

**Academic Year: 2020-2021**  
**Program: MA in Marriage and Family Counseling**

The 2020-2021 MA in Marriage and Family Counseling [MAMF] is the first Academic Year when a 75-hour MAMF went into effect. The program includes 15-semester hours of required seminary courses [e.g., bible, theology] and 60-semester hours of counseling courses. The 2020-2021 MAMF is constructed to meet CACREP 2016 Standards and it is the focus of a Self-Study as we seek CACREP-Accreditation for the degree program. Asbury Theological Seminary has offered a 63-hour MA in Marriage and Family Counseling since 2010 that trained students to become Licensed Marriage and Family Therapists. Because the faculty in the Department of Counseling and Pastoral Care wanted to unify the professional identity for our clinical degree programs, the 2020-2021 MAMF trains students to become licensed professional counselors/licensed mental health counselors. This degree, once CACREP-Accredited, will meet the licensure requirements for Florida and Kentucky.

The Program Level Outcomes for the MA in Marriage and Family Counseling are:

1. **Knowledge:** Demonstrate knowledge of individual and systemic counseling models at an accomplished level, including an ability to articulate the theoretical foundations upon which these models are built.
2. **Skills:** Demonstrate mastery of counseling skills in individual and systemic approaches at an accomplished level.
3. **Ethical/cultural competency:** Practice professional behavior that maintains appropriate boundaries, conforms to ethical standards, and reflects respect and sensitivity for persons from diverse backgrounds.
4. **Integration:** Practice theological/theoretical integration, which is demonstrated in a maturing Biblically grounded theological understanding of God and persons-in-relationship.
5. **Professional Identity:** Identify themselves as a professional counselor with a specialization in marriage and family counseling.

The Counseling and Pastoral Care Department assessed the Program Level Outcomes on a revolving schedule so that all five outcomes were assessed over a two-year cycle. Because this report is the first one that follows CACREP 2016 Section 4: Program Evaluation and Student Assessment standards, the CPC faculty evaluated all five program level outcomes.

### Who is in the MA in Marriage and Family Program?

The following chart shows the demographic characteristics of applicants to the MAMF, current students, and the 2020-2021 graduating class.

AY: 2020-2021	Gender					
	New Applicants		Current Students		Graduating Class	
	FL/Online	Kentucky	FL/Online	Kentucky	FL/Online	Kentucky
Male	6	7	4	2	0	1
Female	9	9	11	7	3	1

AY: 2020-2021	Age					
	New Applicants		Current Students		Graduating Class	
	FL/Online	Kentucky	FL/Online	Kentucky	FL/Online	Kentucky
20-29	2	6	3	6	0	0
30-39	3	3	4	2	0	0
40-49	4	2	4	0	2	1
50-above	6	5	4	1	1	1

AY: 2020-2021	Race/Ethnicity					
	New Applicants		Current Students		Graduating Class	
	FL/Online	Kentucky	FL/Online	Kentucky	FL/Online	Kentucky
African	1	3	0	0	0	0
African-American	2	3	0	1	0	1
Asian	1	1	0	0	0	0
Asian-American	1	0	0	0	0	0
Biracial/Multiracial	0	0	5	2	1	0
Caucasian	9	6	7	4	1	1
Other International	0	0	1	2	0	0
Latino/Latina	1	2	2	0	1	0
Native American	0	0	0	0	0	0
Other	0	1	0	0	0	0

#### Analysis of Demographic Data

Self-report applicant data shows that the program attracts male and female applicants across diverse age ranges and across several ethnic/racial categories. The Department expects that the launching of the online program in Fall 2022 will make our program accessible and attractive to the range of diverse applicants who may wish to earn their counseling degree through Asbury Seminary.

The student body of the MAMF includes racial/ethnic and age diversity. Regarding racial diversity, the FL/Online site is set in Orlando, FL. This location alone includes a more racially/ethnic diverse population than the Wilmore, KY location. Therefore, the racial/ethnic diversity of the MAMF student body on the Kentucky campus is noteworthy. More female than male students have enrolled in the MAMF, which is representative of the helping professions.

Numerically, the MAMF program has increased in student enrollment by 2020-2021 as compared to the number of students in the graduating class for 2020-2021. Several factors may have contributed to these differences. First, the MAMF was not accredited by CACREP when the 2020-2021 graduating class entered their 63-hour program. While the shorter length of the MAMF may have appealed to these graduates as compared to the 75-hour MA in Mental Health Counseling, it is possible that students who preferred a specialization in marriage, couples, and family counseling may have transferred into the CACREP-Accredited MA in Mental Health Counseling prior to graduating. Academic Year 2020-2021 is the snap-shot year for the CACREP self-study so newly admitted students hope to be graduates of a CACREP-Accredited program. Second, the current student numbers include students who are still enrolled in the 63-hour MAMF program. The 63-hour program met the licensure requirements for the LMFT in FL and KY. The LMFT Board in FL recently changed their licensure requirements so that students who graduate after July 1, 2020 must graduate from a program that is either COAMFTE or CACREP accredited. The Department is actively advising current students in FL who are part of the 63-hour program to transfer into the 75-hour MAMF, which is in process of applying for CACREP accreditation or to transfer into the CACREP-Accredited MA in Mental Health Counseling.

### **Use of Results**

- The Department is using multiple avenues to inform students in the FL/Online campus who are currently enrolled in the 63-hour MAMF about the change in LMFT licensure requirements. The means include an information letter emailed to all FL/Online students and an explanatory video created by the Florida director of training.
  - **Documentation:** FL MAMF Student Letter
- Continue to support the Admissions Department in their efforts to recruit a diverse student body by engaging the Department's plan to engage faculty efforts to increase student diversity. [Standard 1.Q].



## Program Level Outcomes

### Explanation of Criteria for Acceptance for Key Professional Development Artifact Ratings

The Department adopted a 4 point scale to rate artifacts. The point values are defined as follows:

For artifacts that are graded on points/percentages:

4= 90% and above

3=80-89%

2=70-79%

1=69% and below

For essays that are submitted during Professional Development Meetings or for other artifacts that do not receive a point/percentage grade, and for Key Professional Dispositions ratings:

4=what is expected for a graduated senior/first year in the field

3=what is expected of counseling students in internship

2=what is expected of counseling students in first year of their program

1=what is expected of newly accepted students

### Professional Development Meeting Student Context

Represented in this report are Kentucky and Florida/Online MAMF students who completed their Professional Development Meeting 2 [pre-graduation] and graduated under the 63-hour MF degree program [48 hours of counseling courses].

In fall 2020 the Department began enrolling students in the 75-hour MAMF program [60 hours of counseling courses], which is the focus of the CACREP self-study. In Kentucky, one of the two students who participated in Professional Development Meeting 1 in 2020-2021 transferred into the 2020-2021 MAMF from the MA in Pastoral Counseling. In Florida/Online all students who participated in Professional Development Meeting 1 were enrolled in the 63-hour MAMF program [48 hours of counseling courses]

### PLO #1

**Knowledge: Demonstrate knowledge of individual and systemic counseling models at an accomplished level, including an ability to articulate the theoretical foundations upon which these models are built.**

The Key Performance Indicators that map onto **PLO Knowledge** include:

CACREP Core	Key Performance Indicators
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Curricular Area				
<b>Human Growth and Development</b>	<b>Students will apply a developmental theory within a clinical mental health context</b>			
	Score on Developmental Research Project in CO622 Human Development Across the Lifespan	Score on developmental knowledge in final exam in CO618 Counseling Children	Score on final assessment project in CO715 Assessment Inventories in Counseling	
	Kentucky	n=3, x=3	n=1, x=2	n=2, x=3.5
	Florida	n=1, x=3	n=1, x=3	n=4, x=2
	Total	N=4, X=3	N=2, X=2.5	N=6, X=2.75
<b>Group Counseling &amp; Group Work</b>	<b>Students will demonstrate conceptual knowledge of group counseling theory</b>			
	Total score on participation in counseling triad in CO655 Helping Relationship Process & Skill	Score on student reflection of group counseling theory during their 10 hours of participation as a group member		
	Kentucky	n=1, x=3	n=0	
	Florida	n=6, x=4	n=1, x=4	
	Total	N=7, X=3.5	N=1, X=4	
<b>Assessment &amp; Testing</b>	<b>Students will apply ethical assessment theories and practices in the context of a multicultural society.</b>			
	CO715 exam scores, Mental Status Exam, and Clinical Interview Reports	Exam 1 score in CO725 Research Seminar: Theory & Design	Score on case analysis in CO706 Internship 2	
	Kentucky	n=1, x=4	n=2, x=1.5	n=1, x=4
Florida	n=4, x=2.5	n=3, x=2.67	n=2, x=3.5	

Total	N=5, X=3.25	N=5, X=2.09	N=3, X=3.75
<b>Research and Program Evaluation</b>	<b>Students will apply empirical research concepts to clinical settings.</b>		
	Exam score in CO715 Assessment Inventories in Counseling to demonstrate understanding of measures of central tendency and variability	Analysis of a career assessment in CO680 Career Counseling	Empirical research article analysis in CO725 Research Seminar: Theory & Design
Kentucky	n=2, x=2.5	n=1, x=4	n=2, x=3.5
Florida	n=4, x=2	n=2, x=3	n=3, x=4
Total	N=6, X=2.25	N=3, X= 3.5	N=5, X=3.75

<b>MAMF Specialization</b>	<b>Students will apply counseling theories within a marriage and family counseling context</b>		
	CO600 Exam scores total mean	CO705 Supervisor Evaluation	Case Analysis in CO706
Kentucky	n=2, x=1.5	n=1, x=4	n=1, x=3
Florida	n=2, x=1.5	n=2, x=3.18	n=2, x=3.5
Total	N=4, X=2	X=3, X=3.59	N=3, X=3.25

The Professional Disposition that maps onto the PLO Knowledge is **Professional Skills**

Professional Skills	PDM 1	PDM 2
Kentucky	n=2, x= 2.5	n=1, x=3
Florida	n=3, x=3.3	x=2, x=4
Total	N=5, X=2.9	X=3, X=3.5

The Department had also received responses from few employers even when phone calls had been made to ask them to respond to the survey.

Items were rated on a four point scale:

- 4= Strongly agree
- 3=Agree
- 2=Disagree
- 1=Strongly Disagree
- 0=Not observed/not applicable

The following items from the Stakeholder Survey that maps onto the PLO Knowledge include:

<b>Stakeholders Survey</b>		
<b>Employer &amp; Supervisor Perception of Student Learning 2020 Survey [2021 Survey data is not available until fall 2021]</b>	<b>Alumni [2, 5, 10 yrs. post degree]  2021 Survey data is not available until fall 2021</b>	<b>2021 Graduating Student Survey</b>
The Asbury Theological Seminary counseling masters program prepares graduates for the real world of counseling.	Assess the degree to which your ATS marriage and family counseling degree has prepared you for the real world of counseling.	Assess the degree to which your Asbury Seminary marriage and family degree has prepared you <b>to understand the theory(s) behind the systemic counseling process.</b>
N=15/45 (33.33%), X=3.53	N=0	N=4, X=3.50
The Asbury Theological Seminary counseling masters program has a positive reputation in my organization.	Assess the degree to which your Asbury Seminary marriage and family degree has prepared you <b>to apply techniques to assist various types of individuals who are clients.</b>	Assess the degree to which your Asbury Seminary marriage and family degree has prepared you <b>to apply techniques to assist various types of individuals who are clients.</b>
N=15/45 (33.33%), X=3.64	N=0	N=4, X=3.25

#### **Analysis of Data:**

Any core curriculum area could be associated with PLO #1 Knowledge, as all curriculum areas include knowledge that is foundational for professional counseling. The MAMF Specialization Key Performance Indicators capture systemic counseling knowledge and its application. Other

curriculum areas associated with PLO #1 Knowledge [Human Growth and Development, Group Counseling and Group Work, Test and Assessment, and Research] provide a broader foundation for program assessment purposes.

Regarding classroom knowledge, students struggle most with applying testing and assessment in a developmentally appropriate way. This result may have more to do with statistics than conceptualization, especially in light of the mean of 2.5 (n=4) for Florida. Nevertheless, by CO706 Internship 2, students can apply assessment data in a culturally appropriate and ethical way as seen in the case study total mean, 3.75. The other Key Performance Indicators associated with PLO #1 Knowledge are within the accomplished range ( $X = 3.0$  to  $4.0$ ) by the time students enter Internship 2.

Regarding the MAMF Specialization, the students represented in this report struggled with basic systemic theory knowledge in CO600 Systemic Theories and Techniques. Although a total mean of 2 is within the developing range, students need this basic knowledge to engage more advanced skills such as case conceptualization. It is possible that the mean score for 2020-2021 may represent the impact of COVID-19 classroom accommodations for this group of students.

The application of systemic theories in clinical settings improved by CO706 Internship 2. The increase in scores on Professional Skills [Professional Disposition ratings] from Professional Development Meeting 1 to Professional Development Meeting 2 supports the observation that students grew in understanding of systemic theories and techniques over the course of their program.

Regarding CO618 Counseling Children, the Department's original curriculum schedule had CO618 Counseling Children and CO617 Counseling Adolescents offered on an every other year rotation. This schedule was set prior to CO618 becoming a program requirement. In 2020-2021 the Department canceled CO617 Counseling Adolescents because more students needed to take the now required CO618 Counseling Children in order to graduate in a timely manner.

Regarding Stakeholder data, the employer/site supervisor mean scores indicate that these professionals believe that our program prepares our graduates to enter the counseling profession.

#### **Use of Results:**

- In Fall 2021 the Department will submit a proposal to the Beeson School of Practical Theology to allow students to take **either** CO618 Counseling Children or CO617 Counseling Adolescents as required courses. When the proposal receives all levels of approvals, it will become active in 2022-2023.

**PLO #2**

**Skills: Demonstrate mastery of counseling skills in individual and systemic approaches at an accomplished level.**

The Key Performance Indicators that map onto PLO Skills include:

<b>CACREP Core Curriculum Area</b>	<b>Key Performance Indicators</b>			
<b>Career Development</b>	<b>Students will apply career development theories and decision making models in an ethical manner.</b>			
	Analysis of a career assessment in CO680 Career Counseling	Score on student portfolio in CO706 Internship 2	Final assessment project score in CO715 Assessment Inventories in Counseling	
	Kentucky	n=1, x=4	n=1, x=3	n=2, x=3.5
	Florida	n=2, x=2.5	n=2, x=4	n=4, x=2
	Total	N=3, X=3.25	N=3, X=3.5	N=6, X=2.75
<b>Counseling and Helping Relationships</b>	<b>Students understand and demonstrate essential interviewing and counseling skills, including counseling microskills.</b>			
	Student critique & conclusions related to counseling skills in Session Review Paper in CO655 Helping Relationship: Process & Skill	CO700 Practicum field supervisor's rating of counseling skills in students' final evaluation	CO706 Internship field supervisor's rating of counseling skills in students' final evaluation	
	Kentucky	n=2, x=3.5	n=0	n=1, x=3
	Florida	n=6, x=4	n=0	n=2, x=3.5
	Total	N=8, X=3.75	n=0	N=3, X=3.25
<b>Assessment &amp; Testing</b>	<b>Students will apply ethical assessment theories and practices in the context of a multicultural society.</b>			
	Mental status exam	Exam 1 score in CO725 Research	Score on case analysis in CO706	

		Seminar: Theory & Design	Internship 2
Kentucky	n=1, x=4	n=2, x=1.5	n=3, x=3
Florida	n=4, x=2.5	n=3, x=2.67	n=2, x=3.5
Total	N=5, X=3.25	N=5, x=2.09	N=5, 3.25

MAMF Specialization	Students will apply counseling theories within a marriage and family counseling context		
	CO600 Exam scores total mean	CO705 Supervisor Evaluation	Case Analysis in CO706
Kentucky	n=2, x=1.5	n=1, x=4	n=1, x=3
Florida	n=2, x=1.5	n=2, x=3.18	n=2, x=3.5
Total	N=4, x=2	X=3, X=2.39	n=3, X=3.25

The Professional Dispositions that map onto PLO Skills include:

Emotional Stability and Self Control	PDM 1	PDM 2
Kentucky	n=2, x=3	n=1, x=4
Florida	n=3, x=3	n=2, x=3.5
Total	N=5, X=3	N=3, x=3.75
Boundary Management	PDM 1	PDM 2
Kentucky	n=2, x=3	n=1, x=3
Florida	n=3, x=2.3	n=2, x=4
Total	N=5, X=2.65	N=3, X=3.5
Interpersonal Skills	PDM 1	PDM 2
Kentucky	n=2, x=3	n=1, x=4
Florida	n=3, x=3	n=2, x=4
Total	N=5, X=3	N=3, X=4
Professional skills	PDM 1	PDM 2

Kentucky	n=2, x=2.5	n=1, x=3
Florida	n=3, x=3	n=2, x=4
Total	N=5, X=2.75	N=3, X=3.5

The following items from the Stakeholder Survey that maps onto the PLO Skills include:

20202 Stakeholders Survey		
<b>Employer &amp; Supervisor Perception of Student Learning</b>	<b>Alumni [2, 5, 10 yrs. post degree]</b>	<b>Graduating Student Survey</b>
The Asbury Theological Seminary counseling masters program prepares counselors who can work with clients from developmental perspectives in multicultural contexts.	Assess the degree to which your Asbury Seminary marriage and family degree has prepared you <b>to apply techniques to assist various types of individuals who are clients.</b>	Assess the degree to which your Asbury Seminary marriage and family degree has prepared you <b>to apply techniques to assist various types of individuals who are clients.</b>
N=15/45 (33%), X=3.42	N=0	N=4, X=3.25
	<b>Assess the degree to which your Asbury Seminary marriage and family degree has prepared you to apply techniques to assist various types of couples.</b>	Assess the degree to which your Asbury Seminary marriage and family degree has prepared you <b>to apply techniques to assist various types of couples.</b>
	N=0	N=4, X=3.25
	Assess the degree to which your Asbury Seminary marriage and family degree has prepared you <b>to apply techniques to assist various types of families.</b>	Assess the degree to which your Asbury Seminary marriage and family degree has prepared you <b>to apply techniques to assist various types of families.</b>
	N=0	N=4, X=3.00

Assess the degree to which your Asbury Seminary marriage and family degree has prepared you to use the current DSM to make an accurate diagnosis.	Assess the degree to which your Asbury Seminary marriage and family degree has prepared you to use the current DSM to make an accurate diagnosis.
N=0	N=4, X=3.25
...to work with clients from developmental perspectives in multicultural contexts.	...to work with clients from developmental perspectives in multicultural contexts.
N=0	N=4, X=3.50
...to conduct and understand assessments of individuals, couples, and families.	...to conduct and understand assessments of individuals, couples, and families.
N=0	N=4, X=3.50
...to understand research methods.	...to understand research methods.
N=0	N=4, X=3.50

### Analysis of Data:

Outcomes from Key Performance Indicators imply that MAMF students grow in their acquisition and application of systemic counseling skills so that by graduation they are performing at the Accomplished level and above (3 on a 4 point scale). Statistical analysis and perhaps research design continue to fall within the Developing level (2 on a 4 point scale). Noteworthy is the gradual increase in proficiency across the program denoted by the artifacts for the MAMF Specialization Key Performance Indicator. All professional dispositions associated with PLO #2 improve from Professional Development Meeting 1 to 2. Employer/Supervisor and Graduating Senior Survey supports these conclusions overall, with the exception of counseling families, which had a lower mean score (X=3.00) than counseling individuals (X=3.25) or couples (X=3.25) on the Graduating Senior Survey.

### Use of Results:

- Encourage program students to take CO627 Counseling Families.
- Offer more family counseling role plays in courses such as CO600 Systemic Counseling and CO660 Crisis Counseling for program students.
- Recommend field placement sites that could offer family counseling experiences to students who need more experience in this area.

**PLO #3**

**Ethical/cultural competency: Practice professional behavior that maintains appropriate boundaries, conforms to ethical standards, and reflects respect and sensitivity for persons from diverse backgrounds.**

The Key Performance Indicators that map onto PLO Ethics/Cultural Competency are:

	Students will employ ethical decision making within clinical contexts.		
Professional Counseling Orientation & Ethical Practice	Case study analysis in CO 610 Legal & Ethical Issues in Counseling	CO700 Practicum field supervisor's rating on ethical items in student's final evaluation.	Internship (CO706) field supervisor's rating on ethical items in student's final evaluation.
Kentucky	n=1, x=3	n=0	n=1, x=4
Florida	n=1, x=3	n=0	n=2, x=3.5
Total	N=2, X=3	N=0	N=3, X=3.75
	Students will apply an understanding of how social and cultural issues impact counseling.		
Social & Cultural Diversity	Score on cultural diversity essay in Professional Development Meeting 1	Score on final research paper in CO730 Advanced Cross-Cultural Counseling	Score on cultural diversity essay in Professional Development Meeting 2
Kentucky	n=1, x=4	n=1, x=3	n=3, x=3
Florida	n=3, x=3	n=2, x=3.5	n=2, x=3.5
Total	N=4, X=3.5	N=3, X=3.25	N=5, X=3.25
Counseling and Helping Relationships	Students will demonstrate the ability to apply and adhere to ethical and legal standards when counseling others.		

	Score on ethical section of typescript in CO655 Helping Relationship: Process & Skill	CO700 Practicum field supervisor's rating on ethical items in student's final evaluation	Internship (CO706) field supervisor's rating on ethical items in student's final evaluation.
Kentucky	n=2, x=3.5	n=0	n=1, x=3
Florida	n=6, x=4	n=0	n=2, x=3.5
Total	N=8, X=3.75	N=0	N=3, X=3.25

The Professional Disposition that maps onto PLO Ethics/Cultural Competency is **multicultural competence**.

Multicultural Competence	PDM 1	PDM 2
Kentucky	n=2, x=3.5	n=1, x=4
Florida	n=3, x=3	n=2, x=3
Total	N=5, X=3.25	N=3, X=3.5

The following items from the Stakeholder Survey that map onto the PLO Ethics/Cultural Competence include:

Stakeholders Survey		
Employer & Supervisor Perception of Student Learning	Alumni	Graduating Student Survey

The Asbury Theological Seminary counseling masters program prepares counselors who can apply ethical standards of the counseling profession.	Assess the degree to which your Asbury Seminary marriage and family degree has prepared you <b>to apply principles of diversity to various counseling populations.</b>	Assess the degree to which your Asbury Seminary marriage and family degree has prepared you <b>to apply principles of diversity to various counseling populations.</b>
N=15/45 (33%), X=3.40	N=0	N=4, X=3.5
The Asbury Theological Seminary counseling masters program prepares counselors who understand their strengths and limitations.	Assess the degree to which your Asbury Seminary marriage and family degree has prepared you <b>to integrate spirituality with marriage and family counseling in a manner that is consistent with the ethical standards of this profession and the policies of the counseling site.</b>	Assess the degree to which your Asbury Seminary marriage and family degree has prepared you <b>to integrate spirituality with marriage and family counseling in a manner that is consistent with the ethical standards of this profession and the policies of the counseling site.</b>
N=15/45 (33%), X=3.47	N=0	N=4, X=4
	Assess the degree to which your Asbury Seminary marriage and family degree has prepared you to understand what it means <b>to be a licensed marriage and family therapist.</b>	Assess the degree to which your Asbury Seminary marriage and family degree has prepared you to understand what it means <b>to be a licensed marriage and family therapist.</b>
	N=0	N=4, X=3.50
	Assess the degree to which your Asbury Seminary marriage and family degree has prepared you <b>to apply ethical standards of the American Counseling Association.</b>	Assess the degree to which your Asbury Seminary marriage and family degree has prepared you <b>to apply ethical standards of the marriage and family therapy profession.</b>
N=0	N=0	N=4, X=3.75
	Assess the degree to which your Asbury Seminary Marriage and Family Counseling Degree has prepared you <b>to maintain appropriate professional</b>	Assess the degree to which your Asbury Seminary Marriage and Family Counseling Degree has prepared you <b>to maintain appropriate professional</b>

boundaries in individual, couple, and family counseling settings.	boundaries in individual, couple, and family counseling settings.
N=0	N=4, X=3.75

#### Analysis of Data:

- Several questions on the Stakeholder and Graduating Senior Survey referred to LMFT or marriage and family therapy. The language needs to be changed to reflect the new focus of the MAMF degree to be in alignment with professional counseling.
- Data from course work, professional disposition “multicultural competence,” Graduating Student Survey and stakeholder survey responses indicate that students grow in their ethical understanding and multicultural competence across their program so that by CO706 Internship 2 and Professional Development Meeting 2, aggregate data falls between 3.00 and 4.00 on a 4.00 scale. By graduation students are approaching ethical and cultural competency equivalent to that of a first-year professional counselor.

#### Use of Results:

- Because the 2020-2021 MAMF is now designed to target educational requirements for LPC or LMHC, an email has been sent to the Institutional Assessment Committee [who oversees the creation and distribution of the Stakeholder Surveys] to change language from “marriage and family therapy” to “marriage and family counseling”, and to change language from Licensed Marriage and Family Therapist to Licensed Professional Counselor or Licensed Mental Health Counselor.

## PLO #4

**Integration: Practice theological/theoretical integration, which is demonstrated in a maturing Biblically grounded theological understanding of God and persons-in-relationship.**

The Key Performance Indicators that map onto PLO Integration include:

	<b>KPI: Students will articulate an ethically appropriate approach to the integration of spirituality and counseling.</b>		
	CO660 Theological Reflection Paper	PDM 1 Integration Essay	PDM 2 Integration Essay
Kentucky	n=1, x=4	n=2, x=3	n=1, x=4
Florida	n=4, x=3.75	n=3, x=3	n=3, x=4
Total	N=5, X=3.87	N=5, X=3	N=3, X=4
	<b>KPI: Students will engage in spiritual practices to foster growth as "integrated persons."</b>		
	Rule of Life Development in CO601	CO660 Compassion Fatigue Prevention Plan	Rule of Life Update at PDM 2
Kentucky	n=2, x=4	n=1, x=3	No data entered
Florida	n=4, x=4	n=4, x=2.50	No data entered
Total	n=6, x=4	N=5, X=2.75	No data entered

The Professional Disposition that maps onto PLO Integration includes **Integration of Spirituality and Counseling.**

Integration of Spirituality and Counseling	PDM 1	PDM 2
Kentucky	n=2, x=3	n=1, x=4
Florida	n=3, x=3	n=2, x=4
Total	N=5, X=3	N=3, X=4

Stakeholder Survey items that map onto PLO Integration are:

Stakeholders Survey		
Assess the degree to which your Asbury Seminary marriage and family degree has prepared you <b>to integrate spirituality with marriage and family counseling in a manner that is consistent with the ethical standards of this profession and the policies of the counseling site.</b>		
Employers/Site Supervisors	Alumni	Graduating Senior Survey
Not asked	N=0	N=4, X=4

#### Analysis of Data:

- It was discovered that the two program Key Performance Indicators for this PLO were not entered into CANVAS as outcomes in 2020-2021 as outcomes. The Program Coordinator retrieved artifact data from the designated courses by reviewing course grades and applied the rating criteria to artifacts under the direction of faculty in order to have data to assess this Program Level Outcome. Faculty members also determined the ratings for artifacts associated with Professional Development Meetings based on Key Disposition rating for Integration of Spirituality and Counseling.
- Data ratings of students' capacities to integrate spirituality in an ethical way approach 4 on a 4 point scale by graduation.
- To increase responses from Employers and Site Supervisors, Core faculty had reduced the number of survey questions to 5 questions. A question on spiritual integration was not included. Given that the Graduating Senior Survey responses are self-report, it may benefit the program to insert a question about the ethical use of spirituality in counseling to the Employer/Site Supervisor Survey.

#### Use of Results:

- **Add PLO #4 Integration Outcomes into Canvas for Professional Development Meetings.** It was discovered that the two program Key Performance Indicators were not entered into CANVAS in Fall 2020 as outcomes for PLO #4 . The Administrative Coordinator contacted Library Information and Technology Services on June 30, 2021 to add them so that the KPIs could be added to CO660 and CO601 artifacts at the July Faculty Retreat. Moreover, PLO #4 Integration KPIs will also be added to the Professional Development Meeting artifacts as outcome rubrics.
- At the July 2021 Core Faculty retreat, the faculty discussed the pros and cons of lengthening the Employer/Site Supervisor Survey by adding a question about ethical use of spirituality in counseling to the Employer/Site Supervisor Survey. The Faculty

decided to add “Assess the degree to which your Asbury Seminary marriage and family degree has prepared you **to integrate spirituality with marriage and family counseling in a manner that is consistent with the ethical standards of this profession and the policies of the counseling site**” to the **Employer/Site Supervisor Survey**. An email was sent to Barbara Jaeger to make the addition on August 5, 2021.

**PLO #5****Professional Identity: Identify themselves as a professional counselor with a specialization in marriage and family counseling.**

The Key Performance Indicators that map onto PLO Professional Identity include:

<b>Professional Counseling Orientation &amp; Ethical Practice</b>	<b>Students will embrace a professional counselor identity</b>		
	Scores on professional identity assignment in CO610 Legal & Ethical Issues	Score on professional identity essay in Professional Development Meeting 1	Score on professional identity essay in Professional Development Meeting 2
Kentucky	n=1, x=3	n=1, x=3	n=3, x=3
Florida	n=1, x=3	n=3, x=2.75	n=2, x=3.5
Total	N=2, x=3	N=4, X=2.88	N=5, X=3.25

The Professional Dispositions that map onto PLO Professional Identity include:

<b>Professional Compartment</b>	<b>PDM 1</b>	<b>PDM 2</b>
Kentucky	n=2, x=3	n=1, x=4
Florida	n=3, x=3.3	n=2, x=4
Total	N=5, X=3.15	N=3, X=4
<b>Counselor Identity</b>	<b>PDM 1</b>	<b>PDM 2</b>
Kentucky	n=2, x=2.5	n=1, x=3
Florida	n=3, x=2	n=2, x=4
Total	N=5, X=2.25	N=3, X=3.5

Items from the Stakeholder Survey that map onto PLO Professional Identity include:

<b>Stakeholder Survey</b>		
Employer/Site Supervisor	Alumni	Graduating Senior Survey

The Asbury Seminary counseling masters program prepares counselors who understand what it means to be a professional counselor	Have you pursued any additional certifications?	Did you attend any additional training while a counseling student?
	N=0	N=4, Prepare/Enrich N=3, Gottman Level 1 Training N=1, Professional Conference N=1, NICAMB online
	To what professional organizations do you belong?	To what professional organizations do you belong?
N=15/45 (33%), X=3.67	N=0	N=1, ACA N=4, AAMFT N=1, American Association for CBT
	Licensure/credential status	Do you intend to pursue licensure after graduation?
	N=0	N=1, LPC/LMHC N=4, LMFT
	Have you pursued or are you currently enrolled in education beyond your MA degree?	Do you intend to earn an advanced degree beyond your MA?
	N=0	N=4, Undecided
	Assess the degree to which your Asbury Seminary Marriage and Family Counseling Degree has prepared you <b>for the real world of marriage and family counseling.</b>	Assess the degree to which your Asbury Seminary Marriage and Family Counseling Degree has prepared you <b>for the real world of marriage and family counseling.</b>
	N=0	N=4, X=3.25
	Assess the degree to which your Asbury Seminary Marriage and Family Counseling Degree has prepared you <b>to set professional goals.</b>	Assess the degree to which your Asbury Seminary Marriage and Family Counseling Degree has prepared you <b>to set professional goals.</b>
	N=0	N=4, X=3.75

	Assess the degree to which your Asbury Seminary Marriage and Family Counseling Degree has prepared you <b>to understand your strengths and limitations.</b>	Assess the degree to which your Asbury Seminary Marriage and Family Counseling Degree has prepared you <b>to understand your strengths and limitations.</b>
	N=0	N=4, X=3.50
	Assess the degree to which your Asbury Seminary Marriage and Family Counseling Degree has prepared you <b>to manage your personal anxiety during counseling or supervision sessions.</b>	Assess the degree to which your Asbury Seminary Marriage and Family Counseling Degree has prepared you <b>to manage your personal anxiety during counseling or supervision sessions.</b>
	N=0	N=4, X=3.25 NOTE: 1 response - disagree
	My primary function is as a (select the one where you put the majority of your working time) .	
	N=0	
	Would you share with us the name and address of your employer? We ask this question because the counseling department seeks the input of employers and supervisors to assess the quality of our training.	
	NA	

#### Analysis of Data:

- Students grew in their conceptualization of being a licensed professional over the course of their program.
- The PLO had been changed to reflect the Department's solidification of professional counselor identity for students in training in 2019-2020. Graduating Senior Survey data indicates that this shift was not fully embraced by students who were in the final semester of their degree program.

- Graduating students participated in activities that are indicative of a licensed professional, such as certifications, professional guild membership, seeking licensure, setting professional goals, etc.

**Use of Results:**

- Faculty will model participation in activities associated with professional counseling on the state level and will encourage students to participate with them.
- Faculty will continue to emphasize “professional counselor/mental health counselor” identity in course work.
- Faculty will continue to refer to new students as “professional counselors-in-training” in all course work.

### Additional Recommended Program Changes

Based on the Counseling and Pastoral Care Department's experience with data entry, collection, and analysis for KPIs and KPDs in 2020-2021, we made the following changes.

1. Improve data collection process for Key Performance Indicators and Key Professional Dispositions.
  - **Add PLO #4 Integration Outcomes into Canvas for Professional Development Meetings.** It was discovered that the two program Key Performance Indicators were not entered into CANVAS in Fall 2020 as outcomes for PLO #4 . The Administrative Coordinator contacted Library Information and Technology Services on June 30, 2021 to add them so that the KPIs could be added to CO660 and CO601 artifacts at the July Faculty Retreat. Moreover, PLO #4 Integration KPIs will also be added to the Professional Development Meeting artifacts as outcome rubrics.
  - **Improve faculty training and data gathering processes for Key Performance Indicator artifacts.** While information was sent to core and noncore faculty during 2020-2021 about how to insert Key Performance Indicator outcome rubrics for identified artifacts, we located several courses where either core or noncore faculty had not added the outcome rubric to assess targeted KPI artifacts. This oversight resulted in cumbersome and time consuming "data mining" by the Administrative Coordinator so that the 2020-2021 degree assessment report could be as complete as possible. The following agenda items were added to the July 2021 Core Faculty Retreat
    - The Core Faculty reviewed the identified artifacts to ensure that all sections of courses which carried the same course number included the identical artifacts.
    - The July 2021 Department retreat agenda included additional training on how to add KPI outcome rubrics to identified artifacts and the agenda allotted time for core faculty to make needed additions so that all courses taught by core faculty included the necessary KPI outcome rubric for identified artifacts.
    - The Department Co-chairs [or their designate] will contact noncore faculty and direct them to import the specified artifacts with the KPI outcome rubric into their sections.
    - **Documentation:** 2021 Retreat Agenda
  - **Develop web-based data entry system for data entry for Professional Disposition (KPD) ratings.** Data - Faculty were using hard copies of the Professional Disposition chart during Professional Development Meetings 1 and 2
    - On June 28, 2021 the Administrative Coordinator for the Department contacted the Director for Institutional Assessment for assistance in creating a web-based data entry system to collect Professional Disposition Chart data during

Professional Development Meetings 1 and 2. The Director for Institutional Assessment created a Key Professional Disposition Survey form in EvaluationKit. This form will be piloted in Fall 2021.

- **Documentation:** **Key Professional Disposition Survey Final**
2. Stakeholder Survey respondents for MAMF students are expected to increase in the future as enrollment in the program increases. Noteworthy demographics from the 2020 Stakeholder survey include:
- **Four (4) marriage and family students had been employed or supervised by stakeholder respondents.**
  - Eleven (11) respondents were clinical supervisors only, 3 were employers and supervisors, and 1 person selected “other” roles.
  - Eleven stakeholder respondents were from KY; 4 from Florida