M.A. in Clinical Mental Health Counseling Annual Data Report

2018: 17TW4 to 18TW1
**Introduction**

As part of our continual efforts to provide the highest caliber of training and accountability for the counseling students in our MA in Clinical Mental Health Counseling (CMHC) Program, and our program itself, we have put together our first annual data report. This will be an on-going effort, completed annually to identify and support key program and student support needs.

This report includes key data and findings relative to knowledge, skills, dispositions, and demographic profiles of our students that have been collected since our program launch in April of 2017 through our term that ended in December 2018. It also includes subsequent actions and program improvements made based on our review of this data as well as our larger comprehensive assessment plan.

**Term Dates in Review Period**

The data report below reflects data collected from the launch of the CMHC program in 17TW4 through 18TW1, for a total of eight 10-week terms. An academic year for our program consists of five 10-week terms with a week in between and a week off for winter break. This totals 56-weeks. Term codes reflect the combination of the calendar year, the graduate coding (TW), and the fiscal year. As an example, term 17TW4 was the graduate academic term that fell in the year 2017 and the fourth term of the fiscal year.

Because of the relative newness of this program and the progressive roll-out of our curriculum and program policies, we have opted to include eight terms in our first annual data report rather than the typical five-term year. Readers will note there are considerable data in some reporting areas, while less or none for others, given that all courses have not yet launched. The reporting period and data collected in each period is identified within each section. Term dates for this report are as follows:

<table>
<thead>
<tr>
<th>Term</th>
<th>Term Start</th>
<th>Term End</th>
</tr>
</thead>
<tbody>
<tr>
<td>17TW4</td>
<td>April 3, 2017</td>
<td>June 11, 2017</td>
</tr>
<tr>
<td>17TW5</td>
<td>June 19, 2017</td>
<td>August 27, 2017</td>
</tr>
<tr>
<td>17TW1</td>
<td>September 4, 2017</td>
<td>November 12, 2017</td>
</tr>
<tr>
<td>17TW2</td>
<td>November 20, 2017</td>
<td>February 4, 2018</td>
</tr>
<tr>
<td>18TW3</td>
<td>February 12, 2018</td>
<td>April 22, 2018</td>
</tr>
<tr>
<td>18TW4</td>
<td>April 30, 2018</td>
<td>July 8, 2018</td>
</tr>
<tr>
<td>18TW5</td>
<td>July 16, 2018</td>
<td>September 23, 2018</td>
</tr>
<tr>
<td>18TW1</td>
<td>October 1, 2018</td>
<td>December 9, 2018</td>
</tr>
</tbody>
</table>

**Summary of Program Evaluation Results**

**Curriculum Key Performance Indicators**

Key Performance Indicators (KPIs) are designated assessments of student learning that align with the program learning outcomes. While the entire CMHC curriculum was designed to reflect the broader program learning outcomes, these assessments were selected by the program faculty because they require the primary skills and knowledge deemed necessary for students to progress and ultimately succeed in graduating from the program. They include multiple measures of the program learning outcome and are taken over multiple points in time within the program of study. There are a total of 28 KPIs within the CMHC program curriculum. Additionally, student skills are
summatively evaluated five additional times throughout the program to further evaluate program outcome #5 using the Counselor’s Developing Competencies Scale (CDCS). The CDCS was developed and calibrated by program faculty and is used to evaluate student skills and dispositions at key developmental milestones in each student’s program of study. The skills evaluations of the CDCS can be found in Part 1: Micro-skills, Part III: Meso-skills, and Part IV: Group Counseling Skills.

A detailed breakdown of aggregate performance by term is noted below. Term Avg reflects the average grade on the designated assignment for a single term, Course Avg reflects the average grade across all terms, and Benchmark reflects our program assignment threshold of 83% or above.

It is important to note that this program first launched in 17TW4, so some courses have multiple terms of data, while some have only a single term or have not yet run. Where only a single term is available, a data chart is provided. Otherwise, each KPI has a graphic chart or is noted as not having yet run.

Program Outcome 1: Develop a professional counseling identity in alignment with ethical and legal standards that advocates on behalf of the profession and promotes client awareness, equity, and success

- COU-500 The Counseling Profession: Orientation, Identity, and Ethics: 8-1 Final Project Submission: Ethical Case Study Analysis

![PO1: COU-500 8-1](image)

Note: N = 626; Course Avg = 85%

- COU-520 Diversity in Counseling: 10-1: Discussion: Advocacy for Different Cultures
• MHC-690/695 Advanced Internship in Clinical Mental Health Counseling: Comprehensive Performance Evaluation: Course had not run.

Program Outcome 2: Cultivate socially, culturally, and spiritually appropriate skills and practices in professional counseling that promote social justice and minimize barriers between counselors and clients

  • COU-520 Diversity in Counseling: 8-2 Final Project: Multicultural Case Analysis

  • MHC-610 Treatment Planning in Clinical Mental Health Counseling: 6-1 YouSeeU Discussion: Cultural Implications and Treatment
- MHC-690/695 Advanced Internship in Clinical Mental Health Counseling Comprehensive Performance Evaluation: Course had not run.

**Program Outcome 3: Apply theories and etiology of human growth and development and relevant environmental factors to promote optimum wellness for diverse clients across the lifespan**

- COU-510 Human Development: 9-1 Final Project

**PO3: COU-510 9-1**

Note: N = 593; Course Avg = 87%

- COU-530 Theories of Counseling: 9-1 Final Project I

**PO3: COU-530 9-1**

Note: N = 300; Course Avg = 86%
• MHC-690/695 Advanced Internship in Clinical Mental Health Counseling: Comprehensive Performance Evaluation: Course had not run.

Program Outcome 4: Develop strategies for supporting and advocating for clients in relation to their career development based on client needs, industry information, and identified opportunities within the global economy

• COU-630 Career Counseling: 6-1 Worksheet: Appropriate Tools and Resources

Note: N = 153; Course Avg = 95%

• COU-630 Career Counseling: 9-2 Final Project I Submission: Career Assessment Report

Note: N = 152; Course Avg = 94%
• MHC-690/695 Advanced Internship in Clinical Mental Health Counseling: Comprehensive Performance Evaluation: Course had not run.

Program Outcome 5: Utilize appropriate counseling theories, models, and culturally relevant strategies in developing professional skills for client consultation, treatment, intervention, and prevention

• COU-530 Theories of Counseling: 9-2 Final Project II Submission: Applied Client Case Conceptualization

Note: N = 300; Course Avg = 92%

• COU-660 Group Counseling: 9-2 Final Project Two Submission: Justify Group Curriculum

<table>
<thead>
<tr>
<th>Term</th>
<th>Avg Grade</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>18TW1</td>
<td>97%</td>
<td>22</td>
</tr>
</tbody>
</table>
• COU-680 Prevention and Intervention of Crisis and Trauma: 9-2 Final Project Two: Case Conceptualization

![PO5: COU-680 9-2](chart)

*Note: N = 54; Course Avg = 82%*

• MHC-690/695 Advanced Internship in Clinical Mental Health Counseling: Comprehensive Performance Evaluation: Course had not run.

**Program Outcome 6: Determine and implement appropriate strategies for effectively forming and facilitating group counseling and group work in a variety of settings with a diverse range of clients**

• COU-660 Group Counseling: 9-1 Final Project One Submission: Group Curriculum

<table>
<thead>
<tr>
<th>Term</th>
<th>Avg Grade</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>18TW1</td>
<td>97%</td>
<td>22</td>
</tr>
</tbody>
</table>

• COU-690 Advanced Individual and Group Helping Skills and Techniques: Residency II: COU-690 6-4 Virtual Practice Process Group Counseling Session: Course had not run.

• MHC-690/695 Advanced Internship in Clinical Mental Health Counseling: Comprehensive Performance Evaluation: Course had not run.

**Program Outcome 7: Assess the needs of counseling clients validly and reliably through the application of basic testing principles, key statistical concepts, and industry-appropriate procedures**

• COU-600 Research Methods and Program Evaluation: 9-1 Final Project II Submission: Program Evaluation
• COU-610 Assessment and Evaluation in Counseling: 9-1 Final Project I Submission: Comprehensive Case Conceptualization

• MHC-690/695 Advanced Internship in Clinical Mental Health Counseling: Comprehensive Performance Evaluation: Course had not run.

Program Outcome 8: Evaluate counseling research, programs, and practices using a variety of methods and designs for advancing the counseling profession and incorporating evidence-based, data-driven approaches into current practice

  • COU-600 Research Methods and Program Evaluation: 8-1 Final Project I Submission: Annotated Bibliography

Note: N = 226; Course Avg = 88%

Note: N = 212; Course Avg = 92%
• COU-680 Prevention and Intervention of Crisis and Trauma: 8-1 Short Paper: Intervention for Working with a Disaster

• MHC-690/695 Advanced Internship in Clinical Mental Health Counseling: Comprehensive Performance Evaluation: Course had not run.

Program Outcome 9: Apply culturally relevant strategies, techniques, theories and models of clinical mental health counseling to the assessment and treatment planning of mental health issues, adhering to the legal and ethical standards of clinical and mental healthcare professionals

• MHC-500 Professional Issues, Ethics, and Laws in Clinical Mental Health Counseling: 9-2 Final Project Two Submission: Case Conceptualization
• MHC-610 Treatment Planning in Clinical Mental Health Counseling: 9-1 Final Project Part Three Submission: Treatment Plan

<table>
<thead>
<tr>
<th>Term</th>
<th>Avg Grade</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>18TW1</td>
<td>95%</td>
<td>22</td>
</tr>
</tbody>
</table>

• MHC-690/695 Advanced Internship in Clinical Mental Health Counseling: Comprehensive Performance Evaluation: Course had not run.

**Key Performance Indicator Findings**

We were able to collect at least one term’s worth of data for 18 of the 28 identified KPI assignments/evaluations during this reporting period. The courses COU-690 Advanced Individual and Group Helping Skills and Techniques: Residency II and MHC-690/695 Advanced Internship in Clinical Mental Health Counseling had not yet run. Analysis of the available KPI data demonstrated that aggregate student performance was at or above benchmark on all evaluated assignments with the exception of the two assignments in COU-680 Prevention and Intervention in Crisis and Trauma. This course only had two terms of data and is known to be one of the more challenging courses in the program. We plan to continue monitoring performance on this course to determine if future course changes are warranted. Other course assignments demonstrated a single term average below benchmark, although the course average met benchmark (COU-600 Research Methods and Program Evaluation 8-1; COU-600 Research Methods and Program Evaluation 9-1; COU-530 Theories of Counseling 9-1; and COU-500 The Counseling Profession: Orientation, Identity, and Ethics 8-1). COU-600 Research Methods and Program evaluation is our research course and, much like COU-680 Prevention and Intervention of Crisis and Trauma, is a challenging course for students. This course has been monitored closely since its launch with efforts made to clarify instruction, provide quiz remediation, and to place strong research faculty in these sections. Efforts will continue to be made to monitor this course for progress and necessary changes. The COU-530 Theories of Counseling and COU-500 The Counseling Profession: Orientation, Identity, and Ethics are early term
courses that are naturally challenging in that they are courses where students are still getting acclimated to graduate coursework. Further, the lower term averages reflect earlier terms in each course’s tenure and show variability from the remainder of the term averages. Efforts have been made in later terms to support both faculty and students in these courses. The remaining term averages seem to reflect this effort.

**Skill Key Performance Indicators**

Student skill performance was evaluated in COU-540 Helping Skills and Techniques: Residency I (term 2) using the *Counselor’s Developing Competencies Scale-Individual* (CDCS-I) for the reporting period from 17TW4 to 18TW1. Students were scored on items 1.A. to 1.F. of Part I: Counseling Skills. The CDCS-I is a developmental measure with a score range of 0 (Harmful) to 5 (Exceeds Expectations/Displays & Uses Competencies). However, to ensure a base-line readiness level for progression the scale was limited to a maximum score of 2 (Near Expectations/Developing toward Competencies) for this course. Students were required to score a 2 on all items in order to progress forward or otherwise be referred for additional skills remediation.

Students were evaluated on the CDCS-I by their course instructor during the on-ground residency component in week 4 as well as at the end of the 10-week term. Final scores were used as the determinant for progression. Of the 391 students who took COU-540 during the review period, 2 students did not meet the required level of 2 and were referred for additional skills remediation.

**Dispositions**

Student skill performance was evaluated in COU-540 Helping Skills and Techniques: Residency I using the *Counselor’s Developing Competencies Scale-Individual* (CDCS-I) for the reporting period from 17TW4 to 18TW1. Students were scored on items 2.A. to 2.J. of Part 2: Counseling Dispositions and Behaviors. The CDCS-I is a developmental measure with a score range of 0 (Harmful) to 5 (Exceeds Expectations/Displays & Uses Competencies). However, to ensure a base-line readiness level for progression the scale was limited to a maximum score of 2 (Near Expectations/Developing toward Competencies) for this course. Students were required to score a 2 on all items in order to progress forward or otherwise be referred for additional skills remediation.

Students were evaluated on the CDCS-I by their course instructor during the on-ground residency component in week 4 as well as at the end of the 10-week term. Final scores were used as the determinant for progression. Of the 391 students who took COU-540 during the review period, 4 students did not meet the required level of 2 and were referred for additional dispositional remediation.

Students can also be referred for dispositional concerns outside of the formal CDCS review periods (currently our skills courses) using our *Student Concern Referral* form, which is based on the categories of the CDCS disposition section. For the reporting period, we had an additional 6 students who were referred to our remediation committee for further support.
Demographic and Other Characteristics

Applicants

Demographic data was collected on applicants from December 2016 to December 2018 for the current reporting period. It was collected by our marketing team and under a different process than the remainder of our demographic data, therefore it reflects a slightly different data collection period. In the data below the term Applicants refers to potential students who initially applied to our program. The term New Starts reflects the applicants who actually enrolled in one or more classes during this time period.

Ethnicity

Comparison of MA.CMHC Applicants to New Starts: Ethnicity

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Applicants</th>
<th>New Starts</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>59.6%</td>
<td>63.0%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>21.9%</td>
<td>23.9%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>6.7%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1.8%</td>
<td>8.2%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>1.9%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.5%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.1%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Age

Comparison of MA.CMHC Applicants to New Starts: Age

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Applicants</th>
<th>New Starts</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;26</td>
<td>22.7%</td>
<td>22.4%</td>
</tr>
<tr>
<td>25-29</td>
<td>18.9%</td>
<td>25.7%</td>
</tr>
<tr>
<td>30-34</td>
<td>10.1%</td>
<td>13.5%</td>
</tr>
<tr>
<td>35-39</td>
<td>10.5%</td>
<td>12.0%</td>
</tr>
<tr>
<td>40-44</td>
<td>9.9%</td>
<td>11.3%</td>
</tr>
<tr>
<td>45+</td>
<td>0.3%</td>
<td>20.3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>
Gender

Comparison of MA.CMHC Applicants to New Starts: Gender

Values represent percentages of indicated gender groups

- Female: 81.0% Applicants, 63.0% New Starts
- Male: 16.7% Applicants, 16.7% New Starts
- Unknown: 0.3% Applicants, 0.3% New Starts

Marital Status

Comparison of MA.CMHC Applicants to New Starts: Marital Status

Values represent percentages of indicated marital status groups

- Single: 55.3% Applicants, 57.9% New Starts
- Married: 32.0% Applicants, 32.8% New Starts
- Divorced: 11.1% Applicants, 8.1% New Starts
- Widowed: 0.7% Applicants, 0.6% New Starts
- Unknown: 1.0% Applicants, 0.8% New Starts
Military Status

Comparison of MA.CMHC Applicants to New Starts: Military Status

Values represent percentages of military and civilian groups

<table>
<thead>
<tr>
<th>Percentage of All MA.CMHC Applicants or New Starts</th>
<th>Civilian</th>
<th>Military</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants</td>
<td>86.8%</td>
<td>13.2%</td>
</tr>
<tr>
<td>New Starts</td>
<td>87.5%</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

Geographic Region

Comparison of MA.CMHC Applicants to New Starts: Geography

Values represent percent of applicants or new starts from the indicated market

<table>
<thead>
<tr>
<th>Market</th>
<th>Other OOM</th>
<th>Top 8 OOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>9.6%</td>
<td>12.5%</td>
</tr>
<tr>
<td>NH</td>
<td>5.2%</td>
<td>10.1%</td>
</tr>
<tr>
<td>ME</td>
<td>2.2%</td>
<td>3.0%</td>
</tr>
</tbody>
</table>

Note: OOM = Out of Market; Top 8 OOM = GA, CA, NC, PA, FL, TX, NY, CT

Enrolled Students

Demographic data was collected on actively enrolled students by term from 17TW4 through 18TW1 for the current reporting period. There were a total of 613 students enrolled during this time period.
Ethnicity

Enrolled Students: Ethnicity

- White: 56.42%
- Black or African American: 19.17%
- Hispanic: 12.97%
- Asian: 7.75%
- Two or More Races: 2.27%
- American Indian: 0.93%
- Nonresident Alien: 0.34%
- Unknown: 0.15%
- Nonresident Alien: 0.00%

Age

Age: Enrolled Students

- < 25: 14.34%
- 25-29: 27.62%
- 30-34: 18.36%
- 35-39: 18.24%
- 40-44: 9.87%
- 45+: 18.36%
Gender

Gender: Enrolled Students

- Male: 15.49%
- Female: 84.51%

Marital Status

Marital Status: Enrolled Students

- Unknown: 6.81%
- Companion: 0.32%
- Other: 2.03%
- Divorced: 6.85%
- Married: 29.61%
- Single: 54.38%
Military Status

Our program does not have graduates as of this reporting period.

Demographic Findings

Our applicant profile tends to largely reflect the enrolled student population. We continue to monitor our student demographics in order to support our students with training opportunities that fit their needs and lifestyles as well as proximity to their homes and field experiences. Our program seeks to
support the university’s core value to “Embrace Diversity” by bringing on students of diverse backgrounds, experiences, and ideas and honoring those through our curriculum and teaching.

Subsequent Program Modifications

Curricular Modifications

In addition to the annual review of KPIs, course and assignment performance is monitored at the end of each term. This has been particularly important in the launching of our new courses, where we have needed to understand where knowledge gaps or other course issues have repeatedly been an issue. Below is a list of key curriculum changes that have been made during the reporting period:

18TW2: COU-540 Helping Skills and Techniques: Residency I

- Description: This change provided more flexibility in student responses on the Q&A activity in the week 9 summative, Final Project II. The Self-Reflection Summative (Final Project I) was moved to week 7. Student responses to the Q&A prompt are due in Week 8 and an analytical transcription of student responses is due in week 9.
- Data Source: Qualitative feedback from instructors of COU-540.
- Goal: To simulate more of a “real-world” experience where students can respond to client statements without being prompted.

19TW3: COU-530 Theories of Counseling:

- Description: This change added additional theories into the course to expose students to theories they will likely see on the NCE. Two optional practice quizzes and an optional comprehensive practice test were added into the course also.
- Data: Qualitative feedback from student evaluations were used to make this change. In addition, feedback from a faculty focus group was also used to make the change.
- Goal: To broaden student’s exposure to more theories than are currently in the classroom; to better prepare students for the NCE.

19TW3: COU-540 Helping Skills and Techniques: Residency I/COU-690 Advanced Individual Group Helping Skills and Techniques: Residency II:

- Description: This change allows instructors to assess whether students meet or do not meet the dispositional requirements of a counselor in training during the on-ground residency week.
- Data: Quantitatively we have found that about 50% of students who are engaged in the program’s remediation process stem from dispositional concerns that are observed during the residency week.
- Goal: To increase student awareness on the importance of dispositional behaviors in their clinical training; to provide a quantitative method to assess and assign a grade to student dispositions during the residency week.

Modifications to the Counselor’s Developing Competencies Scale-Individual (CDCS-I)

The initial CDCS-I was developed as a holistic and developmental evaluation of student skill and disposition at the outset of the program. While comprehensive and construct-appropriate, as students began taking the COU-540 Helping Skills and Techniques: Residency course, we found that
this assessment needed to be revised to better support the developmental nature of how we intended to use it and to further clarify key skills and dispositions. We wanted to make sure the skills and dispositions being evaluated were clear to students and faculty, to allow for student assessment based on a particular end-goal performance (i.e. improve the developmental focus of the assessment), and improve faculty inter-rater reliability. Over the course of 2018 a team of four faculty and administration worked together to revise the scale, items, and descriptors of the CDCS-I, resulting in a new evaluation simply titled the Counselor’s Developing Competencies Scale (CDCS). The new evaluation was introduced into the residency classrooms in January of 2019 and will continue to be calibrated throughout 2019.

**Enhancement of Student Remediation Process**

The remediation referral and intervention program has evolved since its inception in April 2017. The first remediation referral was received in August 2017 from the COU-540 course, Counseling Skills and Techniques, Residency. The first and only referral in August 2017 highlighted the importance to form the program’s remediation committee promptly. The Remediation Committee was established to provide the student’s remedial intervention and support. The committee's work began with addressing counseling skills remediation interventions, from the Helping Skills and Techniques course which is taken in the student’s second term. As the program matured and continues to grow, the committee has experienced receiving consistent referrals and discerned the varying reasons for the remediation referral. The referral concerns have expanded beyond the student’s counseling skills, and the committee started to see referral reasoning attributed to behavior and disposition comportments, and most recently, the concerns on course knowledge. To efficiently accommodate the remediation referrals, the committee has also developed a process within our internal tracking system (SONIA) to centralize the remediation concern form submissions. As new Remediation Concern Forms are submitted, the committee co-chairs receive an email notification of the submission. In addition, the committee began utilizing the University’s secured shared drive to house any and all remediation related documentation.

The committee pledges to be a support to the referred students, and thus has committed to enhance and improve the entire operational process. It is imperative to ensure that the committee meets the demand of the workload; therefore, continues to solicit new committee members to assist in the remediation process. The referral assignments to the committee members are designed in a way that the members are fully comfortable in addressing the referral’s chief complaint. Additionally, the committee has increased its meeting frequency to provide a more timely response to the newly submitted referral concerns, and to collaborate on any existing referrals.

Further modification was made in the student appeal process, where initially students were informed to appeal to the program’s Executive Director. Should a student disagree with the need for remediation, the student can now file a dispute through the SNHU Dispute Resolution Process. Establishing this process for appeals ensures the student is able to access a neutral party who can review concerns regarding the process. Should the student disagree with the Dispute Resolution Decision and disagree with the need for Remediation, the student will be referred to the University Code of Conduct Disciplinary Proceeding Meeting, where University Sanctions, up to expulsion, will be determined.

**Revisions to Personal Statement Questions**

Students seeking admission into our program are required to submit a personal statement as part of the application process. As the program has evolved and we have found increased need for disposition remediation around some key areas, we decided to go back to the personal statement to
make revisions. We added specific scenario-based questions relevant to receiving feedback, time management, and managing potential value conflicts. This change took place in December 2018.

**Other Substantial Program Changes**

**YouSeeU/Bongo and Brightspace**

Our program was designed with a unique focus on the use of technology, particularly the YouSeeU/Bongo video assignment tool. With this tool students in our courses are able to submit video assignments such as discussion posts as well as group practice sessions and interactive demonstrations. This platform has provided increased visibility to our students, broadened the connections we have with them, and fostered enhanced practice opportunities. As courses have rolled out each term, we have learned more about what is working with this tool and what is not. We have found that some of our courses have used too much of this technology while others may need more. We have also discovered that some tools within the system are challenging for students to use and/or create difficulties for faculty to review and respond to. Each term our associate dean, Dr. Franc Hudspeth, has been managing the YouSeeU/Bongo troubleshooting process for our program, in conjunction with our Academic Technology Team. He has worked with YouSeeU to find solutions to our problems, helped develop resource guides for our students and faculty, and continues to track where issues exist so that these can be corrected or modified in future terms.

In addition to YouSeeU/Bongo, in mid-2017 the university chose to replace our existing learning management system with Desire2Learn’s BrightSpace learning management system. Faculty and administrators were trained on this LMS, which rolled out in our program in the 17TW2 term.

**Conclusion**

Over the course of the two years since the CMHC program launched, there have been continual efforts made to track data, understand where gaps or changes have been needed, and put forth efforts to modify processes and course development, accordingly. Many of the outcomes noted above were expected as part of new development and growth. However, many reflected new information or further solidified anecdotal information we were receiving from other sources. As a program, we are grateful for opportunities to look at data-points that help direct and guide our decision making process, and we will continue to use our comprehensive assessment plan to support program and student needs in a data-driven way.