



Art Therapy Programs Program Evaluation Plan (PEP)

University Mission

Founded in 1939 by the Sisters of Saint Dominic, Caldwell University promotes intellectual, spiritual, and aesthetic growth to a diverse population and welcomes all cultures and faith traditions. Inspired by St. Dominic de Guzman and our Catholic heritage, we transform students' lives by preparing them through the liberal arts and professional studies to think critically, pursue truth, and contribute to a just society.

College of Natural, Behavioral and Health Sciences Mission

The College of Natural, Behavioral and Health Sciences aims to graduate compassionate life-long learners who are scientifically and numerically literate, who study natural and social phenomena critically, and who apply that knowledge to improve the well-being of the individual, society, and the planet.

Counseling Programs Mission

Caldwell's graduate programs in Counseling prepare students to work effectively in a variety of settings as clinical mental health counselors, school counselors, and art therapists. The three areas share a number of core courses and provide specialized education in their unique focused areas as well.

Art Therapy Counseling Program Mission

The art therapy counseling programs seek to prepare competent entry-level Clinical Mental Health Counselor/Art Therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains, attending to the sustainment of the program guided by the CACREP and CAAHEP standards. Students participate in an active, inclusive learning environment where they foster meaning through the process of self-reflection, become scholar-practitioners, and generate new knowledge and methods. Students mature and develop competencies leading them through the transition from graduate student to a professional prepared to offer healing opportunities to members of society.

Program Objectives

The art therapy programs operationalize its mission through the program goals and objectives.

The broad program goals are to attain and develop:

1. **Sustainability plans** through a. maintaining CACREP through re-accreditation and creation of a self-study towards CAAHEP accreditation (MA program) and ACATE approval (Post Grad program), b. the study of vital statistics (demographics of applicants, students and graduates), attention to admissions and enrollment, and maintaining an inclusive learning environment; (see Grid 1 below)
2. **Community Service opportunities** through active involvement of faculty, students and constituents in co-curricular activities; and
3. **Curricula Emphasizing Competency in Knowledge, Skills and Awareness from Professional Core Content Areas and Learning Domains** by developing benchmarks, remediation plans, curricula, signature assignments, comprehensive exam, and measures for professional dispositions;
4. **Transition from Student to Professional** through providing opportunities to sit for and track scores from the NCE, administering a comprehensive exam, tracking graduates' credentialing process and, follow up with graduates, supervisors and employers.

The program objectives assure sustainability, community service opportunities, transition to work and minimum competence in the identified core content areas. To this end, the program will:

1. Increase students' knowledge of the history of the professions of counseling and art therapy, its trends, goals and objectives, as well as the professional bodies which guide its ongoing development and ethical practice;
2. Inform and prepare students to appreciate and to perform effectively in a society that is increasingly diverse in culture by fostering inclusivity through knowledge, skills and self-awareness;
3. Develop a thorough knowledge of human growth and development and the maladaptive behavior that impedes it;
4. Prepare students to perform effectively in intervening with individuals and groups toward positive personal and career development;
5. Provide an appreciation and knowledge of a variety of theoretical orientations in counseling as a basis for the work in today's diverse society;
6. Create opportunities for group process and for the acquisition of knowledge and skills regarding group practice;
7. Acquaint students with professionally accepted methods of client assessment and to provide appropriate intervention;
8. Assist students in gaining familiarity with and understanding research and program evaluation;
9. Evaluate students over the course of the program to assure gatekeeping and progression through remediation plans, curricula revisions, signature assignments and assessment of professional dispositions.
10. Provide an educational experience and professional preparation this is consistent with core values and mission of the American Art Therapy Association (AATA), the Art Therapy Credentials Board (ATCB), Accreditation Council for Art Therapy Education (ACATE) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP);

Student Learning Objectives. The program will evaluate the progress towards achieving its goals and objectives through Student Learning Outcomes (SLO) outcomes that cover the three domains. The SLOs are measured through Key Performance Indicators (KPIs) which can be found on the signature assignments and comprehensive exam rubrics:

SLO/KPI a: Graduates will link the contributions of historical antecedents in professional art therapy practice to current day art therapy practice through the Illuminating the Pioneers signature assignment and demonstrate the application of historical antecedents to a case on the comprehensive exam. [Course CAT 501];

SLO/KPI b: Graduates will identify the roles and functions of art therapy professional organizations through the development of a FACT sheet and apply the ethical principles of art therapy through applying ethical decision-making practices through a case exploration on the comprehensive exam. [Course CAT 614];

SLO/KPI c: Graduates will increase awareness of intrapsychic resistances and conflicts through identifying ways to manage emerging resistances during the Journal Summary Paper and demonstrate an understanding of the psychological properties of a range of materials during the comprehensive exam. [Course CAT 507];

SLO/KPI d: Graduates will develop the capacity for utilization of artmaking as a method of exploring personal symbolic language in the Journal Summary Signature Assignment and ability to recognize the symbolic communications of art processes and images during the comprehensive exam. [Course CAT 507];

SLO/KPI e: Graduates will examine the best practices in group work through writing a paper on the issues of leadership in group work best practices including membership selection and screening, common problems, group process, ethical issues, and cultural concerns in the Group Leadership Signature Assignment and illustrate the course of participation in a group during a comprehensive examination. [Course CAT 617]

SLO/KPI f: Graduates will demonstrate the competency to infuse art therapy into assessment, diagnosis and practice in the Art Assessment Signature Assignment and comprehensive Exam. [CAT 614];

SLO/KPI g: Graduates will organize research on the literature in the field and create an in-depth case study that integrates knowledge and clinical skills in art therapy counseling on the Comprehensive Exam.

SLO/KPI h: Graduates will write a paper which demonstrates the differentiation developmental stages and application of development to treatment through describing: normal developmental stages, impact of trauma on development, interventions which are differentiated according to development and ethical and culturally relevant strategies for promoting wellness and protective factors in a major research signature assignment and comprehensive exam. [Course CPS 667]

SLO/KPI i: Graduates will develop a case conceptualization based on the application of a counseling theory(ies) to art therapy practice through a signature assignment, Your Developing Personal Theory paper, and formulate treatment planning and goal setting based on case conceptualization during a comprehensive exam. [Course CAT 515]

SLO/KPI j: Graduates will apply diagnoses to a case with consideration of the primary presenting problem, case conceptualization, and differential diagnoses on a signature assignment case presentation and on the comprehensive examination. [Course CPS 577]

SLO/KPI k: Graduates will apply specific theoretical approaches to a case with consideration of the primary presenting problem, case conceptualization, and treatment interventions on a signature assignment, The Ways Paradigm, and on the comprehensive examination. [Course CPS 514]

SLO/KPI l: Graduates will present a PowerPoint and illustrative role play to illustrate the historical perspectives about the nature and meaning of assessment and testing in counseling, methods of effectively conducting initial assessment meetings, use of an assessment for diagnostic or intervention planning, and ethical and culturally competent strategies for selecting, administering and interpreting assessment and test results and demonstrate the application of assessment in a case during the comprehensive examination. [Course CPS 562];

SLO/KPI m: Graduates will develop a literature review on the Research signature assignment and refer to reliability and validity scores when applying counseling assessment tools on the comprehensive exam. [Course CPS 510]

SLO/KPI n: Graduates will cultivate increased self-awareness of cultural assumptions and biases through a social and cultural diversity research signature assignment and the comprehensive exam [Course CAT509];

SLO/KPI o: Graduates will develop the capacity for utilization of artmaking as a method of exploring personal symbolic language in the Journal Summary Signature Assignment and ability to incorporate knowledge and skills about art materials and processes during the comprehensive exam. [Course CAT 507];

SLO/KPI p: Graduates will describe a specific patient/client population, practice setting and method of intervention with consideration of the unique cultural characteristics on the comprehensive exam;

SLO/KPI q: The student will become familiar with career counseling issues, models of career development and decision-making through writing a paper about career counseling with a specific client population and demonstration on a comprehensive exam. [Course CPS 633]

The programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning. For each of the types of data listed in Grids 1 and 2, the plan outlines (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement. An annual program evaluation meeting will review all data, and discuss avenues for integrating findings into the existing program components. In addition, at this annual meeting, modifications may be made to update the program missions, goals, KPIs/KPDs and evaluation plan. The annual report form is used to record the outcomes of the annual PEP meeting.

GRID 1 Vital Statistics and Stakeholders' Evaluation of the Program

Grid 1 outlines the procedure for collecting vital statistics and stakeholders' evaluation of the program is that the counseling programs coordinator collects this information (a-d) annually. During the Fall 2019 semester, vital statistics about the students is gathered and analyzed. Data from surveys will be collected by designated faculty and submitted to a

Google doc for annual review and reporting by the program coordinator. Program Coordinators will review any program satisfaction surveys conducted by institutional research and report outcomes at the PEP annual meeting. Data will be collected by designated administrator and submitted to a Google doc for annual review and reporting by the program coordinator.

Results of the evaluation will be reviewed in the counseling program meeting and posted on the program website. A remediation/program improvement plan is established at the annual PEP meeting with faculty where plans for program improvement are established (recorded on the annual PEP meeting form). Strengths and weaknesses are discussed at the advisory board meeting. Program changes are put into placed based on the updated PEP.

GRID 1

Vital Statistics and Stakeholders' Evaluation of the Program

Program Data Point	Assessment Data to be Collected	Remediation Process – Program Improvement	Program Objective	CAAHEP Standard
1. Vital Statistics and annual stakeholders report	Annual Data Collected a. number of graduates b. pass rates on NCE c. Completion Rates d. Job Placement Rates (positive placement)	An effort will be made to create a sustainability number of students despite drops in overall enrollment	Admissions will be rolling and admissions will continue past deadlines for applications	IV.
2. Admission and Enrollment;	a. Analyze our current student demographics b. Determine a plan to systematically attract a more diverse student body c. Create a timeline to Implement the plan	An effort will be made to create a sustainable plan to attract an increasingly diverse student body	The program will develop systematic methods to attract a diverse group of students	D.6.
3. Student and Post-Graduation Review	Graduates are surveyed for their current employer, position, and credentials attained.	Program Coordinators will review the program satisfaction survey conducted by institutional research and assessment to implement programmatic changes;	The program satisfaction Surveys will be reviewed at the counseling programs annual assessment meetings for integration and changes	D.6.

		The results of the post- graduation review survey will be discussed in an annual meeting regarding program assessment	The results of the post graduation review will be presented at the annual assessment meeting	
4. Site Supervisor	Site supervisors are surveyed on the students' term internship evaluation forms through 3 questions	The results of the employer evaluations will be discussed in an annual meeting regarding program assessment	A systematic process will be created for collection of data regarding site supervisor evaluation of the program.	D.6.
5. Employer Evaluations	Employers are surveyed on the students' term internship evaluation forms through at least 3 questions	The results of the employer evaluations will be discussed in an annual meeting regarding program assessment	A systematic process will be created for collection of data regarding employers evaluation of the program.	D.6.
6. Site supervisors a. are Evaluated of by the students <u>and</u> b. evaluate the program	a. Students are surveyed on the site and supervisor on the term internship evaluation forms. b. site supervisors evaluate the program	The results of the students' evaluation of the site and supervisor will be discussed in an annual meeting regarding program assessment	A systematic process will be created for collection of data regarding the evaluation of the site and supervisor	D.6.
7. Faculty	Faculty are surveyed on program resources and other components of the program	The results of the faculty evaluation of the program will be discussed in an annual meeting regarding program assessment	A systematic process will be created for collection of data regarding the faculty evaluations	D.6.
8. Advisory Board	The advisory board members are surveyed on program resources and other components of the program	The results of the faculty evaluation of the program will be discussed in an annual meeting regarding program assessment	Results will be integrated into the annual revisions of the PEP.	D.6.
9. Course Evaluations	The course evaluations are collected reviewed	The designated administrator will summarize findings and present in the annual program assessment meeting	Results will be integrated into the annual program improvement plan.	D.6.

GRID 2 Assessment of Student Learning Objectives/Key Performance Indicators

Grid 2 outlines the assessment plan for student learning objectives (SLOs) and key performance indicators. There are two data points for most SLOs. The procedure is as follows. In most cases, Data Point 1 is the signature assignment will be the first data point. Each instructor will input outcomes into a grid on Google Drive and the Program coordinator will

access the data for analysis. Data Point 2 is the comprehensive exam will be the second data point. The primary reader for the comprehensive exam will collect the relevant data and enter it into a grid on Google Drive for access and analysis by the program coordinator. The program coordinator will work with the faculty and graduate assistants to collect the data from at least 50% of courses held and the outcomes from the comprehensive exam. The program coordinator will review and analyze the data collected to present annually for discussion at the PEP annual meeting. The outcomes of the signature assignments and the comprehensive exam data points will be discussed in an annual meeting regarding program assessment and Remediation Process. A new Program Improvement Plan will be put into place at that time. Changes will be implemented into the program based on the interpretation of outcomes and input from stakeholders. The annual report form is used to record the outcomes of the annual PEP meeting.

Assessment of Student Learning Objectives/Key Performance Indicators

Program Data Point/ Student learning objective (SLO)	Assessment Data to be Collected (KPI)	CAAHEP Standards
SLO a. History and Theory of Art Therapy	Signature Assignment (Illuminating the pioneers) (CAT 501) & Comprehensive Exam	1. a.K.1. 2. a.A.1.
SLO b. Professional Orientation, Ethical and Legal Issues	Signature Assignment (CAT 614), & Comprehensive Exam	1. b.K.5. 2. b.K.2.
SLO c. Materials and Techniques of Art Therapy	Signature Assignment (CAT 507) & Comprehensive Exam	1. c.S.2. 2. c.S.3.
SLO d. Creativity, Symbolism and Metaphor	Signature Assignment (CAT 507) &	1. d.A.1. 2. d.S.2.

	Comprehensive Exam	
SLO e. Group Work	Signature Assignment (CAT 617) & Comprehensive Exam	1. e.S.2. 2. e.A.3.
SLO f. Art Therapy Assessments	Signature Assignment (CAT 607) & Comprehensive Exam	1. f.S.2. 2. f.S.6.
SLO g. Thesis or Culminating Project	Comprehensive Exam	1. g.K.1. 2. g.S.1.
SLO h. Human Growth and Development	Signature Assignment (CPS 667) & Comprehensive Exam	1. h.A.1. 2. h.S.2.
SLO i. Helping Relationships and Applications	Signature Assignment (CAT 515) & Comprehensive Exam	1. i.S.4. 2. i.S.3.
SLO j. Psychopathology and Diagnosis	Signature Assignment (CPS 577) & Comprehensive Exam	1. j.S.3. 2. j.S.1.
SLO k. Psychological and Counseling Theories	Signature Assignment (CPS 514) & Comprehensive Exam	1. k.K.1. 2. k.A.1.

SLO l. Appraisal and Evaluation	Signature Assignment (CPS 562) & Comprehensive Exam	1. l.K.2. 2. l.A.1.
SLO m. Research	Signature Assignment (CPS 510) & Comprehensive Exam	1. m.S.1. 2. m.K.4.
SLO n. Culture and Social Issues	Signature Assignment (CAT 509) & Comprehensive Exam	1. n.A.4. 2. n.S.3.
SLO o. Studio Art	Signature Assignment (CAT 507) & Comprehensive Exam	1. o.S.3. 2. o.S.1.
SLO p. Specializations	Comprehensive Exam	1. p.S.1. 2. p.A.1.
SLO q. Career Development	Signature Assignment (CPS 633)	q.K.1.

The annual report form is used to record the outcomes of the annual PEP meeting.