - 100% Ethics & Issues of Counseling (Fall 2016): Student 1 - 100% Student 2 - 100% Student 3 - 97% Group Dynamics (Spring 2017): Student 1 - 100% Student 2 - 100% Student 3 - 100% Student 4 - 94% Student 5 - 100% Student 6 - 100% Student 7 - 22% Student 8 - 100% Student 9 - 37% Student 10 - 100% Student 11 - 100% Student 12 - 100% Student 13 - 100% Student 14 - 100% Applied Integration (Spring 2017): Student 1 - 100% Student 2 - 79% Student 3 - 100% Student 4 - 100% Student 5 - 100% Overall Student Average - 90%

Finding (2015-2016) - Target: Met

Methods & Techniques: - Student 1 - 39%, Student 2 - 80% Group Dynamics: No class for Spring 2016 Ethics

& Issues of Counseling: Student 1 - 97%, Student 2 - 100%, Student 3 - 97%, Student 4 - 95% Applied Integration: Student 1 - 100%, Student 2 - 100%, Student 3 - 100%, Student 4 - 97%, Student 5 - 94% Overall Student Average - 90%

Finding (2014-2015) - Target: Met

Methods & Techniques Group Dynamics Name: % Name: % Student 1 85 Student 1 86 Student 2 100 Student 2 100 Student 3 100 Student 3 100 Student 4 93 Student 4 90 Ethics & Issues Applied Integration Name: % Name: % Student 1 100 Student 1 100 Student 2 100 Student 3 100

Finding (2013-2014) - Target: Partially Met

Methods & Techniques Group Dynamics Name: % Name: % Student 1 72 Student 1 100 Student 2 33 Student 2 100 Student 3 100 Student 3 100 Student 4 80 Student 4 100 Ethics & Issues Multicultural Coun. Tech. Name: % Name: % Student 1 100 Student 1 100 Student 2 91 Student 2 100 Student 3 0 Student 3 97 Student 4 88 Student 4 100 Student 5 91 Student 5 100 Student 6 100 Student 6 94 Student 7 100 Student 7 94 Student 8 100 Student 9 100 Students who did not meet the target of this measurement did so primarily because of: handing in papers late Action Plan Continue to work with Student Services (Transition Program) to help students in the area of Time Management and developing proper priorities in accomplishing academic responsibilities

Finding (2012-2013) - Target: Partially Met

Methods & Techniques Group Dynamics Multicultural Counseling Name: % Name: % Name: % Student 1 88 Student 1 100 Student 1 100 Student 2 89 Student 2 100 Student 2 80 Student 3 85 Student 3 100 Student 3 10 Student 4 92 Student 4 100 Student 4 100 Student 5 0 Student 5 100 Student 5 100 Student 6 95 Student 6 100 Student 6 100 Student 7 95 Student 7 100 Student 7 100

M 3: Interviews

Students will have interviews at the end of each academic year. Freshmen and Seniors will meet with one Academic Advisor and Sophomores and Juniors will meet with another Academic Advisor. The exit interview will consist of both objective measurements (scaling questions linked to program outcomes) and subjective areas of assessment, including personal growth, areas of struggle, matters of needed improvement, practical help and spiritual encouragement.

Source of Evidence: Exit interviews with grads/program completers

Target:

Meet with 100% of the students to conduct interviews.

Finding (2016-2017) - Target: Met

100% of the students were interviewed by the end of the school year.

Finding (2015-2016) - Target: Met

100% of the students were interviewed by the end of the school year.

Finding (2014-2015) - Target: Met

100% of the students were interviewed by the end of the school year.

Finding (2013-2014) - Target: Met

100% of the students were interviewed by the end of the school year.

Finding (2012-2013) - Target: Met

100% of the students were interviewed by the end of the school year.

SLO 6: Knowledge of Abnormal Psychology

Know basic elements of psychopathology and various treatments available.

Related Measures

M 1: Psychological Theories and Application Paper

Developing our own theory is an important element in becoming more effective in our helping efforts. Write an integrative paper (approx. 3000 words), articulating your own evolving theoretical-orientation to counseling as a Christian. Consider the following aspects: · Theory of Personality: What are your basic assumptions about human nature? What are the main values you live by? How do these values influence you as a helping person? · Theory of Psychopathology: Etiology - How do symptoms or problematic behaviors develop? What are your assumptions about psychopathology (How do people become mentally or emotionally disordered? What causes mental or emotional disorder and unhealthy personal adjustment?) · Theory of Therapeutic Process: What do you consider to be the most important therapeutic goals? What are your views of counseling and the counseling process (e.g. what constitutes a problem, who should establish the goals of counseling? Interventions you would use to achieve the therapeutic goals, curative factors etc.) What procedures will you use with clients to achieve the therapeutic goals? · The nature of the counselor-client relationship: As a helping agent, how might you facilitate change in clients' lives? What would you expect of your clients? How do you view the relationship between you and your clients? · The process of change: How do you know the problem has been solved? Spiritual realities: What makes your theoretical approach Christian? How do you address the spiritual needs in your model? Which theories of psychotherapy and counseling would most guide you in formulating your integrative theoretical approach?

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document

[Psychological Theories and Applications II: Theory Paper Rubric](#)

Target:

Student will achieve 85% or higher based on rubric.

Finding (2016-2017) - Target: Partially Met

Student #1 - 83% Student #2 - 108% Student #3 - 112% Student #4 - 86% Student #5 - 110% Student #6 - 77% Student #7 - 84% 4 out of 7 students achieved 85% or higher. Two of the students who were below 85% earned grades of 83% and 84%...very close to the goal. The final student who scored 77% had points removed because the final paper missed key elements of engagement in understanding and presenting their therapeutic theory.

Finding (2015-2016) - Target: Met

Student #1 - 96% Student #2 - 102% Student #3 - 85% Student #4 - 93% Student #5 - 86% Student #6 - 86% Student #7 - 77% Student #8 - 87% Student #9 - 91% Student #10 - 96% Student #11 - 112% Student #12 - 102% Student #13 - 91% 12 out of 13 students achieved 85% or higher. The one student who scored under

85% (77%) did so because they were late in handing in the paper. The average for all 13 students was 92%.

Finding (2014-2015) - Target: Not Met

Name: % Student 1 78 Student 2 75 Student 3 75 Students who scored below 85% lost significant points primarily because of: poor structure of papers (grammar, thesis statements, citation of research, etc.), and late papers (3% taken off final grade per late calendar day) Action Plan: Have different sections of the paper due throughout the semester, and worth points towards the final grade Continue to coordinate with and refine training for students with Library services (Beth Young) to better how to access and present relevant research Coordinate with General Education to encourage students to access Writing Seminar to better understand and craft academic papers with proper mechanics and citation Coordinate with Student Services (Transitions) to help students with Time Management skills, to better enable them to research, write and hand in papers on time

Finding (2013-2014) - Target: Partially Met

Name: % Student 1 46 Student 2 92 Student 3 89 Student 4 92 Student 5 85 Student 6 67 Student 7 75 Student 8 89 Student 9 50 Student 10 46 Student 11 39 Student 12 92 Student 13 85 Student 14 100 Students who scored below 85% lost significant points primarily because of: poor structure of papers (grammar, thesis statements, citation of research, etc.), and late papers (3% taken off final grade per late calendar day) Action Plan: Continue to coordinate with and refine training for students with Library services (Beth Young) to better how to access and present relevant research Coordinate with General Education to encourage students to access Writing Seminar to better understand and craft academic papers with proper mechanics and citation Coordinate with Student Services (Transitions) to help students with Time Management skills, to better enable them to research, write and hand in papers on time

Finding (2012-2013) - Target: Partially Met

Name: % Student 1 92 Student 2 77 Student 3 100 Student 4 100 Student 5 83 Student 6 100

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Action Plans for PTA2 Theory Paper

Established in Cycle: 2014-2015

Have different sections of the paper due throughout the semester, and worth points towards the final grade Continue to coordi...

Actions Plans for PTA2

Established in Cycle: 2016-2017

Have different sections of the paper due throughout the semester, and worth points towards the final grade. Continue to coordin...

SLO 7: Professional Development

Comprehend the legal, ethical, ministerial and professional issues in contemporary counseling ministry and/or practice.

Related Measures

M 2: Epistle Reading

Epistle Reading Students are to choose an Epistle of their choice, and in one sitting, read through the entire letter. They will write a one page, single spaced reflection of their reading indicating specific encouragement and help they found within the Epistle as it relates to their ministry of counseling and helping people. All papers are to be completed and configured in proper MLA format and are due at the beginning of class on the date due. Grades on late papers will be reduced by three percentage points per calendar day after the due date. Late papers will not be accepted after the last day of classes (4:30pm). Methods & Techniques of Counseling – Fall Junior Year Group Dynamics of Counseling – Spring Junior Year Ethics & Issues in Counseling – Fall Senior Year Applied Integration – Spring Senior Year

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

Student will achieve 85% or higher.

Finding (2016-2017) - Target: Met

Methods & Techniques (Fall 2016): - Student 1 - 100% Student 2 - 100% Student 3 - 100% Student 4 - 100% Student 5 - 100% Student 6 - 0% Student 7 - 0% Student 8 - 85% Student 9 - 100% Student 10 - 100% Student 11 - 100% Student 12 - 100% Student 13 - 100% Student 14 - 100% Student 15 - 100% Ethics & Issues of Counseling (Fall 2016): Student 1 - 100% Student 2 - 100% Student 3 - 97% Group Dynamics (Spring 2017): Student 1 - 100% Student 2 - 100% Student 3 - 100% Student 4 - 94% Student 5 - 100% Student 6 - 100% Student 7 - 22% Student 8 - 100% Student 9 - 37% Student 10 - 100% Student 11 - 100% Student 12 - 100% Student 13 - 100% Student 14 - 100% Applied Integration (Spring 2017): Student 1 - 100% Student 2 - 79% Student 3 - 100% Student 4 - 100% Student 5 - 100% Overall Student Average - 90%

Finding (2015-2016) - Target: Met

Methods & Techniques: - Student 1 - 39%, Student 2 - 80% Group Dynamics: No class for Spring 2016 Ethics & Issues of Counseling: Student 1 - 97%, Student 2 - 100%, Student 3 - 97%, Student 4 - 95% Applied Integration: Student 1 - 100%, Student 2 - 100%, Student 3 - 100%, Student 4 - 97%, Student 5 - 94% Overall Student Average - 90%

Finding (2014-2015) - Target: Met

Methods & Techniques Group Dynamics Name: % Name: % Student 1 85 Student 1 86 Student 2 100 Student 2 100 Student 3 100 Student 3 100 Student 4 93 Student 4 90 Ethics & Issues Applied Integration Name: % Name: % Student 1 100 Student 1 100 Student 2 100 Student 3 100

Finding (2013-2014) - Target: Partially Met

Methods & Techniques Group Dynamics Name: % Name: % Student 1 72 Student 1 100 Student 2 33 Student 2 100 Student 3 100 Student 3 100 Student 4 80 Student 4 100 Ethics & Issues Multicultural Coun. Tech. Name: % Name: % Student 1 100 Student 1 100 Student 2 91 Student 2 100 Student 3 0 Student 3 97 Student 4 88 Student 4 100 Student 5 91 Student 5 100 Student 6 100 Student 6 94 Student 7 100 Student 7 94 Student 8 100 Student 9 100 Students who did not meet the target of this measurement did so primarily because of: handing in papers late Action Plan Continue to work with Student Services (Transition Program) to help students in the area of Time Management and developing proper priorities in accomplishing academic responsibilities

Finding (2012-2013) - Target: Partially Met

Methods & Techniques Group Dynamics Multicultural Counseling Name: % Name: % Name: % Student 1 88 Student 1 100 Student 1 100 Student 2 89 Student 2 100 Student 2 80 Student 3 85 Student 3 100 Student 3 10 Student 4 92 Student 4 100 Student 4 100 Student 5 0 Student 5 100 Student 5 100 Student 6 95 Student 6 100 Student 6 100 Student 7 95 Student 7 100 Student 7 100

M 3: Interviews

Students will have interviews at the end of each academic year. Freshmen and Seniors will meet with one Academic Advisor and Sophomores and Juniors will meet with another Academic Advisor. The exit interview will consist of both objective measurements (scaling questions linked to program outcomes) and subjective areas of assessment, including personal growth, areas of struggle, matters of needed improvement, practical help and spiritual encouragement.

Source of Evidence: Exit interviews with grads/program completers

Target:

Meet with 100% of the students to conduct interviews.

Finding (2016-2017) - Target: Met

100% of the students were interviewed by the end of the school year.

Finding (2015-2016) - Target: Met

100% of the students were interviewed by the end of the school year.

Finding (2014-2015) - Target: Met

100% of the students were interviewed by the end of the school year.

Finding (2013-2014) - Target: Met

100% of the students were interviewed by the end of the school year.

Finding (2012-2013) - Target: Met

100% of the students were interviewed by the end of the school year.

SLO 8: Personal Growth

Discern and evaluate their mental, spiritual, emotional and relational growth to help strengthen their Christian character and develop a deep level of dedication to people, and to a ministry of helping them with their lives in a way that is honoring to God.

Relevant Associations:

General Education/Core Curriculum Associations

2.5 Evidence growth in Christian character and lifestyle.

Related Measures

M 2: Epistle Reading

Epistle Reading Students are to choose an Epistle of their choice, and in one sitting, read through the entire letter. They will write a one page, single spaced reflection of their reading indicating specific encouragement and help they found within the Epistle as it relates to their ministry of counseling and helping people. All papers are to be completed and configured in proper MLA format and are due at the beginning of class on the date due. Grades on late papers will be reduced by three percentage points per calendar day after the due date. Late papers will not be accepted after the last day of classes (4:30pm). Methods & Techniques of Counseling – Fall Junior Year Group Dynamics of Counseling – Spring Junior Year Ethics & Issues in Counseling – Fall Senior Year Applied Integration – Spring Senior Year

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

Student will achieve 85% or higher.

Finding (2016-2017) - Target: Met

Methods & Techniques (Fall 2016): - Student 1 - 100% Student 2 - 100% Student 3 - 100% Student 4 - 100% Student 5 - 100% Student 6 - 0% Student 7 - 0% Student 8 - 85% Student 9 - 100% Student 10 - 100% Student 11 - 100% Student 12 - 100% Student 13 - 100% Student 14 - 100% Student 15 - 100% Ethics & Issues of Counseling (Fall 2016): Student 1 - 100% Student 2 - 100% Student 3 - 97% Group Dynamics (Spring 2017): Student 1 - 100% Student 2 - 100% Student 3 - 100% Student 4 - 94% Student 5 - 100% Student 6 - 100% Student 7 - 22% Student 8 - 100% Student 9 - 37% Student 10 - 100% Student 11 - 100% Student 12 - 100% Student 13 - 100% Student 14 - 100% Applied Integration (Spring 2017): Student 1 - 100% Student 2 - 79% Student 3 - 100% Student 4 - 100% Student 5 - 100% Overall Student Average - 90%

Finding (2015-2016) - Target: Met

Methods & Techniques: - Student 1 - 39%, Student 2 - 80% Group Dynamics: No class for Spring 2016 Ethics & Issues of Counseling: Student 1 - 97%, Student 2 - 100%, Student 3 - 97%, Student 4 - 95% Applied Integration: Student 1 - 100%, Student 2 - 100%, Student 3 - 100%, Student 4 - 97%, Student 5 - 94% Overall Student Average - 90%

Finding (2014-2015) - Target: Met

Methods & Techniques Group Dynamics Name: % Name: % Student 1 85 Student 1 86 Student 2 100 Student 2 100 Student 3 100 Student 3 100 Student 4 93 Student 4 90 Ethics & Issues Applied Integration Name: % Name: % Student 1 100 Student 1 100 Student 2 100 Student 3 100

Finding (2013-2014) - Target: Partially Met

Methods & Techniques Group Dynamics Name: % Name: % Student 1 72 Student 1 100 Student 2 33 Student 2 100 Student 3 100 Student 3 100 Student 4 80 Student 4 100 Ethics & Issues Multicultural Coun. Tech. Name: % Name: % Student 1 100 Student 1 100 Student 2 91 Student 2 100 Student 3 0 Student 3 97 Student 4 88 Student 4 100 Student 5 91 Student 5 100 Student 6 100 Student 6 94 Student 7 100 Student 7 94 Student 8 100 Student 9 100 Students who did not meet the target of this measurement did so primarily because of: handing in papers late Action Plan Continue to work with Student Services (Transition Program) to help students in the area of Time Management and developing proper priorities in accomplishing academic responsibilities

Finding (2012-2013) - Target: Partially Met

Methods & Techniques Group Dynamics Multicultural Counseling Name: % Name: % Name: % Student 1 88 Student 1 100 Student 1 100 Student 2 89 Student 2 100 Student 2 80 Student 3 85 Student 3 100 Student 3

10 Student 4 92 Student 4 100 Student 4 100 Student 5 0 Student 5 100 Student 5 100 Student 6 95 Student 6 100 Student 6 100 Student 7 95 Student 7 100 Student 7 100

M 3: Interviews

Students will have interviews at the end of each academic year. Freshmen and Seniors will meet with one Academic Advisor and Sophomores and Juniors will meet with another Academic Advisor. The exit interview will consist of both objective measurements (scaling questions linked to program outcomes) and subjective areas of assessment, including personal growth, areas of struggle, matters of needed improvement, practical help and spiritual encouragement.

Source of Evidence: Exit interviews with grads/program completers

Target:

Meet with 100% of the students to conduct interviews.

Finding (2016-2017) - Target: Met

100% of the students were interviewed by the end of the school year.

Finding (2015-2016) - Target: Met

100% of the students were interviewed by the end of the school year.

Finding (2014-2015) - Target: Met

100% of the students were interviewed by the end of the school year.

Finding (2013-2014) - Target: Met

100% of the students were interviewed by the end of the school year.

Finding (2012-2013) - Target: Met

100% of the students were interviewed by the end of the school year.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Genogram Action Plan

Established in Cycle: 2014-2015

In order to improve student success on this measure, next year I will: Provide practice in creating genograms in class prior to...

SLO 9: Ministry and Vocational Opportunities

Serve in ministry or career roles within a variety of church, para-church, private and governmental social services which require good personal, emotional and relational abilities.

Related Measures

M 4: Genogram

Family Genogram All students will be required to construct a Family Genogram of his/her family including three generations. (Four if you have children).

Source of Evidence: Project, either individual or group

Connected Document

[Marital & Family Therapy Genogram Rubric](#)

Target:

Student will achieve 85% or higher on their Genogram due for Methods & Techniques of Counseling (COU 210) based on the rubric.

Finding (2016-2017) - Target: Met

Out of 11 students in the class, 9 achieved an final grade of 85% or higher on their genogram with one of the two remaining students scoring above 85% for the project, but receiving a final grade below 85% because of late penalties. This left one student with an earned grade of 76 on the genogram due to student not following the expectations on the rubric for emotional and social relationships.

Finding (2015-2016) - Target: Met

The average grade for the 13 students in Marital and Family Therapy on this assignment was 88.92. Out of the 13 students, 2 received A+s, 5 received As, 2 received A-s, with 2 B-s, 1 C-, and 1 D+. The students improved with their application of genograms during class with lower grades reflecting poor organization, design, and time planning. Corrections were allowed to improve grades with some student selecting to resubmit.

Finding (2014-2015) - Target: Partially Met

Genogram measure moved from Methods & Techniques to Marital & Family Therapy this term. Measure is the same in rubric and expectation, both classes are 200-level classes. Out of 10 students in the class, 4 students achieved 85% or higher. Of the students who did not, three received 77% for lack of relational connections and detail; one received 69% for sloppy work and lack of detail; and one received 61% for sloppiness, lack of detail and information, and for being late.

Finding (2013-2014) - Target: Partially Met

Name: % Student 1 100 Student 2 50 Student 3 90 Student 4 0 Students who did not meet the target for this measurement did so primarily because of: student did not follow expectations as laid out in Genogram rubric coursework being handed in late Action Plan: Continue to help students understand expectations, and provide ongoing help and assistance throughout the semester to help students complete assignment according to published rubric Continue to work with Student Services (Transitions Program) to help students with Time Management and how prioritize their lives to accomplish academic responsibilities

Finding (2012-2013) - Target: Partially Met

Name: Geonogram Student #1 95% Student #2 100% Student #3 100% Student #4 70% Student #5 95% Student #6 100%

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Genogram Action Plan

Established in Cycle: 2014-2015

In order to improve student success on this measure, next year I will: Provide practice in creating

genograms in class prior to...

M 5: Recovery Paper

The purpose of this paper is to gain a broader perspective of the process of recovery. The method for accomplishing this will be attending a minimum of three Alcoholics or Narcotics Anonymous Open meetings and reporting on this experience, to include such topics as your reaction to the meetings, what you learned from the meetings, your impression of those who spoke, etc. Attendance at additional meetings is encouraged. One point (added to your final class average – up to five points) of extra credit will be awarded for each extra meeting attended. Participation in Christian-based 12-step meetings is encouraged, but only after attending two non-Christian AA or NA meetings. This paper will compare impressions of addiction and addicts from first class with impressions after attending meetings. See Rubric for additional details.

Source of Evidence: Performance (recital, exhibit, science project)

Connected Document

[Crisis Counseling CPI Training Rubric](#)

Target:

Student will complete and achieve 85% or higher on their Recovery Paper in Addictive Behaviors (COU 422).

Finding (2016-2017) - Target: Met

With 12 students in the class this semester, 10 of the 12 achieved 85% or higher on their Recovery Paper. The remaining 2 students scored slightly below this benchmark due to loss of points from turning their papers in late, but if the papers had been completed on time, all students would have achieved 85% or higher.

Finding (2015-2016) - Target: Met

Three students completed Addictive Behaviors this Spring with scores of 87, 96, and 99 on the Recovery Paper, evidencing active engagement with the group attendance at meetings and an understanding and evaluation of the influence of meetings on addiction and recovery.

Finding (2014-2015) - Target: Met

Two students completed the Recovery Paper scoring 95 & 96%.

Finding (2013-2014) - Target: Not Reported This Cycle

Course was added to Counseling Psychology program in Fall 2013 but previous students were not required to take the course. Therefore, the course was offered in the Spring 2014, but had no students. Action Plan: we will begin collecting data for this in the next Assessment cycle (2014-2015)

SLO 10: Preparation for Graduate Studies

Complete core courses and articulate psychological information to pursue graduate work in mental health counseling or a related academic/professional field leading toward certification or licensure.

Related Measures

M 4: Genogram

Family Genogram All students will be required to construct a Family Genogram of his/her family including three generations. (Four if you have children).

Source of Evidence: Project, either individual or group

Connected Document

[Marital & Family Therapy Genogram Rubric](#)

Target:

Student will achieve 85% or higher on their Genogram due for Methods & Techniques of Counseling (COU 210) based on the rubric.

Finding (2016-2017) - Target: Met

Out of 11 students in the class, 9 achieved an final grade of 85% or higher on their genogram with one of the two remaining students scoring above 85% for the project, but receiving a final grade below 85% because of late penalties. This left one student with an earned grade of 76 on the genogram due to student not following the expectations on the rubric for emotional and social relationships.

Finding (2015-2016) - Target: Met

The average grade for the 13 students in Marital and Family Therapy on this assignment was 88.92. Out of the 13 students, 2 received A+s, 5 received As, 2 received A-s, with 2 B-s, 1 C-, and 1 D+. The students improved with their application of genograms during class with lower grades reflecting poor organization, design, and time planning. Corrections were allowed to improve grades with some student selecting to resubmit.

Finding (2014-2015) - Target: Partially Met

Genogram measure moved from Methods & Techniques to Marital & Family Therapy this term. Measure is the same in rubric and expectation, both classes are 200-level classes. Out of 10 students in the class, 4 students achieved 85% or higher. Of the students who did not, three received 77% for lack of relational connections and detail; one received 69% for sloppy work and lack of detail; and one received 61% for sloppiness, lack of detail and information, and for being late.

Finding (2013-2014) - Target: Partially Met

Name: % Student 1 100 Student 2 50 Student 3 90 Student 4 0 Students who did not meet the target for this measurement did so primarily because of: student did not follow expectations as laid out in Genogram rubric coursework being handed in late Action Plan: Continue to help students understand expectations, and provide ongoing help and assistance throughout the semester to help students complete assignment according to published rubric Continue to work with Student Services (Transitions Program) to help students with Time Management and how prioritize their lives to accomplish academic responsibilities

Finding (2012-2013) - Target: Partially Met

Name: Geonogram Student #1 95% Student #2 100% Student #3 100% Student #4 70% Student #5 95% Student #6 100%

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Genogram Action Plan

Established in Cycle: 2014-2015

In order to improve student success on this measure, next year I will: Provide practice in creating genograms in class prior to...

M 5: Recovery Paper

The purpose of this paper is to gain a broader perspective of the process of recovery. The method for accomplishing this will be attending a minimum of three Alcoholics or Narcotics Anonymous Open meetings and reporting on this experience, to include such topics as your reaction to the meetings, what you learned from the meetings, your impression of those who spoke, etc. Attendance at additional meetings is encouraged. One point (added to your final class average – up to five points) of extra credit will be awarded for each extra meeting attended. Participation in Christian-based 12-step meetings is encouraged, but only after attending two non-Christian AA or NA meetings. This paper will compare impressions of addiction and addicts from first class with impressions after attending meetings. See Rubric for additional details.

Source of Evidence: Performance (recital, exhibit, science project)

Connected Document

[Crisis Counseling CPI Training Rubric](#)

Target:

Student will complete and achieve 85% or higher on their Recovery Paper in Addictive Behaviors (COU 422).

Finding (2016-2017) - Target: Met

With 12 students in the class this semester, 10 of the 12 achieved 85% or higher on their Recovery Paper. The remaining 2 students scored slightly below this benchmark due to loss of points from turning their papers in late, but if the papers had been completed on time, all students would have achieved 85% or higher.

Finding (2015-2016) - Target: Met

Three students completed Addictive Behaviors this Spring with scores of 87, 96, and 99 on the Recovery Paper, evidencing active engagement with the group attendance at meetings and an understanding and evaluation of the influence of meetings on addiction and recovery.

Finding (2014-2015) - Target: Met

Two students completed the Recovery Paper scoring 95 & 96%.

Finding (2013-2014) - Target: Not Reported This Cycle

Course was added to Counseling Psychology program in Fall 2013 but previous students were not required to take the course. Therefore, the course was offered in the Spring 2014, but had no students. Action Plan: we will begin collecting data for this in the next Assessment cycle (2014-2015)

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Action Plans for PTA2 Theory Paper

Have different sections of the paper due throughout the semester, and worth points towards the final grade Continue to coordinate with and refine training for students with Library services (Beth Young) to better how to access and present relevant research Coordinate with General Education to encourage students to access Writing Seminar to better understand and craft academic papers with proper mechanics and citation Coordinate with Student Services (Transitions) to help students with Time Management skills, to better enable them to research, write and hand in papers on time

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Psychological Theories and Application Paper | **Outcome/Objective:** Distinctively Christian Integration
| Knowledge of Abnormal Psychology | Knowledge of Theories

Projected Completion Date: 01/2016

Responsible Person/Group: Ben Mathew

Genogram Action Plan

In order to improve student success on this measure, next year I will: Provide practice in creating genograms in class prior to due date. Provide examples of expectations regarding professional appearance and level of detail. Extend due date for genogram project later into the semester to provide more time to explain the concept and work on in class.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Genogram | **Outcome/Objective:** Development of Counseling Skills
| Knowledge of Problems and Delivery of Care | Ministry and Vocational Opportunities | Preparation for Graduate Studies
Measure: Interviews | **Outcome/Objective:** Personal Growth

Implementation Description: Changes to Genogram assignment

Projected Completion Date: 01/2016

Responsible Person/Group: Seth Scott/ Marital and Family Therapy

Actions Plans for PTA2

Have different sections of the paper due throughout the semester, and worth points towards the final grade. Continue to coordinate with and refine training for students with Library services to better show to access and present relevant research. Coordinate with General Education to encourage students to access Writing Seminar to better understand and craft academic papers with proper mechanics and citation. Coordinate with Student Services (Transitions) to help students with Time Management skills, to better enable them to research, write and hand in papers on time.

Established in Cycle: 2016-2017

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Psychological Theories and Application Paper | **Outcome/Objective:** Distinctively Christian Integration
| Knowledge of Abnormal Psychology | Knowledge of Theories

Implementation Description: Help students with time management

Projected Completion Date: 05/2018

Responsible Person/Group: Ben Mathew

Additional Resources: None

Improved Rubric Explanation

I cannot control the students' time management to complete the assignments by their due date, but with the one student who scored below 85% I needed to explain the specific expectations for the rubric more clearly. I intend to have students complete rough drafts in class of their basic family system in the future and begin the practice of including community supports and emotional relationships in that practice.

Established in Cycle: 2016-2017

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Genogram | **Outcome/Objective:** Knowledge of Problems and Delivery of Care

Implementation Description: Improved classroom practice with rubric expectations

Projected Completion Date: 02/2017

Responsible Person/Group: Seth Scott

Additional Resources: none