



M.A. in Clinical Mental Health
Counseling Annual Data Report
18TW5 to 19TW4: July 2018–August 2019

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Introduction

This annual data report is part of an ongoing process of data collection, analysis, and integration designed to support the students, faculty, and leadership of the MA in Clinical Mental Health Counseling (CMHC) program. It reflects data collected across the span of the five-term reporting year outlined in our Comprehensive Assessment Plan and demonstrates how that data was used to make meaningful changes within the program. The report includes key data and findings relative to the knowledge, skills, dispositions, and demographic profiles of our students from the time period of July 2018 through August 2019. 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 academic terms 18TW5 through 19TW4. An academic year for our program consists of five 10-week graduate terms with a week in between and a week off for winter break, totaling 56 weeks. Term codes reflect the combination of the calendar year and the graduate coding (TW = 10 weeks). As an example, term 18TW1 was the graduate academic term that fell in the year 2018 and the first term of the academic year.

Because of the relative newness of this program and the progressive rollout of our curriculum, readers will note that there are considerable data in some reporting areas, while less or none for others, given that all courses had not yet launched as of the reporting period. The reporting period and data collected in each period is identified within each section. Term dates for this report are as follows:

<i>Term</i>	<i>Term Start</i>	<i>Term End</i>
18TW5	July 16, 2018	September 23, 2018
18TW1	October 1, 2018	December 9, 2018
18TW2	December 17, 2018	March 3, 2019
19TW3	March 11, 2019	May 19, 2019
19TW4	May 27, 2019	August 4, 2019

Program Outcomes

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 access, equity, and success (CACREP 2F1: d, e, i)

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 (CACREP 2F2: b, g, h)

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
(CACREP 2F3: a, b, c, g, h)

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
(CACREP 2F4: b, c, e, g, h, i)

Program Outcome 5: Utilize appropriate counseling theories, models, and culturally relevant strategies in developing professional skills for client consultation, treatment, intervention, and prevention
(CACREP 2F5: a, b, c, d, g, h, j, n)

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
(CACREP 2F6: a, b, c, d, e, f, g)

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
(CACREP 2F7: b, c, d, e, f, g, h, i, j, k, l, m)

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
(CACREP 2F8: a, b, c, d, e, f, g, h, a, i)

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
(CACREP 5C1: b, c, e; 5C2: d, j, l; 5C3: a, b)

Required Curriculum (Does Not Include Electives)

COU 500: The Counseling Profession: Orientation, Identity, and Ethics

COU 510: Human Development

COU 520: Diversity in Counseling

COU 530: Theories of Counseling

COU 540: Helping Skills and Techniques: Residency I

COU 600: Research Methods and Program Evaluation

COU 610: Assessment and Evaluation in Counseling

COU 630: Career Counseling

COU 640: Substance Use Disorders and Process Addictions

COU 650: Diagnosis of Emotional and Mental Disorders

COU 660: Group Counseling

COU 680: Prevention and Intervention of Crisis and Trauma

COU 690: Advanced Individual and Group Helping Skills and Techniques: Residency II

MHC 500: Professional Issues, Ethics, and Laws in Clinical Mental Health Counseling

MHC 610: Treatment Planning in Clinical Mental Health Counseling

MHC 670: Clinical Mental Health Counseling Practicum

MHC 680: Clinical Mental Health Counseling Internship

MHC 690: Advanced Internship in Clinical Mental Health Counseling

Summary of Program Evaluation Results

Curriculum Key Performance Indicators

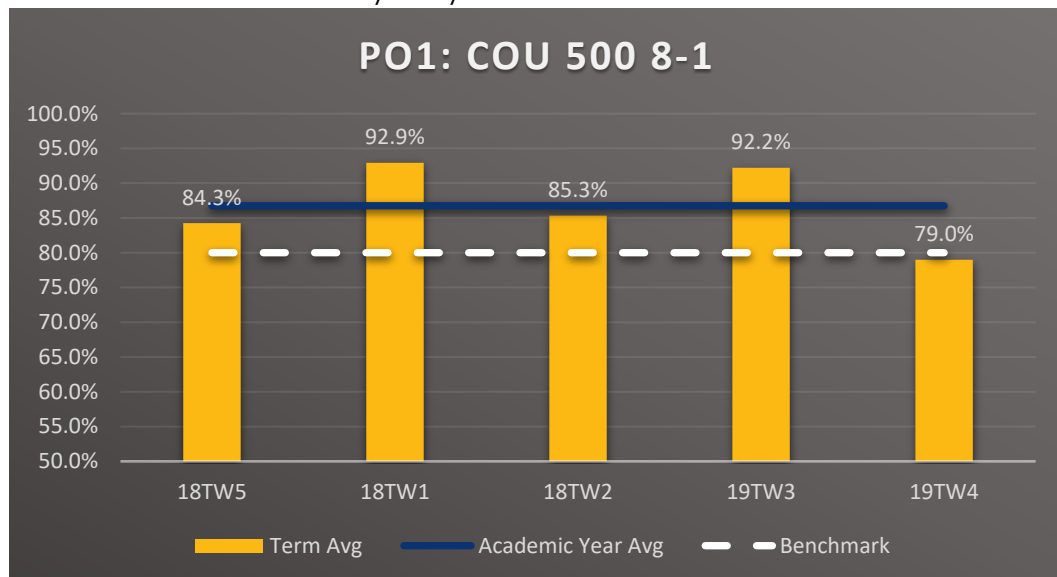
As part of our annual data collection process, we gather aggregate performance data on each program outcome. Our program outcomes are based on a compilation of standards from each of the eight core areas and CMHC specialty area standards outlined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Because our program outcomes were developed from the CACREP standards, we have further designated our program outcomes to serve as our key performance indicators (KPIs) for individual student and program-level assessment.

For the purposes of measuring our KPIs, specific assessments were selected by the program faculty to evaluate the skills and knowledge deemed necessary for students to progress and ultimately succeed in graduating from our program. They include multiple measures of the KPI and are taken over multiple points in time within the program of study. There are a total of 28 KPI assessments within the CMHC program curriculum. Additionally, students are assessed on their skills demonstrations five additional times throughout the program to further evaluate program outcome #5 using the *Counselor's Developing Competencies Scale (CDCS)*.

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, *Academic Year Avg* reflects the average grade across all terms in the reporting year, and *Benchmark* reflects our program assignment grading threshold of a B- (80%) or above. It is important to note that this program first launched in April 2017, so some courses have a full five terms of data, while courses later in the program have fewer.

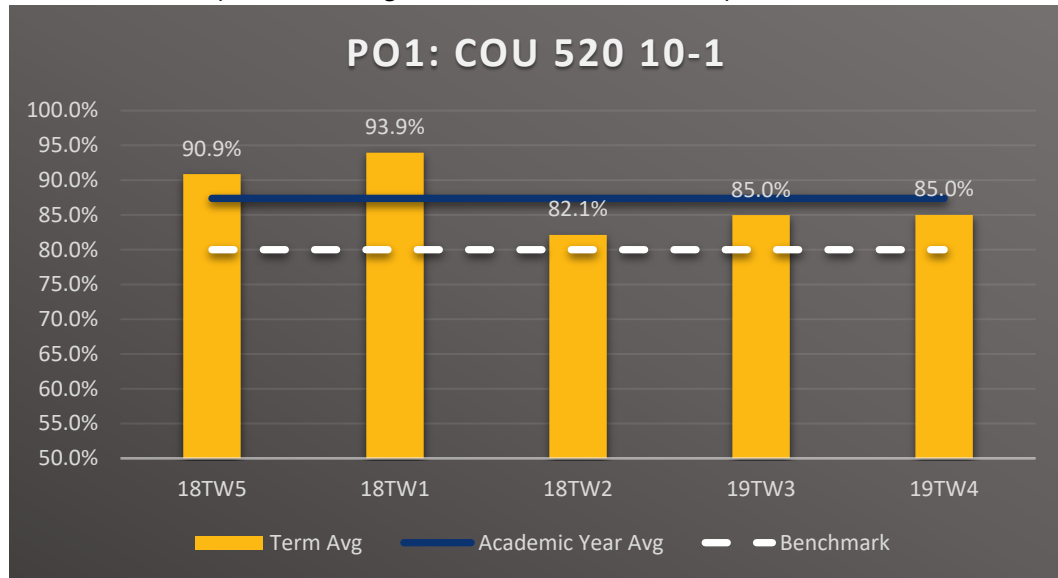
Program Outcome 1: Develop a professional counseling identity in alignment with ethical and legal standards that advocates on behalf of the profession and promotes client awareness, equity, and success

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



Note: N = 444; Academic Year Avg = 86.8%

- COU 520 Diversity in Counseling: 10-1: Discussion: Advocacy for Different Cultures

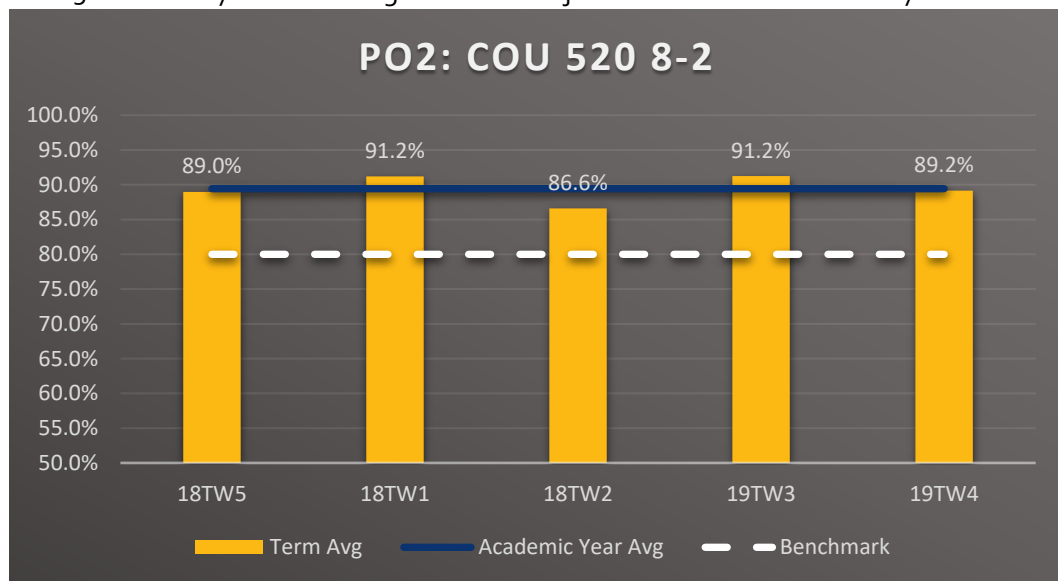


Note: N = 329; Academic Year Avg = 87.4%

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

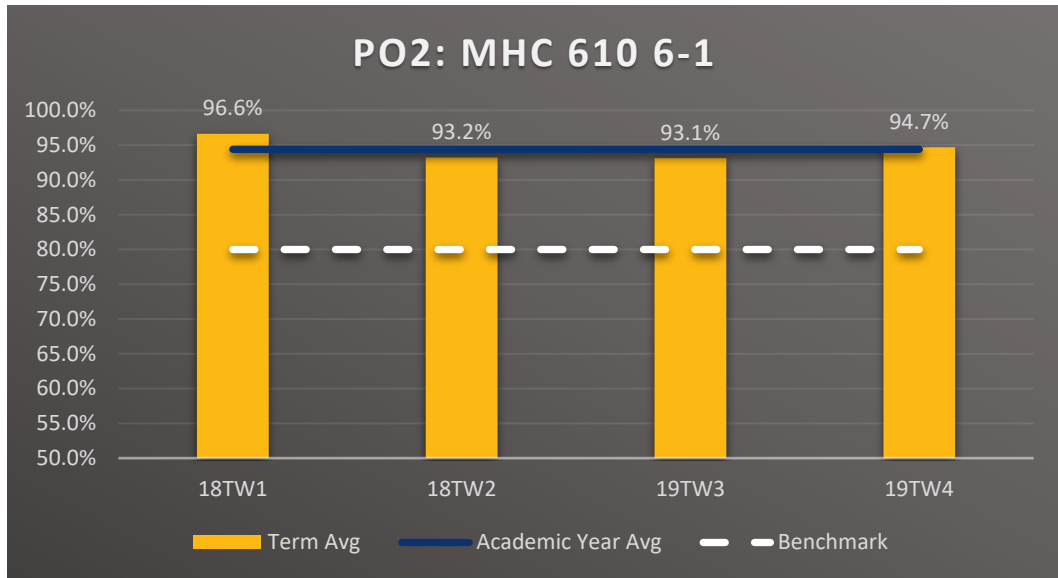
Program Outcome 2: Cultivate socially, culturally, and spiritually appropriate skills and practices in professional counseling that promote social justice and minimize barriers between counselors and clients

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



Note: N = 332; Academic Year Avg = 89.4%

- MHC 610 Treatment Planning in Clinical Mental Health Counseling: 6-1 Bongo Discussion

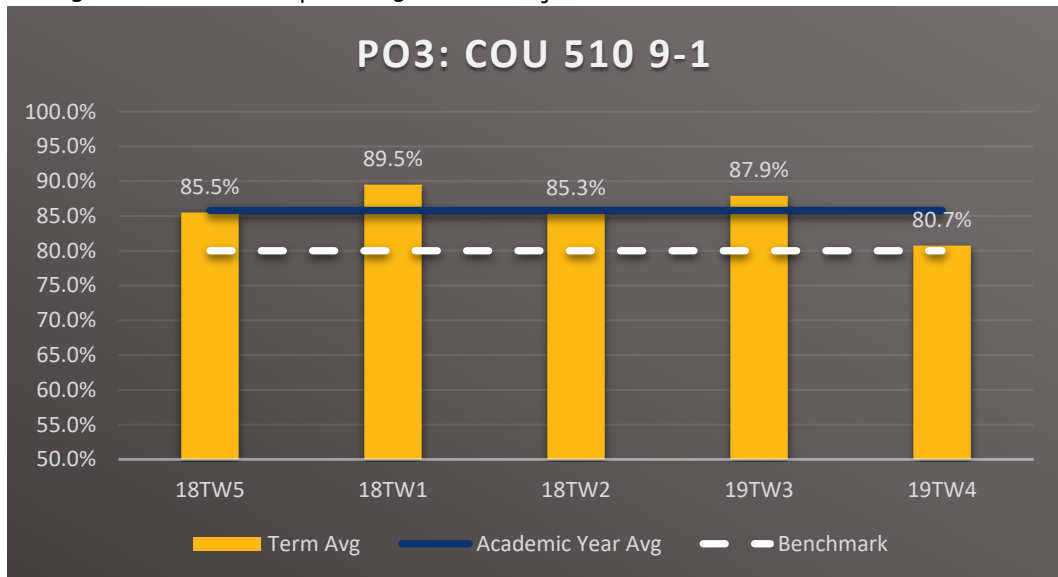


Note: N = 123; Academic Year Avg = 94.4%

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

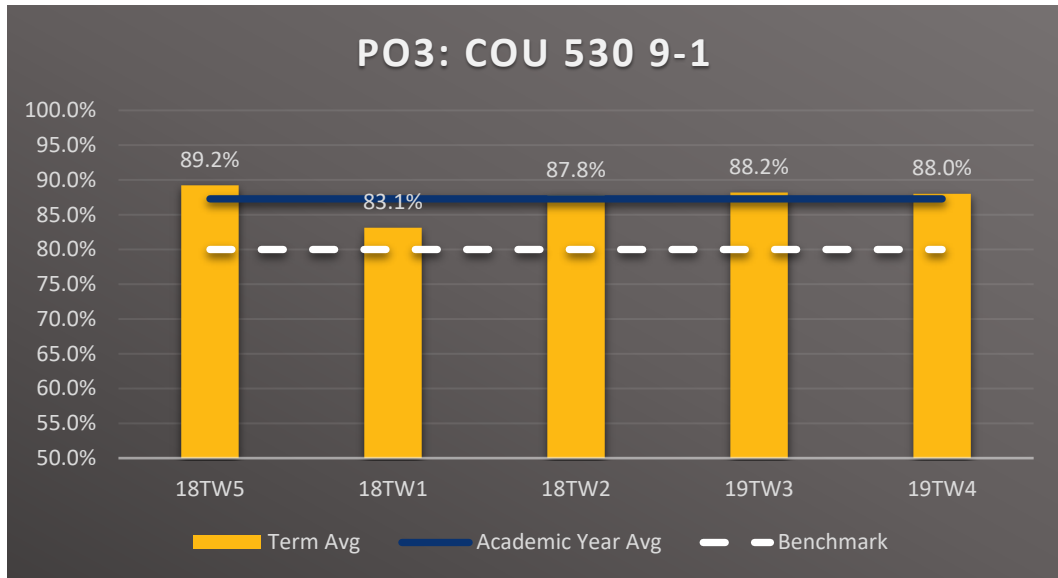
Program Outcome 3: Apply theories and etiology of human growth and development and relevant environmental factors to promote optimum wellness for diverse clients across the lifespan

- COU 510 Human Development: 9-1 Final Project



Note: N = 436; Academic Year Avg = 85.8%

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

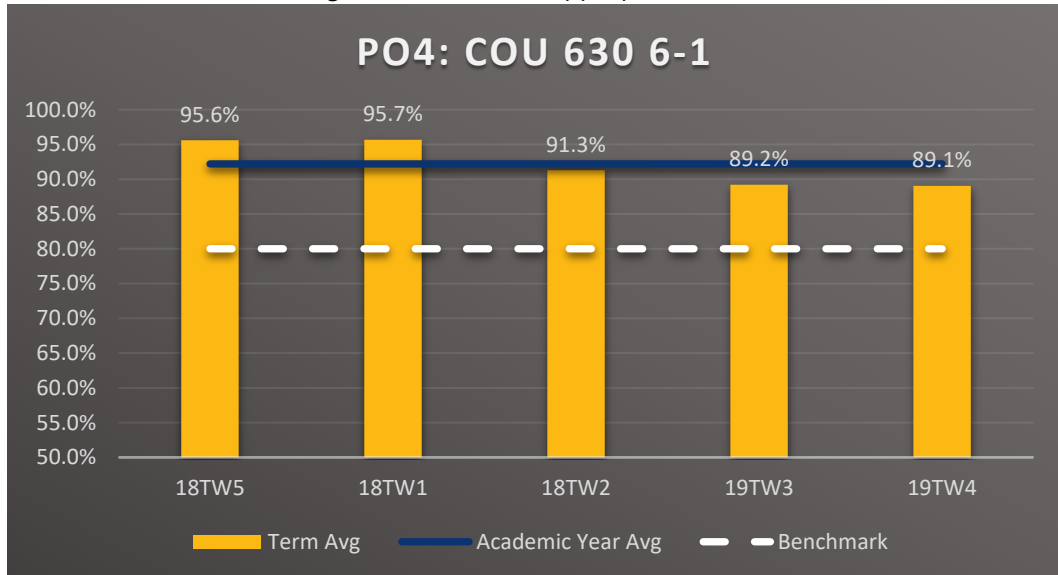


Note: N = 340; Academic Year Avg = 87.3%

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

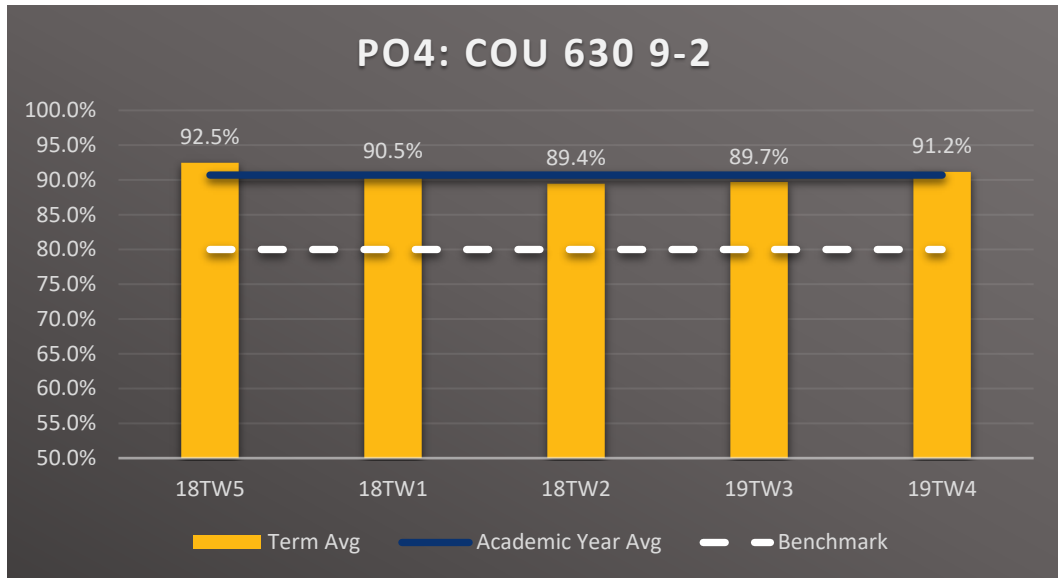
Program Outcome 4: Develop strategies for supporting and advocating for clients in relation to their career development based on client needs, industry information, and identified opportunities within the global economy

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



Note: N = 240; Academic Year Avg = 92.2%

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

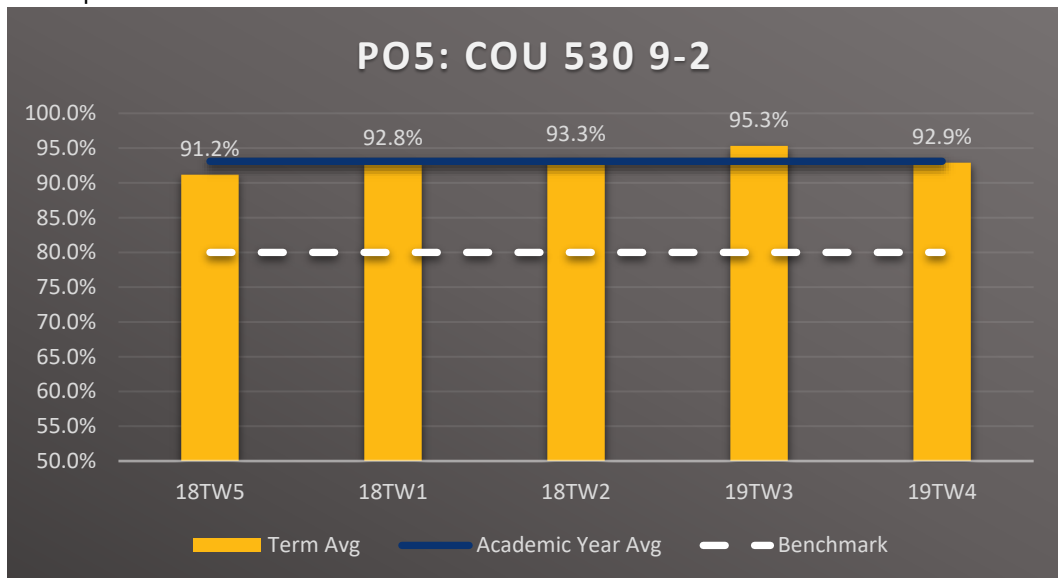


Note: N = 238; Academic Year Avg = 90.7%

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

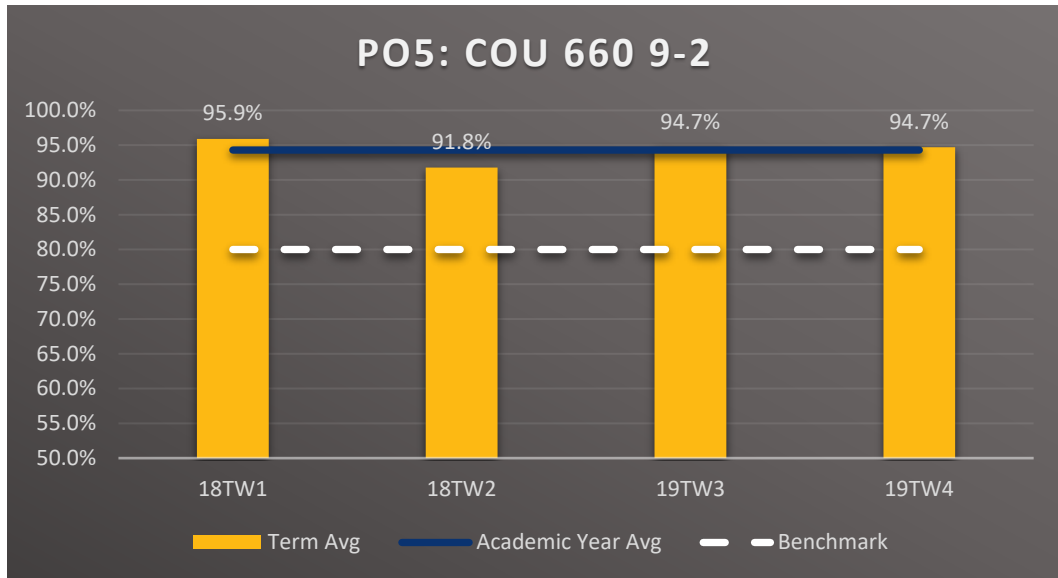
Program Outcome 5: Utilize appropriate counseling theories, models, and culturally relevant strategies in developing professional skills for client consultation, treatment, intervention, and prevention

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



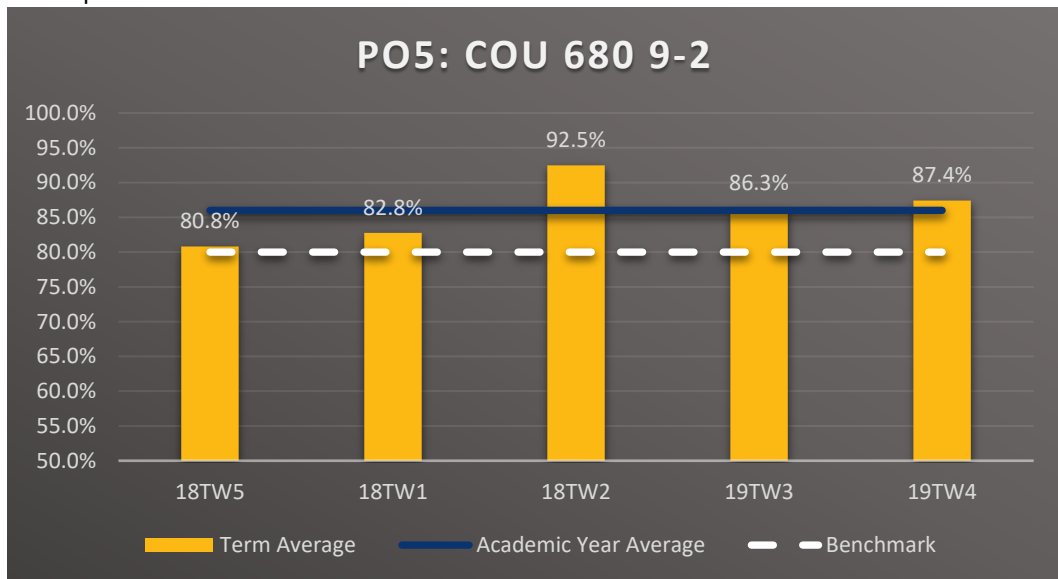
Note: N = 340; Academic Year Avg = 93.1%

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



Note: N = 122; Academic Year Avg = 94.3%

- COU 680 Prevention and Intervention of Crisis and Trauma: 9-2 Final Project Two: Case Conceptualization

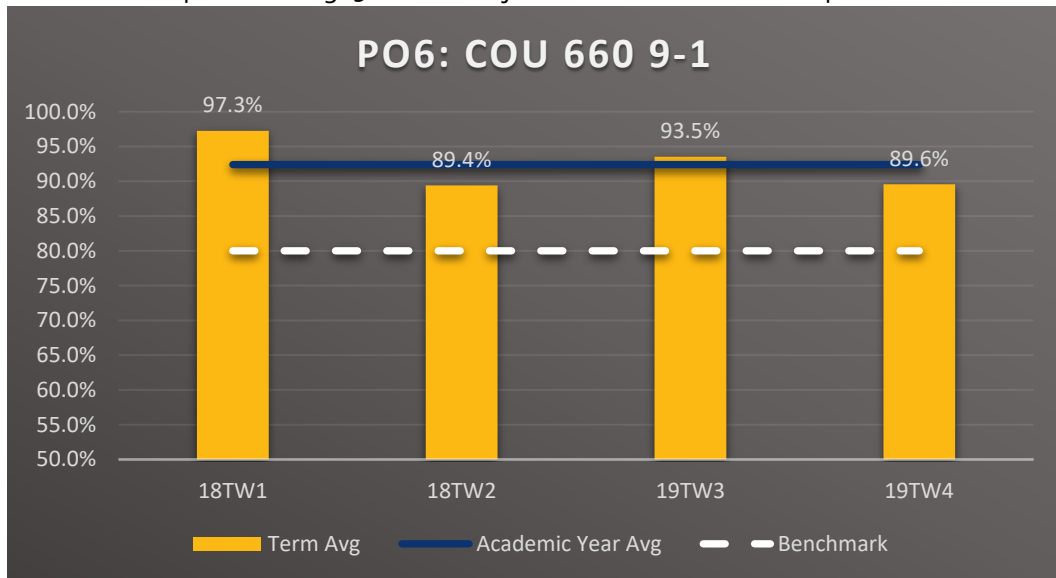


Note: N = 184; Academic Year Avg = 86.0%

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

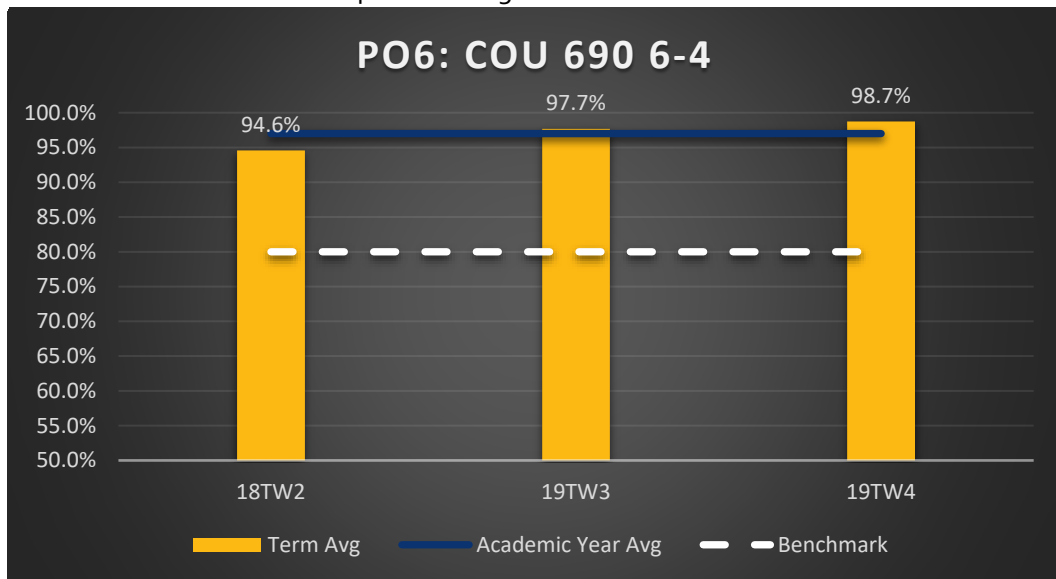
Program Outcome 6: Determine and implement appropriate strategies for effectively forming and facilitating group counseling and group work in a variety of settings with a diverse range of clients

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



Note: N = 122; Academic Year Avg = 92.4%

- COU 690 Advanced Individual and Group Helping Skills and Techniques: Residency II: 6-4 Virtual Practice Process Group Counseling Session

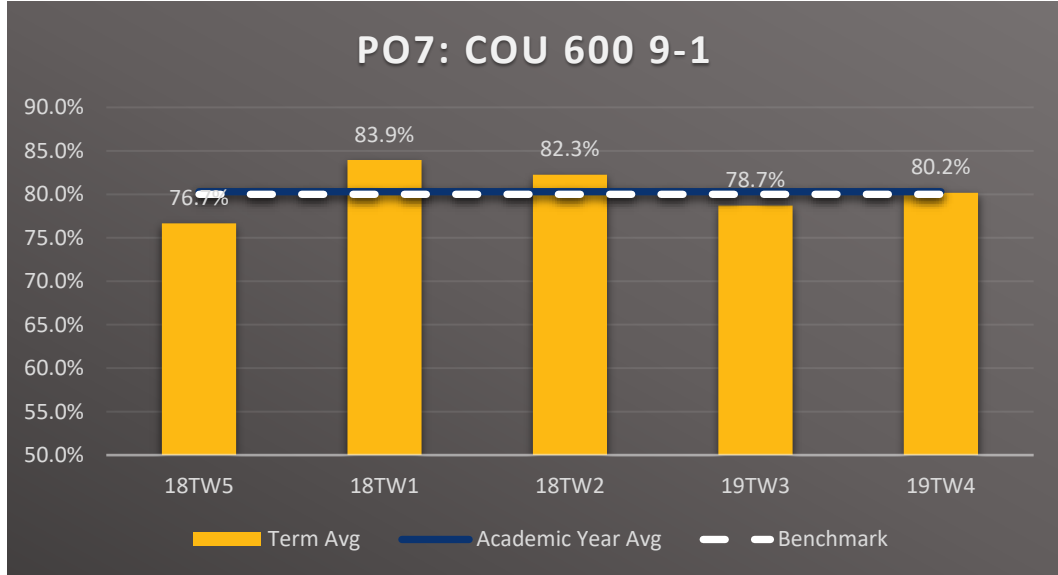


Note: N = 81; Academic Year Avg = 97.0%

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

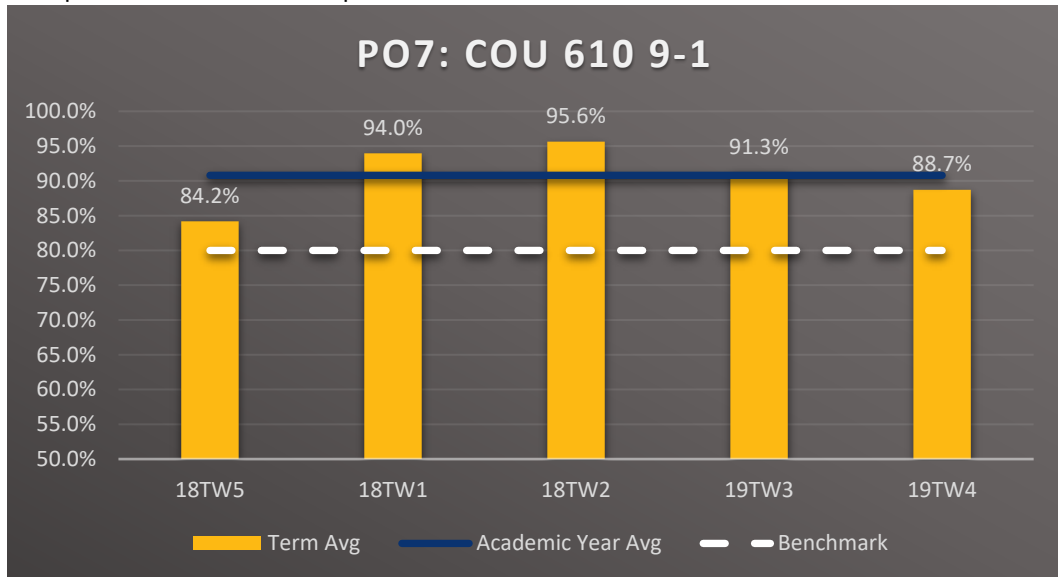
Program Outcome 7: Assess the needs of counseling clients validly and reliably through the application of basic testing principles, key statistical concepts, and industry-appropriate procedures

- COU 600 Research Methods and Program Evaluation: 9-1 Final Project II Submission: Program Evaluation



Note: N = 303; Academic Year Avg = 80.3%

- COU 610 Assessment and Evaluation in Counseling: 9-1 Final Project I Submission: Comprehensive Case Conceptualization

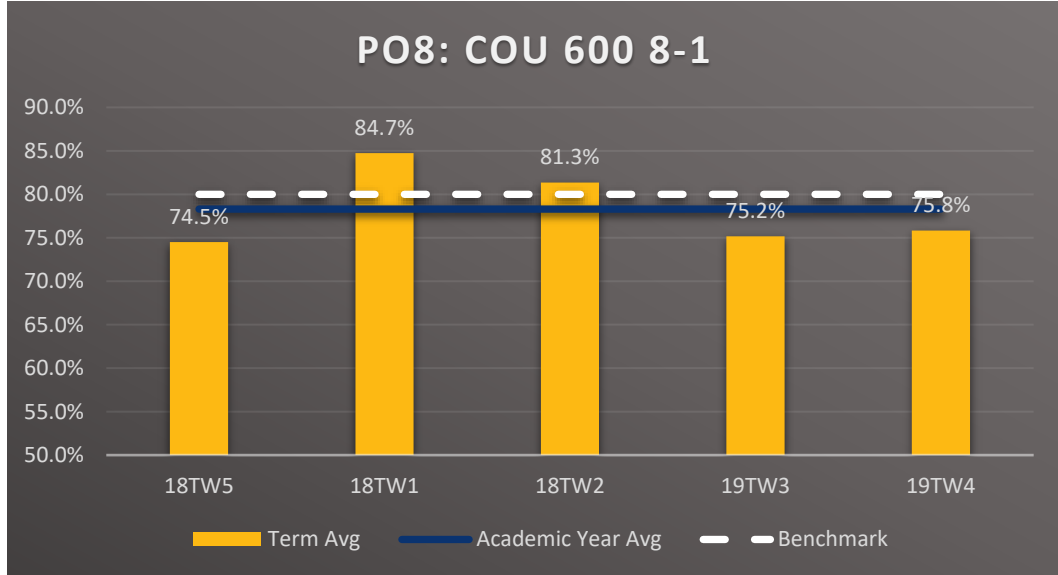


Note: N = 282; Academic Year Avg = 90.8%

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

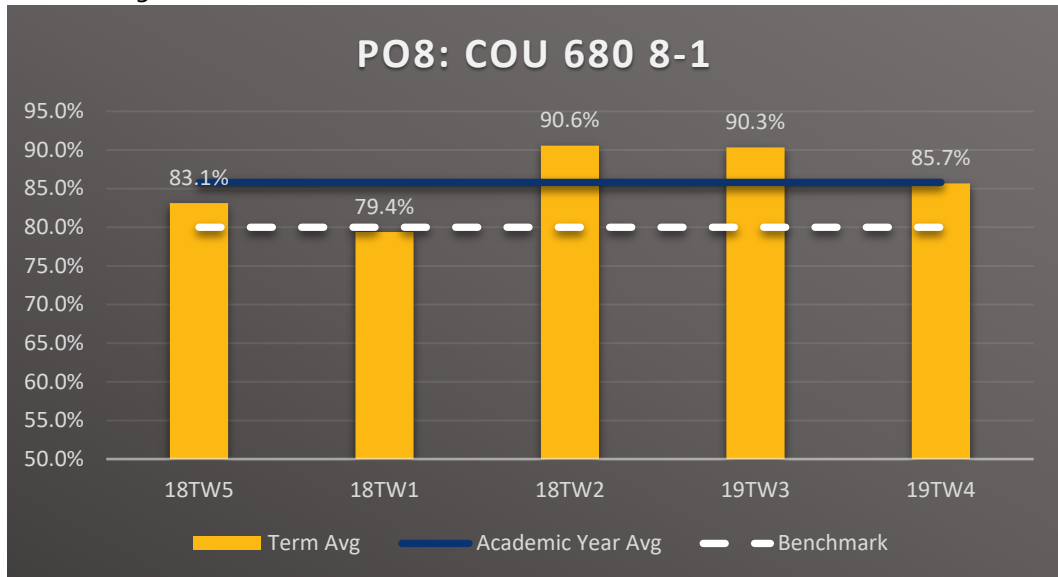
Program Outcome 8: Evaluate counseling research, programs, and practices using a variety of methods and designs for advancing the counseling profession and incorporating evidence-based, data-driven approaches into current practice

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



Note: N = 305; Academic Year Avg = 78.3%

- COU 680 Prevention and Intervention of Crisis and Trauma: 8-1 Short Paper: Intervention for Working With a Disaster

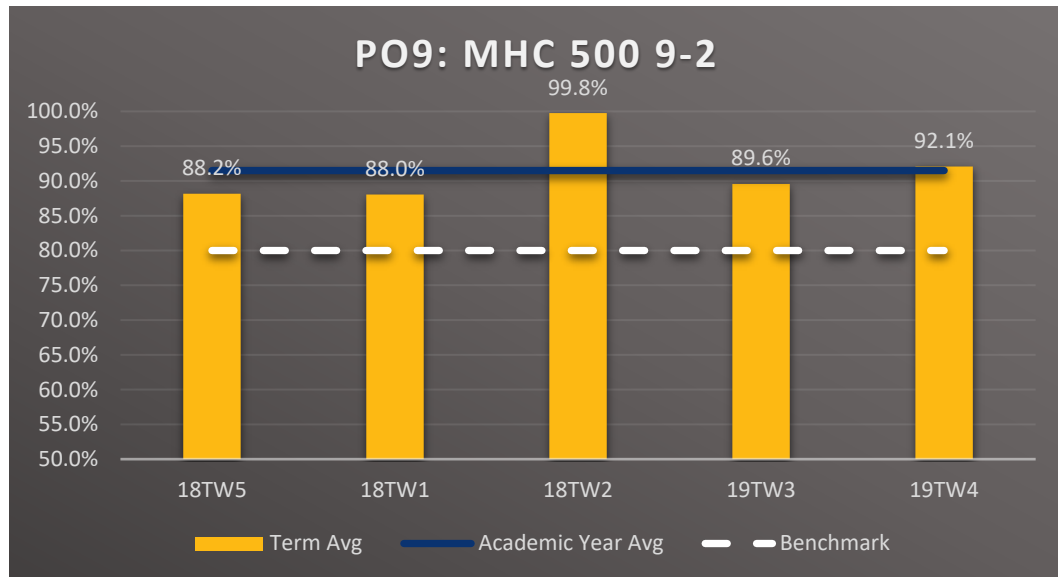


Note: N = 185; Academic Year Avg = 85.8%

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

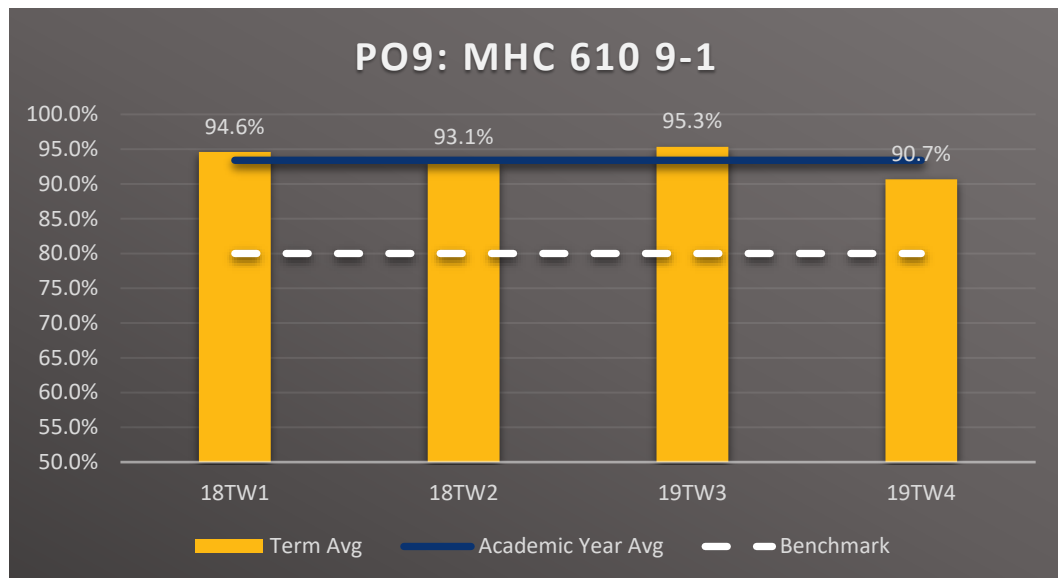
Program Outcome 9: Apply culturally relevant strategies, techniques, theories, and models of clinical mental health counseling to the assessment and treatment planning of mental health issues, adhering to the legal and ethical standards of clinical and mental healthcare professionals

- MHC 500 Professional Issues, Ethics, and Laws in Clinical Mental Health Counseling: 9-2 Final Project Two Submission: Case Conceptualization



Note: N = 178; Academic Year Avg = 91.5%

- MHC 610 Treatment Planning in Clinical Mental Health Counseling: 9-1 Final Project Part Three Submission: Treatment Plan



Note: N = 123; Academic Year Avg = 93.4%

- 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 data for all KPI assessments during this reporting period with the exception of the Comprehensive Performance Evaluation in the MHC 690/695 Advanced Internship course because it had not yet run. Analysis of the KPI data demonstrates that our aggregate student performance was at or above benchmark for the academic year average of each assignment with the exception of the COU 600 Research Methods and Program Evaluation: 8-1 Final Project I Submission: Annotated Bibliography assignment, which had a review period average of 78.3%.

Additionally, there were some KPI assessments where performance was below benchmark for a single or multiple terms. These assignments reflect program outcomes associated with ethics, assessment, and research:

Program Outcome (KPI)	Assignment	Term(s)	Academic Year Avg
PO1	COU 500 8-1	19TW4	86.8%
PO7	COU 600 9-1	18TW5, 19TW3	80.3%
PO8	COU 680 8-1	18TW1	85.8%

The two assignments pulled from COU 600 Research Methods and Program Evaluation reflected the lowest assignment performance and issues across multiple terms; however, this course is known to be challenging for our students. We have closely monitored this course since its launch and have made efforts to clarify instructions, to provide quiz remediation, and to place strong research faculty in these sections. Efforts will continue to be made to monitor this course, and specifically these assignments, for progress and necessary changes.

The COU 500 The Counseling Profession: Orientation, Identity, and Ethics assignment and the COU 680 Prevention and Intervention of Crisis and Trauma assignment had higher overall academic year averages than the COU 600 assignments with only a single term of underperformance. The COU 500 8-1 final project is an assignment that students largely do well on. A historical review of prior term averages indicates that this low-performing term is an anomaly and does not indicate an issue with this assignment. Like COU 600, COU 680 is challenging for many students and we have submitted course changes to better support students with assignments in this course, inclusive of the 8-1 assignment. These changes went into effect in the term following the review period and will be captured in next year's annual data report.

We will continue to monitor these assignments over the next review cycle to assess for trends or the need to modify support.

Skill Key Performance Indicators

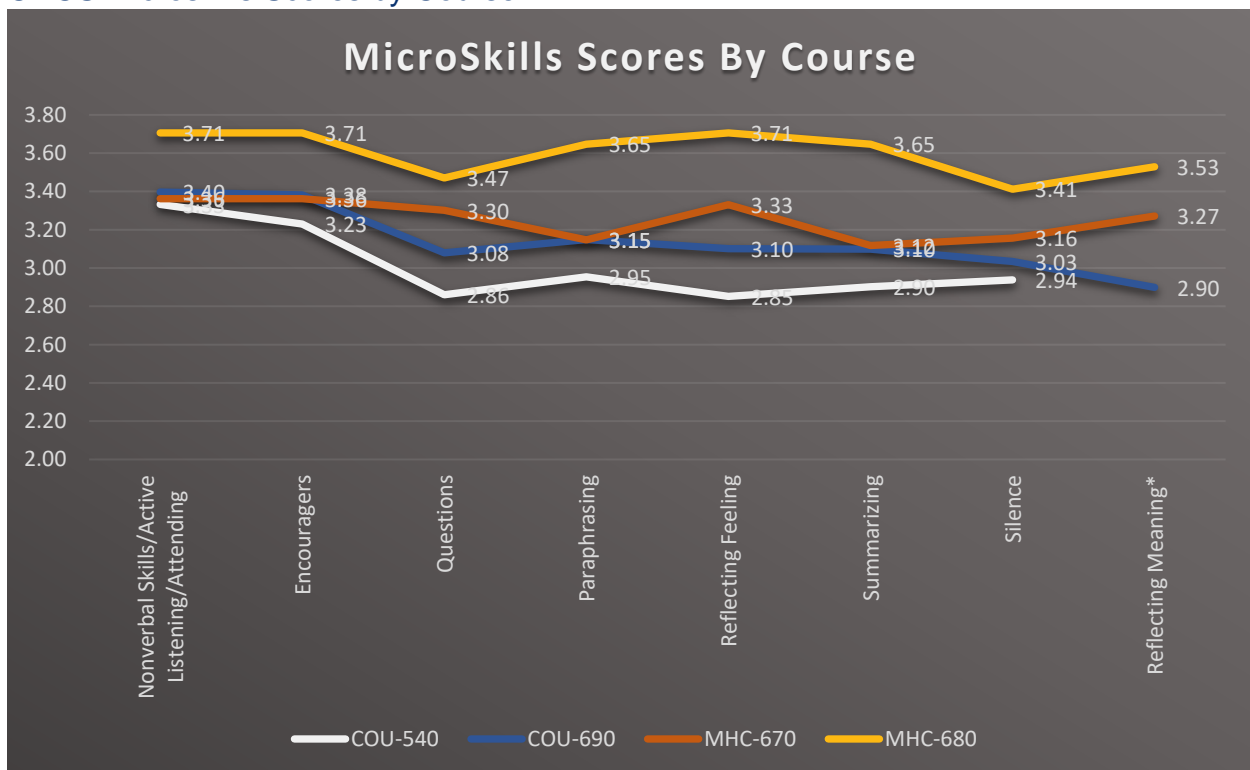
Student skill performance was evaluated using the *Counselor's Developing Competencies Scale-Individual* (CDCS) for the reporting period from 18TW2 to 19TW4 (December 2018 to August 2019).

The CDCS is comprised of four main sections (microskills, dispositions, macroskills, and group skills) and is used across the program at specific evaluation points. The CDCS is a developmental assessment designed to capture student improvement on the noted skills and dispositions as students progress through the program. Scores range from 0 (did not demonstrate) to 4 (always effective). Students were evaluated in the following courses, with the associated scores set as the benchmark for each evaluation:

Course/Experience	Terms Evaluated	CDCS Sections Used	Minimum Score
COU 540 Helping Skills and Techniques: Residency I (Term 2)	18TW2, 19TW3, 19TW4	Microskills	2
COU 690 Advanced Individual and Group Helping Skills and Techniques: Residency II (Term 9)	18TW2, 19TW3, 19TW4	Microskills Macroskills Group Skills	2 2 2
MHC 670 CMHC Practicum (Term 10)	19TW3, 19TW4	Microskills Macroskills	3 2
MHC 680 CMHC Internship (Term 11)	19TW4	Microskills Macroskills	3 3

*The term number reflects full-time status.

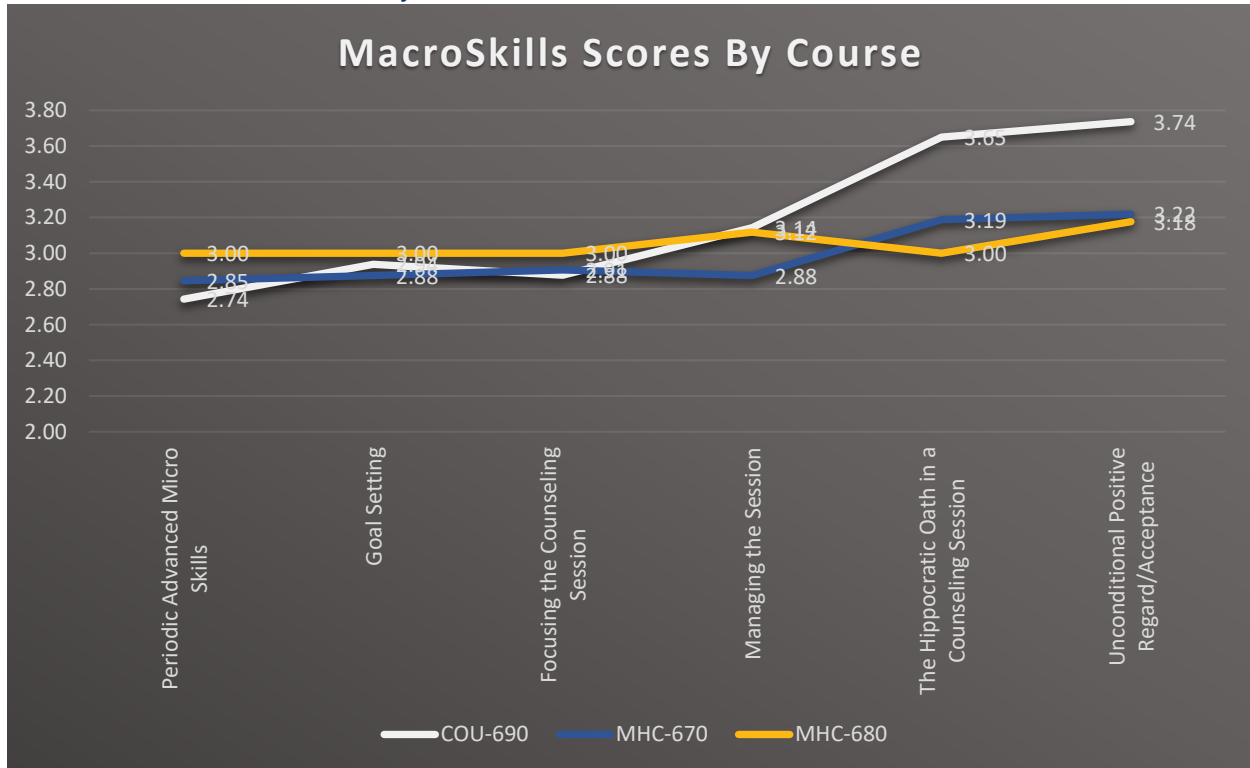
CDCS Microskills Scores by Course



*Reflecting Meaning is not evaluated in COU 540; scores reflect the aggregate score, by course, for all terms with data.

Course	# of Students	# of Instructors
COU 540	220	22
COU 690	81	8
MHC 670	33	1
MHC 680	17	1

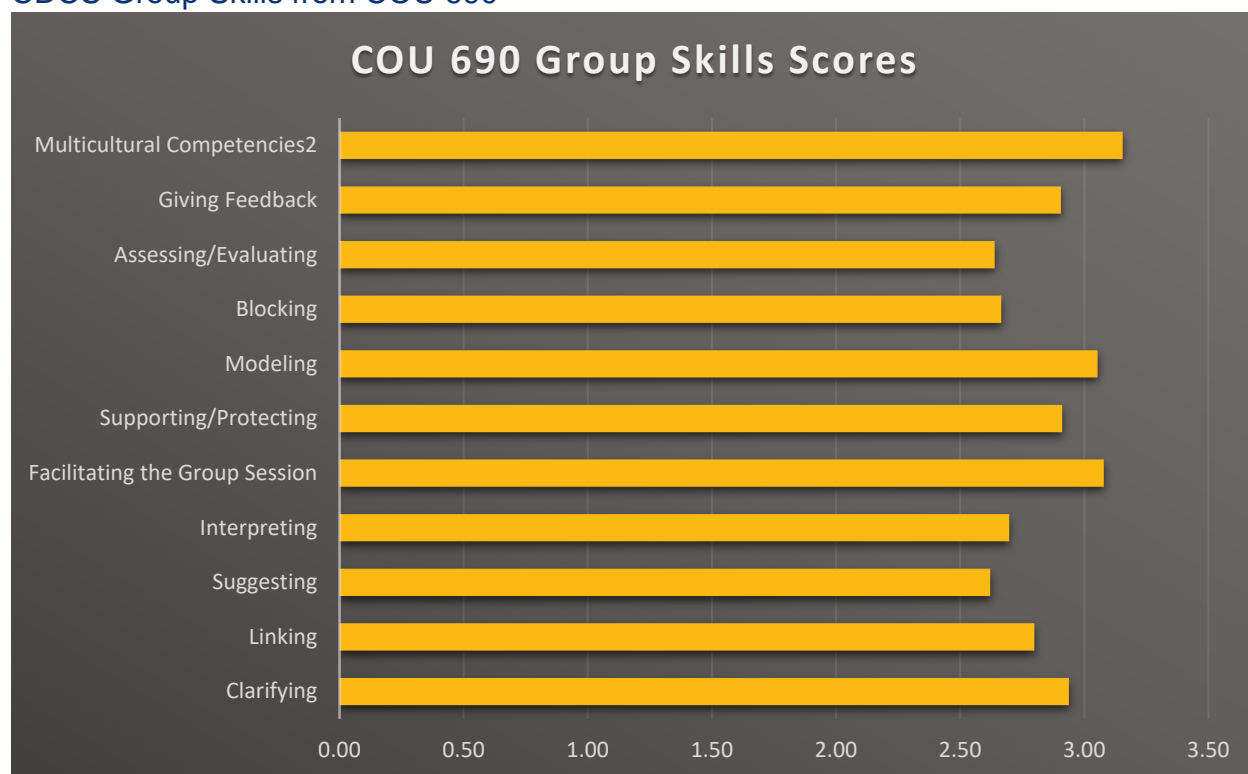
CDCS Macroskills Scores by Course



*Scores reflect the aggregate score, by course, for all terms with data.

Course	# of Students	# of Instructors
COU 690	81	8
MHC 670	33	1
MHC 680	17	1

CDCS Group Skills from COU 690



Course	# of Students	# of Instructors
COU 690	81	8

Skills Evaluations for Terms 18TW5 and 18TW1

For terms 18TW5 and 18TW1 (July to December, 2018), an older version of the CDCS was used for evaluation. Students were scored on similar microskills using a range of 0 (Harmful) to 5 (Exceeds Expectations/Displays & Uses Competencies). However, to ensure a baseline readiness level for progression, the scale was limited to a maximum score of 2 (Near Expectations/Developing toward Competencies) for students in COU 540 Helping Skills and Techniques: Residency I, the only course where we had students at the time. Students were required to score a 2 on all items in order to progress forward or otherwise be referred for additional skills remediation. Higher scores were not recorded.

Skills Evaluation Findings

Analysis of all sections of the CDCS indicates that our students are achieving benchmark scores on each required skill and at considerable margins. Further, the microskills data indicates that students are demonstrating increased scores as they move through the program and are offered more practice opportunities. Interestingly, this finding was not the same for several of the macroskills. However, it is important to note that COU 690 Advanced Individual and Group Helping Skills and Techniques: Residency II had eight course instructors, whereas both MHC 670 Clinical Mental Health Counseling Practicum and MHC 680 Clinical Mental Health Counseling Internship had only one. The variability among faculty and between training experiences is an area we will continue monitoring. This may demonstrate the need for additional training on how to use the CDCS as a developmental assessment.

Although there were no skills within the CDCS skills sections that underperformed benchmark, we will continue to watch for trends and monitor performance on the lower scoring skills in each category so that we offer additional assistance and training where needed.

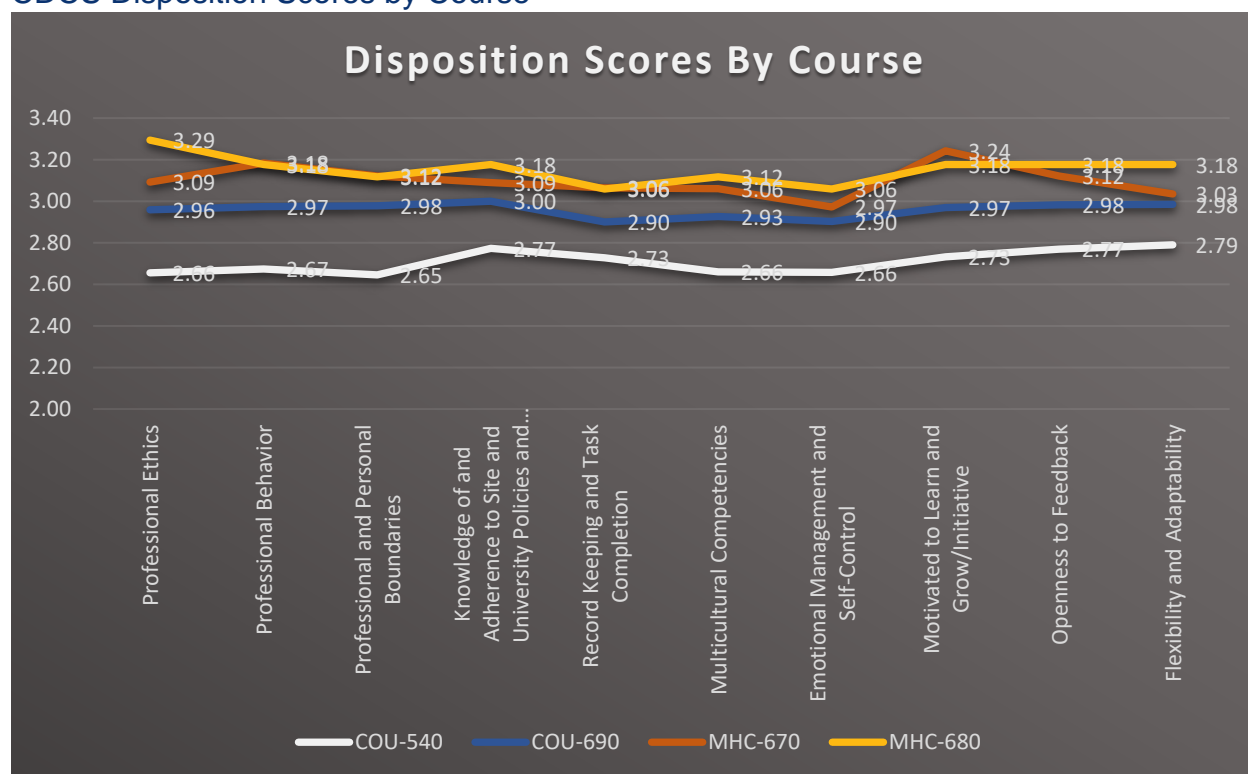
Dispositions

Student dispositional performance was evaluated using the *Counselor's Developing Competencies Scale-Individual* (CDCS) for the reporting period from 18TW2 to 19TW4 (December to August, 2019). The CDCS is comprised of four main sections (microskills, dispositions, macroskills, and group skills) and is used across the program at specific evaluation points. The CDCS is a developmental assessment designed to capture student improvement on the noted skills and dispositions as students progress through the program. Scores range from 0 (did not demonstrate) to 4 (always effective). Students were evaluated in the following courses, with the associated scores set as the benchmark for each disposition evaluation:

Course/Experience	Terms Evaluated	Minimum Score
COU 540 Helping Skills and Techniques: Residency I	18TW2, 19TW3, 19TW4	2
COU 690 Advanced Individual and Group Helping Skills and Techniques: Residency II	18TW2, 19TW3, 19TW4	2
MHC 670 CMHC Practicum	19TW3, 19TW4	Majority of 3s*
MHC 680 CMHC Internship	19TW4	3

*Note: Majority of 3s = over 50% of individual dispositions received a 3 or above

CDCS Disposition Scores by Course



*Scores reflect the aggregate score, by course, for all terms with data.

Course	# of Students	# of Instructors
COU 540	220	22
COU 690	81	8
MHC 670	33	1
MHC 680	17	1

Disposition Evaluations for Terms 18TW5 and 18TW1

For terms 18TW5 and 18TW1 (July to December, 2018), an older version of the CDCS was used for evaluation. Students were scored on similar dispositions using a range of 0 (Harmful) to 5 (Exceeds Expectations/Displays & Uses Competencies). However, to ensure a baseline readiness level for progression, the scale was limited to a maximum score of 2 (Near Expectations/Developing toward Competencies) for students in COU 540 Helping Skills and Techniques: Residency I, the only course where we had students at the time. Students were required to score a 2 on all items in order to progress forward or otherwise be referred for additional skills remediation. Higher scores were not recorded.

Disposition Evaluation Findings

Analysis of the CDCS disposition data indicates that our students are achieving benchmark scores on each required disposition. Further, the data indicates that students are demonstrating increased scores as they move through the program and are offered more practice and professional opportunities. There were no particularly low scoring dispositions that stood out in the data analysis. However, we will continue to monitor and look for ways to support students in all areas of dispositional development.

Skills and Disposition Support

Individual students who did not meet benchmark skills and dispositional requirements on the CDCS were referred to our Student, Advancement, Dispositions, and Support Committee (SADS). 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.

During the reporting period, 48 students were referred for support. Forty students were referred for disposition concerns, two were referred for skills concerns, and six were referred for disposition and skills concerns. Of these 48 Students, six were referred to their faculty advisor for support, two completed an initial meeting with SADS committee members, and 40 were assigned to complete full remediation plans. The vast majority of these referrals came from the residency courses (COU 540 Helping Skills and Techniques: Residency I and COU 690 Advanced Individual and Group Helping Skills and Techniques: Residency II). In order to better track referral sources, we updated our SADS referral form to include a referral field. This change was made in January 2020.

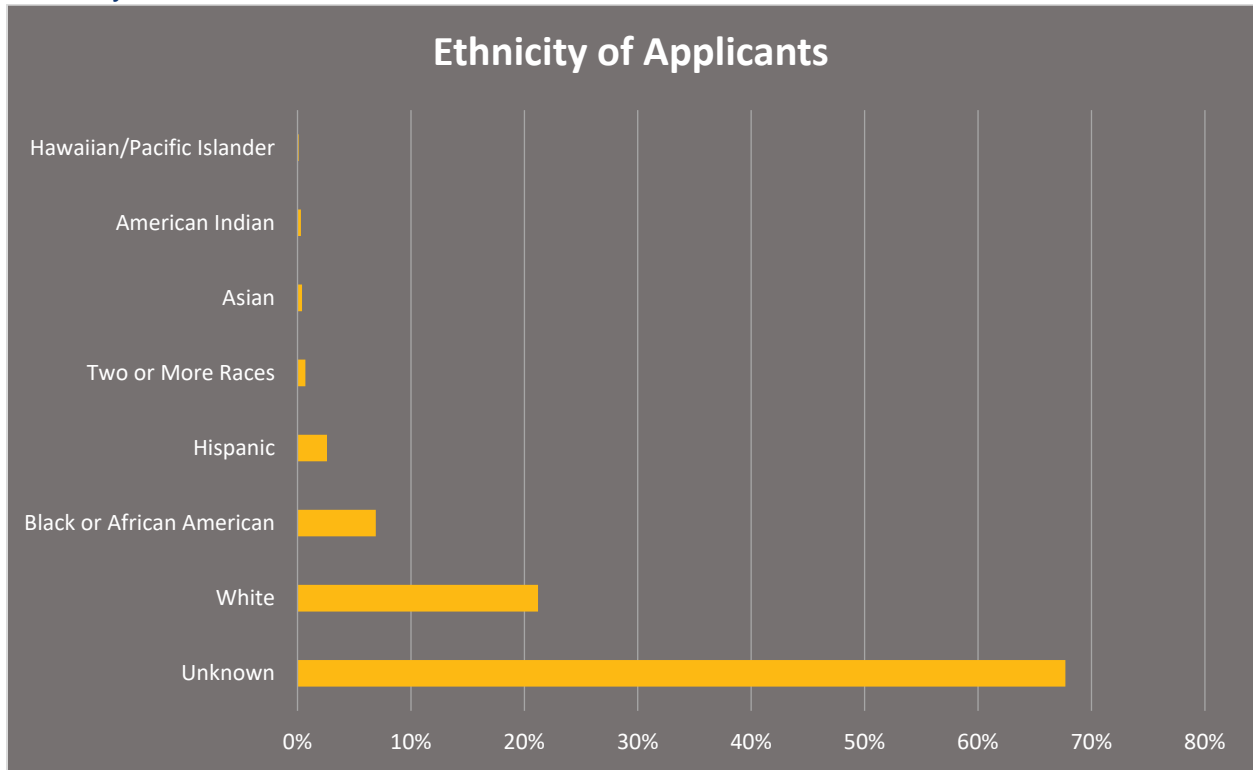
Demographic and Other Characteristics

Applicants

Demographic data was collected on applicants from January 2019 to December 2019 for the current reporting period. It was collected by our marketing team and under a different process than the remainder of our data; therefore, it reflects a slightly different review period. Additionally, because admissions went through a change in data collection procedures with the transition to Unify (the SNHU Customer Relationship Management tool) as of January 28, 2019, there are a large proportion of “Applicants” who do not have reported/known values on many of the demographics. However, as these applicants have progressed toward enrollment, many of these values have been collected. We expect this issue will not persist into future data collection periods.

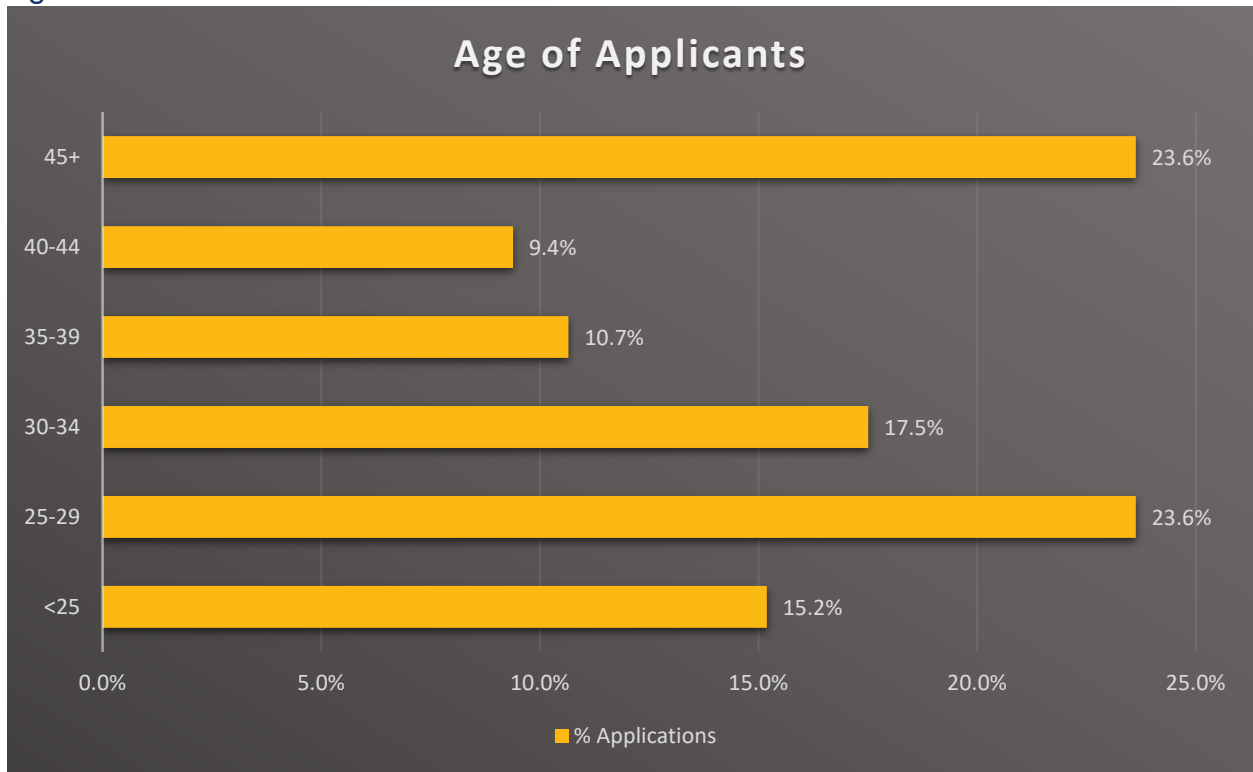
In the data below, the term *Applicants* refers to potential students who initially applied to our program, whether accepted or not.

Ethnicity



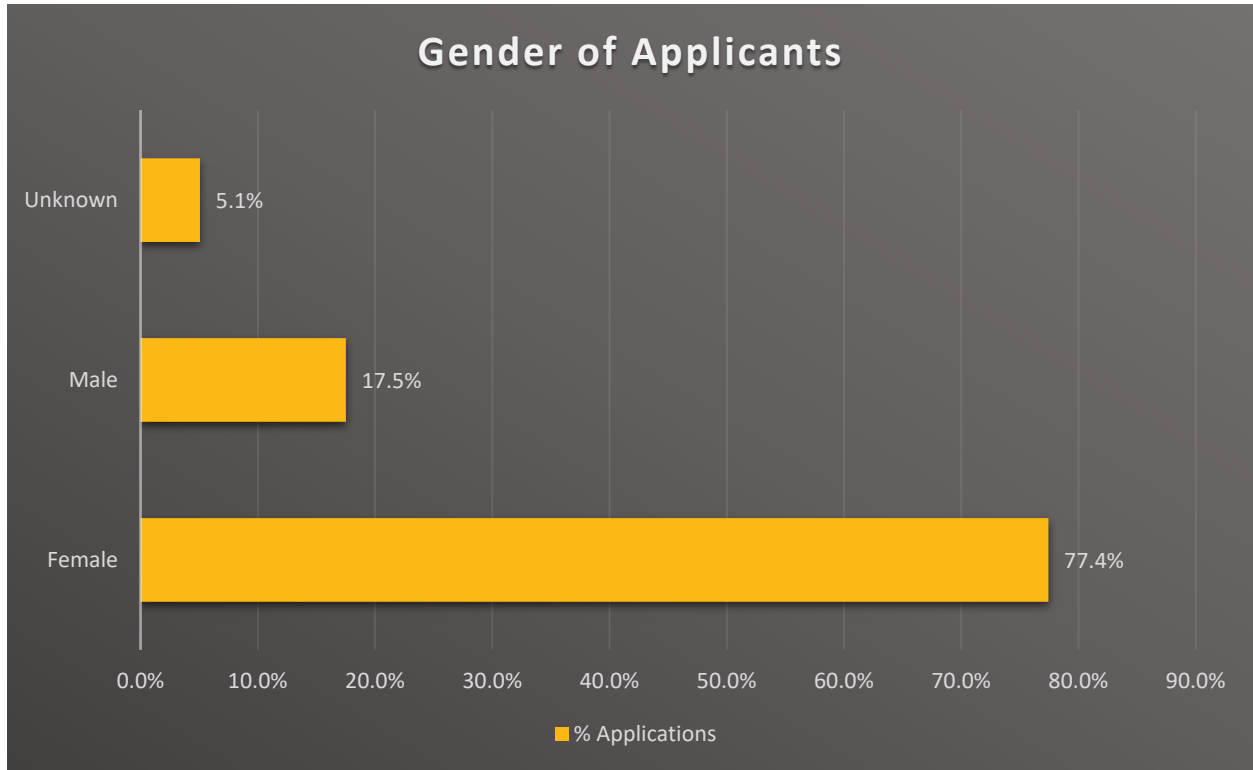
Ethnicity	Applicants
American Indian	3
Asian	4
Black or African American	65
Hawaiian/Pacific Islander	1
Hispanic	25
Two or More Races	7
Unknown	642
White	201
Total	948

Age



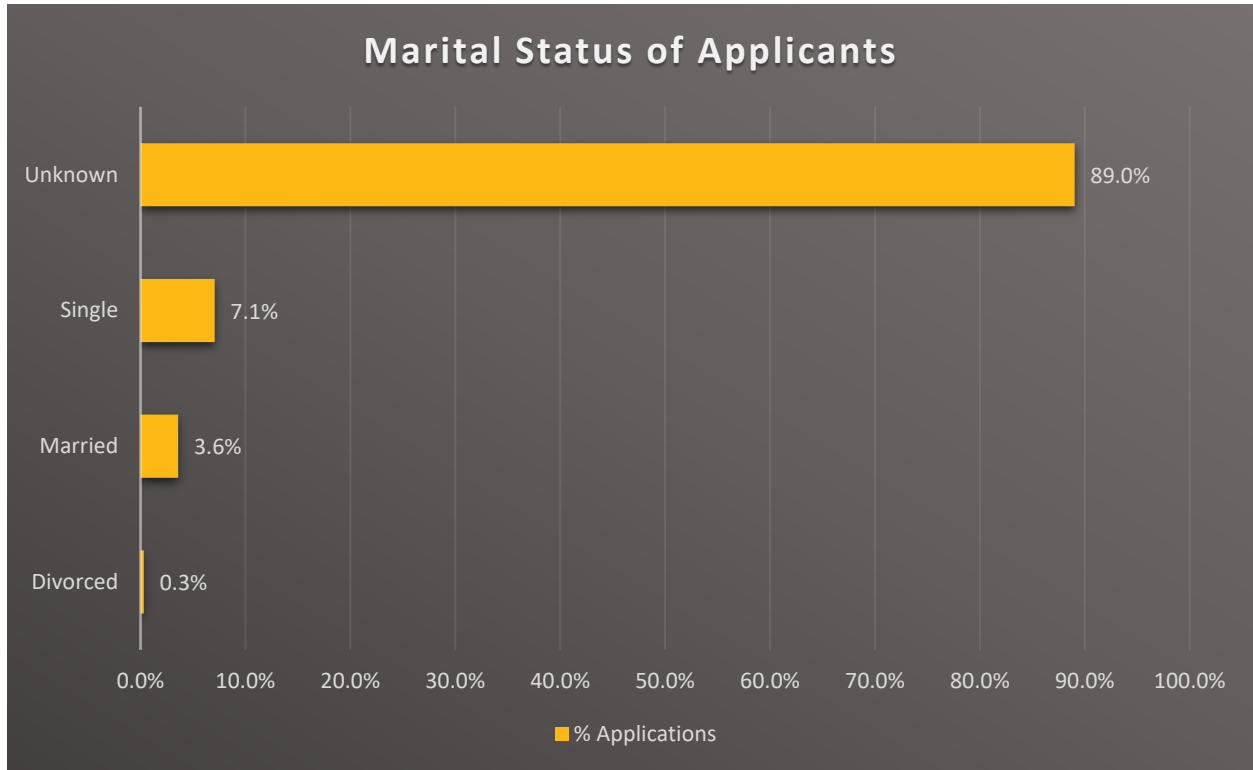
Age	Applicants
<25	144
25-29	224
30-34	166
35-39	101
40-44	89
45+	224
Total	948

Gender



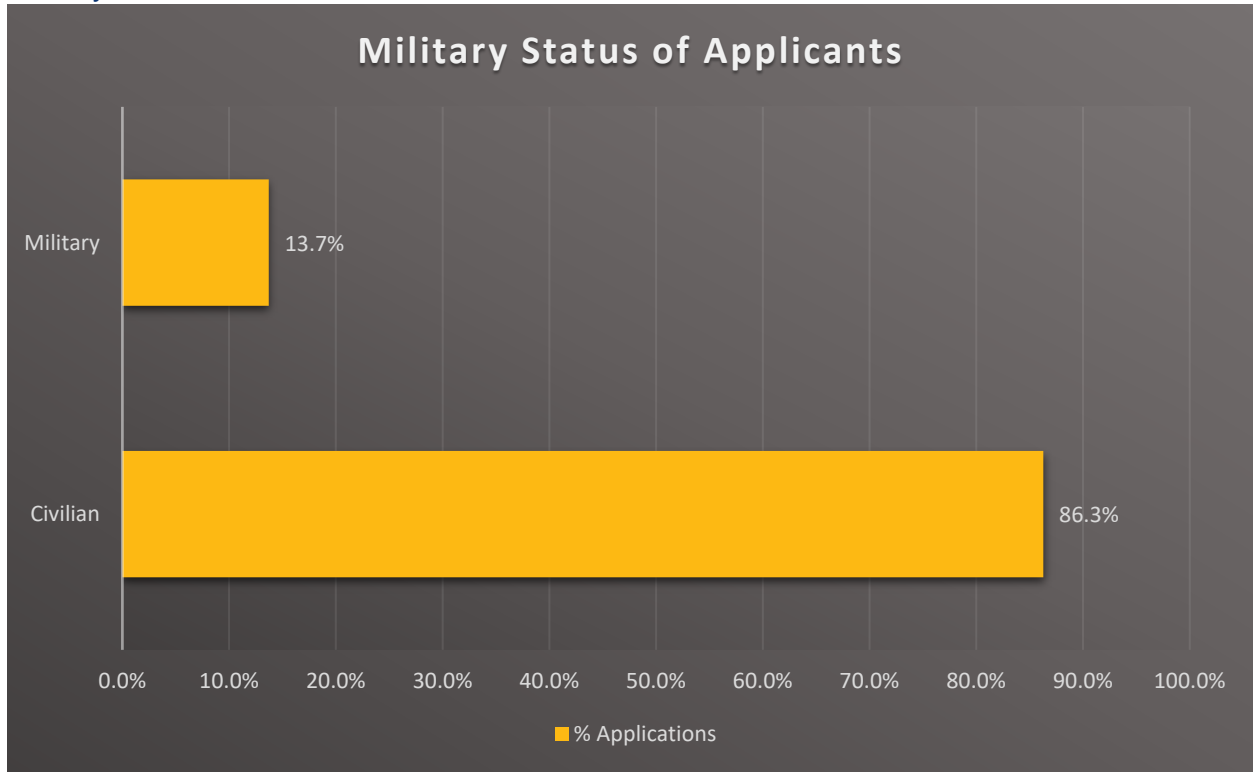
Gender	Applicants
Female	734
Male	166
Unknown	48
Total	948

Marital Status



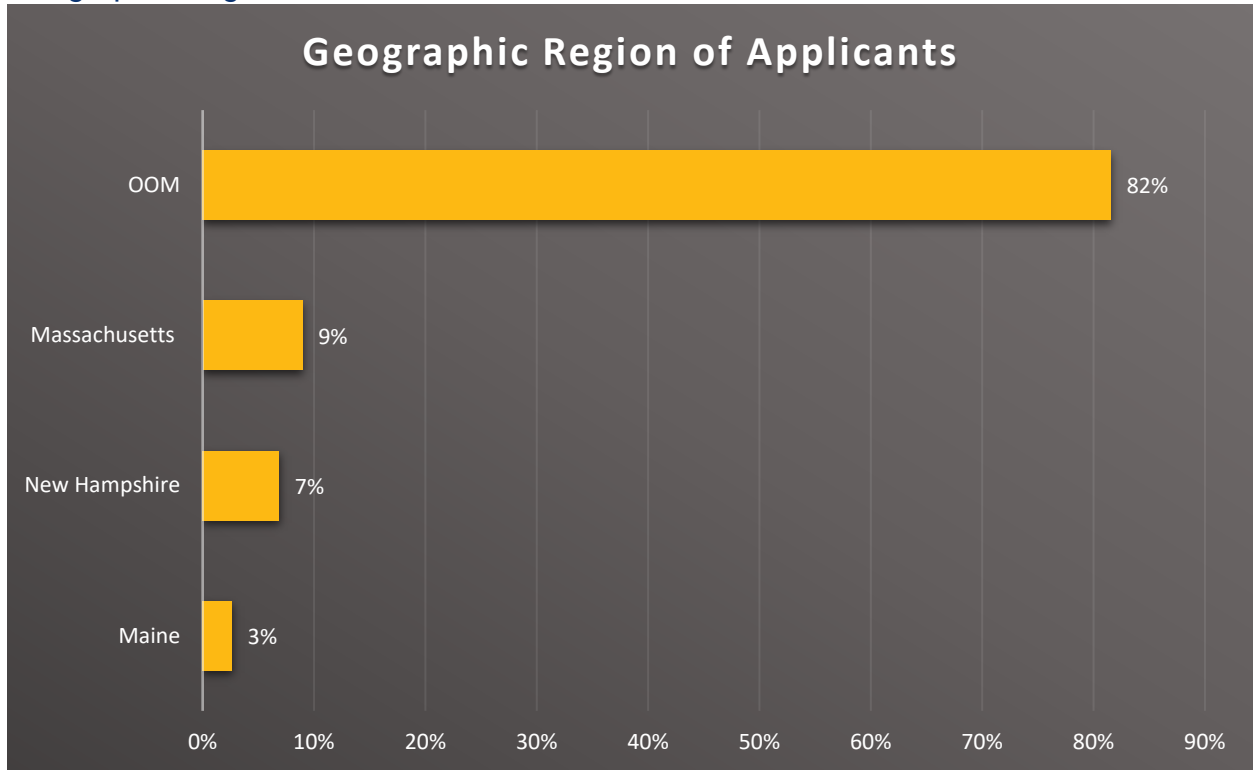
Marital Status	Applicants
Divorced	3
Married	34
Single	67
Unknown	844
Total	948

Military Status



Military	Applicants
Civilian	818
Military	130
Total	948

Geographic Region



Note: OOM = Out of Market (states that are not part of primary marketing area)

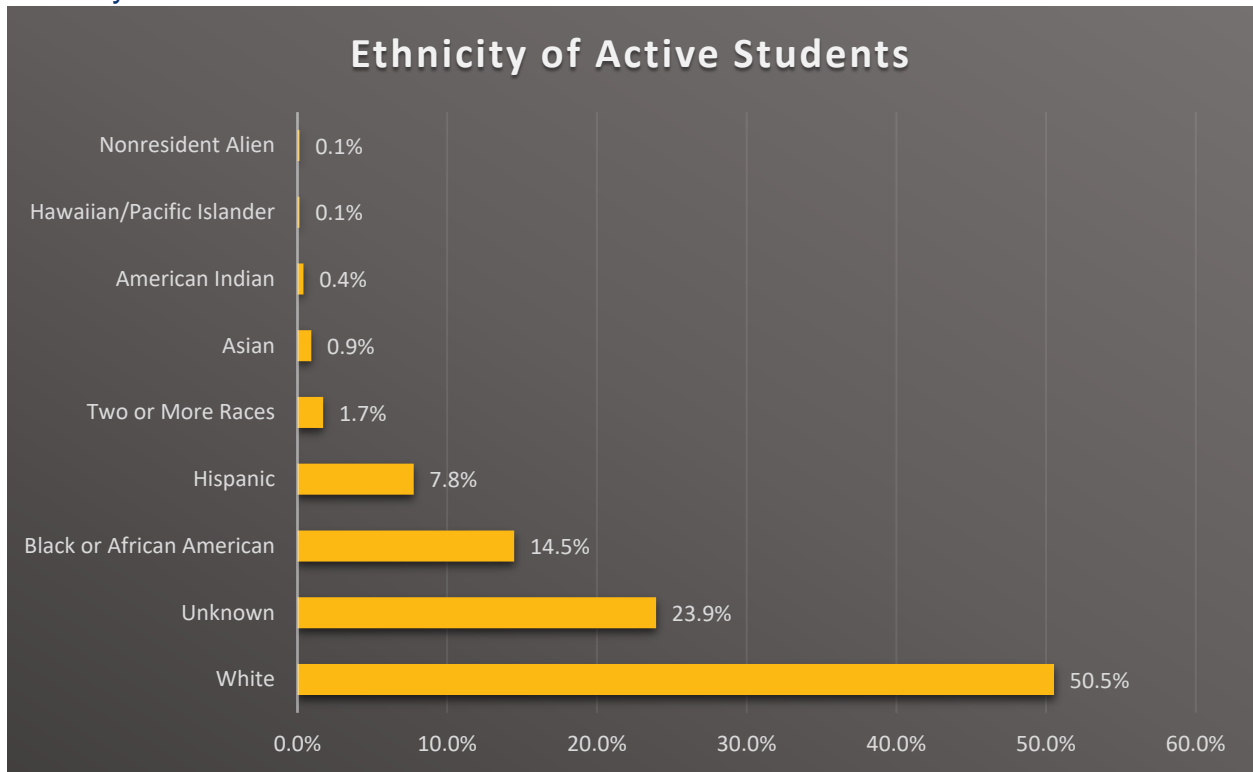
Region	Applicants
NE₃	175
MA	85
NH	65
ME	25
OOM	773
Top 10 OOM	410

Note: NE₃ = Northeast 3 (MA, NH, ME; largest marketing area); OOM = Out of Market; Top 10 OOM = TX, FL, PA, NC, NY, CA, CT, GA, VA, MD; NE₃ = MA, NH, ME; NE₃ + OOM = 100%

Enrolled Students

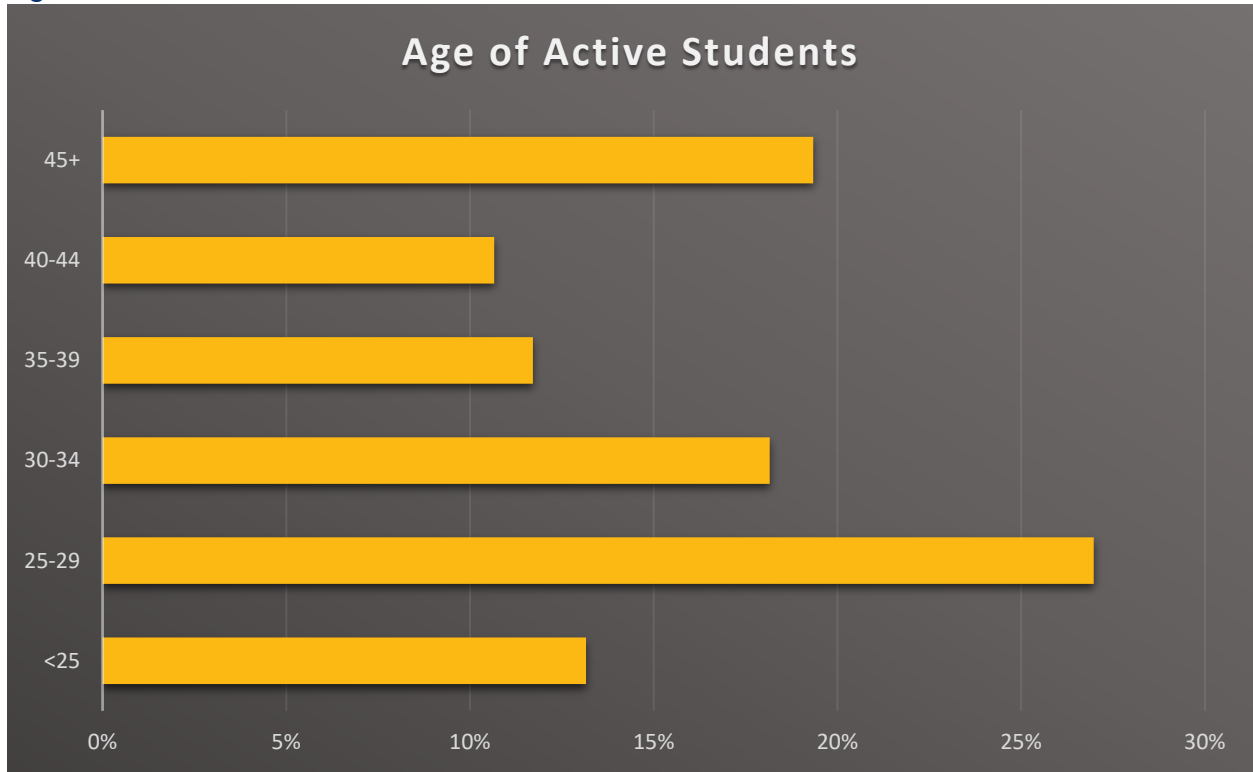
Demographic data reflects students who have an “active” status in the program. There was a total of 760 active students enrolled in the program during the review period.

Ethnicity



Ethnicity	Student Count
White	384
Unknown	182
Black or African American	110
Hispanic	59
Two or More Races	13
Asian	7
American Indian	3
Hawaiian/Pacific Islander	1
Nonresident Alien	1
Total	760

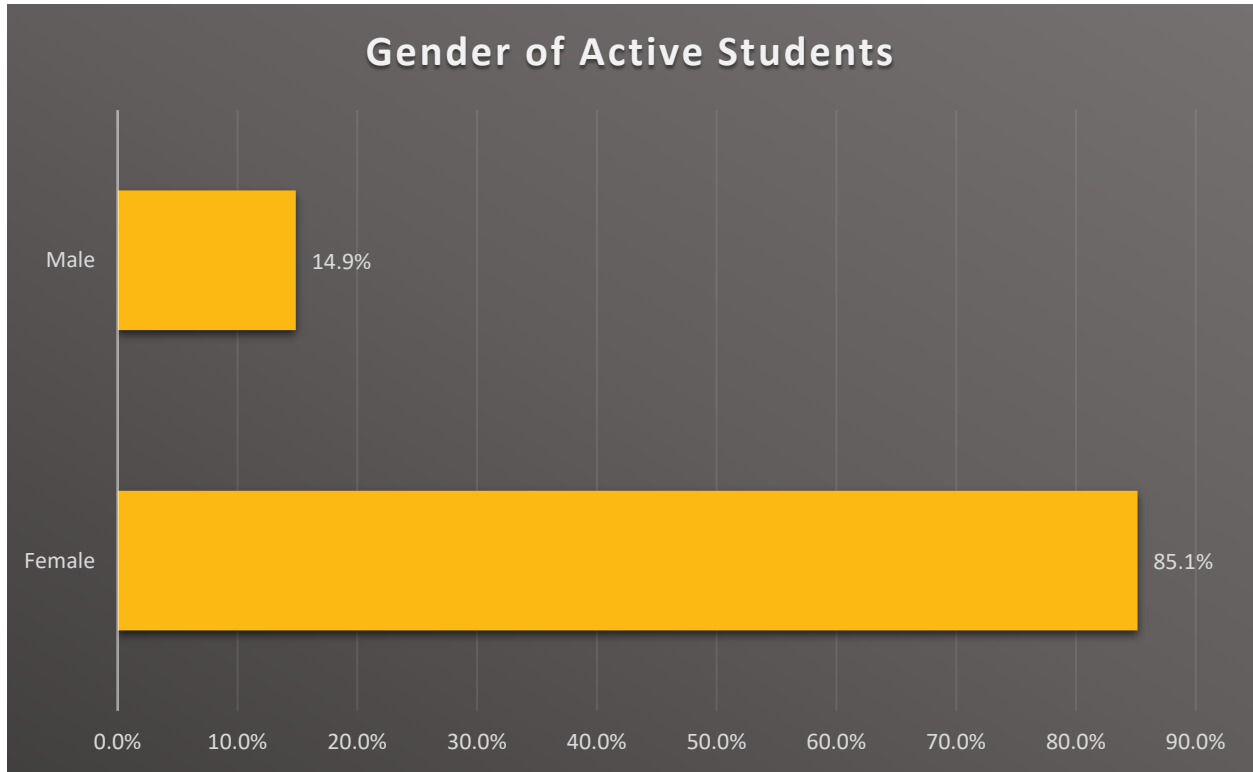
Age



Note: Avg age = 34.8 years

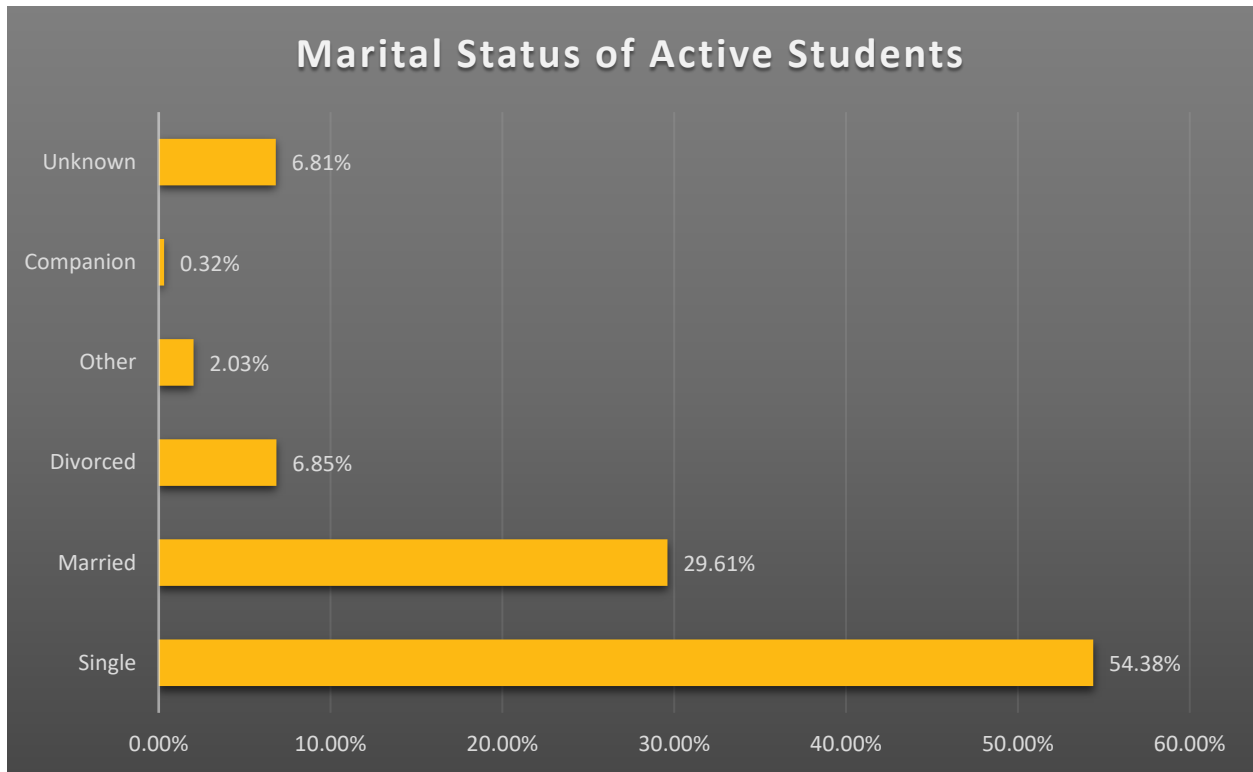
Age	Student Count
<25	100
25-29	205
30-34	138
35-39	89
40-44	81
45+	147
Total	760

Gender



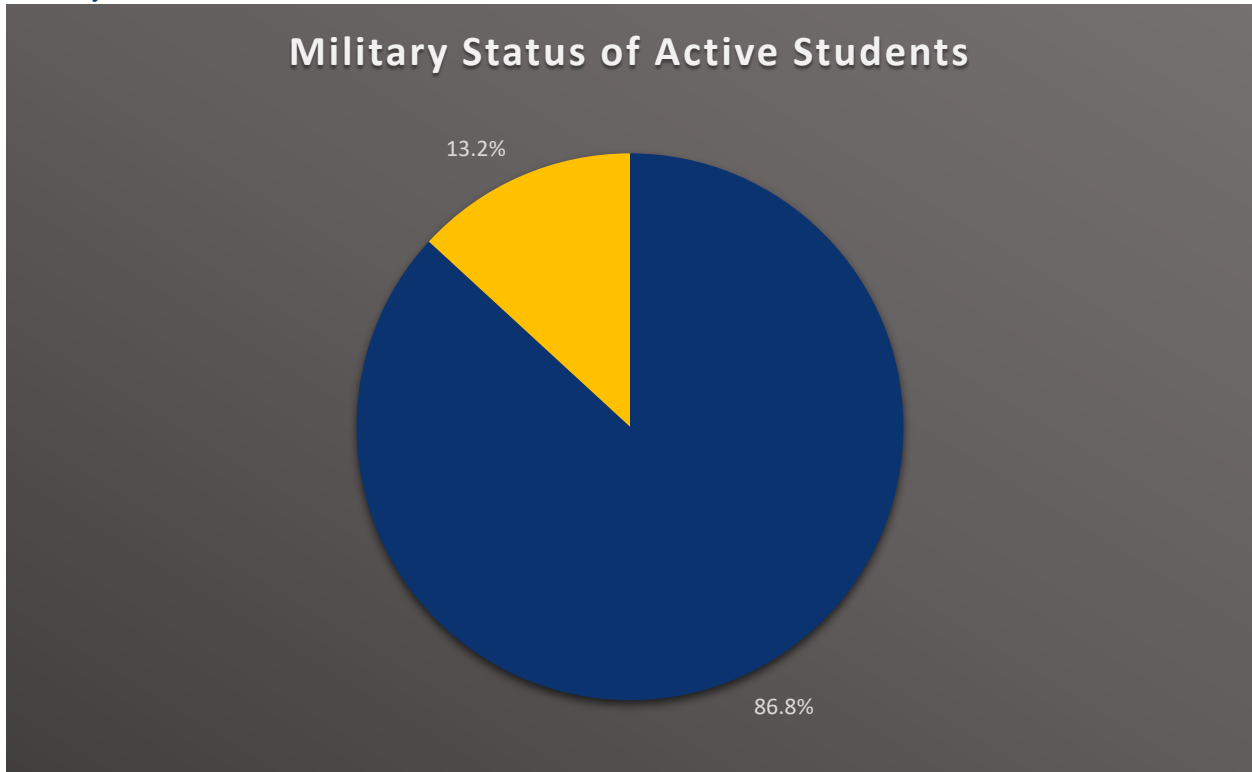
Gender	Student Count
Female	647
Male	113
Total	760

Marital Status



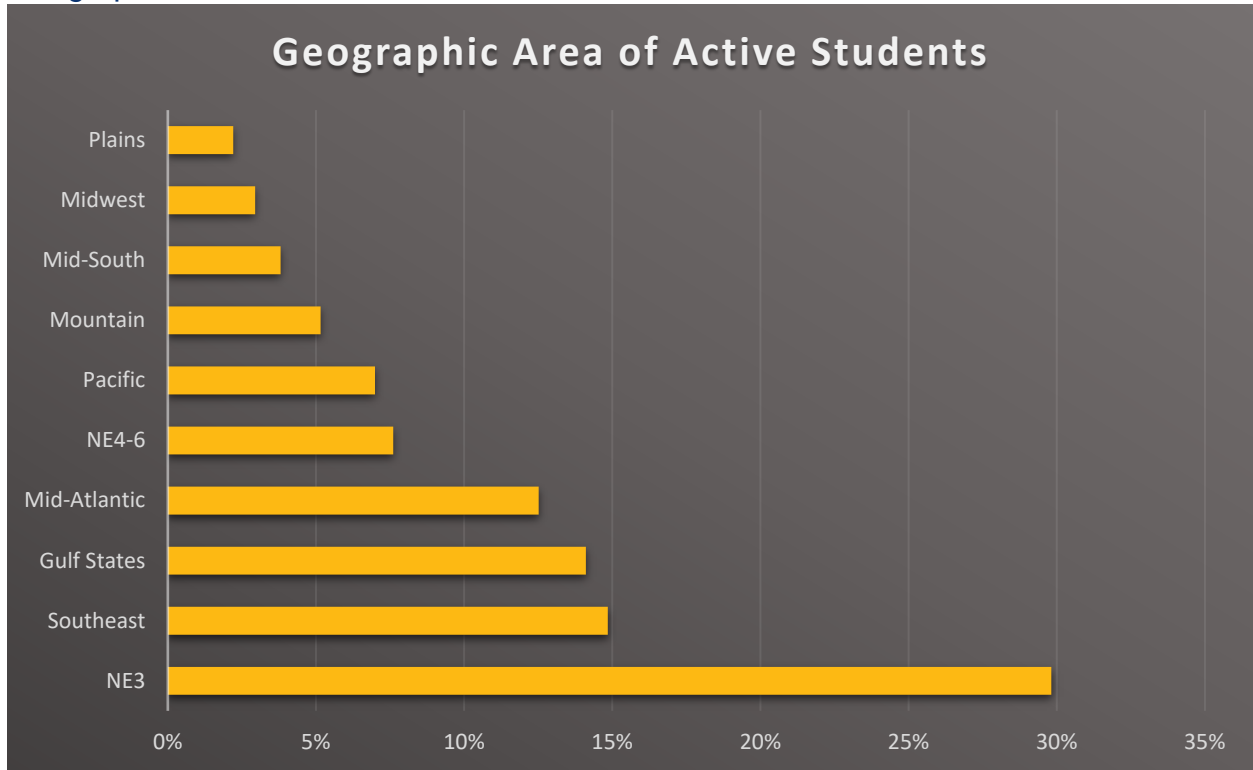
Marital Status	Student Count
Single	339
Married	196
Unknown	157
Divorced	55
Other	12
Companion	1
Total	760

Military Status



Military Status	Student Count
Not Military	660
Is Military	100
Total	760

Geographic Area



Note: NE4-6 = VT, CT, RI; NE3 = NH, MA, ME

Region	Student Count
NE3	227
Southeast	113
Gulf States	107
Mid-Atlantic	95
NE4-6	58
Pacific	53
Mountain	39
Mid-South	29
Midwest	22
Plains	17
Total	760

Graduates

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

Demographic Findings

Our applicant profile tends to largely reflect the enrolled student population. This lets us know that students considering our program do not disproportionately enroll or not enroll, based on a particular demographic identity. Additionally, our active student ethnicity and gender demographics largely parallel what is seen among all CACREP programs, where data within our program was disclosed (i.e., it is important to note the high percentage of “Other/Undisclosed”):

	CACREP	SNHU
African American	18.78%	14.5%
American Indian/Native Alaskan	0.84%	0.4%
Asian American	2.17%	0.9%
Caucasian American	59.49%	50.5%
Hispanic/Latino	7.76%	7.8%
Native Hawaiian/Pacific Islander	0.14%	0.1%
Multiracial	2.18%	1.7%
Non-resident Alien	1.4%	0.1%
Other/Undisclosed	7.24%	23.9%
Female	82.51%	85.1%
Male	17.40%	14.9%

Note: CACREP n = 35,920 (only 77.43% of CACREP schools reported this data; source = 2017 CACREP Vital Statistics Report); SNHU N = 760

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 needed to understand where knowledge gaps or other course issues have repeatedly been a concern. Below is a list of key curriculum changes that were 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 theories into the course to expose students to theories they will likely see on the National Counselor Exam (NCE). Two optional practice quizzes and an optional comprehensive practice test were added to the course also.
- Data: Qualitative feedback from student evaluations was used to make this change. In addition, feedback from a faculty focus group was also used.
- Goal: To broaden student 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 of 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.

Proposed Progression Policy Change

A review of the KPI data for the 17TW5-18TW4 period highlighted a gap in our knowledge support and remediation process. Specifically, we found that many students were able to pass courses without successfully passing designated KPI assignments, resulting in a lack of content mastery and an inability to help students remediate in those areas. Additionally, the existing graduate academic policy allowed

students to gain course credit for up to two courses in the program with a C (73%) or above and did not limit the number of times a student could repeat a course.

In order to address these issues, a formal progressions policy was proposed by the CMHC leadership team that would require students to achieve a B- (80%) or above on all courses and would limit students to two attempts at a course before facing academic dismissal from the program. Additionally, the policy change proposed that students receiving a grade lower than a B- would be placed on an Academic Student Support Plan designed to ensure that the student has the resources to maximize the opportunity for success when retaking the course.

The MA Clinical Mental Health Counseling Program Progression policy was approved through institutional governance processes in May 2019 and went into effect with the July 1, 2019 catalog.

Enhancements to the Student Remediation Process

In an effort to better address the need for student skills and dispositional support, as well as to demonstrate a more supportive process, the former *Remediation Committee* was renamed the *Student, Advancement, Dispositions, and Support Committee (SADS)* in April 2019. The committee structure also evolved to support the growing program population and need. The membership in the committee grew from 7 to 11 members during this period. As members cycle off the committee, they complete their active cases and are given no new assignments to help maintain consistency. The committee currently consists of 11 faculty members. The committee has two co-chairs and a secretary who manages an administrative load, in addition to working assigned cases. The Program Director oversees and advises the committee.

Enhancements to the Field Experience Process

Our first cohort of practicum students started in 19TW3 (March 2019). This change not only represented a milestone for our program but offered an additional data source for our program through site supervisor reviews. The first set of site supervisor data was collected at the end of the 19TW3 term (May 2019) and provided important information on student preparation and program support. The following changes were enacted as a result of our initial site supervisor feedback: (a) efforts were made to streamline the site supervisor onboarding process, (b) additional career team support was added to assist students in their site search process, and (c) two additional communications were added each term in order to remind students of necessary information and due dates.

Other Substantial Program Changes

CACREP Self-Study Completed and Submitted

Since the inception of the CMHC program, efforts have been underway to prepare for and seek programmatic accreditation through the Council for Accreditation of Counseling and Related Educational Programs (CACREP). As part of this effort, we are excited to share that our CACREP self-study was submitted in May of 2019. It was under review at the end of this reporting period.

Program Director Position

Dr. Metoka Welch became Program Director of the CMHC program on July 21, 2019. This change was made to align with the leadership structure that is identified by the Council for Accreditation of Counseling and Related Educational Programs.

Conclusion

Over the past academic year, there have been continual efforts to track data, understand where gaps or changes are needed, and work 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 manner.