



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

20TW1 to 21TW5: September 2020–October 2021

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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 Master of Arts in Clinical Mental Health Counseling (CMHC) program. It reflects data collected across the span of the five-term reporting year, as 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 period of September 2020 through October 2021. 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 20TW1 through 21TW5. An academic year for our program consists of five 10-week graduate terms with a week allotted for winter break. Term codes reflect the combination of the calendar year and the graduate coding (the abbreviation TW = 10 weeks). As an example, term 20TW1 was the graduate academic term that fell in the year 2020 and the first term of the academic year.

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>
20TW1	September 14, 2020	November 22, 2020
20TW2	November 30, 2020	February 14, 2021
21TW3	February 22, 2021	May 2, 2021
21TW4	May 10, 2021	July 18, 2021
21TW5	July 26, 2021	October 3, 2021

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, 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 signature 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 KPIs and are taken over multiple points in time within the program of study. There are a total of 20 signature assessments within the CMHC program curriculum, reflecting a minimum of two per KPI.¹ 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. *Average Grade* reflects the average grade on the designated assignment for a single term, *Academic Year Avg* reflects the average grade for the terms in the reporting year. We expect all signature assignment grades to meet or exceed the threshold of a B- (80%) or above.

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

Signature Assessment KPI	Term	Student Count	Average Grade
COU 500 The Counseling Profession: Orientation, Identity, and Ethics: 8 1 Final Project Submission: Ethical Case Study Analysis	20TW1	115	88.9%
	20TW2	98	91.3%
	21TW3	155	92.6%
	21TW4	131	92.3%
	21TW5	149	92.1%

Academic Year Avg = 91.4%

¹ We originally designated the MHC 690/695 Advanced Internship in Clinical Mental Health Counseling: Comprehensive Performance Evaluation as a signature assignment for each KPI as part of our initial Comprehensive Assessment Plan and 2018-2019 Annual Data Report. However, due to how that assignment is scored and to ensure validity, we are now only using it for Program Outcome 9.

Signature Assessment KPI	Term	Student Count	Average Grade
COU 520 Diversity in Counseling: 10-1: Discussion: Advocacy for Different Cultures	20TW1	11*	79.8%
	20TW2	61	95.5%
	21TW3	90	91.6%
	21TW4	76	91.5%
	21TW5	121	85.3%

Academic Year Avg = 88.7%

*It is important to note that we made some programmatic modifications to parts of our course sequence in the late spring and summer of 2020 in response to COVID-19. This ultimately impacted the enrollment for COU 520: Diversity in Counseling in term 20TW1 which is why the student count for that term is lower than in other terms. The lower enrollment likely also contributed to higher variance in the average grade from other terms.

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

Signature Assessment KPI	Term	Student Count	Average Grade
COU 520 Diversity in Counseling: 8-2 Final Project: Multicultural Case Analysis	20TW1	11*	83.6%
	20TW2	65	88.6%
	21TW3	90	93.9%
	21TW4	77	89.2%
	21TW5	122	89.5%

Academic Year Avg = 89%

*It is important to note that we made some programmatic modifications to parts of our course sequence in the late spring and summer of 2020 in response to COVID-19. This ultimately impacted the enrollment for COU 520: Diversity in Counseling in term 20TW1 which is why the student count for that term is lower than in other terms. The lower enrollment likely also contributed to higher variance in the average grade from other terms.

The second signature assignment (MHC 610: Treatment Planning in Clinical Mental Health Counseling: 6-1 Bongo Discussion) originally used to assess this program outcome was removed as part of updates made to our MHC 610 course in 20TW5. We did not discover the data gap until completing the analysis for this report and have subsequently replaced it with COU 680: Prevention and Intervention of Crisis and Trauma: 3-2 Video Discussion: Spiritual and Cultural Considerations for the 2021-2022 Academic Year.

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

Signature Assessment KPI	Term	Student Count	Average Grade
COU 510 Human Development: 9-1 Final Project	20TW1	100	89.3%
	20TW2	98	90.4%
	21TW3	151	92.3%
	21TW4	122	89.1%
	21TW5	146	91.6%

Academic Year Avg = 90.5%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 530 Theories of Counseling: 9-1 Final Project I	20TW1	72	88.2%
	20TW2	114	89.5%
	21TW3	97	94.0%
	21TW4	87	90.0%
	21TW5	130	89.8%

Academic Year Avg = 90.3%

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

Signature Assessment KPI	Term	Student Count	Average Grade
COU 630 Career Counseling: 6-1 Worksheet: Appropriate Tools and Resources	20TW1	64	94.9%
	20TW2	42	95.4%
	21TW3	52	92.2%
	21TW4	50	87.8%
	21TW5	76	95.5%

Academic Year Avg = 93.2%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 630 Career Counseling: 9-2 Final Project I Submission: Career Assessment Report	20TW1	63	95.4%
	20TW2	42	92.6%
	21TW3	51	95.0%
	21TW4	50	88.4%
	21TW5	76	94.0%

Academic Year Avg = 93.1%

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

Signature Assessment KPI	Term	Student Count	Average Grade
COU 530 Theories of Counseling: 9 2 Final Project II Submission: Applied Client Case Conceptualization	20TW1	72	94.7%
	20TW2	114	93.5%
	21TW3	97	94.0%
	21TW4	87	94.1%
	21TW5	130	95.2%

Academic Year Avg = 94.3%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 660 Group Counseling: 9-2 Final Project Two Submission: Justify Group Curriculum	20TW1	33	97.6%
	20TW2	44	98.1%
	21TW3	58	94.7%
	21TW4	67	97.6%
	21TW5	38	90.3%

Academic Year Avg = 95.7%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 680 Prevention and Intervention of Crisis and Trauma: 9-2 Final Project Two: Case Conceptualization	20TW1	46	82.6%
	20TW2	69	88.2%
	21TW3	75	90.3%
	21TW4	45	88.7%
	21TW5	44	93.6%

Academic Year Avg = 88.7%

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

Signature Assessment KPI	Term	Student Count	Average Grade
COU 660 Group Counseling: 9-1 Final Project One Submission: Group Curriculum	20TW1	33	96.2%
	20TW2	44	95.1%
	21TW3	58	91.7%
	21TW4	67	93.0%
	21TW5	38	86.2%

Academic Year Avg = 92.4%

Signature Assessment KPI	Term	Student Count	Average Grade
COU 690 Advanced Individual and Group Helping Skills and Techniques: Residency II: 6-4 Virtual Practice Process Group Counseling Session	20TW1	53	93.5%
	20TW2	32	99.1%
	21TW3	39	99.6%
	21TW4	48	98.8%
	21TW5	64	92.5%

Academic Year Avg = 96.7%

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

Signature Assessment KPI	Term	Student Count	Average Grade
COU 600 Research Methods and Program Evaluation: 9-1 Final Project II Submission: Program Evaluation	20TW1	22**	79.9%
	20TW2	41	82.5%
	21TW3*	85	81.0%
	21TW4	97	86.0%
	21TW5	76	84.5%

Academic Year Avg = 82.8%; * = signature assessment was [modified](#) starting this term

**It is important to note that we made some programmatic modifications to parts of our course sequence in the late spring and summer of 2020 in response to COVID-19. This ultimately impacted the enrollment for COU 600: Research Methods and Program Evaluation in term 20TW1 which is why the student count for that term is lower than in other terms.

Signature Assessment KPI	Term	Student Count	Average Grade
COU 610 Assessment and Evaluation in Counseling: 9-1 Final Project I Submission: Comprehensive Case Conceptualization	20TW1	38	97.2%
	20TW2	53	93.7%
	21TW3	64	96.3%
	21TW4	86	96.8%
	21TW5	74	99.0%

Academic Year Avg = 96.6%

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

Signature Assessment KPI	Term	Student Count	Average Grade
COU 600 Research Methods and Program Evaluation: 8-1 Final Project I Submission: Annotated Bibliography	20TW1	22**	75.3%
	20TW2	42	79.4%
	21TW3*	87	80.4%
	21TW4	97	84.7%
	21TW5	77	87.5%

Academic Year Avg = 81.5%; * = signature assessment was modified starting this term

**It is important to note that we made some programmatic modifications to parts of our course sequence in the late spring and summer of 2020 in response to COVID-19. This ultimately impacted the enrollment for COU 600: Research Methods and Program Evaluation in term 20TW1 which is why the student count for that term is lower than in other terms.

Signature Assessment KPI	Term	Student Count	Average Grade
COU 680 Prevention and Intervention of Crisis and Trauma: 8-1 Short Paper: Intervention for Working with a Disaster	20TW1	46	81.5%
	20TW2	69	90.1%
	21TW3	75	91.5%
	21TW4	46	83.3%
	21TW5	44	89.6%

Academic Year Avg = 87.2%

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

Signature Assessment KPI	Term	Student Count	Average Grade
MHC 500 Professional Issues, Ethics, and Laws in Clinical Mental Health Counseling: 9-2 Final Project Two Submission: Case Conceptualization	20TW1	43	91.3%
	20TW2*	69	96.6%
	21TW3	70	96.5%
	21TW4	43	94.9%
	21TW5	44	99.8%

Academic Year Avg = 95.8%; * = signature assignment was modified starting this term

Signature Assessment KPI	Term	Student Count	Average Grade
MHC 610 Treatment Planning in Clinical Mental Health Counseling: 9-1 Final Project Part Three Submission: Treatment Plan	20TW1	40	87.0%
	20TW2	44	94.7%
	21TW3	63	93.4%
	21TW4	67	89.5%
	21TW5	45	89.8%

Academic Year Avg = 90.9%

Signature Assessment KPI	Term	Student Count	Average Grade
MHC 690 CMHC Advanced Internship: 8-5 Advanced Internship Comprehensive Performance	20TW1	13	100.0%
	20TW2	22	100.0%
	21TW3	38	100.0%
	21TW4	55	99.2%
	21TW5	29	99.2%

Academic Year Avg = 99.7%

Key Performance Indicator Findings

The KPI signature assessment data analysis demonstrates that our aggregate student performance was at or above the benchmark of 80% for the academic year average on each assignment. However, there were some KPI assessments where performance was below benchmark for single or multiple terms. These assignments reflect program outcomes associated with assessment and research:

Program Outcome (KPI)	Assignment	Term(s)	Average Grade
P01	COU-520 10-1	20TW1	79.8%
P07	COU-600 9-1	20TW1	79.9%
P08	COU-600 8-1	20TW1	75.3%
		20TW2	79.4%

We believe the 10-1 assignment in COU 520 Diversity in Counseling is an outlier and reflects low enrollment and the impact of COVID-19 during this time. All other term average grades for this assignment are well above the 80% benchmark.

The two assignments pulled from COU 600 Research Methods and Program Evaluation reflected the lowest assignment performance, and results persisted across multiple terms. This course is challenging for our students, and we have closely monitored course performance since the course launched. Using the 2018-2019 annual data report as support, we completed a full course revision for COU 600, including these assignments. The course revisions took effect in 21TW3 (February 22, 2021). The subsequent data indicates improved scores for that term and all following terms. We will continue to monitor these assignments over the next review cycle to assess for trends or the need to make further adjustments to the course.

While not performing below benchmark, we made additional modifications to assignments in MHC 500 Professional Issues, Ethics, and Laws in Clinical Mental Health Counseling to better support

student learning in the course. Performance on the 9-2 assignment in MHC 500 used to measure Program Outcome 9 reflects this change and the improved scores that followed.

An analysis of KPI signature assignments was completed in collaboration with current and former faculty course leads and subject matter experts. In particular, we evaluated situations where final grade variance was high between terms. We discovered this was frequently associated with adjustments made due to the impact of the COVID-19 pandemic on our students, faculty training of our adjuncts, the placement of the assignment within the term, and the clarity of the assignment. We gathered detailed information on each assignment and will use this to re-examine each KPI signature assignment for the next academic year and/or where additional course modifications need to be made to better support our students on existing assignments.

Skill Key Performance Indicators

Student skill performance was evaluated using the *Counselor's Developing Competencies Scale-Individual* (CDCS) for the reporting period from 20TW1 to 21TW5. The CDCS is comprised of four main sections (microskills, dispositions, mesoskills, 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. Performance on the skills sections of the CDCS are scored as 0 (did not demonstrate), 1 (ineffective), 2 (somewhat effective), 3 (mostly effective), or 4 (always effective).

In the two residency courses (COU 540 and COU 690), students are evaluated at the end of the term by their faculty member. In the field experience courses (MHC 670, MHC 680, and MHC 690), students are evaluated at the end of the term by their site supervisor as well as their faculty supervisor. Students were evaluated in the following courses, with the associated scores set as the minimum required score for each section of the assessment in that course:

Course/Experience	Total # of Students in Course (20TW1-21TW5)	CDCS Skills Sections Used in Course	Minimum Required Score/Section
COU 540 Helping Skills and Techniques: Residency I (Term 2)*	537	Microskills	2
COU 690 Advanced Individual and Group Helping Skills and Techniques: Residency II (Term 9)	270	Microskills Mesoskills Group Skills	2 2 2
MHC 670 CMHC Practicum (Term 10)	226	Microskills Mesoskills	3 2
MHC 680 CMHC Internship (Term 11)	212	Microskills Mesoskills	3 3
MHC 690 CMHC Advanced Internship (Term 12)	164	Microskills Mesoskills Group Skills	3 3 3

*The term number reflects the term in which a full-time student (two courses/term) would take the course.

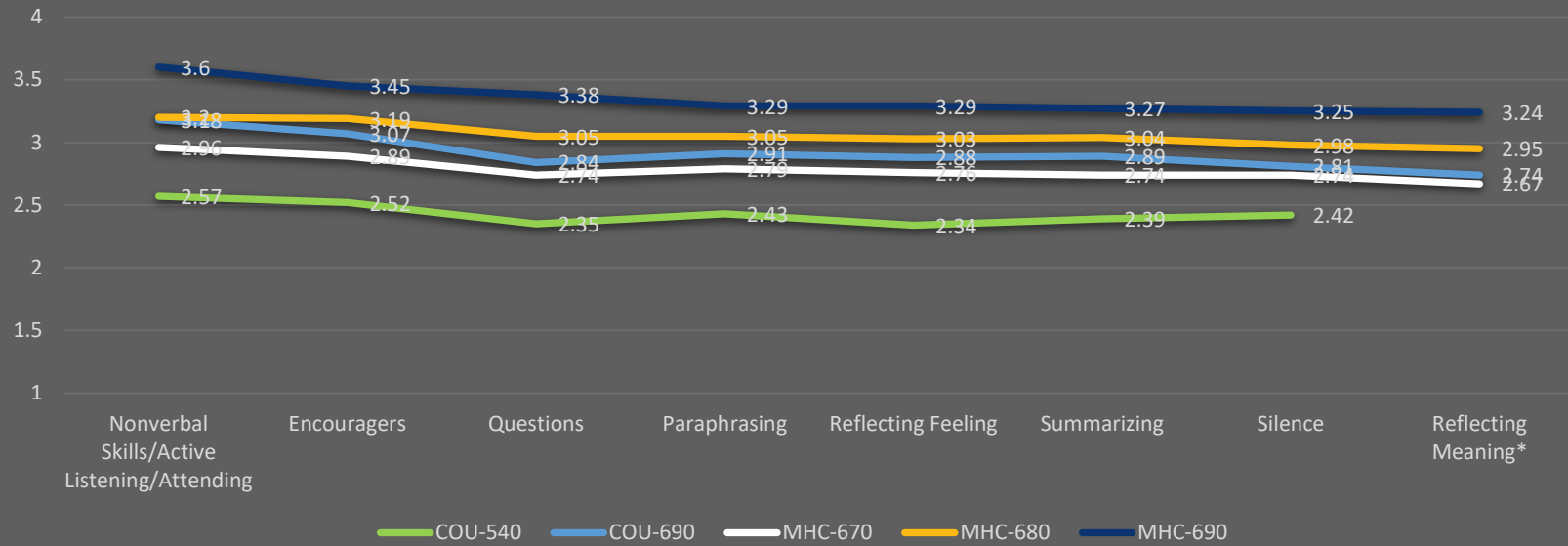
CDCS Microskills Scores by Course

The CDCS Microskills are assessed in COU 540: Helping Skills and Techniques: Residency I, COU 690 Advanced Individual and Group Helping Skills and Techniques: Residency II, and in all three field experience courses (MHC 670 CMHC Practicum, MHC 680 CMHC Internship, and MHC 690 CMHC Advanced Internship). In COU 540 and COU 690, scores are provided by the faculty member. In the field experience courses, scores are provided by the site supervisor and the faculty member. Aggregate scores by skill and type of assessor are provided in the table below. The additional chart represents final faculty scores on each skill by course.

Course	Assessor	Nonverbal Skills/Active Listening/Attending	Encouragers	Questions	Paraphrasing	Reflecting Feeling	Summarizing	Silence	Reflecting Meaning*
COU 540	Faculty Member (N = 441)	2.57	2.52	2.35	2.43	2.34	2.39	2.42	n/a
COU 690	Faculty Member (N = 253)	3.18	3.07	2.84	2.91	2.88	2.89	2.81	2.74
MHC 670	Site Supervisor Avg (N = 225)	3.19	3.15	3.04	3.00	3.04	3.04	2.92	2.93
	Faculty Member Avg (N = 226)	2.96	2.89	2.74	2.79	2.76	2.74	2.74	2.67
MHC 680	Site Supervisor Avg (N = 212)	3.41	3.46	3.29	3.31	3.28	3.33	3.19	3.23
	Faculty Member Avg (N = 194)	3.20	3.19	3.05	3.05	3.03	3.04	2.98	2.95
MHC 690	Site Supervisor Avg (N = 164)	3.68	3.76	3.60	3.57	3.57	3.66	3.47	3.52
	Faculty Member Avg (N = 163)	3.60	3.45	3.38	3.29	3.29	3.27	3.25	3.24

*Reflecting Meaning is not evaluated in COU 540

Microskills Scores by Course



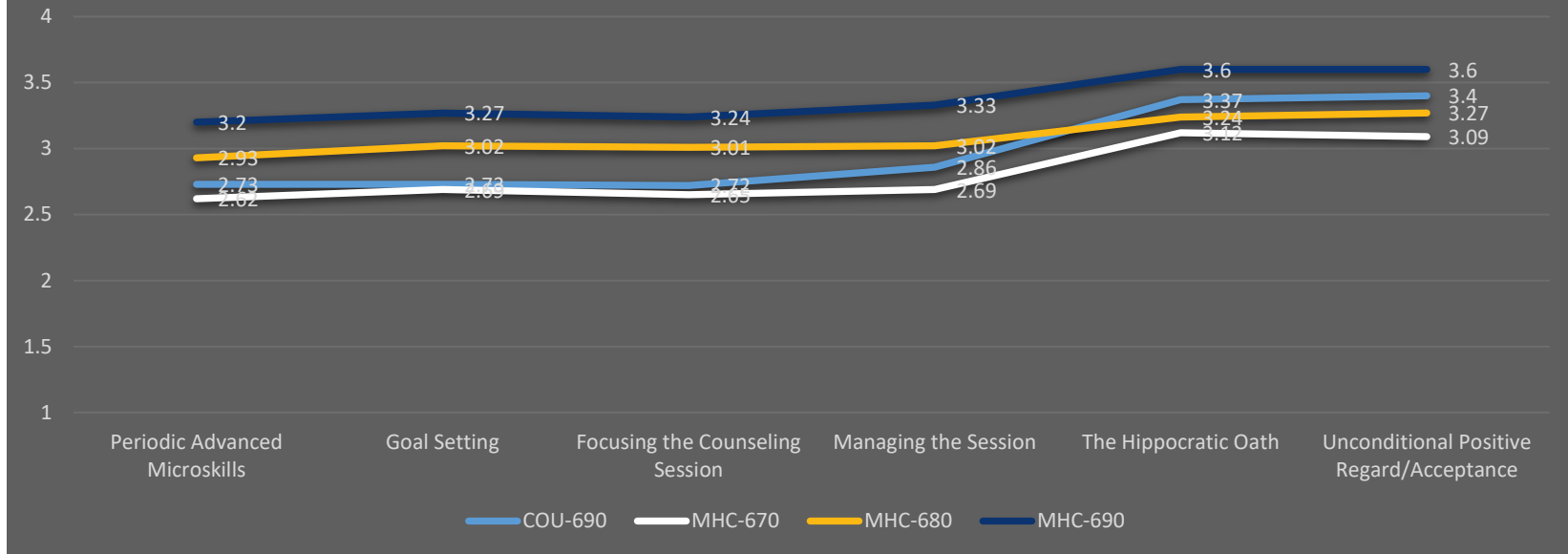
*Reflecting Meaning is not evaluated in COU 540; Data reflects faculty member final scores by course.

CDCS Mesoskills Scores by Course

The CDCS Mesoskills are assessed in COU 690 Advanced Individual and Group Helping Skills and Techniques: Residency II, and in all three field experience courses (MHC 670 CMHC Practicum, MHC 680 CMHC Internship, and MHC 690 CMHC Advanced Internship). In COU 690, scores are provided by the faculty member. In the field experience courses, scores are provided by the site supervisor and the faculty member. Aggregate scores by skill and type of assessor are provided in the table below. The additional chart represents final faculty scores on each skill by course.

Course	Assessor	Periodic Advanced Micro Skills	Goal Setting	Focusing the Counseling Session	Managing the Session	The Hippocratic Oath in a Counseling Session	Unconditional Positive Regard/Acceptance
COU 690	Faculty Member Avg (N = 251)	2.73	2.73	2.72	2.86	3.37	3.40
MHC 670	Site Supervisor Avg (N = 225)	2.79	2.91	2.87	2.95	3.49	3.40
	Faculty Member Avg (N = 226)	2.62	2.69	2.65	2.69	3.12	3.09
MHC 680	Site Supervisor Avg (N = 212)	3.17	3.24	3.24	3.27	3.66	3.60
	Faculty Member Avg (N = 194)	2.93	3.02	3.01	3.02	3.24	3.27
MHC 690	Site Supervisor Avg (N = 164)	3.45	3.60	3.56	3.60	3.86	3.80
	Faculty Member Avg (N = 163)	3.20	3.27	3.24	3.33	3.60	3.60

Mesoskills Scores by Course



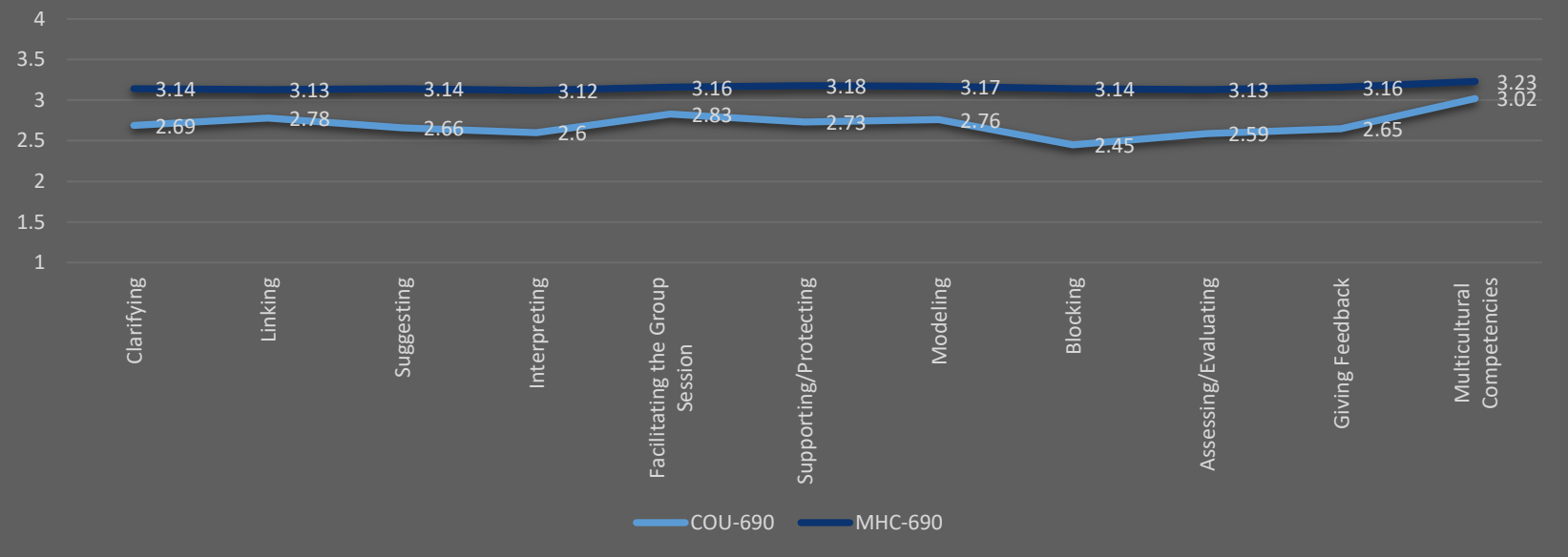
*Data reflects faculty member final scores by course

CDCS Group Skills by Course

The CDCS Group Skills are assessed in COU 690 Advanced Individual and Group Helping Skills and Techniques: Residency II, and MHC 690 CMHC Advanced Internship. In COU 690, scores are provided by the faculty member. In MHC 690, scores are provided by the site supervisor and the faculty member. Aggregate scores by skill and type of assessor are provided in the table below. The additional chart represents final faculty scores on each skill by course.

Course	Assessor	Clarifying	Linking	Suggesting	Interpreting	Facilitating the Group Session	Supporting/Protecting	Modeling	Blocking	Assessing/Evaluating	Giving Feedback	Multicultural Competencies
COU 690	Faculty Member Avg (N = 251)	2.69	2.78	2.66	2.60	2.83	2.73	2.76	2.45	2.59	2.65	3.02
MHC 690	Site Supervisor Avg (N = 164)	3.36	3.32	3.38	3.37	3.38	3.45	3.61	3.30	3.37	3.42	3.50
	Faculty Member Avg (N = 163)	3.14	3.13	3.14	3.12	3.16	3.18	3.17	3.14	3.13	3.16	3.23

Group Skills by Course



Skills Evaluation Findings

An analysis of each CDCS section indicates that our students are achieving benchmark scores on every required skill by the end of the term with the exception of microskills in MHC 670: Clinical Mental Health Counseling Practicum. Consultation with the field experience faculty and director reflect that this decline from COU 690 Advanced Individual and Group Helping Skills and Techniques: Residency II scores is a normal developmental experience when students move from in-class training to working directly with clients for the first time in practicum. This is confirmed in the subsequent term data, which shows rebounding and improvement of skills scores in most areas by the following term (MHC 680: Internship).

An additional pattern we see is that site supervisors typically rate our students higher than their field experience faculty. This may reflect more direct exposure to student demonstration of skills at the field site than is offered in the courses themselves. Except for the microskills, differences between the two assessors do not impact whether students are meeting the threshold.

To address gaps in the assessment process from classroom based to field-based experiences, we are in the process of revising the CDCS to include updated scoring metrics, revised skills descriptors, and additional training. As we launch the new CDCS in the upcoming year, 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 disposition performance was evaluated using the *Counselor's Developing Competencies Scale-Individual* (CDCS) for the reporting period from 20TW1 to 21TW5. The CDCS is comprised of four main sections (microskills, dispositions, mesoskills, 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. Performance on the disposition section of the CDCS is scored as 1 (rarely displays), 2 (mostly displays), and 3 (always displays).

In the two residency courses (COU 540 Helping Skills and Techniques: Residency I and COU 690 Advanced Individual and Group Helping Skills and Techniques: Residency II), students are evaluated mid-term and at end of the term. In the field experience courses (MHC 670 CMHC Practicum, MHC 680 CMHC Internship, and MHC 690 CMHC Advanced Internship), students are evaluated at the end of the term by their site supervisor, as well as their faculty supervisor. Students were evaluated in the following courses, with the associated scores set as the minimum required score for each disposition evaluation:

Course/Experience	# Total Students in Course	Minimum Score
COU 540 Helping Skills and Techniques: Residency I (Term 2)*	537	2
COU 690 Advanced Individual and Group Helping Skills and Techniques: Residency II (Term 9)	270	2
MHC 670 CMHC Practicum (Term 10)	226	Majority of 3s**
MHC 680 CMHC Internship (Term 11)	212	3
MHC 690 CMHC Advanced Internship (Term 12)	164	3

*The term number reflects the term in which a full-time student (two courses/term) would take the course.

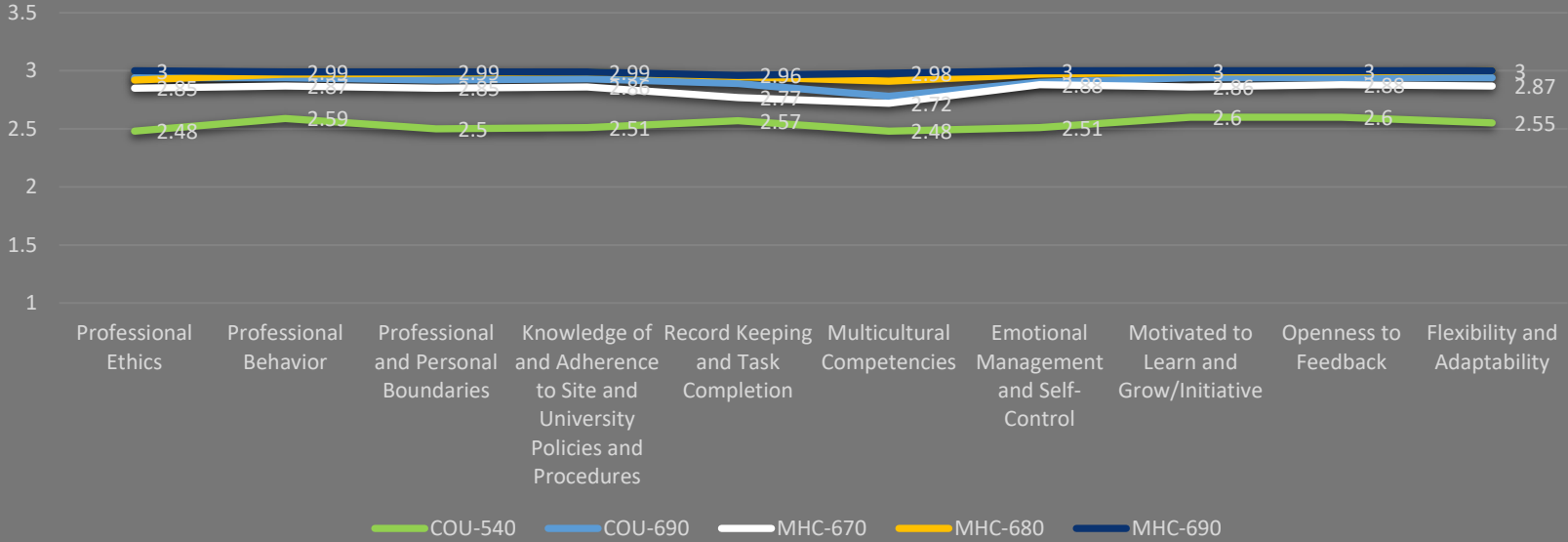
**Note: Majority of 3s = over 50% of individual dispositions received a 3 or above

CDCS Disposition Scores by Course

The CDCS Dispositions are assessed in COU 540: Helping Skills and Techniques: Residency I, COU 690 Advanced Individual and Group Helping Skills and Techniques: Residency II, and in all three field experience courses (MHC 670 CMHC Practicum, MHC 680 CMHC Internship, and MHC 690 CMHC Advanced Internship). In COU 540 and COU 690, scores are provided by the faculty member. In the field experience courses, scores are provided by the site supervisor and the faculty member. Aggregate scores by skill and type of assessor are provided in the table below. The additional chart represents final faculty scores on each skill by course.

Course	Assessor	Professional Ethics	Professional Behavior	Professional and Personal Boundaries	Knowledge of and Adherence to Site and University Policies and	Record Keeping and Task Completion	Multicultural Competencies	Emotional Management and Self Control	Motivated to Learn and Grow/Initiative	Openness to Feedback	Flexibility and Adaptability
COU 540	Faculty Member Avg (N = 441)	2.48	2.59	2.50	2.51	2.57	2.48	2.51	2.60	2.60	2.55
COU 690	Faculty Member Avg (N = 252)	2.94	2.94	2.92	2.93	2.89	2.78	2.90	2.94	2.94	2.94
MHC 670	Site Supervisor Avg (N = 225)	2.98	3.03	2.98	2.98	2.88	2.82	2.91	2.92	2.98	2.95
	Faculty Member Avg (N = 226)	2.85	2.87	2.85	2.86	2.77	2.72	2.88	2.86	2.88	2.87
MHC 680	Site Supervisor Avg (N = 212)	3.14	3.13	3.08	3.10	3.00	2.98	3.01	3.06	3.09	3.08
	Faculty Member Avg (N = 194)	2.92	2.97	2.98	2.99	2.95	2.91	2.97	2.99	2.99	3.00
MHC 690	Site Supervisor Avg (N = 164)	3.23	3.21	3.20	3.21	3.13	3.10	3.13	3.15	3.17	3.15
	Faculty Member Avg (N = 163)	3.00	2.99	2.99	2.99	2.96	2.98	3.00	3.00	3.00	3.00

Disposition Scores by Course



Disposition Evaluation Findings

The CDCS disposition data analysis indicates that our students are largely achieving benchmark scores on each required disposition by the end of each term. The aggregate faculty supervisor scores are slightly below the threshold in MHC 680 and MHC 690 because the maximum score on the scale is 3, and some individual students may not meet that maximum required score in those courses.

The data analysis also demonstrated an issue with our site supervisor evaluations. While the scale for dispositions is intended to range from 0-3, the site supervisor form does allow a score of 4. This is why site supervisor scores reflect averages above the maximum of 3. We have modified the form to correct for this in future terms.

There were no particularly low-scoring dispositions that stood out in the data analysis. However, to address gaps in the assessment process from classroom-based to field-based experiences, we are in the process of revising the CDCS to include updated scoring metrics, revised disposition descriptors, and additional training. As we launch the new CDCS in the upcoming year, we will continue to watch for trends and monitor performance on the lower scoring dispositions so that we offer additional assistance and training where needed.

Skills and Disposition Support

Individual students who did not meet benchmark academic, skills, and dispositional requirements were referred to our Student Advancement, Dispositions, and Support Committee (SADS). Using our *Student Concern Referral form*, students can also be referred for skills or dispositional concerns in any course, not just those in which the CDCS is administered. The referral form is based on the categories of the CDCS. In addition, concerns that could not be successfully addressed through program level processes were referred to the SNHU Professional Standards Committee for Professional Practice Programs (hereafter referred to as “the Professional Standards Committee”). The Professional Standards Committee receives, investigates, and resolves or makes recommendations regarding violations of the dispositions, proficiencies, professional standards, or an applicable code of ethics.

During the 20TW1-21TW5 reporting period, 201 students were referred to SADS for support. Thirty-nine students were referred for disposition concerns, and 15 students were referred for skills or skills and disposition concerns. Of these 54 students, five were referred by their field experience instructor and 49 were referred by their clinical faculty member.

The remaining 147 students were referred for academic concerns (failing a course) and were placed on an academic support plan.

Outcomes of Original SADS Plans

SADS Support Plan	Dispositions	Skills & Skills/Dispositions	Academic
Complete	20	5	108
Still Active	7	0	17
Referred to Professional Standards	6	5	0
Inactive	3	4	16
Withdrew from Program	3	1	2
Academically Dismissed from the University	0	0	4
Total	39	15	147

Outcomes of Professional Standards Referrals

Of the five students who were referred to the Professional Standards Committee for skills or skills/dispositions, three were dismissed from the program, and two returned to SADS for additional remediation and are still active. Of the six students who were referred to the Professional Standards Committee for dispositions, four were dismissed from the program, and two returned to and successfully completed remediation.

Demographic and Other Characteristics

Demographic Data

Demographic data was collected for applicants, enrolled students, and graduates during the review period, using the following definitions:

Applicants: individuals who initially applied to the Clinical Mental Health Counseling program during the calendar months associated with the academic year (September 2020-October 2021), regardless of whether they were eventually accepted to the program. During this period, there were a total of 2,743 applicants. It is important to note that demographic data for applicants is far more limited than the data we have on enrolled students. Applicants are not required to share demographic information as part of the application process. Where data exists, it is captured below.

Enrolled Students: students who had an “active” status in the program during the terms of the 2020-2021 academic year. During this period, there were a total of 984 active students.

Graduates: students who graduated from the program during the terms of the 2020-2021 academic year. During this period, there were a total of 173 graduates.

Ethnicity

Ethnicity	Applicants		Enrolled Students		Graduates	
	Count	%	Count	%	Count	%
White	415	15.1%	606	61.6%	99	57.2%
Black or African American	108	3.9%	131	13.3%	34	19.7%
Hispanic	68	2.5%	83	8.4%	15	8.7%
Two or More Races	21	0.8%	27	2.7%	4	2.3%
Asian	13	0.5%	10	1.0%	1	0.6%
American Indian	4	0.1%	4	0.4%	0	0%
Hawaiian/Pacific Islander	1	0%	0	0%	0	0%
Unknown	147	5.4%	123	12.5%	20	11.6%
Blank	1966	71.7%	0	0%	0	0%
Total	2743	100%	984	100%	173	100%

Age

Age	Applicants*		Enrolled Students		Graduates	
	Count	%	Count	%	Count	%
20-25	132	4.8%	251	25.5%	43	24.9%
26-30	199	7.3%	249	25.3%	45	26.0%
31-35	150	5.5%	157	16.0%	19	11.0%
36-40	93	3.4%	116	11.8%	30	17.3%
41-45	71	2.6%	89	9.0%	15	8.7%
46-50	132	4.8%	59	6.0%	10	5.8%
51-55	*	*	38	3.9%	8	4.6%
56-60	*	*	16	1.6%	3	1.7%
61+	*	*	9	0.9%	0	0%
Blank	1966	71.7%	0	0%	0	0%
Total	2743	100%	984	100%	173	100%

*Applicant age is captured differently than enrolled students or graduates: <25, 25-29, 30-34, 35-39, 40-44, 45+. For comparison purposes, applicant data was categorized in the chart above with closest alignment to the enrolled students and graduate categories.

Gender

Gender	Applicants		Enrolled Students		Graduates	
	Count	%	Count	%	Count	%
Female	591	21.5%	795	80.8%	144	83.2%
Male	100	3.6%	137	13.9%	29	16.8%
Genderqueer/ Gender non conforming/Non binary	2	0.1%	*	*	*	*
Unknown	2050	74.7%	52	5.3%	0	0%
Total	2743	100%	984	100%	173	100%

* Not available

Marital Status

Marital Status	Applicants		Enrolled Students		Graduates	
	Count	%	Count	%	Count	%
Companion	0	0%	1	0.1%	1	0.6%
Married	3	0.1%	93	9.5%	47	27.2%
Divorced	0	0%	25	2.5%	9	5.2%
Single	14	0.5%	185	18.8%	102	59.0%
Other	0	0%	9	0.9%	4	2.3%
Blank	2726	99.4%	671	68.2%	10	5.8%
Total	2743	100%	984	100%	173	100%

Military Association

Applicant military association is solely captured as “military” or “non-military/unknown”. Because this does align with the categories for enrolled students and graduates, it is included separately:

Military Affiliation	Applicants	
	Count	%
Military	77	2.8%
Non Military/Unknown	2666	97.2%
Total	2743	100%

Military Association	Enrolled Students		Graduates	
	Count	%	Count	%
Active Duty	11	1.1%	1	0.6%
Nat'l Guard or Reservist	9	0.9%	1	0.6%
Veteran	40	4.1%	5	2.9%
Spouse Active Duty	47	4.8%	5	2.9%
Spouse of Active/Retiree	1	0.1%	0	0.0%
Spouse of Non Active Duty	2	0.2%	0	0.0%
Spouse of Veteran	4	0.4%	0	0.0%
Dependent	14	1.4%	3	1.7%
None	844	85.8%	156	90.2%
Unknown	12	1.2%	2	1.2%
Total	984	100%	173	100%

Geographic Area

State	Applicants		Enrolled Students		Graduates	
	Count	%	Count	%	Count	%
AK	4	0.1%	4	0.4%	1	0.6%
AL	6	0.2%	9	0.9%	1	0.6%
AR	3	0.1%	1	0.1%	2	1.2%
AZ	8	0.3%	10	1.0%	1	0.6%
CA	36	1.3%	39	4.0%	6	3.5%
CO	12	0.4%	15	1.5%	2	1.2%
CT	24	0.9%	38	3.9%	5	2.9%
DC	2	0.1%	1	0.1%	0	0.0%
DE	2	0.1%	2	0.2%	0	0.0%
FL	40	1.5%	53	5.4%	10	5.8%
GA	25	0.9%	24	2.4%	4	2.3%
HI	2	0.1%	2	0.2%	1	0.6%
IA	4	0.1%	5	0.5%	2	1.2%
ID	1	0.0%	4	0.4%	0	0.0%
IL	13	0.5%	8	0.8%	0	0.0%
IN	7	0.3%	6	0.6%	3	1.7%
KS	2	0.1%	0	0.0%	0	0.0%
KY	7	0.3%	6	0.6%	0	0.0%

LA	10	0.4%	10	1.0%	1	0.6%
MA	70	2.6%	121	12.3%	28	16.2%
MD	19	0.7%	18	1.8%	2	1.2%
ME	12	0.4%	26	2.6%	9	5.2%
MI	14	0.5%	15	1.5%	2	1.2%
MN	5	0.2%	9	0.9%	1	0.6%
MO	2	0.1%	0	0.0%	0	0.0%
MS	4	0.1%	4	0.4%	1	0.6%
MT	2	0.1%	3	0.3%	1	0.6%
NC	34	1.2%	44	4.5%	7	4.0%
ND	1	0.0%	0	0.0%	0	0.0%
NE	0	0.0%	2	0.2%	1	0.6%
NH	54	2.0%	122	12.4%	26	15.0%
NJ	22	0.8%	10	1.0%	1	0.6%
NM	5	0.2%	3	0.3%	0	0.0%
NV	8	0.3%	8	0.8%	0	0.0%
NY	71	2.6%	60	6.1%	10	5.8%
OH	22	0.8%	12	1.2%	0	0.0%
OK	5	0.2%	7	0.7%	0	0.0%
ON*	1	0.0%	0	0.0%	0	0.0%
OR	7	0.3%	15	1.5%	1	0.6%
PA	32	1.2%	42	4.3%	6	3.5%
RI	9	0.3%	25	2.5%	4	2.3%
SC	16	0.6%	22	2.2%	3	1.7%
SD	2	0.1%	0	0.0%	0	0.0%
TN	20	0.7%	15	1.5%	5	2.9%
TX	45	1.6%	66	6.7%	13	7.5%
UT	14	0.5%	13	1.3%	2	1.2%
VA	23	0.8%	36	3.7%	6	3.5%
VT	16	0.6%	22	2.2%	1	0.6%
WA	29	1.1%	19	1.9%	1	0.6%
WI	1	0.0%	0	0.0%	0	0.0%
WV	3	0.1%	5	0.5%	2	1.2%
WY	1	0.0%	2	0.2%	1	0.6%
Unknown	1966	71.7%	0	0.0%	0	0%
Total	2743	100%	984	100%	173	100%

*ON = the Canadian province of Ontario

Demographic Findings

Our applicant demographic data is limited in many areas. This is largely due to the fact that applicants are not required to share this information until they are enrolled in the program. While limited, we will continue to review this data and look for trends as it relates to students who ultimately enroll in our program and as an effort to review recruitment efforts.

Comparison of our enrolled student and graduate demographic data shows large parallels in the categories of ethnicity, gender, and age. While some variation exists, we are not seeing considerable deviations between the demographics of our graduates versus those who remain in our program. We will continue to monitor this in relation to student support and persistence initiatives. In addition, we are seeing changes in the geographic area of our student population now that we have received CACREP accreditation. While many of our original students and current graduates were located in the Northeast, we are seeing increasing numbers of students from across the United States and anticipate this will continue.

In comparison to aggregate demographic data collected by our accreditor, CACREP, our active student ethnicity and gender demographics largely parallel what is seen among all CACREP programs with the exception of African American and male students, where our rates are lower than the CACREP aggregate (see table below). This is an important call-out and something we will use to inform our future recruitment practices.

It is important to note that we were limited to the gender categories of “male” and “female” in our data collection and the data provided from CACREP; however, we recognize the significant limitation of these binary categories and the ways in which they do not effectively capture or can otherwise marginalizes non-binary or genderqueer individuals. We are advocating to include more representative gender identities in the future.

	CACREP	SNHU
African American	18.8%	13.3%
American Indian/Native Alaskan	0.8%	0.4%
Asian American	2.2%	1.0%
Caucasian American	59.5%	61.6%
Hispanic/Latino	7.8%	8.4%
Native Hawaiian/Pacific Islander	0.1%	0.0%
Multiracial	2.2%	2.7%
Non resident Alien	1.4%	0.0%
Other/Undisclosed	7.2%	12.5%
Female	82.5%	80.8%
Male	17.4%	13.9%
Other/Undisclosed	0.1%	5.3%

Note: CACREP n = 35,920 (only 77.43% of CACREP schools reported this data; source = 2017 CACREP Vital Statistics Report); SNHU N = 984

Feedback from Site Supervisors, Graduates, and Employers

In addition to assignment and demographic data, the Counseling program also collects feedback from site supervisors, graduates, and employers, regarding key aspects of the program, and uses it to inform continuous improvement efforts. Results from these surveys are included below.

Site Supervisor Feedback

We gather site supervisor feedback on program performance through our end-of-term student evaluations in each field experience course. We use this data, coupled with information from other sources, to support improved training of our students and enhanced program delivery.

Site supervisor data was pulled to align with our academic year which included the 20TW1-21TW5 terms, and responses reflect end-of-term feedback for those terms. Areas of focus included student preparation for field experience, support of site supervisors through the field experience process, and overall satisfaction rates. We use this data to help guide decisions on training, student preparation, and facilitation of the field experience process for our site supervisors. See [Subsequent Program Modifications](#) section below.

Student Preparation

How would you rate our program at preparing your field experience student for placement at your site?

Preparation	Blank	Very Poor	Poor	Acceptable	Good	Very Good
MHC 670 (N = 226)	0.4%	0.0%	0.4%	12.8%	45.1%	41.6%
MHC 680 (N = 212)	0.0%	0.0%	0.0%	7.1%	42.0%	50.9%
MHC 690 (N = 164)	0.0%	0.0%	0.0%	4.3%	34.8%	61.0%

Program Facilitation of Field Experience

How would you rate our program at facilitating the field experience process this term?

Preparation	Blank	Very Poor	Poor	Acceptable	Good	Very Good
MHC 670 (N = 226)	0.4%	0.0%	0.9%	16.8%	44.7%	37.2%
MHC 680 (N = 212)	0.0%	0.5%	0.9%	9.9%	38.2%	50.5%
MHC 690 (N = 164)	0.0%	0.0%	0.0%	9.1%	36.6%	54.3%

Future Students

Would you be willing to accept another SNHU student in the future?

Preparation	Blank	No	Yes
MHC 670 (N=226)	0.4%	4.4%	95.1%
MHC 680 (N=212)	0.0%	4.7%	95.3%
MHC 690 (N=164)	0.0%	5.5%	94.5%

Graduate Survey Feedback

We send a graduate survey to all alumni who have graduated from our program within the past two years. This allows us to capture key metrics on elements of our program and evaluate the impact of our degree on

various aspects of post-graduate employment over a sustained period. For this reporting period, we sent our graduate survey to all graduates from November 2019 to July 2021. Of the 234 graduates in these two years, 35 completed the graduate survey, resulting in a 15% response rate.

The data collected from this year’s survey is provided below. Because we are interested in hearing from the maximum number of graduates possible, we continue to look for ways to expand our response rates and engage our graduates in program improvement beyond their enrollment at SNHU.

Assessment of Program Quality

Using scale scores of 1 (poor), 2 (fair), 3 (good), or 4 (excellent), respondents rated elements of their graduate program:

	Average Rating (N = 35)
The quality of your program	3.49
The quality of the instruction within your program	3.46
The quality of the coursework in your program	3.31
Your experience in the program	3.63

Assessment of Learning

Respondents indicated the extent to which they have applied their program learning to their career:

	Percentage (N = 35)
To no extent	0.0%
To a small extent	5.7%
To a moderate extent	8.6%
To a great extent	31.4%
To a very great extent	54.3%

Evaluation of Program Outcomes

Using relevant clinical mental health employment, respondents rated themselves from 1 (Strongly Disagree) to 5 (Strongly Agree) on the following counseling skills which are linked to our program outcomes:

Program Element	Average Rating (N = 35)
Demonstrates a strong professional counselor identity (Program Outcome 1)	4.11
Advocates on behalf of the profession (Program Outcome 1)	4.09
Promotes client access, equity, and success (Program Outcome 1)	4.26
Demonstrates socially, culturally, and spiritually appropriate practices (Program Outcome 2)	4.34
Promotes social justice to minimize barriers (Program Outcome 2)	3.97
Applies theories and etiology of human growth and development to promote optimum wellness for clients (Program Outcome 3)	4.06
Supports and advocates for clients in relation to their career development (Program Outcome 4)	3.77
Utilizes appropriate counseling theories, models, and culturally relevant strategies in client treatment (Program Outcome 5)	4.20
Implements appropriate strategies for effectively forming and facilitating group counseling (Program Outcome 6)	3.49
Validly and reliably assesses the needs of counseling clients through industry appropriate procedures (Program Outcome 7)	4.31
Incorporates evidence based, data driven, approaches into current practice (Program Outcome 8)	4.09
Adheres to the legal and ethical standards of clinical and mental healthcare professionals (Program Outcome 9)	4.37

Employer Survey Feedback

We aim to provide a strong training program that prepares students for post-graduate work in the clinical mental health field. In order to assess for this and to gather additional feedback that can be used to support the training of our students, we send out an annual employer survey to employers of our program graduates.

We request permission from graduates to survey their employers through our graduate survey. When a graduate grants permission, we send a separate survey to the employer with questions designed to help us

further assess our program efficacy. Of the 35 respondents on the graduate survey, 23 granted permission to send the employer survey to their employer. Of those 23 employers, 6 completed the employer survey.

The data collected from this year’s survey is provided below. It is important to note that the response size was small, and though valuable, we recognize the need to continue to monitor employer feedback and look for ways to expand our reach to employers to ensure preparedness of our graduates in the counseling field.

Length of Employment

Respondents indicated the length of employment the graduate had with their organization:

	Percentage
Less than 6 months	33.3%
6 months to 1 Year	0%
1 to 3 Years	33.3%
4 5 Years	0%
More than 5 years	33.3%

Respondents were asked if the graduate was an employee before completing their SNHU degree:

Yes	50%
No	50%

Evaluation of Program Outcomes

Evaluating relevant clinical mental health employment, respondents rated their employees from 1 (Strongly Disagree) to 5 (Strongly Agree) on the following counseling skills which are linked to our program outcomes:

Program Element	Average Rating
Demonstrates a strong professional counselor identity (Program Outcome 1)	5.0
Advocates on behalf of the profession (Program Outcome 1)	5.0
Promotes client access, equity, and success (Program Outcome 1)	5.0
Demonstrates socially, culturally, and spiritually appropriate practices (Program Outcome 2)	4.5
Promotes social justice to minimize barriers (Program Outcome 2)	4.5
Applies theories and etiology of human growth and development to promote optimum wellness for clients (Program Outcome 3)	4.6
Supports and advocates for clients in relation to their career development (Program Outcome 4)	4.5

Utilizes appropriate counseling theories, models, and culturally relevant strategies in client treatment (Program Outcome 5)	4.8
Implements appropriate strategies for effectively forming and facilitating group counseling (Program Outcome 6)	4.7
Validly and reliably assesses the needs of counseling clients through industry appropriate procedures (Program Outcome 7)	4.8
Incorporates evidence based, data driven, approaches into current practice (Program Outcome 8)	4.7
Adheres to the legal and ethical standards of clinical and mental healthcare professionals (Program Outcome 9)	5.0

Overall Satisfaction

Respondents were asked to rate their overall satisfaction with SNHU CMHC graduates:

	Percentage
Very Satisfied	83.3%
Satisfied	16.7%
Neutral	0.0%
Unsatisfied	0.0%
Very Unsatisfied	0.0%

Respondents were asked if they would hire another SNHU CMHC graduate:

	Percentage
Yes	100%
No	0%

Subsequent Program Modifications

Curricular Modifications

We made significant revisions to several courses during the 20TW1-21TW5 terms. These were driven by various sources of data, including that presented above, as well as assessment needs.

Course	Term Launched	Revisions	Data Source	Goal
COU 600: Research Methods and Program Evaluation	21TW3	Weekly Assignments and Final Project Revisions	Annual Data Report KPI Performance; Course Success; Student Satisfaction	Clarify instructions and better align formative and summative assignments to course outcomes
MHC 500: Professional Issues, Ethics, and Laws in Clinical Mental Health Counseling	20TW2	Weekly Assignments and Final Project Revisions	Annual Data Report KPI Performance; Student Satisfaction	Improve application of ethical and legal considerations and remove redundancy of certain assignments
COU 540: Helping Skills and Techniques: Residency I	21TW4	Revised to support virtual and assessment components	CDCS Assessment Needs; Rubric Issue	Support the development of knowledge, skills, and dispositions during the pandemic
COU 690: Advanced Individual and Group Helping Skills and Techniques: Residency II	21TW3	Revised to support virtual and assessment components	CDCS Assessment Needs; Rubric Issue	Support the development of knowledge, skills, and dispositions during the pandemic

Counselor's Developing Competency Scale (CDCS) Modifications

Using multiple years of CDCS data and faculty feedback, we have found that there are some gaps in our assessment process. Some skills need to be more clearly defined while other skills or dispositions need to be added or removed. In the summer of 2021, the Counseling team's Curriculum and Assessment Committee began reviewing the CDCS, incorporating literature and assessment guidance from the field, and proposed an updated CDCS to the faculty for review. This work continues, and we hope to implement the updated CDCS with clearer guidance and additional training in 2022.

In addition, review of aggregate CDCS data indicated gaps in our faculty end-of-term evaluation process for residency faculty and an issue with the CDCS scale for site supervisors in our field experience courses. To address these issues, we have made updates in our Sonia data tracking system and have implemented a new CDCS audit process for those courses.

Enhancements to the Student Advancement, Dispositions, and Support (SADS) Process

Using feedback from clinical and field experience faculty, student performance on the CDCS, and referrals stemming from classroom and field experiences, we have made many improvements to our SADS process. These include:

Term	Revisions
20TW1	<ul style="list-style-type: none"> Created a SADS Agenda Survey Created a 2-term limit for SADS Plan Realigned the work of the co-chairs to improve efficiencies
20TW2	<ul style="list-style-type: none"> Transitioned SADS Committee Meetings to biweekly SADS co-chair became Department Representative for counseling-related Professional Standards Committee hearings Developed Academic Coaching and Timeliness Plans
21TW3	<ul style="list-style-type: none"> Developed the Initial Meeting Only/Pending Plan Form Developed a process for co-chair final review of SADS plans Required students to sign an agreement acknowledging they have read and agreed to participating in the SADS process Designed a process for adding emails into Sonia notes
21TW4	<ul style="list-style-type: none"> Developed the Residency Skills Plan Field experience team representatives returned to SADS meetings
21TW5	<ul style="list-style-type: none"> Reassigned SADS plans to new committee members when a faculty rotation ended Moved the SADS Acknowledgement Form to Sonia for improved tracking and efficiency Created a SADS Quiz in Sonia to ensure student review of SADS process Created a comprehensive SADS handbook to provide guidance and support to faculty regarding the SADS process

Enhancements to the Field Experience Process

Using feedback from our field experience faculty, CDCS skills and disposition performance data, and site supervisor feedback, we have made many improvements to streamline our field experience process and secure additional field placements and affiliation agreements. These include:

Term	Revisions
20TW1	<ul style="list-style-type: none"> Trained academic advisors and career advisors in the process of securing field sites Enhanced the Postponed Field Experience Start (PFES) outreach to better support students struggling to find field sites
20TW2	<ul style="list-style-type: none"> The Director of Counseling Programs, Professional Practice began meeting with advisors each term for Q&As
21TW4	<ul style="list-style-type: none"> Revised the field experience manual for site supervisors and faculty
21TW5	<ul style="list-style-type: none"> Began offering an optional site supervisor meeting in addition to the required site supervisor orientation Hired Field Experience Administrator to support the director, faculty, and students in the field experience process

Enhancements to Faculty Training and Support

Using feedback from our KPI analysis, academic advisors, course lead process, and course performance metrics, we have made many changes in the ways we on-board, train, and support our new clinical and adjunct faculty. These include:

Term	Revisions
20TW1	<ul style="list-style-type: none">Created a Course Lead Support Committee to work on initiatives related to the support of course leads and their section facultyEstablished a chair for the Course Lead Committee to assist with faculty coaching and mentoringCreated resource folders for each course inclusive of example announcements and an introductory video to the courseCourse lead chair began regular monthly outreach to all section faculty to include key information, program updates, and foster connection
20TW2	<ul style="list-style-type: none">Began offering an optional once-per-term meeting for adjunct faculty to share their needs and experiences and to foster enhanced community and connection to the program
21TW3	<ul style="list-style-type: none">Revised the Counseling program faculty orientation to include a narrated training with an embedded quiz
21TW4	<ul style="list-style-type: none">Launched COU-101 CMHC Faculty Orientation in Brightspace to hold new faculty orientation and resource materials
21TW5	<ul style="list-style-type: none">Began a course audit to determine ways to improve the quality and efficiency of instructor feedback based on assignments

Other Substantial Program Changes

COVID-19

Like many programs, we had to adjust policies and practices to support our students during the pandemic. These included:

- Converting our residency courses (COU 540: Helping Skills and Techniques: Residency I and COU 690: Advanced Individual and Group Helping Skills and Techniques: Residency II) to a virtual format and running them in this format for all of 20TW1-21TW5
- Adjusting the teaching load of our Clinical Faculty to account for the virtual residencies
- Extending timeframe for submission of late assignments (per the late assignments policy) in terms 20TW1 and 20TW2
- Modifying field experience site requirements to allow for additional telehealth options

Program Growth

In the fall of 2020, and in response to increasing interest and demand for our program, a working group was formed to determine scalable growth options that would maintain CACREP student-faculty ratios and support effective program operations. This included budget considerations and hiring of faculty and support team members. A final plan was created, vetted, and approved, resulting in a projective model for ensuring responsible growth and the following:

- New Clinical Faculty hires from 21TW3 to 21TW5

- A new CMHC Field Experience Administrator in 21TW5
- Increased enrollment caps starting in 21TW4
- A cross-vertical support process for accepted students with a deferred start

Director of Counseling Positions

In November 2020, the Counseling program leadership was realigned to support unique elements of program operations and in alignment with the four CACREP areas:

- Director of Counseling Programs, Learning Environment: Dr. Metoka Welch
- Director of Counseling Programs, Counselor Identity: Dr. Earl Grey
- Director of Counseling Programs, Professional Practice: Dr. Ljube Spiro
- Director of Counseling Programs, Assessment & Evaluation: Dr. Kristi Cannon

In August 2021, Dr. Eric Perry replaced Dr. Earl Grey as the Director of Counseling Programs, Counselor Identity.

Executive Director Changes

In April 2021, we hired Dr. Camille Humes as the new Executive Director for the Counseling program. After a brief tenure in the role, Dr. Humes resigned from the position in August 2021. Dr. Michelle Hill, the Executive Director of Social Sciences, stepped in as Interim Executive Director for the Counseling program in August 2021 and has been assisting the Counseling Directors in supporting the initiatives and on-going needs of the program. We will be conducting a search for a permanent Executive Director in 2022.

New Course Development

In response to state licensure requirement changes and shifts in the counseling profession, two additional electives were approved and developed.

COU 655: California Systems of Care, Cultures, and Addressing Abuse

Over the summer of 2020, we were approved to develop a new course elective known as COU 655: California Systems of Care, Cultures, and Addressing Abuse. The course was designed to address the specific post-graduate educational requirements for the state of California. Development began in July 2020, and the course launched in 20TW2 as an elective for California students. While targeted to content required for the California Licensed Professional Clinical Counselor license, students with an available elective and interest in this targeted curriculum can take this course as well.

COU 625: Use of Technology in Counseling

Over the summer of 2021, we were approved to develop a new course elective known as COU 625: Use of Technology in Counseling. The course development process began in August and continued into the fall. The new elective course, focused on various technology elements and telemental health services, will be offered to students as an elective option starting in our 22TW4 term (March 2022). Due to the increase demand for telemental health services in the counseling profession, we anticipate this will be a popular offering for our students.

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, were necessary responses to the pandemic, 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.