



# Academic Program Assessment Report

**Instructions:** This template is a running document of each annual Academic Program Assessment Report due to the department chairs and Provost the last Friday in October. The final report in the document should be the official report of the year of the full Program Review. All reports below use the same report template. If the report is the Program Review year, please indicate it next to "Program Review Year."

## Report 1

**Department: Behavioral and Social Sciences    Academic Year: 2018-19**

**Academic Program Evaluated: Counseling Program**

**Program Review Year: 2017-18**

**Faculty members involved in this assessment process:** (List all faculty members who participated: program coordinator, reviewers, committee members, etc.)

<b>Name</b>	<b>Title</b>	<b>Assessment Role</b>
1. Christine Arnzen	Assistant Professor	Program Coordinator
2. Grant Jones	Full Professor	Faculty
3. Melody Palm	Full Professor	Faculty
4. Huba Ray	Associate Professor	Faculty

**Number of students in sample:** (If known, supply the number of students in each class/year who were used in the assessment report.)

**1<sup>st</sup> year: 1    2<sup>nd</sup> year:    3<sup>rd</sup> year:    4<sup>th</sup> year    Graduate Students**

The program assessment consisted of all students graduating from the 60 hour counseling degree tracks (Clinical Mental Health Counseling or School Counseling) during the specified academic year.

Total number of students: 18 graduate students on track to complete all core and specialty coursework by August 2018.

**Instrument(s) used in assessment:** (List the exams, standardized tests, portfolios, etc. that were used in the assessment process.)

The counseling program follows a program evaluation plan as part of secondary accreditation requirements. The program has 11 main objectives and two specialty program objectives per specialty track (CMHC and SC).

1. Counselor Preparation Comprehensive Examination (CPCE - standardized national exam). Assesses program objectives 2, 4-9.
2. Creed Statement (program specific). Assesses program objective 1

3. Psycho-diagnostic Summative Exam Score (program specific). Assesses program objective 11.
4. Evidence Based Treatment (CMHC specialty track). Assesses specialty track program objective 1.
5. Crisis and Trauma Intervention aggregate (CMHC specialty track). Assesses specialty track program objective 2.
6. Internal Review Project (SC specialty track). Assesses specialty track program objective 1.
7. Action Research Project (SC specialty track). Assesses specialty track program objective 2.

*Additional Data:* (List any additional information/data that informed this report.)

**Methodology:** (Explain the method of data collection and the data analysis process.)

The counseling program utilizes multiple assessments to generate data for program review. The assessments are listed along with time of data collection and established benchmarks.

1. CPCE – *Students must take this exam prior to graduation and must earn a passing score in order to graduate. The CPCE is administered March, June, and October. Data is evaluated against national norms (benchmark – university mean  $\geq$  .5 standard deviation of national mean on all subscales).*
2. Creed Statement – *Collected data includes assignment score designed to assess students' ability to integrate Christianity with their professional identity. Students take Capstone class in the second spring semester prior to conferral. Data is evaluated against established benchmarks (80% of students will earn 80% score or higher).*
3. Psycho-diagnostic Summative Exam Score/cases (program specific) – *Collected data includes summative exam score with 10 case applications. Data collected during course (CMHC – fall semester first year; SC – spring semester second year). Data is evaluated against established benchmarks (80% of students will earn 80% score or higher).*
4. Evidence Based Treatment (CMHC specialty track) – *Collected data includes final score from case study. Data collected during course taken in first spring semester for CMHC students. Data is evaluated against established benchmark (80% of students will earn 80% score or higher).*
5. Crisis and Trauma Intervention aggregate (CMHC specialty track) – *Collected data includes aggregate course exam. Data collected during first summer semester for CMHC students. Data is evaluated against established benchmark (80% of students will earn 80% score or higher).*
6. Internal Review Project (SC specialty track) – *Collected data includes assignment score on IRP, an assignment designed to evaluate the school counseling students ability to apply principals related to comprehensive developmental school counseling programs. Data is collected during internship. Data is evaluated against established*

*benchmark (80% of students will earn 80% score or higher).*

7. Action Research Project (SC specialty track) – *Collected data includes assignment score on Action Research Project specific to school settings. Data is collected during research course the second fall semester for the students program. Data is evaluated against established benchmark (80% of students will earn 80% score or higher).*

**Results of Assessment:** (List the findings in summary format as narrative.)

Based on seven specific data points, the assessment reveals the counseling program met all benchmarks set by program faculty.

**Data:** (Provide the graphs, charts, etc. that were used to show data results. Do not include the actual data.)

1. CPCE – University mean exceeded national mean in 8/8 subscales. Benchmark met.
2. Creed – 87% of students earned grade of  $\geq 80\%$ . Benchmark met.
3. Psycho-diagnostic summative exam Score/cases - 100% (16/16) students earned a grade of  $\geq 80\%$  or higher on final exam and aggregate case studies scores. Benchmark met.
4. Evidence Based Treatment (CMHC specialty track) – 100% (13/13) of students earned a grade of  $\geq 80\%$  or higher. Benchmark met.
5. Crisis and Trauma Intervention aggregate (CMHC specialty track) – 100% (16/16) of students earned an aggregate exam score of  $\geq 80\%$  or higher. Benchmark met.
6. Internal Review Project (SC specialty track) – 93% (3/3 SC; 11/12 GAC) students earned an assignment score of  $\geq 80\%$  or higher. Benchmark met.
7. Action Research Project (SC specialty track) – 100% (5/5 SC; 3/3 GAC) students earned an assignment score of  $\geq 80\%$  or higher. Benchmark met.

**Strengths:** (From the findings, list the areas of strengths that currently exist in the academic program.)

Overall the program's data reveals overall strength in all core and specialty areas. All benchmarks were met for the 2017-18 academic year.

Based on national norms established on the CPCE, EU mean score is significantly higher than the national mean score ( $p = \leq .05$ ). Evaluation of sub scores associated with program objectives (2, 4-9) reveals seven Evangel subscale mean scores are significantly higher ( $p = \leq .05$ ). Although the sub score for social and cultural diversity was not significantly higher, it exceeds the national mean.

**Areas in need of improvement:** (From the findings, list the areas of weakness(s) that currently exist in the academic program.)

The most glaring area of improvement pertains to the program objective 1 – Christian Integration as assessed by the Creed assignment. Faculty must determine whether or not this assignment adequately assesses program objective 1 (demonstrate the knowledge and skills necessary to integrate Christian principles as the foundation for reflective, caring, and ethical counseling practice). Additionally, faculty must evaluate if students understand the assignment the method for scoring.

**Plans for improvement:** (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

<b>Plan for Improvement</b>	<b>Timeline</b>	<b>Responsible Person</b>
Review assessment measure for PLO 1	November 30 <sup>th</sup>	Arnzen, Jones, Palm
Review instructions for assignment designated as assessment for PLO 1	January 7 <sup>th</sup>	Arnzen, Ray

**Improvements made:** (List completed improvement plans and dates of actual implementation.)

<b>Improvement Plan</b>	<b>Implementation Date</b>

# Report 2

**Department:**

**Academic Year:**

**Academic Program Evaluated:**

**Program Review Year:**

**Faculty members involved in this assessment process:** (List all faculty members who participated: program coordinator, reviewers, committee members, etc.)

Name	Title	Assessment Role
1.		
2.		
3.		

**Number of students in sample:** (If known, supply the number of students in each class/year who were used in the assessment report.)

1<sup>st</sup> year: 1    2<sup>nd</sup> year:    3<sup>rd</sup> year:    4<sup>th</sup> year    Graduate

**Instrument(s) used in assessment:** (List the exams, standardized tests, portfolios, etc. that were used in the assessment process.)

*Additional Data:* (List any additional information/data that informed this report.)

**Methodology:** (Explain the method of data collection and the data analysis process.)

**Results of Assessment:** (List the findings in summary format as narrative.)

**Data:** (Provide the graphs, charts, etc. that were used to show data results. Do not include the actual data.)

**Strengths:** (From the findings, list the areas of strengths that currently exist in the academic program.)

**Areas in need of improvement:** (From the findings, list the areas of weakness(s) that currently exist in the academic program.)

**Plans for improvement:** (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

Plan for Improvement	Timeline	Responsible Person

**Improvements made:** (List completed improvement plans and dates of actual implementation.)

Improvement Plan	Implementation Date

# Report 3

**Department:**

**Academic Year:**

**Academic Program Evaluated:**

**Program Review Year:**

**Faculty members involved in this assessment process:** (List all faculty members who participated: program coordinator, reviewers, committee members, etc.)

<b>Name</b>	<b>Title</b>	<b>Assessment Role</b>
1.		
2.		
3.		

**Number of students in sample:** (If known, supply the number of students in each class/year who were used in the assessment report.)

**1<sup>st</sup> year: 1    2<sup>nd</sup> year:    3<sup>rd</sup> year:    4<sup>th</sup> year    Graduate**

**Instrument(s) used in assessment:** (List the exams, standardized tests, portfolios, etc. that were used in the assessment process.)

*Additional Data:* (List any additional information/data that informed this report.)

**Methodology:** (Explain the method of data collection and the data analysis process.)

**Results of Assessment:** (List the findings in summary format as narrative.)

**Data:** (Provide the graphs, charts, etc. that were used to show data results. Do not include the actual data.)

**Strengths:** (From the findings, list the areas of strengths that currently exist in the academic program.)

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**Plans for improvement:** (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

<b>Plan for Improvement</b>	<b>Timeline</b>	<b>Responsible Person</b>

**Improvements made:** (List completed improvement plans and dates of actual implementation.)

<b>Improvement Plan</b>	<b>Implementation Date</b>

# Report 4

**Department:**

**Academic Year:**

**Academic Program Evaluated:**

**Program Review Year:**

**Faculty members involved in this assessment process:** (List all faculty members who participated: program coordinator, reviewers, committee members, etc.)

<b>Name</b>	<b>Title</b>	<b>Assessment Role</b>
1.		
2.		
3.		

**Number of students in sample:** (If known, supply the number of students in each class/year who were used in the assessment report.)

**1<sup>st</sup> year: 1    2<sup>nd</sup> year:    3<sup>rd</sup> year:    4<sup>th</sup> year    Graduate**

**Instrument(s) used in assessment:** (List the exams, standardized tests, portfolios, etc. that were used in the assessment process.)

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**Plans for improvement:** (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

<b>Plan for Improvement</b>	<b>Timeline</b>	<b>Responsible Person</b>

**Improvements made:** (List completed improvement plans and dates of actual implementation.)

<b>Improvement Plan</b>	<b>Implementation Date</b>