



ISABELLE FARRINGTON COLLEGE
OF EDUCATION & HUMAN DEVELOPMENT

Sacred Heart University

Master of Arts in Clinical Mental Health Counseling

Fall 2020 through Summer 2022

Annual Assessment Report

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Introduction

The core faculty of the Master of Arts in Clinical Mental Health Counseling Program (MA-CMHC) has put together its first, annual data report. It will be a routine and on-going effort to demonstrate the programs accomplishments. It will also be utilized to demonstrate student and program needs.

Term Dates for this Data Report

In the MA-CMHC program, a collection of data is gathered, and then, utilized to inform program evaluation and support student progression. The data reported in the subsequent pages includes all that is collected since the program's first cohort began on August 31, 2020. Included is data from the following terms:

2020-2021 Academic Year

Fall Semester 2020 (August 31-December 20)

Module 1	August 31-October 25 (8 weeks)
Module 2	October 26-December 20 (8 weeks)

Spring Semester 2021 (January 4-April 25)

Module 3	January 4-February 28 (8 weeks)
Module 4	March 1-April 25 (8 weeks)

Summer Semester 2021 (April 26-August 15)

Module 5	April 26-June 20 (8 weeks)
Module 6	June 21-August 15 (8 weeks)

2021-2022 Academic Year

Fall Semester 2021 (August 30-December 19)

Module 1	August 30-October 24 (8 weeks)
Module 2	October 24-December 19 (8 weeks)

Spring Semester 2022 (January 3-April 24)

Module 3	January 3-February 27 (8 weeks)
Module 4	February 28-April 24 (8 weeks)

Summer Semester 2022 (April 25-August 14)

Module 5	April 24-June 19 (8 weeks)
Module 6	June 20-August 14 (8 weeks)

Program Outcomes

Program Outcome 1: Professional Counseling Orientation and Ethical Practice

Counselors-in-training will develop as ethical and competent clinicians with a strong counselor identity in accordance with American Counseling Association ethical standards, to prepare for careers as counseling professionals who advocate on behalf of the profession and promotes client equity and access. (CACREP Section 2.F.1.b. and Section 2.F.1.i.)

Program Outcome 2: Social and Cultural Diversity

Counselors-in-training will demonstrate knowledge and self-awareness of socially, culturally, and spiritually appropriate skills and practices in professional counseling that promote social justice, advocacy efforts, and minimize barriers between counselors and clients. (CACREP Section 2.F.2.c. and Section 2.F.2.f.)

Program Outcome 3: Human Growth and Development

Counselors-in-training will apply theories, etiology of human growth and development, relevant environmental factors, and ethical strategies to promote optimum wellness for diverse clients across the lifespan. (CACREP Section 2.F.3.c. and Section 2.F.3.f.)

Program Outcome 4: Career Development

Counselors-in-training will apply career development theories, decision-making models, vocational, and occupational information and to develop strategies for supporting and advocating for clients in relation to their unique career development, industry information, and identified opportunities within a global economy. (CACREP Section 2.F.4.c. and Section 2.F.4.f.)

Program Outcome 5: Counseling and Helping Relationships

Counselors-in-training will demonstrate essential and applicable counseling techniques and culturally relevant strategies as well as theories, models, and skills for client consultation, treatment, intervention, and prevention. (CACREP Section 2.F.5.a. and Section 2.F.5.g.)

Program Outcome 6: Group Counseling and Group Work

Counselors-in-training will apply knowledge of therapeutically appropriate strategies for effectively forming and facilitating group counseling and group work in a variety of settings with a diverse range of clients. (CACREP Section 2.F.6.a. and Section 2.F.6.e.)

Program Outcome 7: Assessment and Testing

Counselors-in-training will demonstrate ethical and appropriate intake, assessment, case conceptualization, diagnosis, treatment planning, documentation, and clinical treatment to properly serve clients across multicultural perspectives. (CACREP Section 2.F.7.e. and Section 2.F.7.m.)

Program Outcome 8: Research and Program Evaluation

Counselors-in-training will evaluate and incorporate ethically and culturally relevant evidence-based research findings when selecting strategies for prevention, intervention, treatment, and program evaluation. (CACREP Section 2.F.8.a. and Section 2.F.8.e.)

Program Outcome 9: Clinical Mental Health Counseling

Counselors-in-training will utilize community resources, referral sources, and case management services in accordance with their role as clinical mental health counselors, including situations involving trauma, crisis, or risk to client wellbeing. To prepare future CMHC to provide wellness and holistic based services to clients who seek help with everyday life concerns as well as those who struggle with significant emotional, cognitive, developmental, and behavioral challenges. (CACREP Section 5.C.2.f. and Section 5.C.2.k.)

Program Outcome 10: Professional Practice

Counselors-in-training will develop culturally relevant clinical skills and strategies for best practice through supervised practicum and internship experiences and an integration of the knowledge and skills needed to be successful as practicing counselors and client advocates. (CACREP Section 2.F.2.b., Section 2.F.5.h., and Section 5.C.3.e.)

Program Outcome 11: State Specific Educational Requirements

Counselors-in-training will attain specific and added educational requirements, necessary for licensure, that may be outlined by their intended state of licensure.

***Note:** Program Outcome 10 is evaluated as part of completion of Practicum and Internships rather than as a KPI measure. Program Outcome 11 is evaluated and tracked internally only to ensure that each student takes the necessary electives for licensure in the state they intent to be licensed.

Program Evaluation Results Included

Although the total curricular experience, of the MA-CMHC program, was created to reflect the overall program outcomes, specific Key Performance Indicators (KPIs) and their corresponding assessments were identified by core faculty, because they depend upon and connect well to core/fundamental skills and the knowledge acquisition important for successful student's progression towards graduation.

KPIs are the assigned assessments of student learning. KPIs are identified 2016 CACREP Standards from the Section 2 eight (8) common core areas and the Section 5.C. clinical mental health counseling specialization aligned with specific program outcomes. KPIs are utilized for program evaluation and assessment of individual student learning. For assessment of knowledge and skills, the KPIs of the MA-CMCH program include multiple assessments of the program outcomes that are conducted at multiple points across the coursework. The MA-CMHC program's coursework includes 18 KPIs.

KPI assessment of the Basic and Advanced Skills is a focus at numerous points of the coursework utilizing the Counselor Competencies Scale-Revised (CCS-R). To further evaluate Program Outcome 5, the CCS-R is used at multiple points across the coursework. The CCS-R is used to evaluate Basic and Advanced Skills as well as Dispositions, and Professional Behavior's performance across the program. It may be connected to an assignment and collected within a course in the LMS or collected in Tevera as part of practicum and internships.

Student performance data, on the CCS-R, is reviewed at the end of each module term in which it is used and formally collected at the end of each semester (2 module terms). The CCS-R allows for the assessment of basic and advanced skills, dispositions, and professional behaviors across 5 competency levels that include: Exceeds Expectations/Demonstrates Competencies, Meets Expectations/Demonstrates Competencies, Near Expectations/Developing towards Competencies, Below Expectations/Insufficient/Unacceptable, and Harmful.

Developmental expectations, on the CCS-R, were set for multiple points across the curriculum. In some courses only a portion of the CCS-R is used to evaluate. This will be described later under Key Performance Indicators of Skills and Key Performance Indicators of Dispositions and Professional Behaviors.

The Counselor Developing Group Skills (CDGS) assessment was used to evaluate skills and dispositions in COU 610 Group Counseling: Residency II course. Student performance data, on the CDGS, was reviewed at the end of each module term in which it is used and formally collected at the end of each semester (2 module terms). The CDGS allows for the assessment of the group leadership aspects of (a) Executive functioning, (b) Basic Counseling Skills, (c) Leadership Characteristics, (d) Here and Now Focus, (e) Giving Feedback, (f) Interpersonal Process, and (g) Cultural Competence. It is used the same 5 competency levels as the CCS-R (Exceeds Expectations/Demonstrates Competencies, Meets Expectations/Demonstrates Competencies, Near Expectations/Developing towards Competencies, Below Expectations/Insufficient/Unacceptable, and Harmful.).

Student Support and Development is also reviewed in this report.

Another important part of the MA-CMHC program is the demographic characteristics of its students. Therefore, demographic data of enrolled students is reviewed followed by the demographic characteristics of student who were accepted into the program but never enrolled.

Finally, another factor to consider and report is student evaluations of courses. As a part of evaluating KPIs, it is not simply about how well a student performs. It is also about how well a course is developed, its content, clarity, structure, and relevancy. How students receive a course is paramount to successfully completing a course.

The MA-CMHC had its first 4 graduates in August of 2022. Because of the recentness of this, there is no Follow-Up Study data to report, yet.

This annual assessment report concludes with course and program modifications made based on the data we have collected, reviewed, and analyzed.

Required Courses in Which KPIs Are Evaluated

Counseling Core Courses

COU 500	INTRODUCTION TO THE COUNSELING PROFESSION & INTRODUCTION TO ETHICS
COU 510	HUMAN DEVELOPMENT
COU 520	SKILLS IN HELPING RELATIONSHIPS - RESIDENCY I
COU 530	COUNSELING THEORIES
COU 540	SOCIAL & CULTURAL FOUNDATIONS
COU 550	ASSESSMENT & ASSESSMENT TECHNIQUES
COU 560	PSYCHOPATHOLOGY, DIAGNOSTIC SYSTEMS, & ADVANCED ASSESSMENTS
COU 570	CAREER COUNSELING
COU 580	RESEARCH METHODS & PROGRAM EVALUATION
COU 590	SUBSTANCE USE DISORDERS & PROCESS ADDICTIONS
COU 600	CRISIS & TRAUMA ASSESSMENT & TREATMENT
COU 610	GROUP COUNSELING: RESIDENCY II

Clinical Mental Health Counseling Courses

CMH 630	PROFESSIONAL ISSUES, LAWS & ADVANCED ETHICS IN CLINICAL MENTAL HEALTH COUNSELING
CMH 640	TREATMENT PLANNING & INTEGRATIVE MODELS OF CARE

Clinical Mental Health Counseling Professional Practice Courses

CMH 650	PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING
CMH 660	INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING
CMH 670	ADVANCED INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING

Aggregate Student Performance Data

The black line in graphs related to assignments represents a benchmark and reflects our program assignment threshold of 83% (B) or above. This benchmark is based on a graduate student requirement of maintaining a 3.0 GPA, across all coursework to graduate.

The blackline in graphs demonstrating student skills and/or dispositions/professional behaviors performance represents the benchmark for that course. As noted above, developmental expectations, on the CCS-R, were set for multiple points across the curriculum. So, the benchmark expectation changes across the coursework.

Since MA-CMHC program's first cohort began in the Fall of 2020, in the following pages of the report, some courses have multiple terms of data, while some only have one or two terms of data. The first graduates of the program completed the program in August of 2022.

Key Performance Indicators (KPI; Knowledge & Skills) 1-18: Outcome Data

Although the complete curricular experience, of the MA-CMHC program, was created to reflect the overall program outcomes, specific Key Performance Indicators (KPIs) and their corresponding assessments were identified by core faculty, because they depend upon and connect well to core/fundamental skills and the knowledge acquisition important for successful student's progression towards graduation.

Although the complete curricular experience, of the MA-CMHC program, was created to reflect the overall program outcomes, specific Key Performance Indicators (KPIs) and their corresponding assessments were identified by core faculty, because they depend upon and connect well to the knowledge acquisition and basic and advanced skills important for successful student's progression towards graduation.

KPIs are the assigned assessments of student learning. KPIs are identified 2016 CACREP Standards from the Section 2 eight (8) common core areas and the Section 5.C. clinical mental health counseling specialization aligned with specific program outcomes. KPIs are utilized for program evaluation and assessment of individual student learning. For assessment of knowledge and skills, the KPIs of the MA-CMCH program include multiple assessments of the program outcomes that are conducted at multiple points across the coursework. The MA-CMHC program's coursework includes 18 KPIs.

The MA-CMHC program operates on a 3-semester cycle per academic year. Each semester is broken down into two, 8-week modules. Data is collected and aggregated for each of the KPIs at the end of each semester (2 module terms). It is then reviewed and analyzed.

Coursework KPI (knowledge and skills) data is collected through LMS Blackboard Ultra and in Tevera. Data is manually gathered, after a course is completed, for each student using the embedded rubrics. Assignments may be formative (weekly work) or summative (final projects). By using each assignments' embedded rubric, student work is scored at one of four proficiency levels (Exemplary, Accomplished, Developing, and Beginning/Needs Improvement). A fifth level of measurement, in each embedded rubric, is included for those who did not include a portion of an assignment. Data is aggregate for each course and if multiple sections have occurred, across all sections. Data gathered at the individual course level is used to make referrals to the Student Support and Development Committee for academic support. Data gathered at the individual course level and across sections is aggregated and used as a part of student level assessment and as part of course and program level assessment.

Coursework KPI data (skills) is manually collected through rubrics in the LMS Blackboard Ultra and in Tevera. Assignments may be formative (weekly work) or summative (final projects). KPI assessment, of the basic skills and some of the advanced skills is accomplished by utilizing a portion of the Counselor Competencies Scale-Revised (CCS-R). Students are evaluated on the CCS-R by their course instructor in the courses: COU 550 Assessment & Assessment Techniques, COU 570 Career Counseling, and COU 590 Substance Use Disorders & Process Addictions. Data gathered at the individual course level is used to make referrals to the Student Support and Development Committee for academic and/or skills

support. Data gathered at the individual course level and across sections is aggregated and used as a part of student level assessment and as part of course and program level assessment.

Developmental expectations for basic and some advanced skills, on the CCS-R, have been set for the courses mentioned above. In some courses only a portion of the CCS-R is used to evaluate. See below:

- **COU 550 Assessment & Assessment Techniques** (End of Term) students must receive at minimum rating of “Near Expectations/Developing towards competencies”, a score of 3, on most of the basic skills and advanced skills of focusing a counseling session and goal setting to successfully complete the course.
- **COU 570 Career Counseling** (Week 7) students must receive at minimum rating of “Near Expectations/Developing towards competencies”, a score of 3, on most of the basic skills and advanced skill of focusing a counseling session to successfully complete the course.
- **COU 590 Substance Use Disorders & Process Addictions** (Week 5) students must receive at minimum rating of “Near Expectations/Developing towards competencies”, a score of 3, on most of the basic skills and advanced skill of focusing a counseling session to successfully complete the course.

Coursework KPI data (group leader skills) is manually collected through rubrics in the LMS Blackboard Ultra and in Tevera. Assignments may be formative (weekly work) or summative (final projects). KPI assessment, of group leader skills is accomplished by utilizing the Counselor Developing Group Skills (CDGS) assessment. Students are evaluated on the CDGS by their course instructor in the course: COU 610 Group Counseling: Residency II. Data gathered at the individual course level is used to make referrals to the Student Support and Development Committee for academic and/or skills support. Data gathered at the individual course level and across sections is aggregated and used as a part of student level assessment and as part of course and program level assessment

Developmental expectations for group leader skills, on the CDGS have been set for the course, COU 610 Group Counseling: Residency II. See below:

- **COU 610 Group Counseling: Residency II** (End of Term) students must receive a minimum rating of “Meets Expectations/ Demonstrates Competencies”, a score of 4, on most of the group leader skills to successfully complete the course.

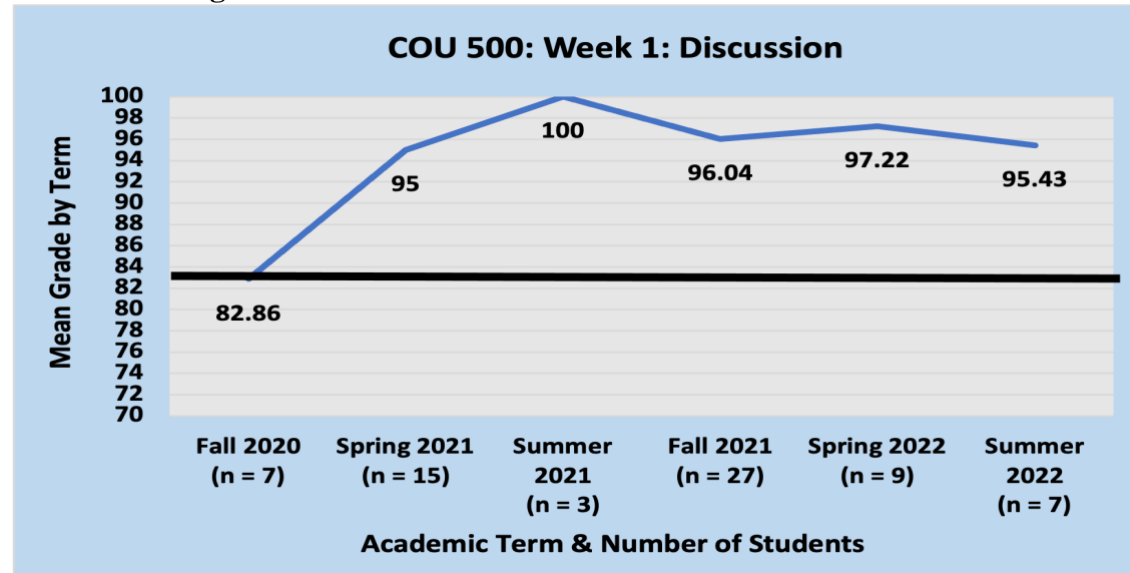
Analysis of the available KPI data demonstrated that aggregate student performance was at or above the benchmark of 83% (B) or greater on all evaluated assignments across most terms of the MA-CMH program. However, for sections of courses that ran during the Summer of 2022 multiple assignments did not reach the benchmark of 83% (B). Below the results are presented as well as a description of the findings.

PO1: PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

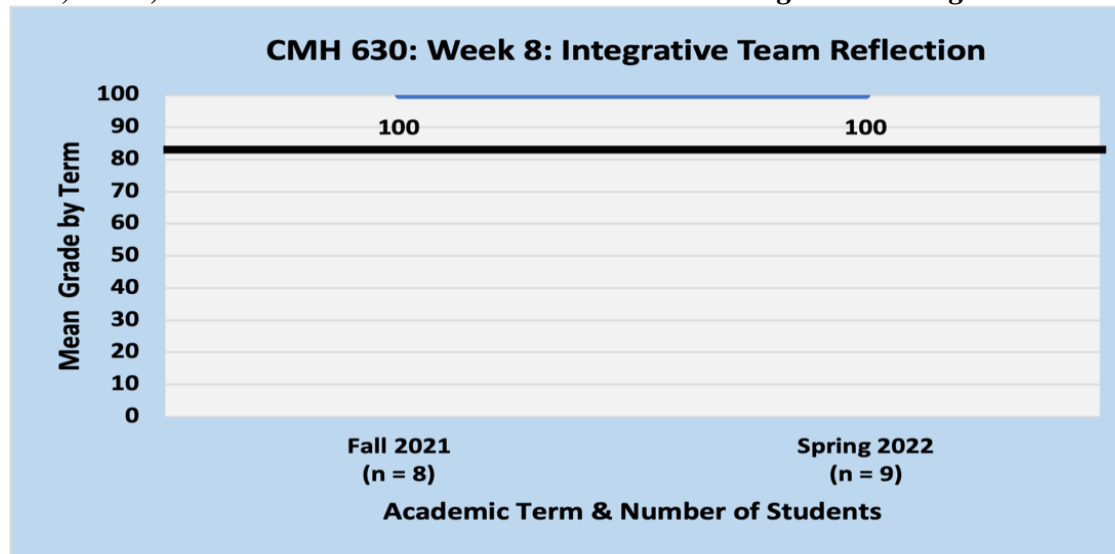
Counselors-in-training will develop as ethical and competent clinicians with a strong counselor identity in accordance with American Counseling Association ethical standards, to prepare for careers as counseling professionals who advocate on behalf of the profession and promotes client equity and access.

KPI 1

- COU 500 Introduction to the Counseling Profession and Introduction to Ethics: *Week 1 Video Discussion*

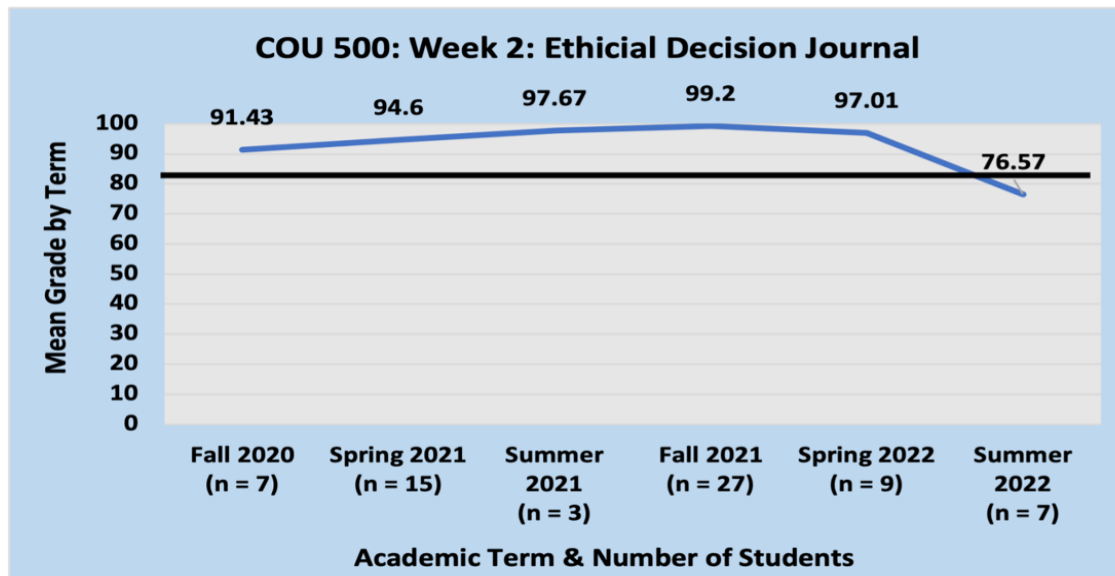


- **CMH 630 Professional Issues, Laws, and Advanced Ethics in CMHC: *Week 8 Assignment: Integrative Team Reflection***

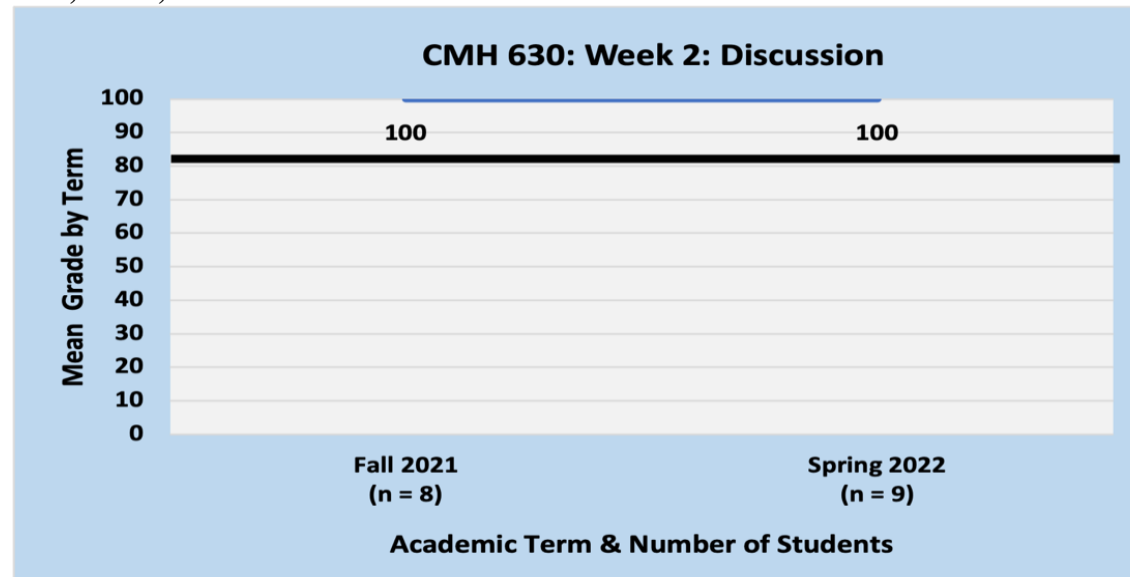


KPI 2

- **COU 500 Introduction to the Counseling Profession and Introduction to Ethics: *Week 2 Assignment: Ethical Decision-Making Model Journal***



- **CMH 630 Professional Issues, Laws, and Advanced Ethics in CMHC: *Week 2 Discussion: State Licensure Requirements***

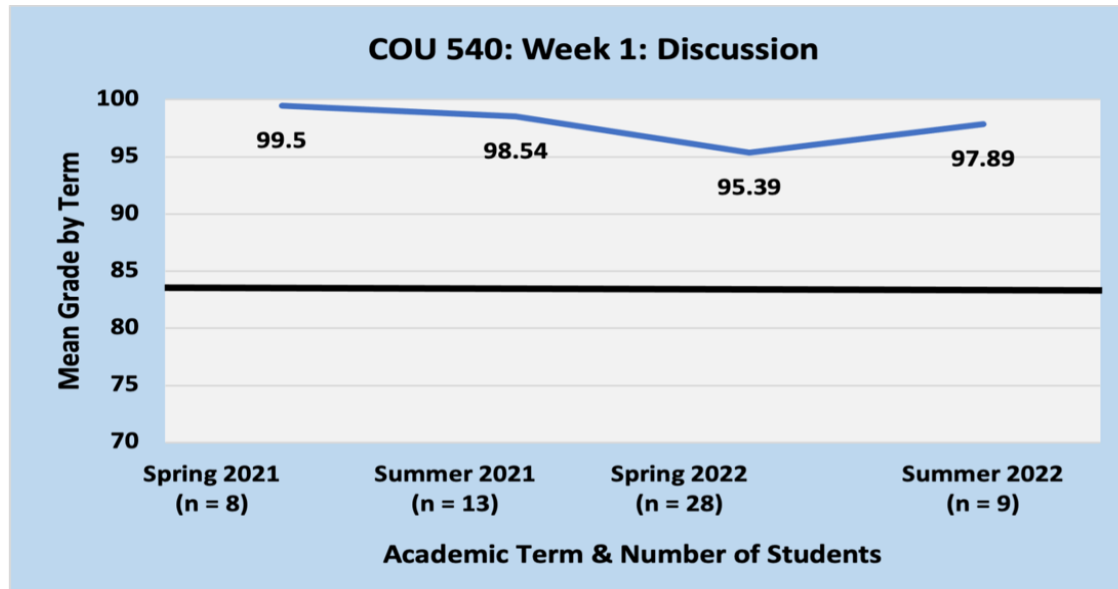


PO2: SOCIAL AND CULTURAL DIVERSITY

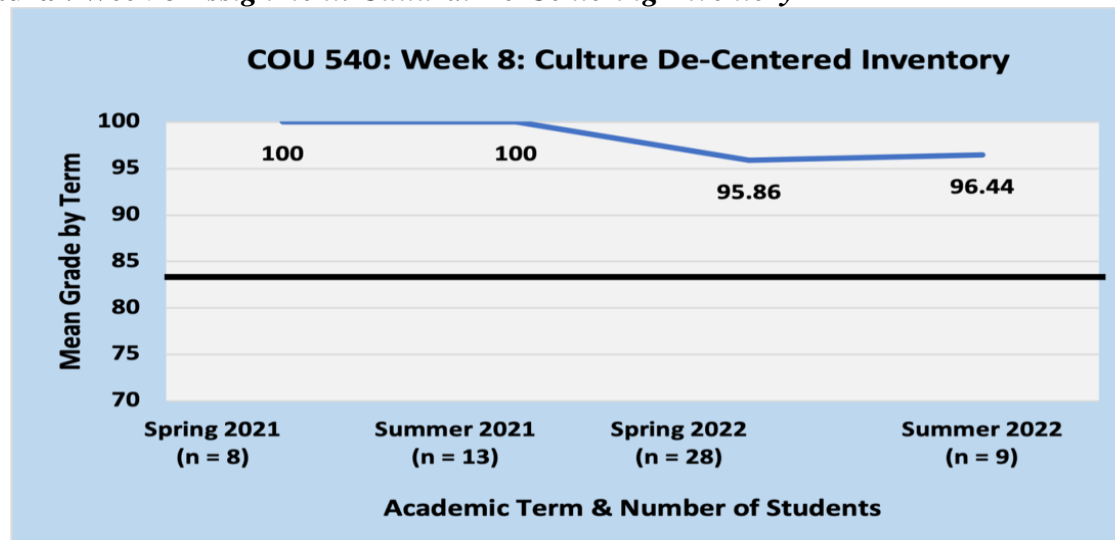
Counselors-in-training will demonstrate knowledge and self-awareness of socially, culturally, and spiritually appropriate skills and practices in professional counseling that promote social justice, advocacy efforts, and minimize barriers between counselors and clients.

KPI 3

- **COU 540 Social and Cultural: Week 1 Video Discussion**

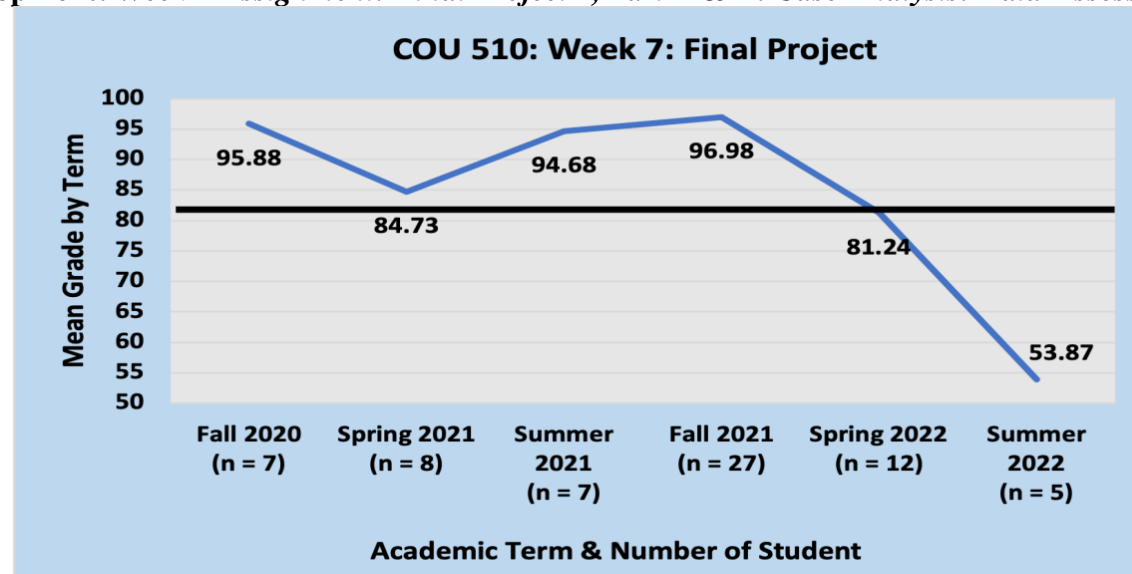


- COU 540 Social and Cultural: *Week 8 Assignment: Cultural De-Centering Inventory*

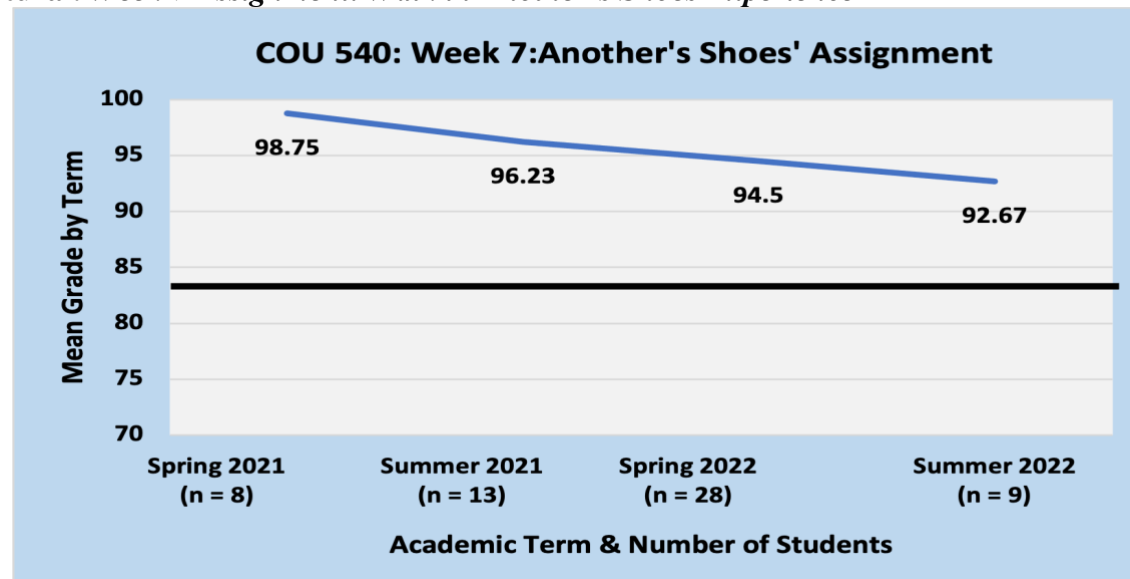


KPI 4

- COU 510 Human Development: *Week 7 Assignment: Final Project 1, Part A & B: Case Analysis: Data-Assessment-Plan (DAP)*



- COU 540 Social and Cultural: *Week 7 Assignment: Walk in Another's Shoes Experience*

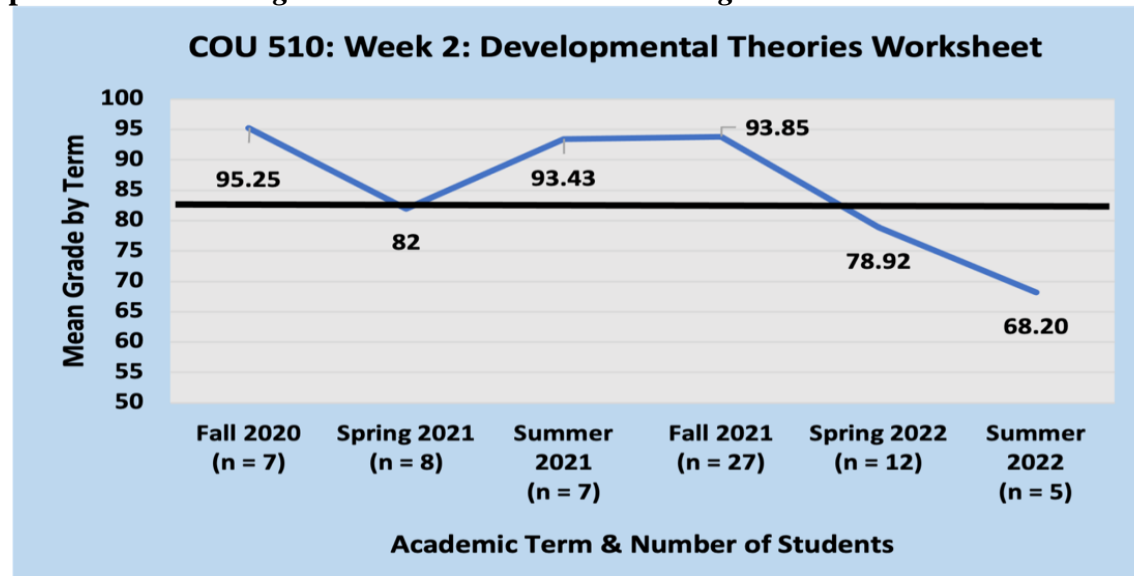


PO3: HUMAN GROWTH AND DEVELOPMENT

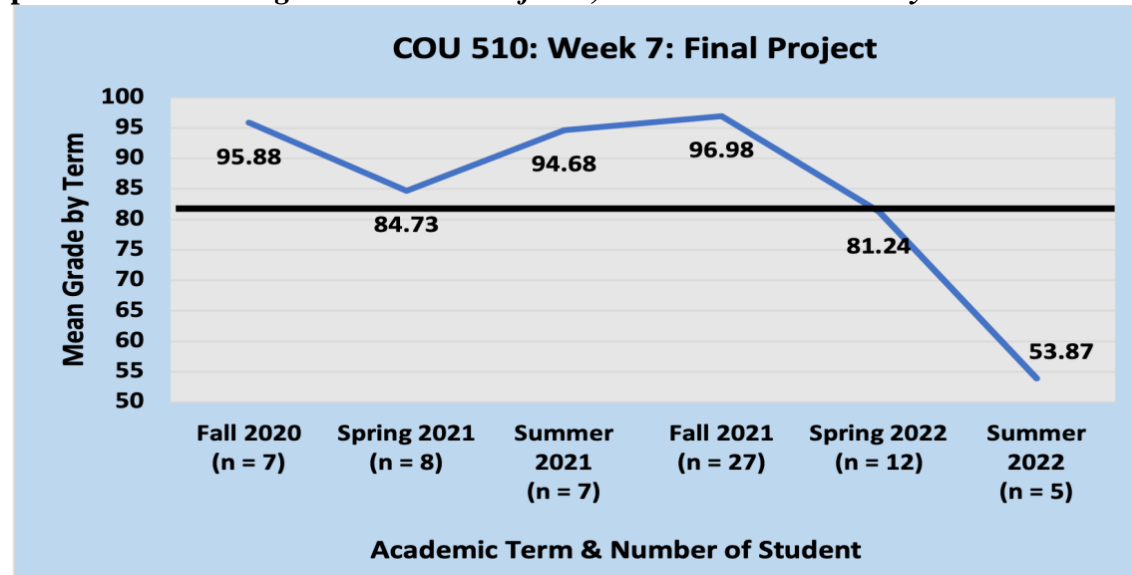
Counselors-in-training will apply theories, etiology of human growth and development, relevant environmental factors, and ethical strategies to promote optimum wellness for diverse clients across the lifespan.

KPI 5

- COU 510 Human Development: *Week 2 Assignment: Theories Worksheet Assignment*

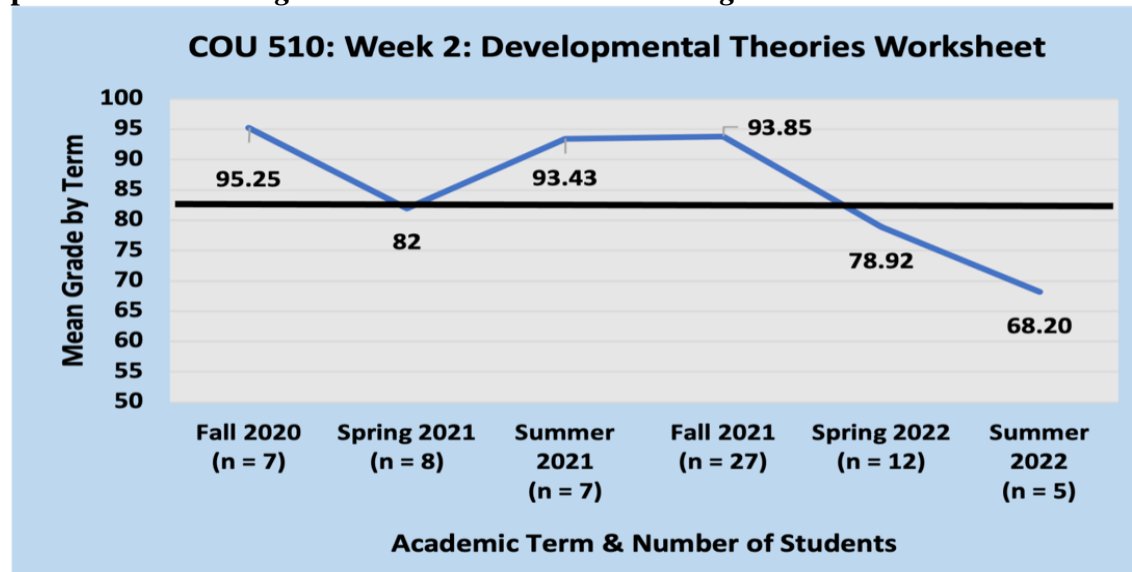


- COU 510 Human Development: *Week 7 Assignment: Final Project 1, Part A & B: Case Analysis: Data-Assessment-Plan (DAP)*

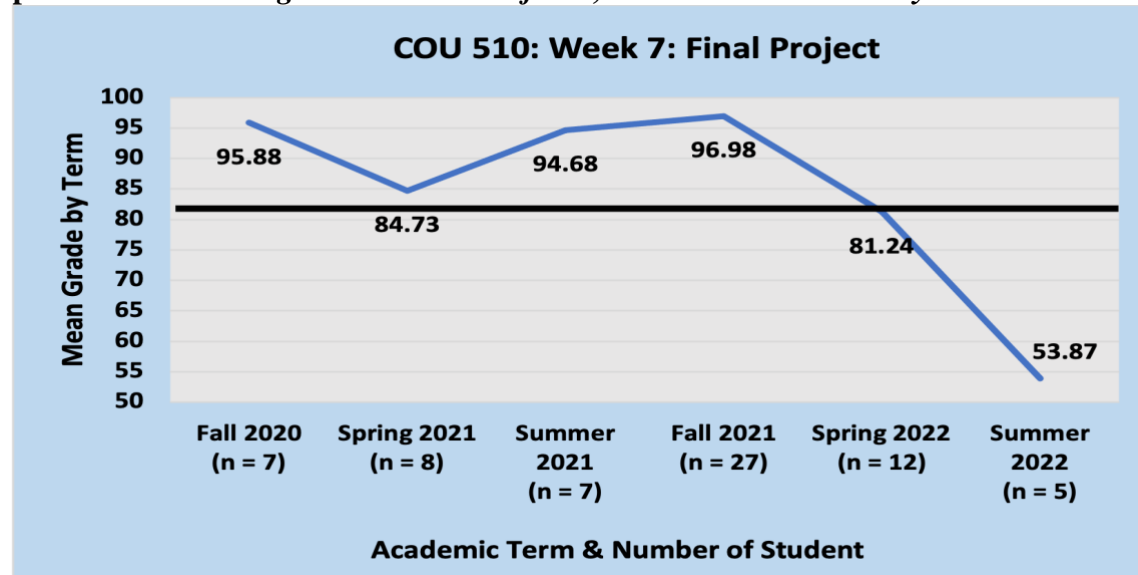


KPI 6

- COU 510 Human Development: *Week 2 Assignment: Theories Worksheet Assignment*



- COU 510 Human Development: *Week 7 Assignment: Final Project 1, Part A & B: Case Analysis: Data-Assessment-Plan (DAP)*

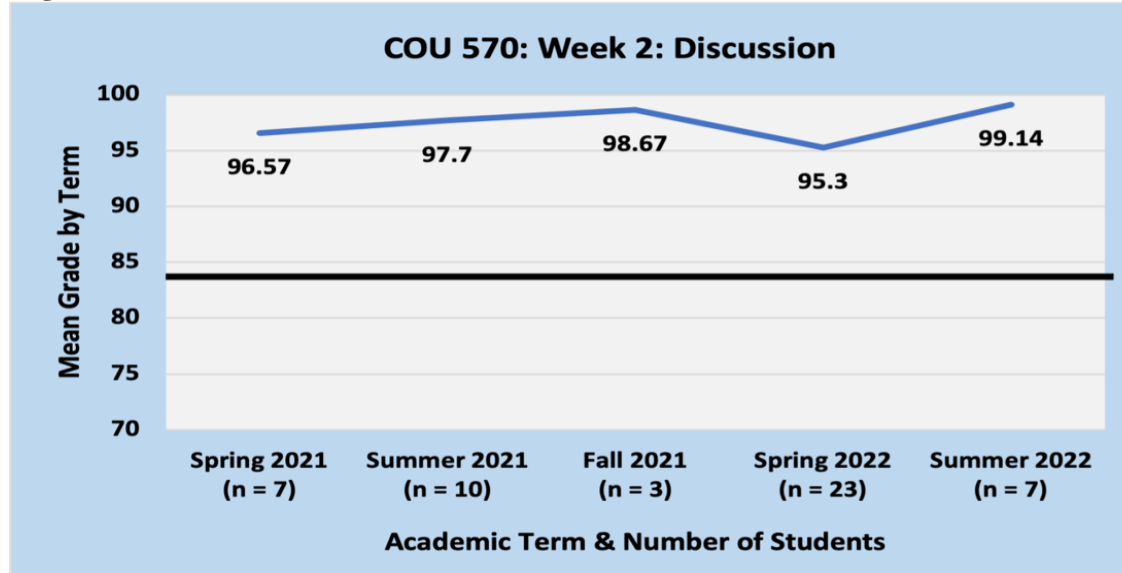


PO4: CAREER DEVELOPMENT

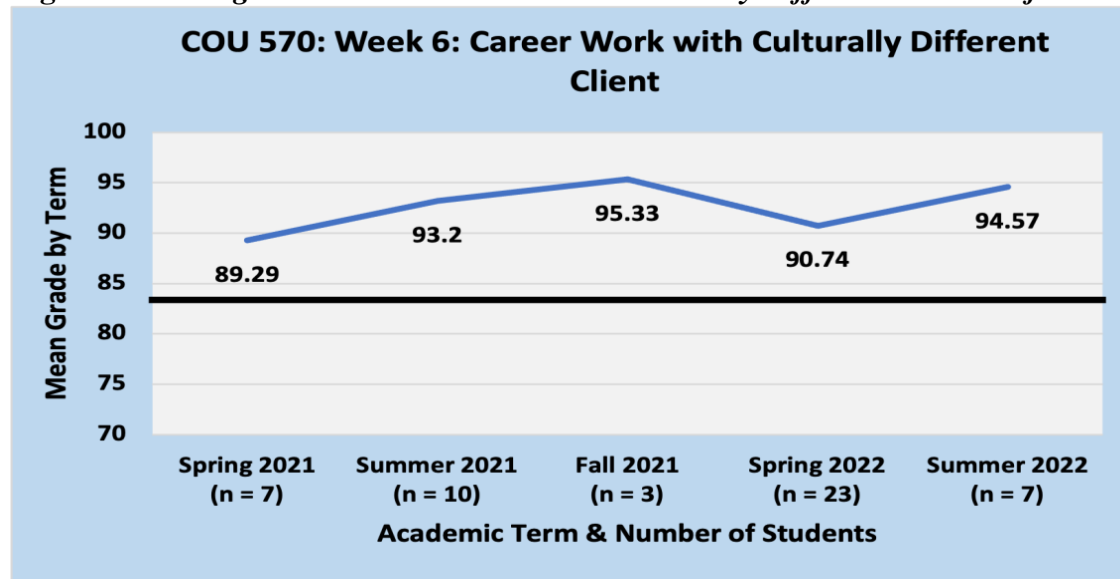
Counselors-in-training will apply career development theories, decision-making models, vocational, and occupational information and to develop strategies for supporting and advocating for clients in relation to their unique career development, industry information, and identified opportunities within a global economy.

KPI 7

- COU 570 Career Counseling: *Week 2 Discussion*

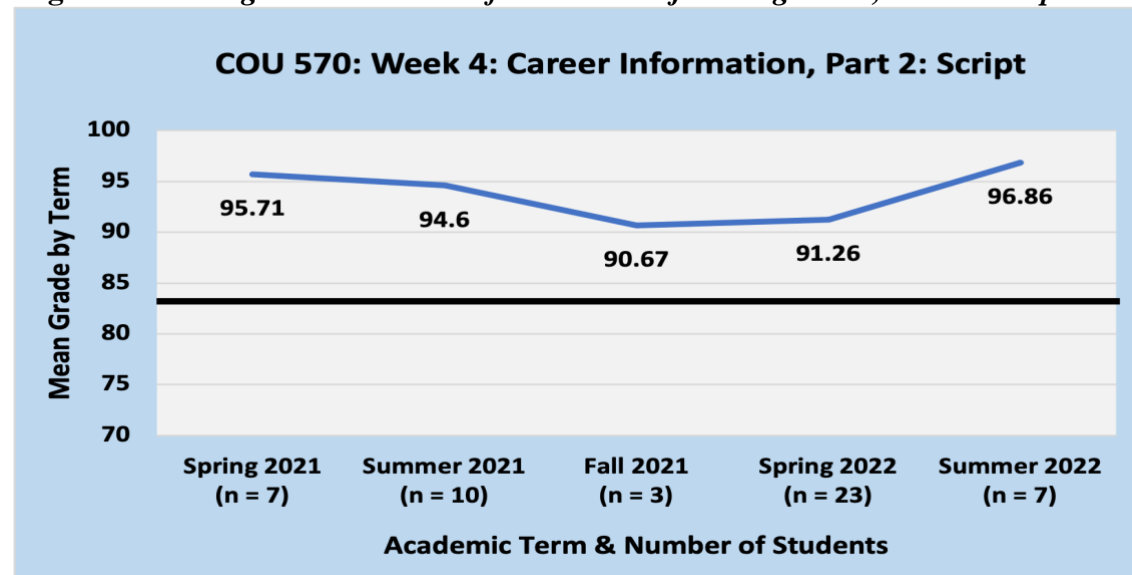


- COU 570 Career Counseling: *Week 6 Assignment: Career Work with a Culturally Different Client Project*

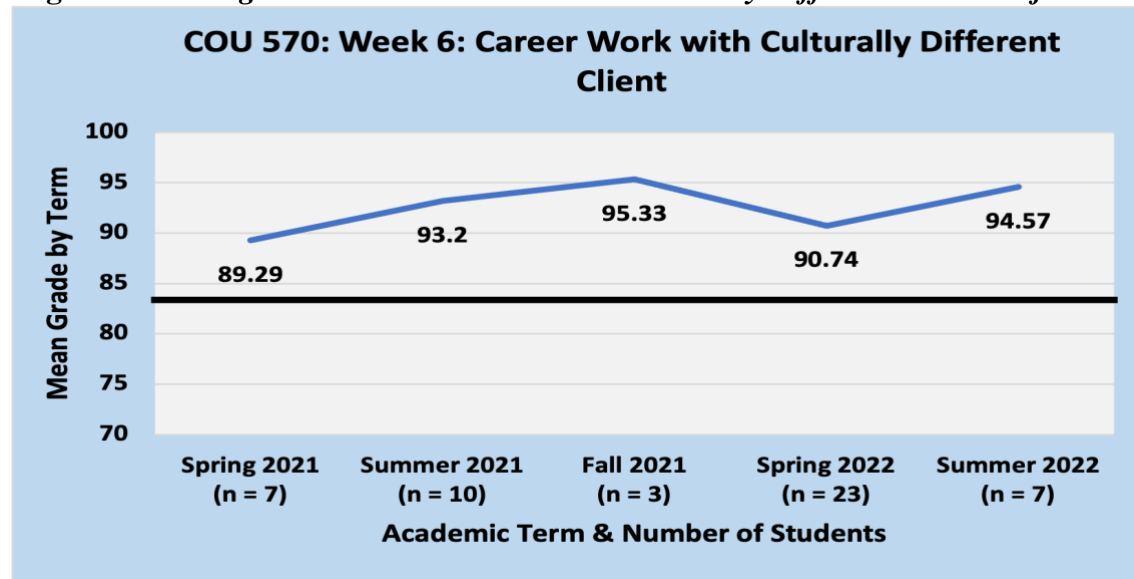


KPI 8

- COU 570 Career Counseling: *Week 4 Assignment: Career Information Major Assignment, Part 2: Script*



- COU 570 Career Counseling: *Week 6 Assignment: Career Work with a Culturally Different Client Project*

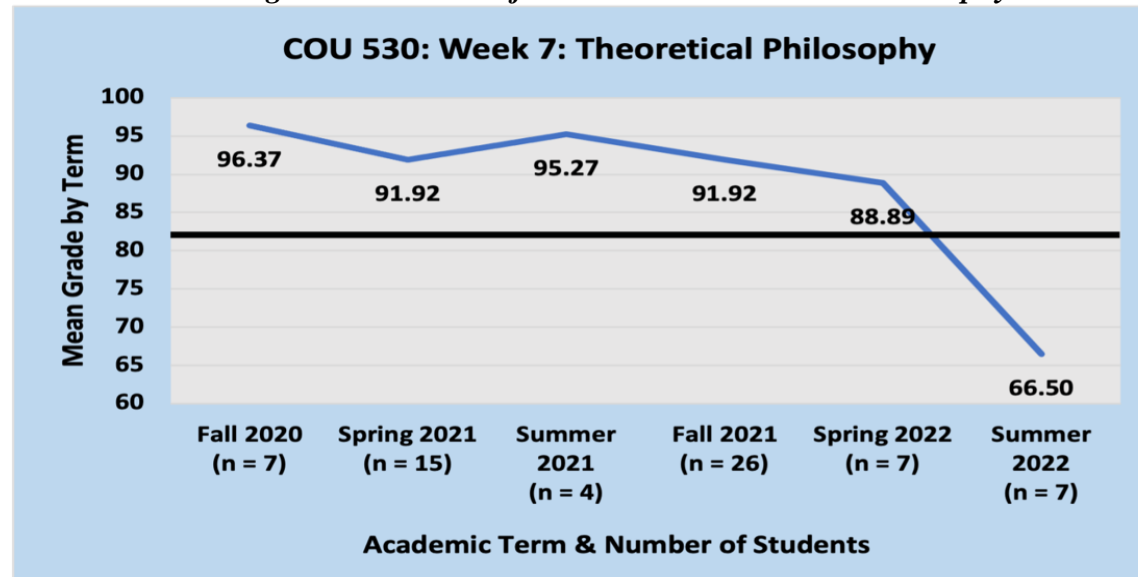


PO5: COUNSELING AND HELPING RELATIONSHIPS

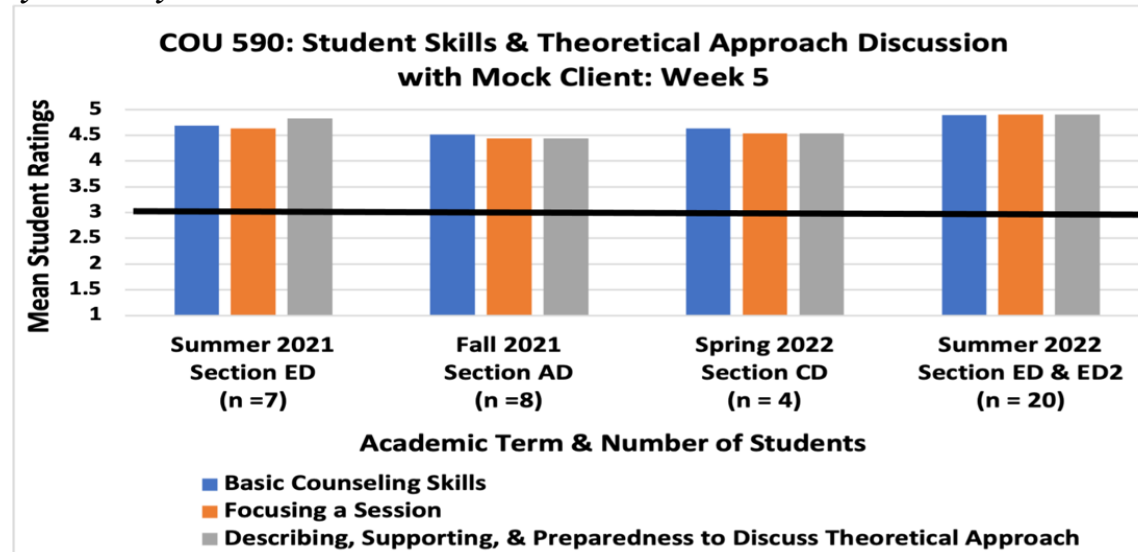
Counselors-in-training will demonstrate essential and applicable counseling techniques and culturally relevant strategies as well as theories, models, and skills for client consultation, treatment, intervention, and prevention.

KPI 9

- COU 530 Counseling Theories: *Week 7 Assignment: Final Project: Personal Theoretical Philosophy*

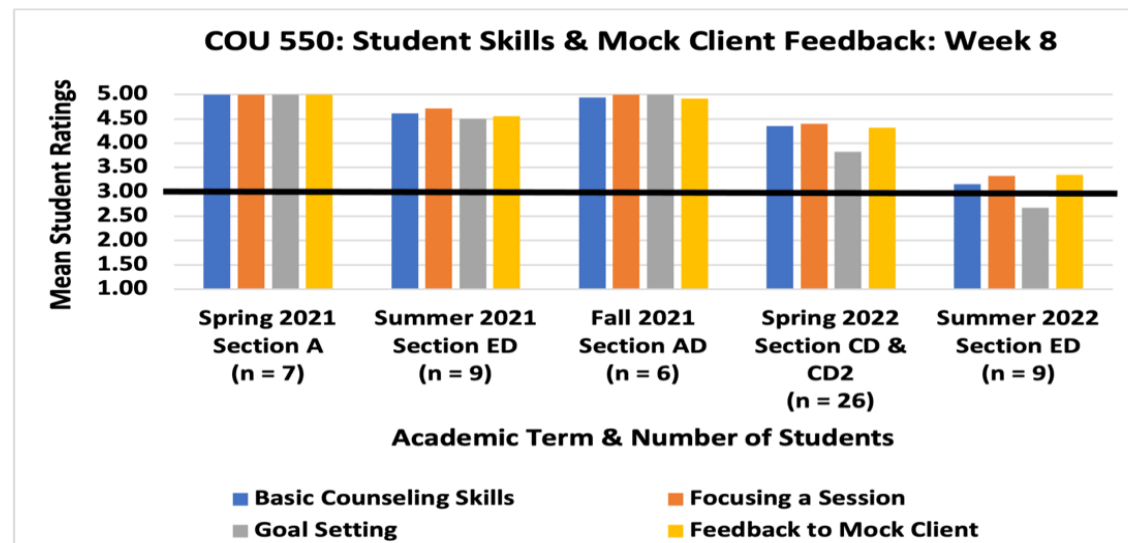


- **COU 590 Substance Use Disorder and Process Addictions: Week 5 Assignment: Substance Use Disorder Role Play: Theoretical Approach: Practice Activity/Role Play**

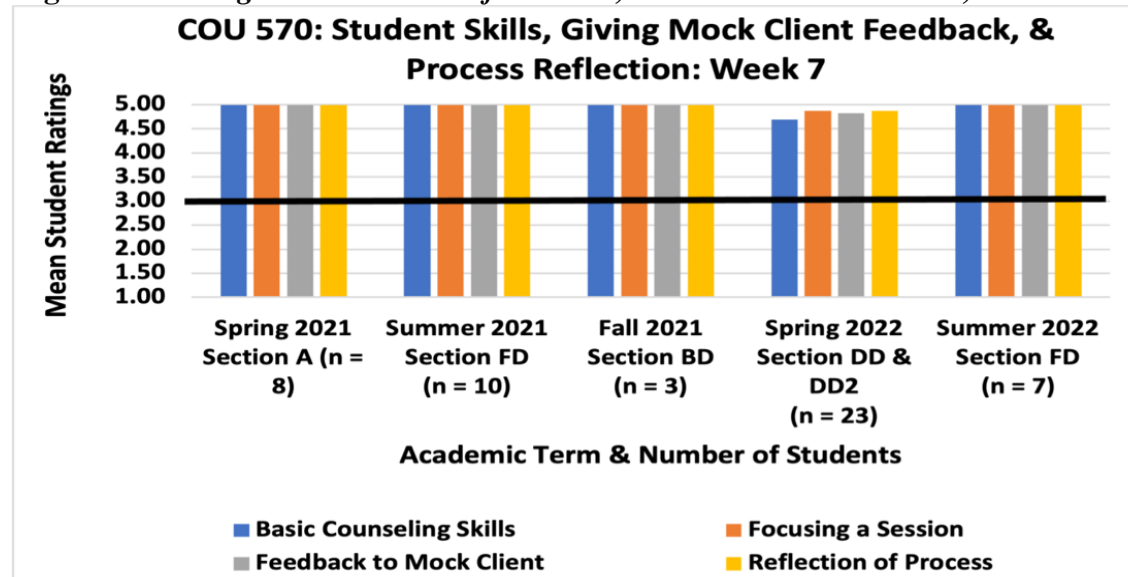


KPI 10

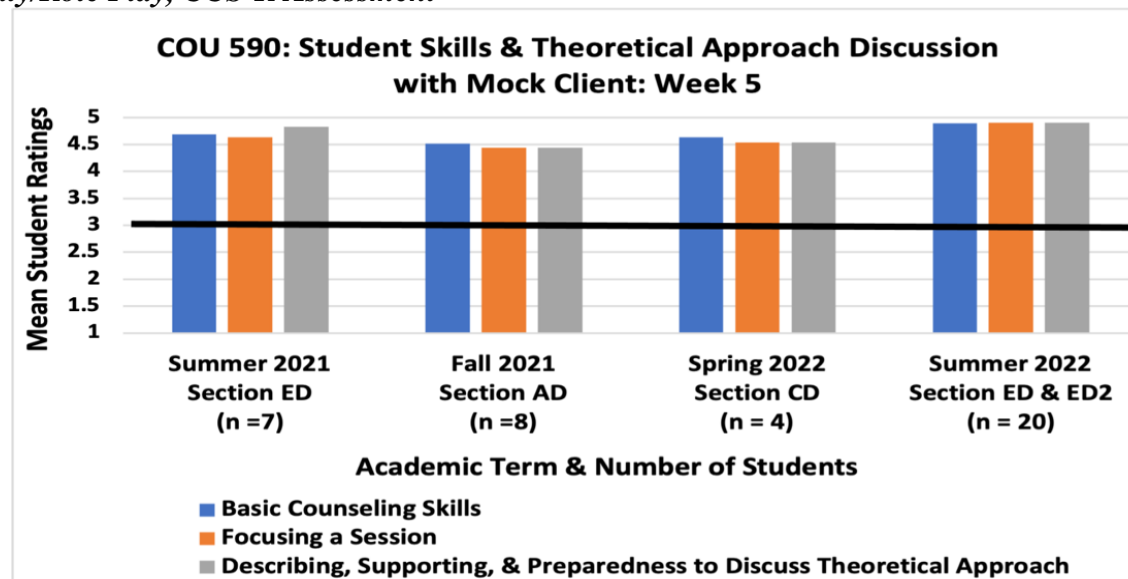
- **COU 550 Assessment and Assessment Techniques: Week 8 Assignment: Final Project 2: Recorded Feedback Session, CCS-R Assessment**



- COU 570 Career Counseling: *Week 7 Assignment: Career Information, Part 4: Recorded Session, CCS-R Assessment*



- COU 590 Substance Use Disorder and Process Addictions: *Week 5 Assignment: Substance Use Disorder Role Play: Theoretical Approach: Practice Activity/Role Play, CCS-R Assessment*

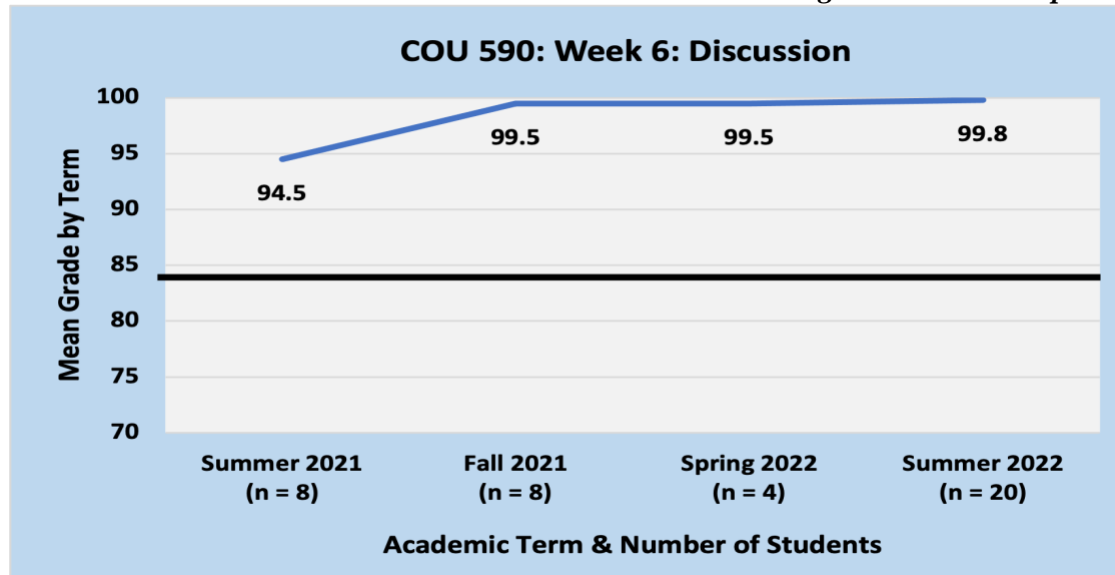


PO6: GROUP COUNSELING AND GROUP WORK

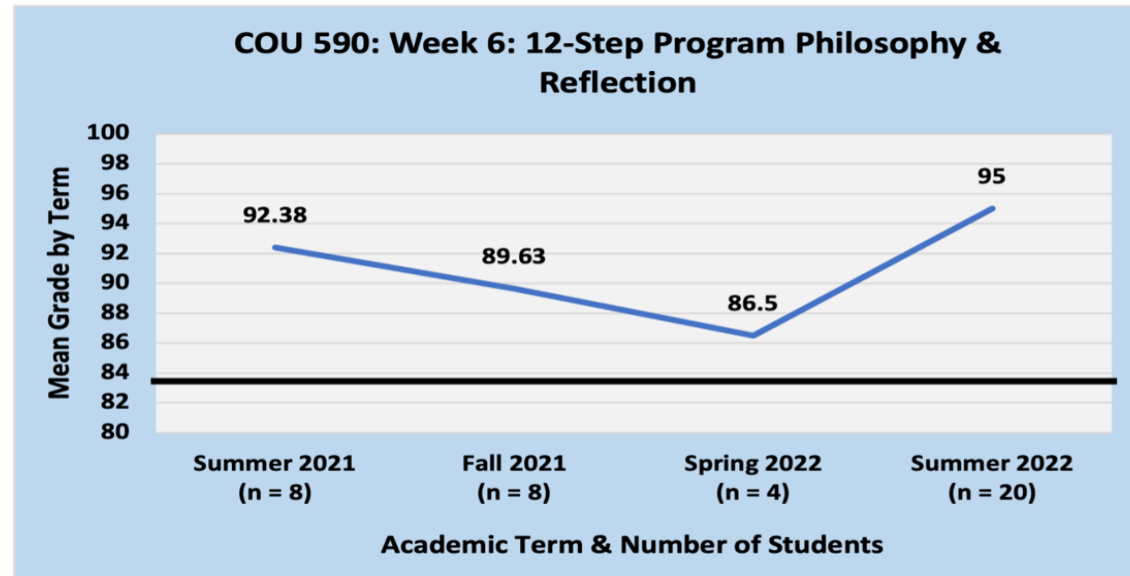
Counselors-in-training will apply knowledge of therapeutically appropriate strategies for effectively forming and facilitating group counseling and group work in a variety of settings with a diverse range of clients.

KPI 11

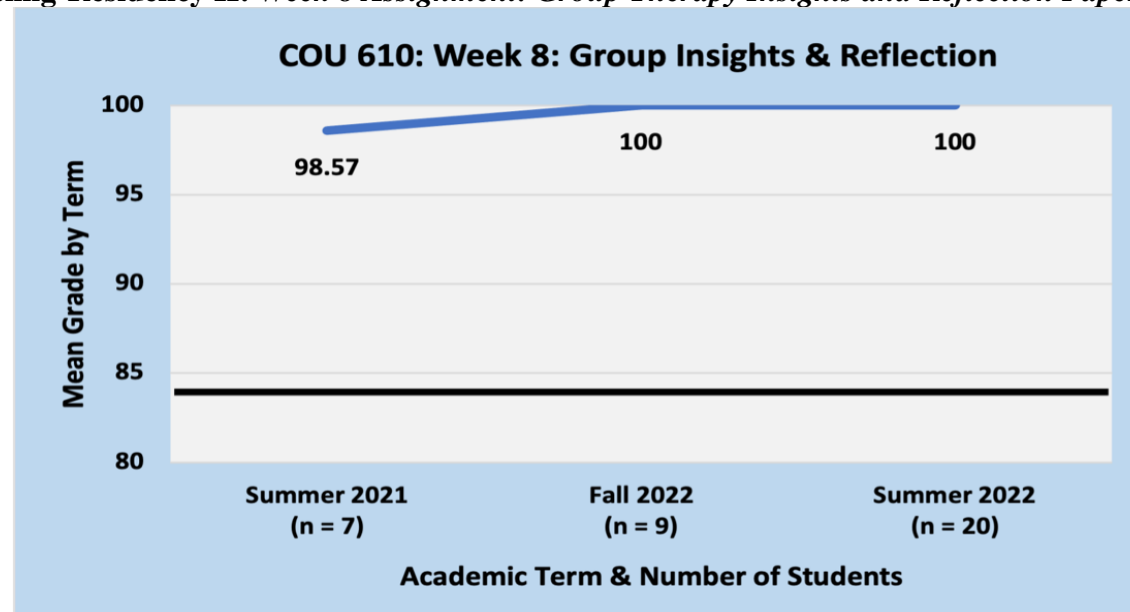
- **COU 590 Substance Use Disorders and Process Addictions: *Week 6 Discussion: Thoughts About 12-Step Programs***



- **COU 590 Substance Use Disorders and Process Addictions: Week 6 Assignment: Philosophy of 12-Step Programs, Meeting Attendance, and Reflection Paper**

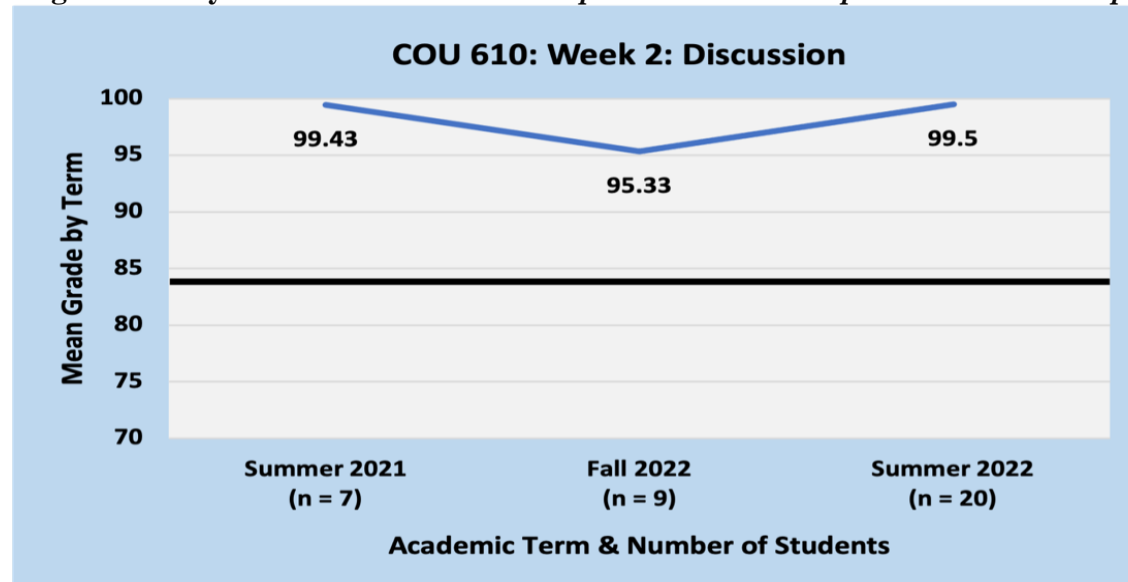


- **COU 610 Group Counseling-Residency II: Week 8 Assignment: Group Therapy Insights and Reflection Paper**

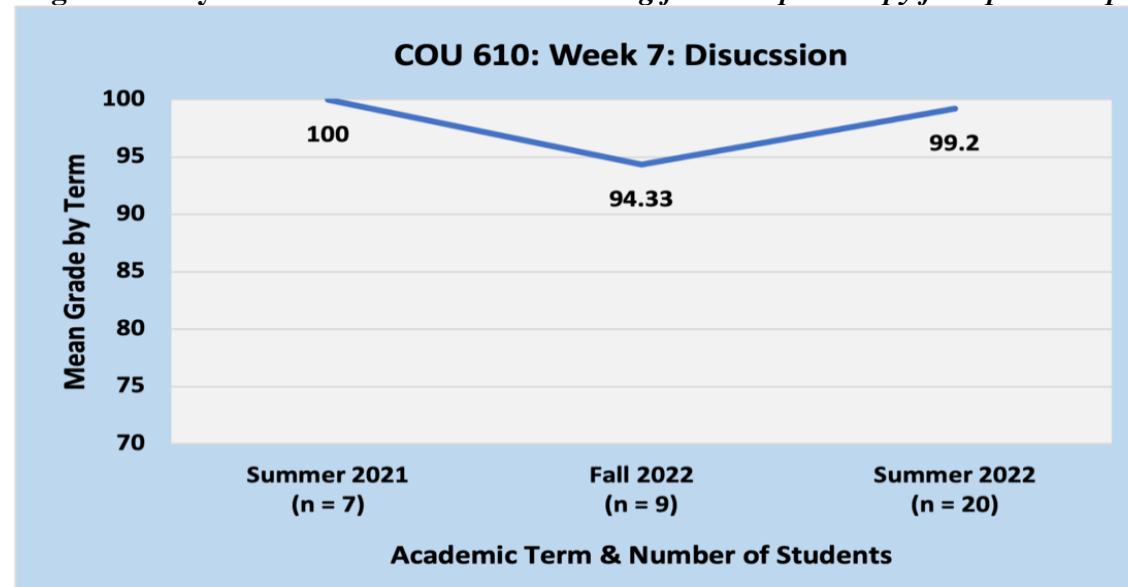


KPI 12

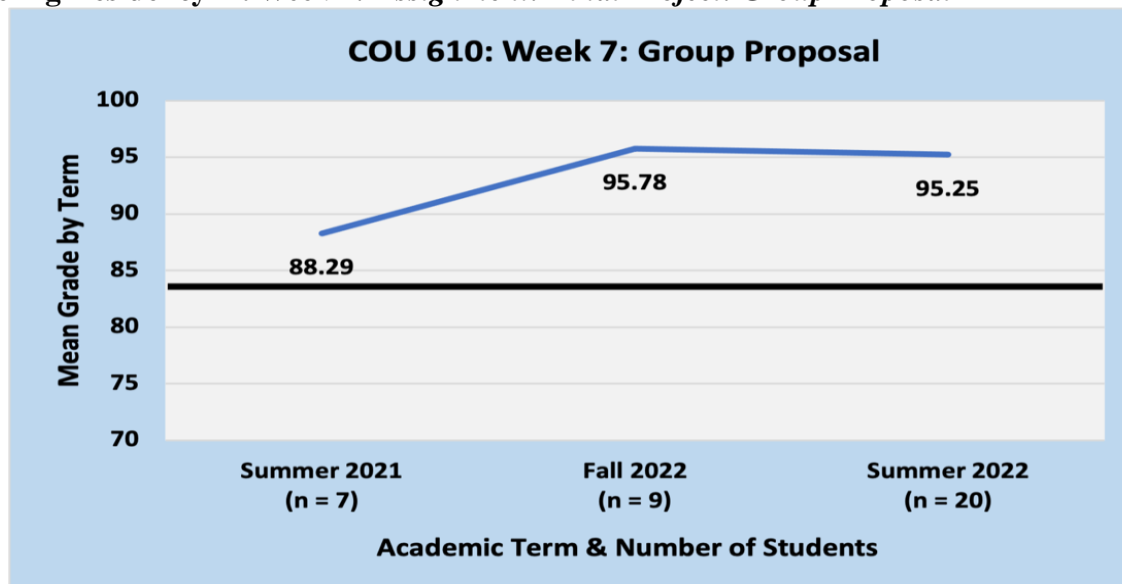
- COU 610: Group Counseling: Residency II: *Week 2 Discussion: Experiences as a Group member and Perceptions of Leadership*



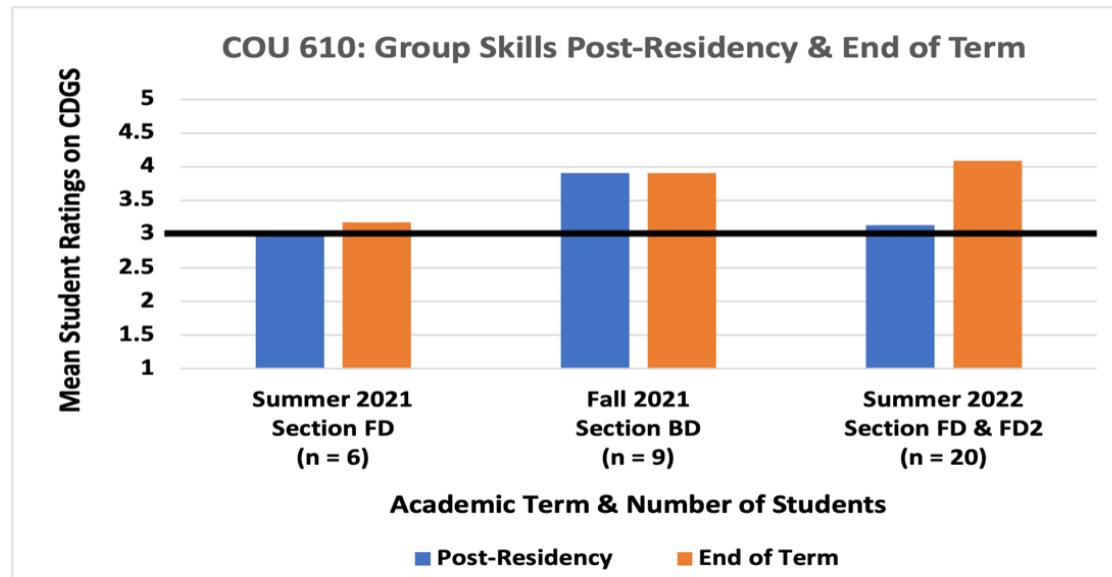
- COU 610: Group Counseling Residency II: *Week 7 Discussion: Planning for Group Therapy for Special Populations*



- **COU 610: Group Counseling Residency II: Week 7: Assignment: Final Project: Group Proposal**



- **COU 610: Group Counseling: Residency II: Week 1: Participation and Practice During a 5-Day Residency II Experience Evaluation, CDGS Assessment**
- **COU 610: Group Counseling: Residency II: Week 8: Week 1 Through 6 Group Leadership Practice: Overall Evaluation, CDGS Assessment**

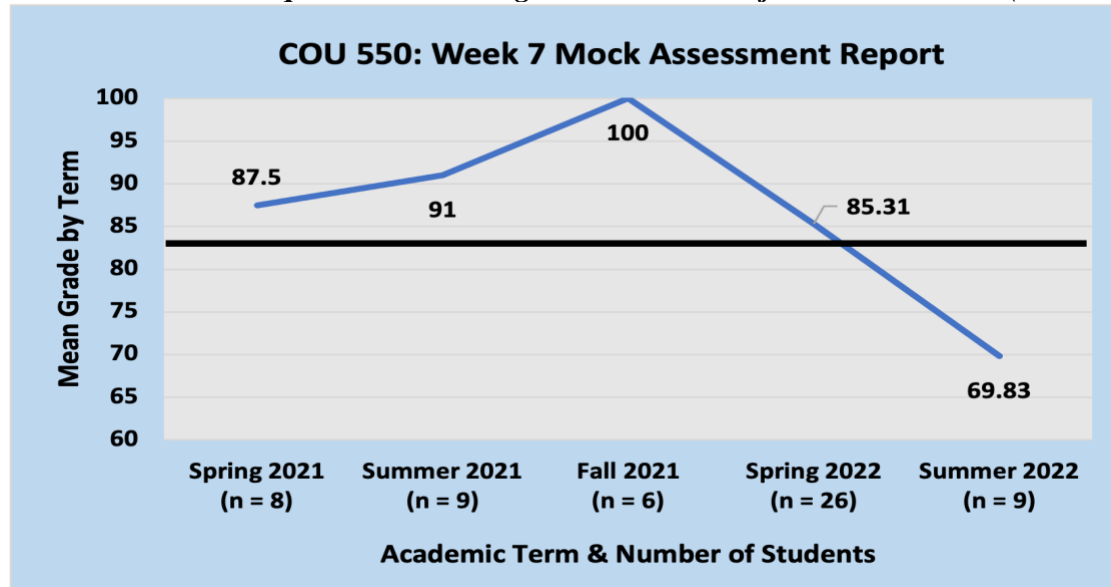


PO7: ASSESSMENT AND TESTING

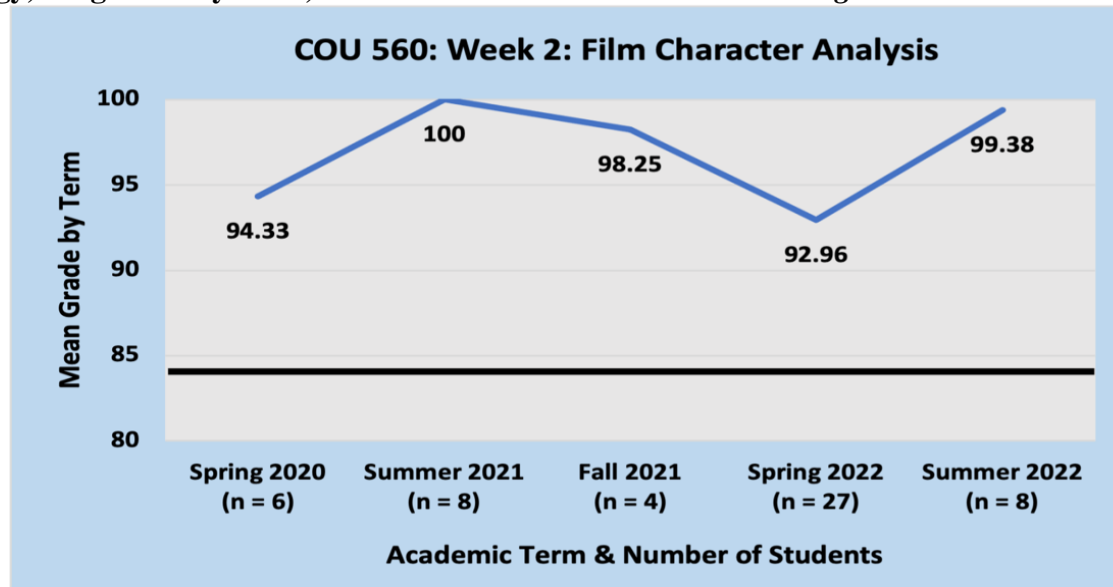
Counselors-in-training will demonstrate ethical and appropriate intake, assessment, case conceptualization, diagnosis, treatment planning, documentation, and clinical treatment to properly serve clients across multicultural perspectives.

KPI 13

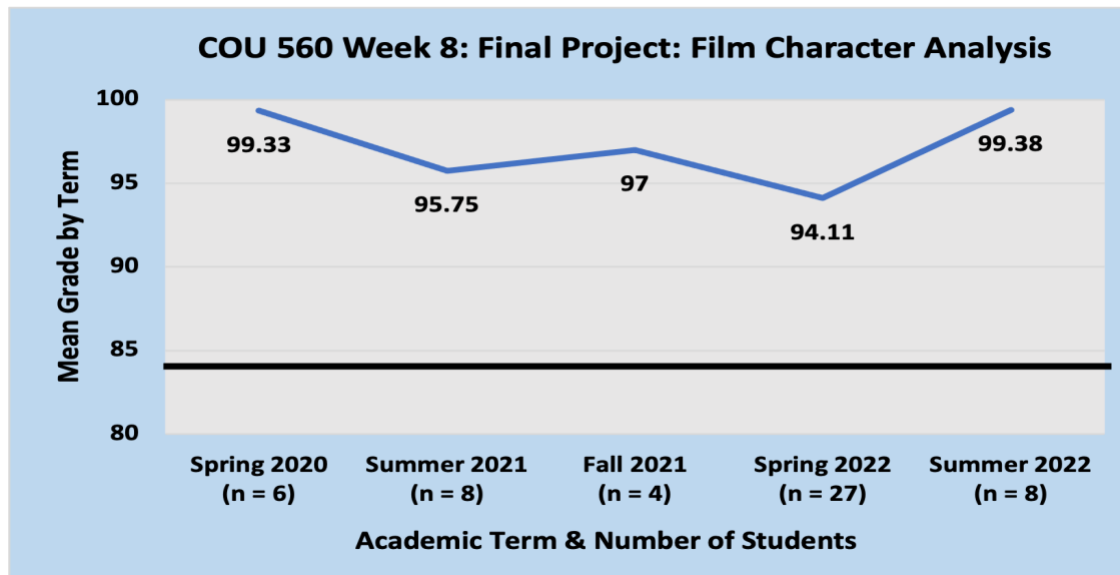
- COU 550 Assessment and Assessment Techniques: *Week 7 Assignment: Final Project Part 1: A & B (Mock Client Assessment Report)*



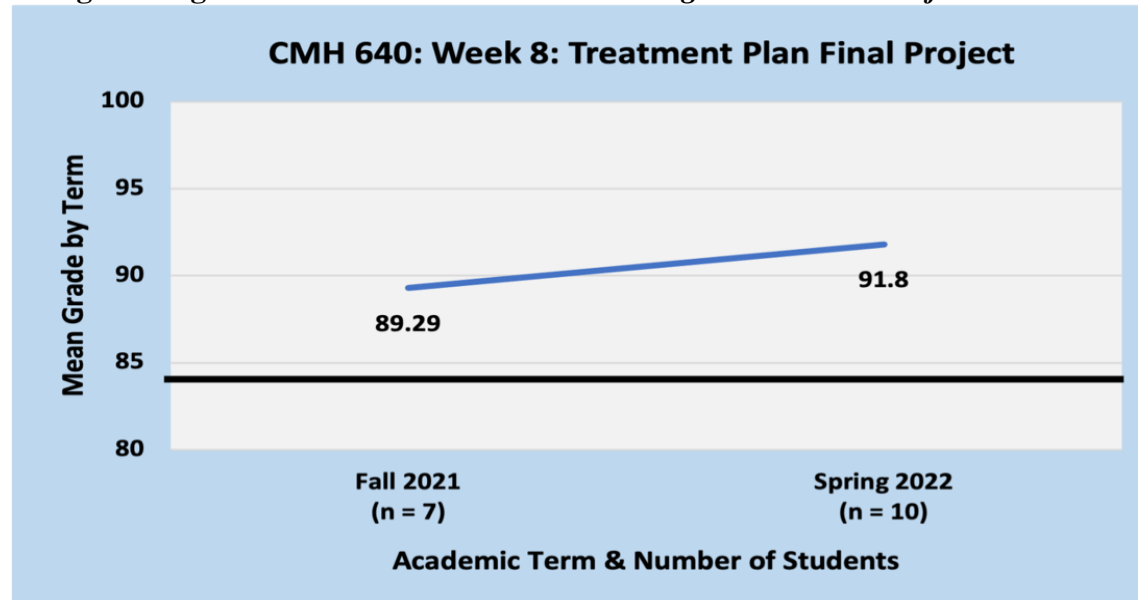
- COU 560 Psychopathology, Diagnostic Systems, & Advanced Assessment: *Week 2 Assignment: Film Character Analysis*



- COU 560 Psychopathology, Diagnostic Systems, & Advanced Assessment: *Week 8 Assignment: Final Project: Film Character Diagnosis and Treatment Recommendations*

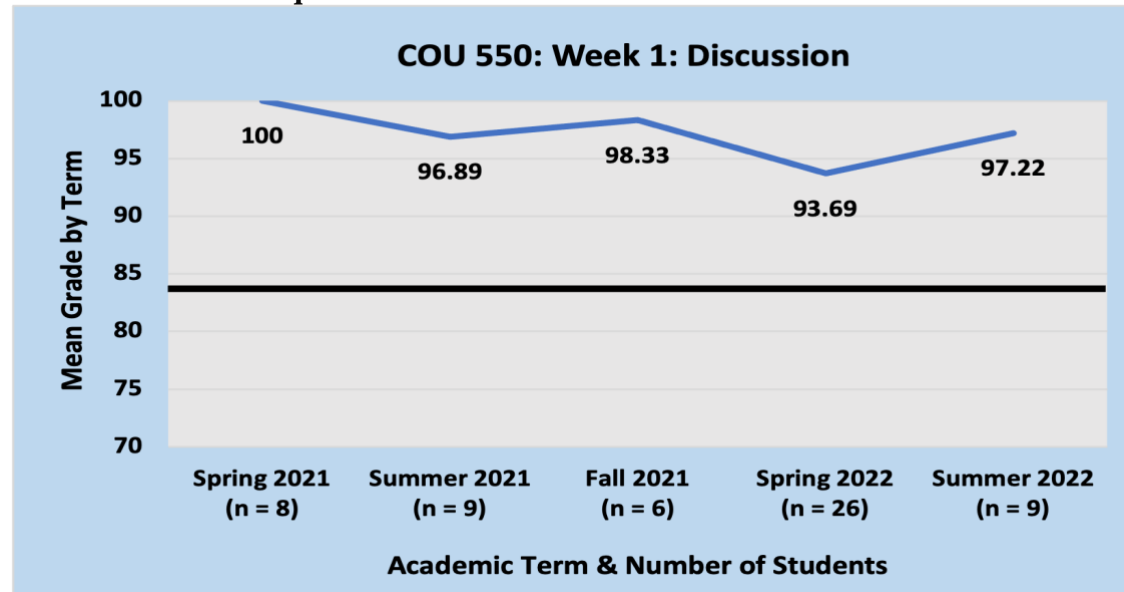


- CMH 640 Treatment Planning & Integrative Models of Care: *Week 8 Assignment: Final Project: Treatment Plan*

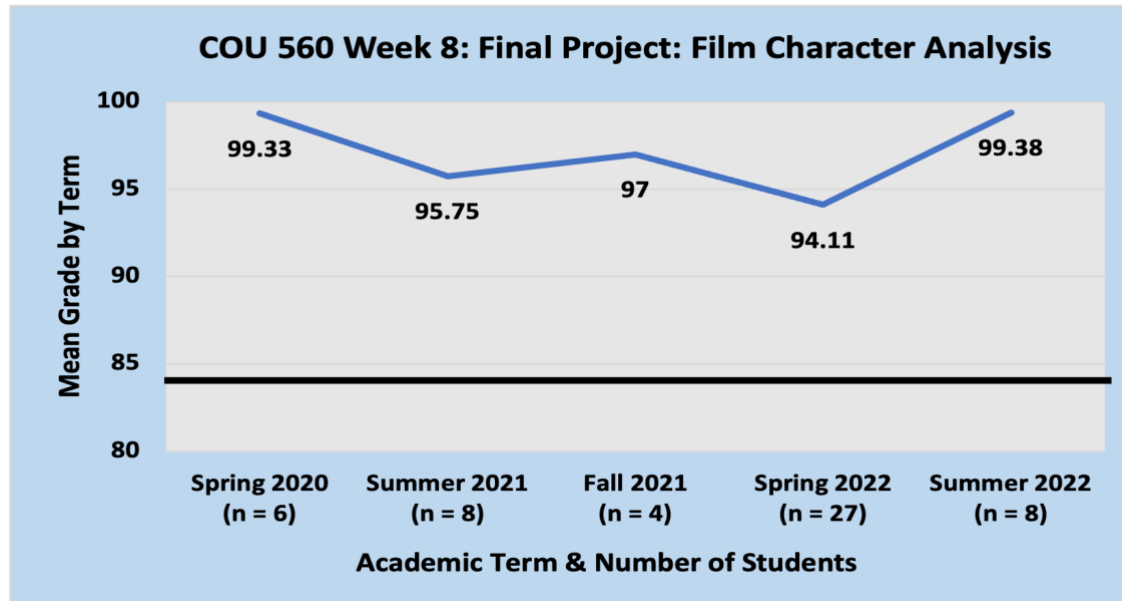


KPI 14

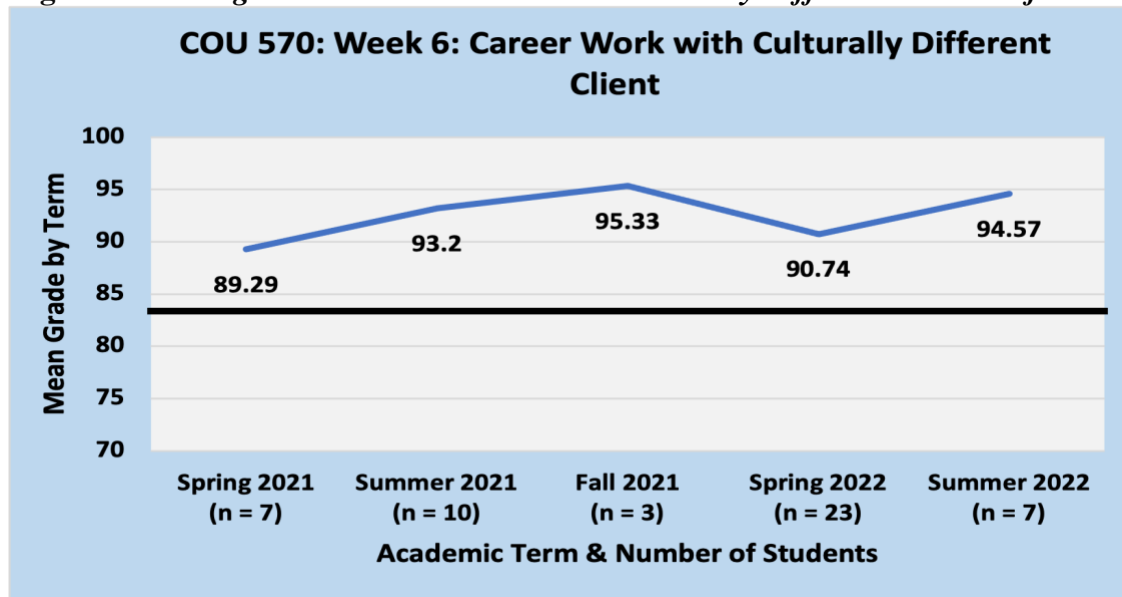
- COU 550 Assessment and Assessment Techniques: *Week 1 Discussion: Ethical Assessment*



- **COU 560 Psychopathology, Diagnostic Systems, & Advanced Assessment: Week 8 Assignment: Final Project: Film Character Diagnosis and Treatment Recommendations**



- **COU 570 Career Counseling: Week 6 Assignment: Career Work with a Culturally Different Client Project**

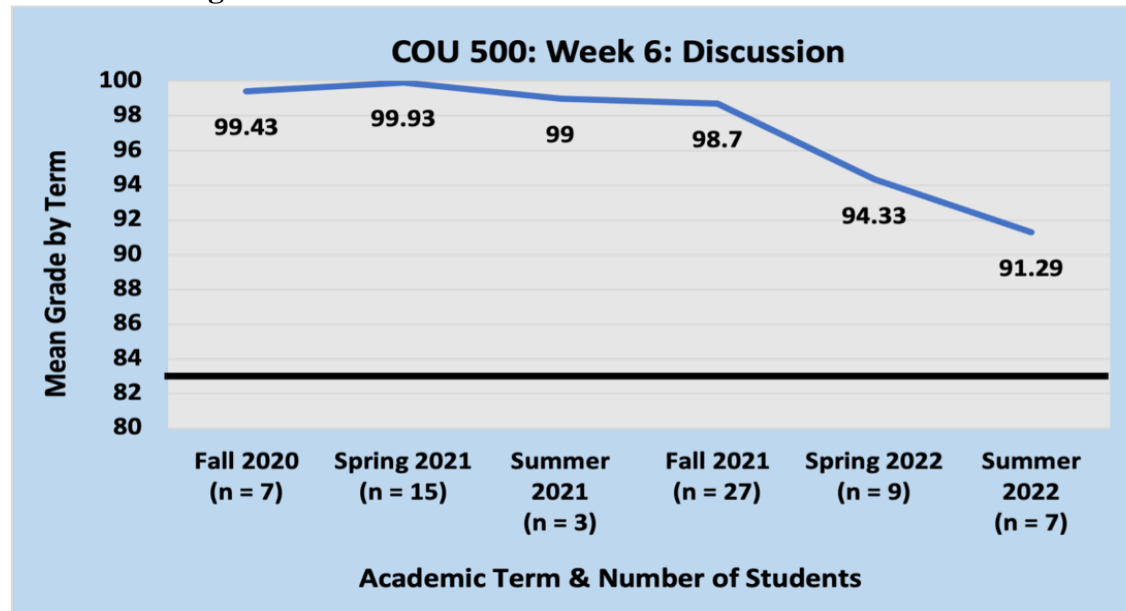


PO8: RESEARCH AND PROGRAM EVALUATION

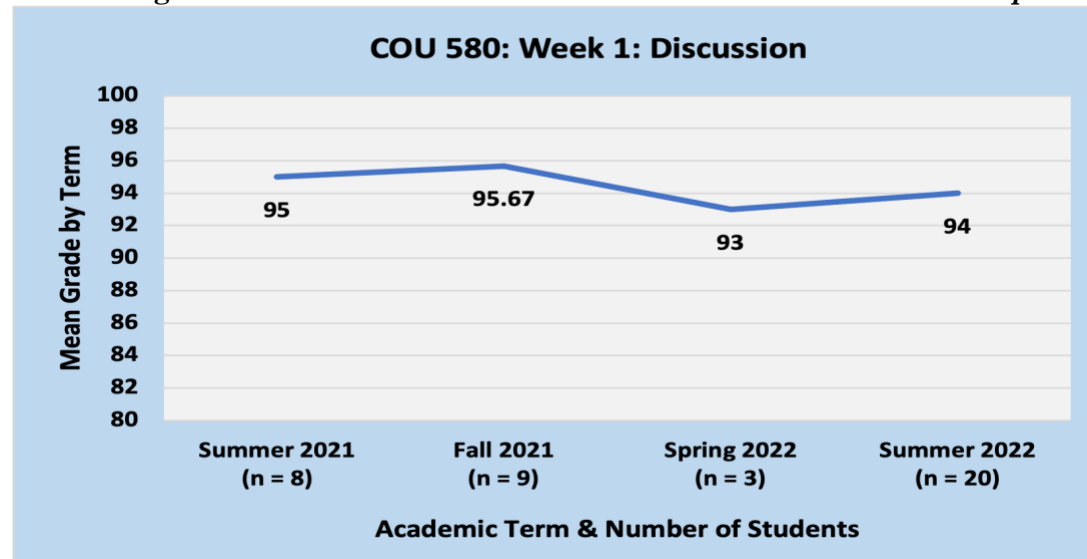
Counselors-in-training will evaluate and incorporate ethically and culturally relevant evidence-based research findings when selecting strategies for prevention, intervention, treatment, and program evaluation.

KPI 15

- **COU 500 Introduction to the Counseling Profession and Introduction to Ethics: *Week 6 Discussion***

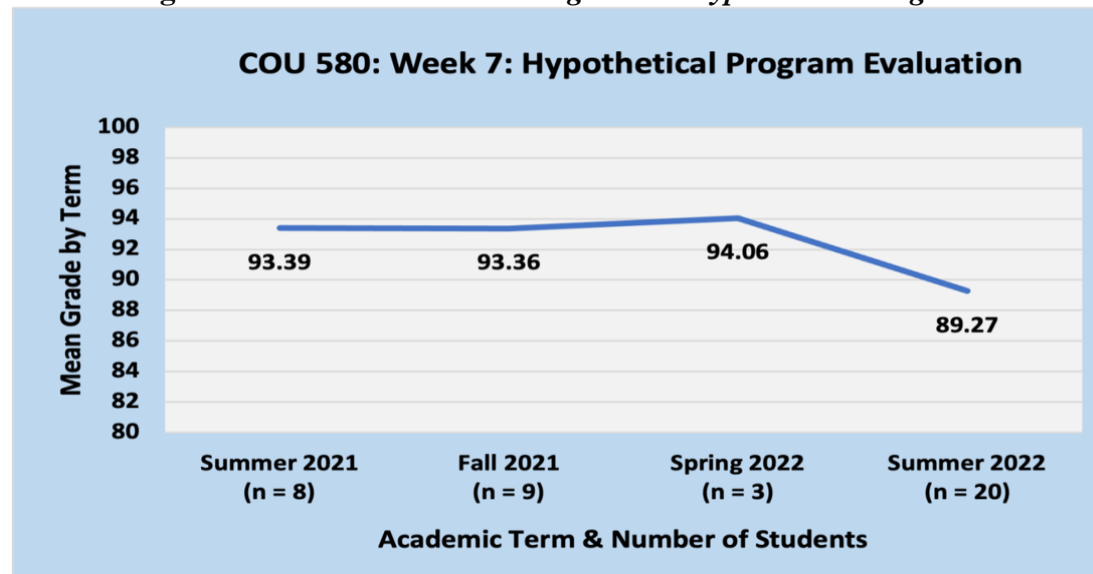


- COU 580 Research Methods and Program Evaluation: *Week 1 Discussion: The Science to Service Gap*

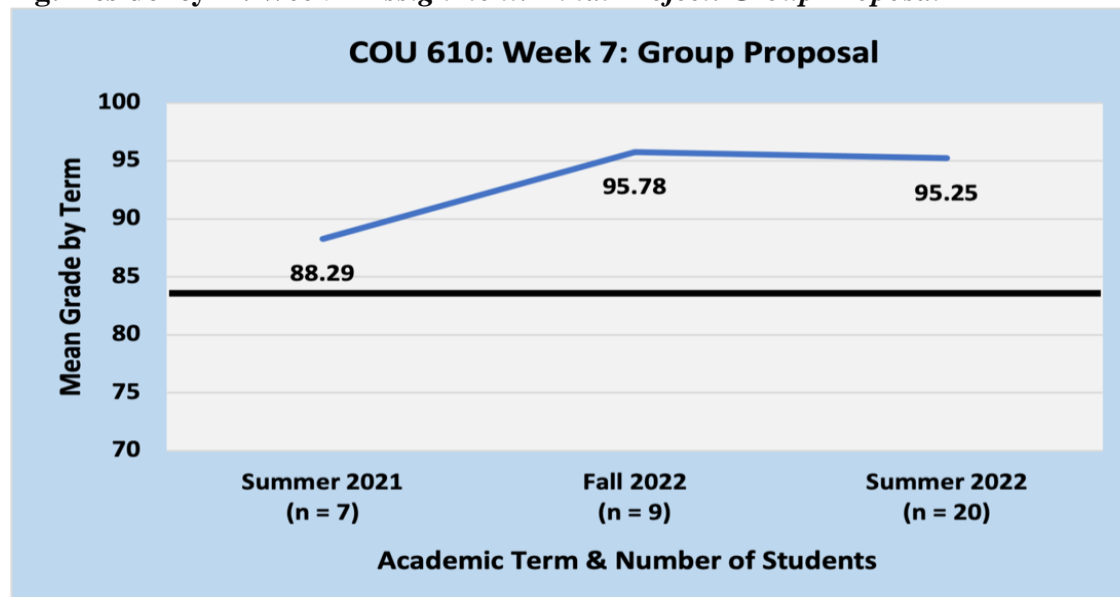


KPI 16

- COU 580 Research Methods and Program Evaluation: *Week 7 Assignment: Hypothetical Program Evaluation*



- **COU 610 Group Counseling: Residency II: Week 7 Assignment: Final Project: Group Proposal**

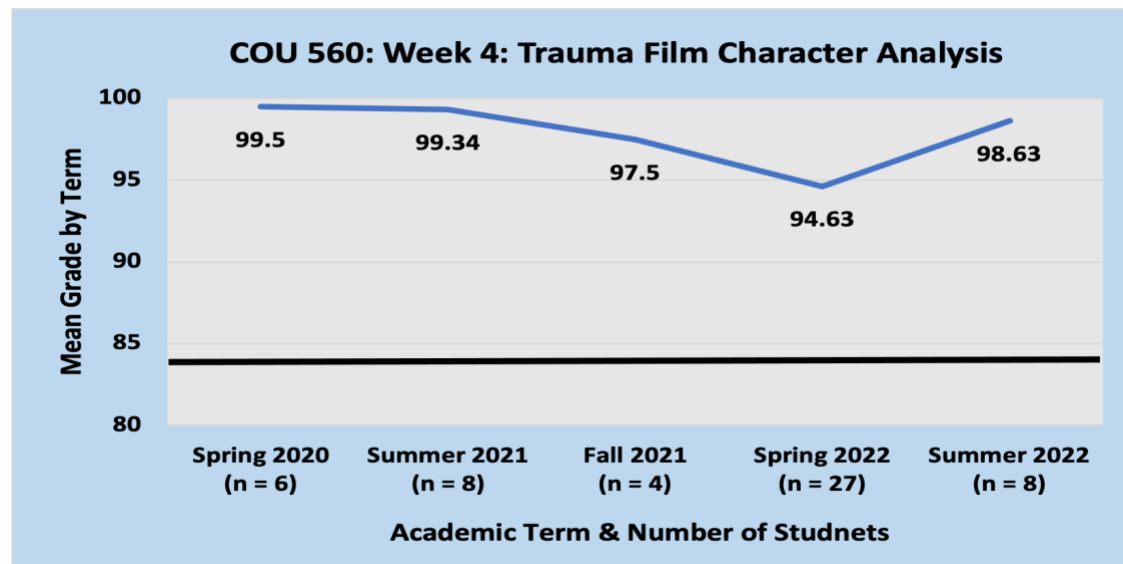


PO9: CLINICAL MENTAL HEALTH COUNSELING

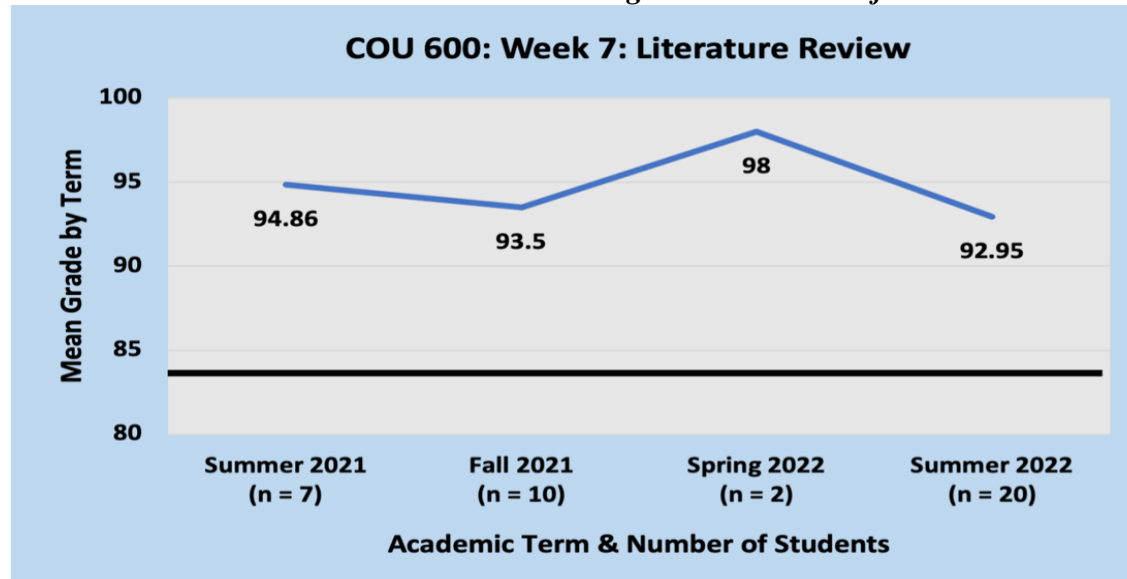
Counselors-in-training will utilize community resources, referral sources, and case management services in accordance with their role as clinical mental health counselors, including situations involving trauma, crisis, or risk to client wellbeing. To prepare future CMHC to provide wellness and holistic based services to clients who seek help with everyday life concerns as well as those who struggle with significant emotional, cognitive, developmental, and behavioral challenges.

KPI 17

- **COU 560 Psychopathology, Diagnostic Systems, & Advanced Assessment: *Week 4 Assignment: Film Character Analysis: Trauma, Stressor-Related, Dissociative, & Somatic Symptoms Disorders***

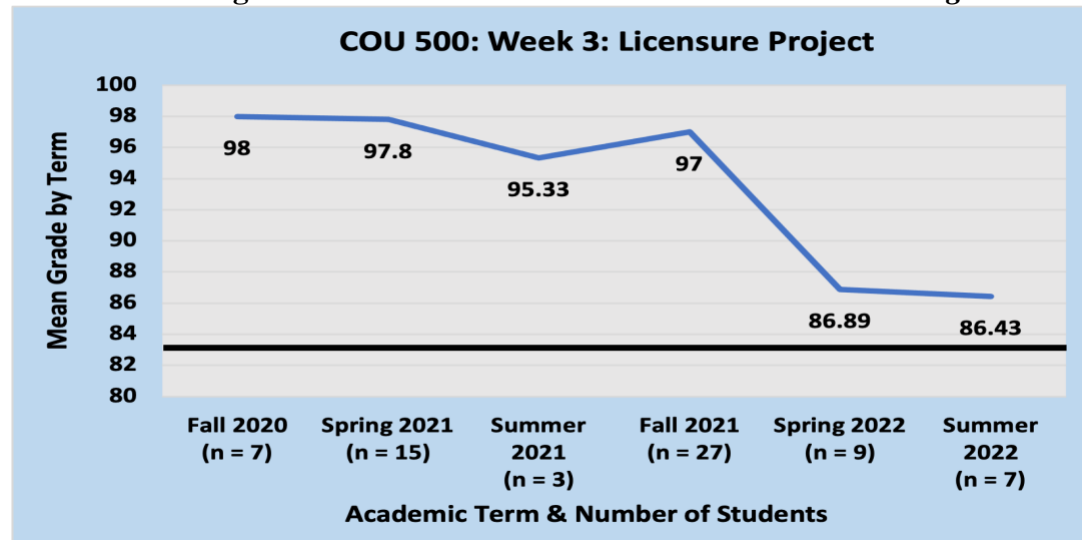


- **COU 600 Crisis & Trauma: Assessment & Treatment: Week 7 Assignment: Final Project: Crisis Intervention Literature Review**

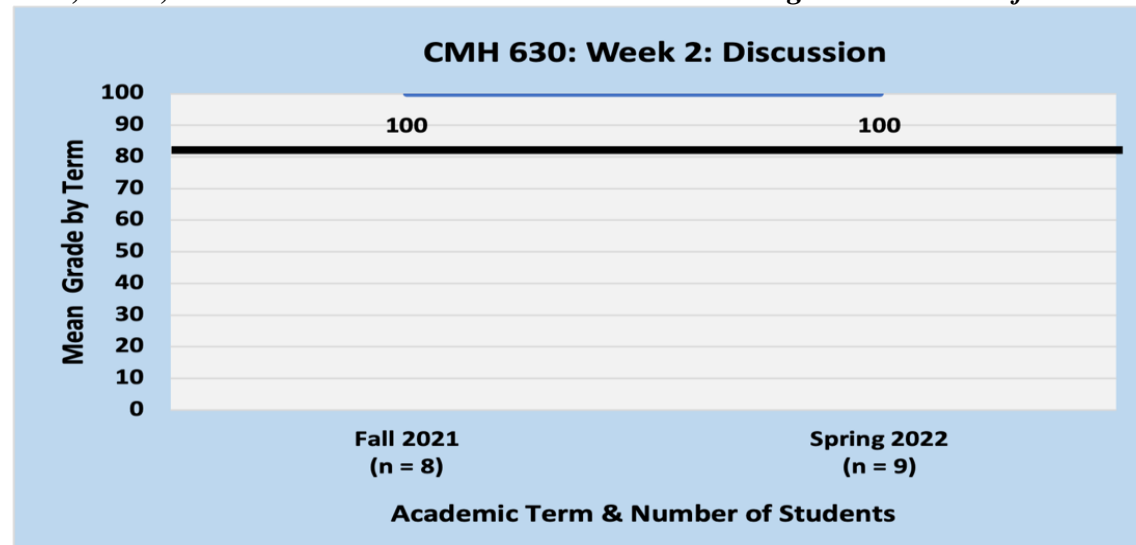


KPI 18

- **COU 500 Introduction to the Counseling Profession and Introduction to Ethics: Week 3 Assignment: Licensure Project**



- **CMH 630 Professional Issues, Laws, and Advanced Ethics in CMHC: Week 2 Assignment: Process for Initial Licensure Reflection**



Findings From the Key Performance Indicators (Knowledge & Skills)

During the current reporting period, we were able to collect at least one term's worth of data for all 18 identified KPI assignments and evaluations. For sections of courses that ran during the Summer of 2022 multiple assignments did not reach the benchmark of 83% (B).

Results are presented below for those assignments, in specific terms, that did not meet the benchmark. This is followed by a description of what we see as the reason for them failing to meet the benchmark.

KPI 1: COU 500 Introduction to the Counseling Profession and Introduction to Ethics: Week 1 Video Discussion during the Summer 2022 section.

Mean Grade 76.57. One student did not complete the assignment. If the data for this student was removed the Mean Grade would be 89.33.

***KPI 4:** COU 510 Human Development: Week 7 Assignment: Final Project 1, Part A & B: Case Analysis: Data-Assessment-Plan (DAP) during the Summer 2022 section.

Mean Grade 53.87. One student did not complete the assignment. If the data for this student was removed the Mean Grade would be 67.18. With the missing data removed, the performance on this assignment was still below the benchmark. As a result, we have highlighted this assignment, in this course, to further monitor and evaluate.

KPI 5: COU 510 Human Development: Week 2 Assignment: Theories Worksheet Assignment for the Summer 2022 section.

Mean Grade 68.20. One student did not complete the assignment. If the data for this student was removed the Mean Grade would be 85.25.

***KPI 5:** COU 510 Human Development: Week 7 Assignment: Final Project 1, Part A & B: Case Analysis: Data-Assessment-Plan (DAP) for the Summer 2022 section.

Mean Grade 53.87. One student did not complete the assignment. If the data for this student was removed the Mean Grade would be 67.18. With the missing data removed, the performance on this assignment was still below the benchmark. As a result, we have highlighted this assignment, in this course, to further monitor and evaluate.

KPI 6: COU 510 Human Development: Week 2 Assignment: Theories Worksheet Assignment for the Summer 2022 section.

Mean Grade 68.20. One student did not complete the assignment. If the data for this student was removed the Mean Grade would be 85.25.

***KPI 6:** COU 510 Human Development: Week 7 Assignment: Final Project 1, Part A & B: Case Analysis: Data-Assessment-Plan (DAP) for the Summer 2022 section.

Mean Grade 53.87. One student did not complete the assignment. If the data for this student was removed the Mean Grade would be 67.18. With the missing data removed, the performance on this assignment was still below the benchmark. As a result, we have highlighted this assignment, in this course, to further monitor and evaluate.

KPI 9: COU 530 Counseling Theories: Week 7 Assignment: Final Project: Personal Theoretical Philosophy for the Summer 2022 section.

Mean Grade 66.50. Two students did not complete the assignment. If the data for these students were removed the Mean Grade would be 93.1

KPI 10: COU 550 Assessment and Assessment Techniques: Week 8 Assignment: Final Project 2: Recorded Feedback Session, CCS-R Assessment for the Summer 2022 section.

Mean Student Ratings on Goal Setting was 2.67. The benchmark for Goal Setting ratings in this course are 3 “Near Expectations/Developing Towards Competencies” on a 5-point scale. Two students did not complete this assignment. If the data for these students were removed, the Goal Setting rating would be 3.43.

KPI 13 COU 550 Assessment and Assessment Techniques: Week 7 Assignment: Final Project Part 1: A & B (Mock Client Assessment Report) for the Summer 2022 section.

Mean Grade 69.83. One student did not complete any of the assignment and one complete part of the assignment. The student that completed part of the assignment abandoned the course after submitting part one of the assignment. If the data were removed for these students, the Mean Grade would be 84.07.

Summary of Findings

Considering the information present above, one course COU 510 Human Development and the KPI assignments (for KPI 4, 5, & 6) evaluated in it are being monitored. Efforts have been made to clarify the assignment instructions. Efforts will continue to be made to monitor this course for progress, and if necessary, make changes to the assignments and/or course. Since this has only occurred in a single term this may simply be an outlier situation. The data from this course will be evaluated after it runs again in Module 2, Fall 2022, October 23-December 18, 2022.

Though the Mean Grade for the KPI assignments (KPI 1, 2, & 18) in CMH 630 Professional Issues, Laws, and Advanced Ethics in CMHC are not below the benchmark of 83% (B), there is no variability in the assessment scores. As a result, we have decided to look closer at this course. The assignment types and/or the rubric used to grade the assignments may not be appropriate for what needs to be measured.

Key Performance Indicators (Skills)

The MA-CMHC program operates on a 3-semester cycle per academic year. Each semester is broken down into two, 8-week modules. Data is collected and aggregated at the end of each semester (2 module terms). It is then reviewed and analyzed.

Counselor Competencies Scale-Revised (CCS-R; Basic and Advanced Skills)

The Counselor Competencies Scale-Revised (CCS-R) is used to evaluate student basic and advanced skills across the program. It may be connected to an assignment and collected within a course in the LMS or collected in Tevera. Data is manually gathered, after a course is completed. Assignments may be formative (weekly work) or summative (final projects).

In addition to the basic and advanced skills evaluation noted above, in the **Key Performance Indicators (Knowledge and Skills)** section, students were also evaluated on the CCS-R by their course instructor in the courses: COU 520 Skills in Helping Relationships: Residency I (Week 9 and 15), CMH 650 Practicum in CMHC (Week 7 and 14), CMH 660 Internship in CMHC (Week 7 and 14), CMH 670 Advanced Internship in CMHC (Week 7 and 14), and if required, CMH 680 Advanced Internship II on CMHC (Week 7 and 14). Section I: Counseling Skills and Therapeutic Conditions, of the CCS-R, is utilized for these evaluations.

Student performance data, on the CCS-R, is reviewed at Midterm and End of Term to determine if there is a need for referral to the Student Support and Development Committee for skills support. It is formally collected at the end of each semester (2 module terms). The CCS-R allows for the assessment of a comprehensive line up of basic and advanced across 5 competency levels that include: Exceeds Expectations/Demonstrates Competencies, Meets Expectations/Demonstrates Competencies, Near Expectations/Developing towards Competencies, Below

Expectations/Insufficient/Unacceptable, and Harmful. Data gathered at the individual course level and across sections is aggregated and used as a part of student level assessment and as part of course and program level assessment.

In addition to the developmental expectations noted above, in the **Key Performance Indicators (Knowledge and Skills)** section for the courses mentioned there, developmental expectations for basic and advanced skills, on the CCS-R, have been set for other points across the curriculum. See below for these courses:

- **COU 520 Skills in Helping Relationships: Residency I** (End of Term) students must receive at minimum rating of “Near Expectations/Developing towards competencies”, a score of 3, on most of the basic and advanced skills areas to successfully complete the course.
- **CMH 650 Practicum in CMHC** (End of Term) students must receive at minimum rating of “Near Expectations/Developing towards competencies”, a score of 3, on most of the basic and advanced skills areas to successfully complete Practicum.
- **CMH 660 Internship in CMHC** (End of Term) students must receive a minimum rating, on most of the skills and dispositions’, of “Meets Expectations/Demonstrates Competencies”, a score of 4, on most of the basic and advanced skills areas to successfully complete Internship.
- **CMH 670 Advanced Internship in CMHC** (End of Term) students must receive a minimum rating of “Meets Expectations/Demonstrates Competencies”, a score of 4, on most of the basic and advanced skills areas to successfully complete Advanced Internship.
- **CMH 680 Advanced Internship II in CMHC** (End of Term) students must receive a minimum rating of “Meets Expectations/Demonstrates Competencies”, a score of 4, on most of the basic and advanced skills areas to successfully complete Advanced Internship II. ***Note:** CMH 680 is only taken by students in states that require more than 700 hours of clinical experience, require a total of 12 graduate credit hours across practicum and internships, or require a full-year of clinical experience (12-months/50 weeks)

The Counselor Developing Group Skills (CDGS; Group Leader Skills)

The Counselor Developing Group Skills (CDGS) assessment is used to evaluate group leader skills. It may be connected to an assignment and collected within a course in the LMS or collected in Tevera. Data is manually gathered, after a course is completed. Assignments may be formative (weekly work) or summative (final projects). Students are also evaluated on the CCS-R by their course instructor in the course: COU 610 Group Counseling: Residency II course (Week 1, Post-Residency and Week 8, End of the Term).

Student performance data, on the CDGS, is reviewed at the end of each module term to determine if there is a need for referral to the Student Support and Development Committee for skills support. It is formally collected at the end of each semester (2 module terms). The CDGS allows for the assessment of the group leadership aspects of (a) Executive functioning, (b) Basic Counseling Skills, (c) Leadership Characteristics, (d) Here and Now Focus, (e) Giving Feedback, (f) Interpersonal Process, and (g) Cultural Competence. It uses the same 5 competency levels as the CCS-R (Exceeds Expectations/Demonstrates Competencies, Meets Expectations/Demonstrates Competencies, Near Expectations/Developing towards Competencies, Below Expectations/Insufficient/Unacceptable, and Harmful.). Data gathered at the individual course level and across sections is aggregated and used as a part of student level assessment and as part of course and program level assessment.

Developmental expectations for group leader skills, on the CDGS have been set for the course, COU 610 Group Counseling: Residency II. See below:

- **COU 610 Group Counseling: Residency II** (End of Term) students must receive a minimum rating of “Meets Expectations/ Demonstrates Competencies”, a score of 4, on most of the group leader skills to successfully complete the course.

Regardless of full-time or part-time status, all students take the courses mentioned above in the same order. Below is a chart showing the coursework in which the data is collected, for full-time students, and when it occurs in the coursework.

Year 1						Year 2					
Semester 1		Semester 2		Semester 3		Semester 4		Semester 5		Semester 6	
Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
COU 520		COU 550	COU 570	COU 590	COU 610	CMH 650		CMH 660		CMH 670	

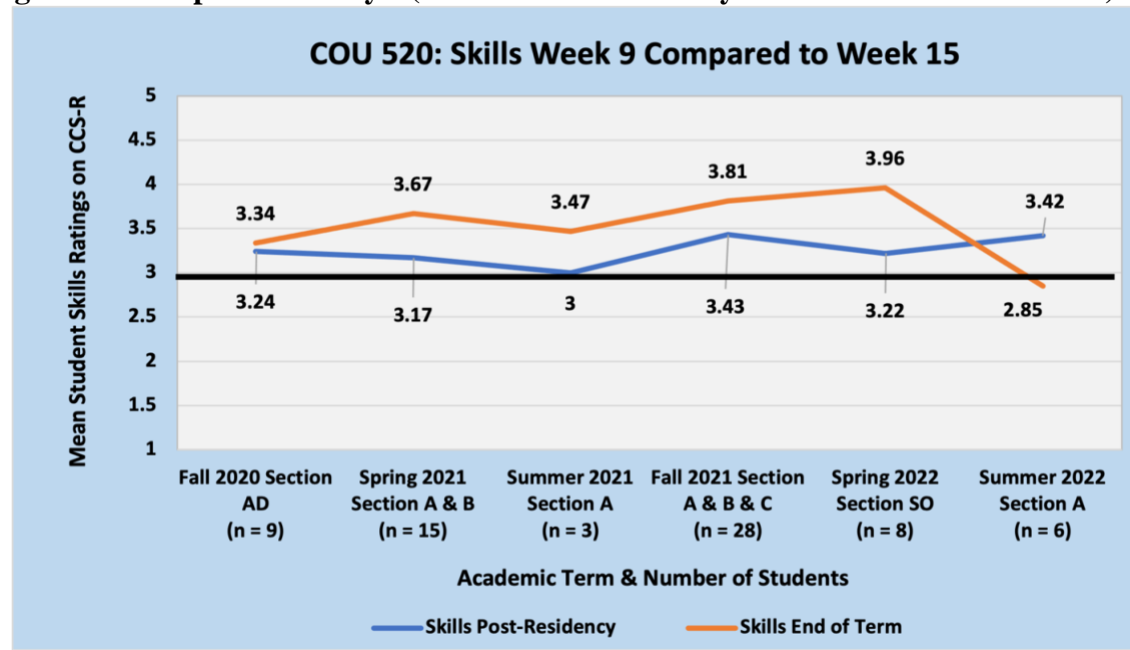
Below is a chart showing the coursework in which the data is collected, for part-time students, and when it occurs in the coursework.

Year 1						Year 2						Year 3						Year 4	
Semester 1		Semester 2		Semester 3		Semester 4		Semester 5		Semester 6		Semester 7		Semester 8		Semester 9		Semester 10	
Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 1	Module 2
		COU 520		COU 550	COU 570			COU 590					COU 610	CMH 650		CMH 660		CMH 670	

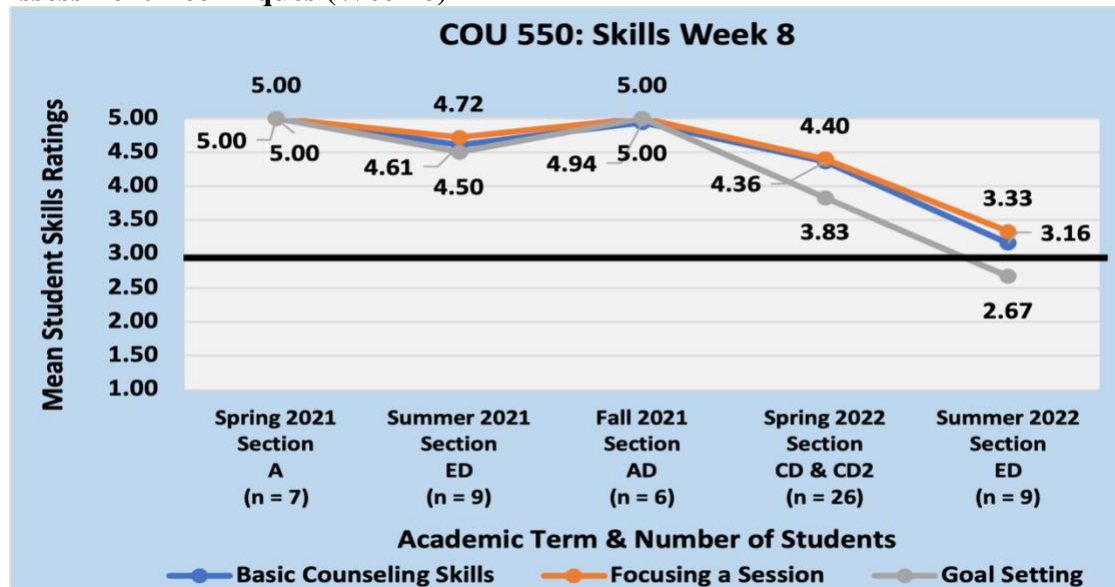
Most students met at least the minimum benchmark ratings. One student was referred to the Student Support and Development Committee, for additional support, prior to allowing progression.

Below are the results of the evaluation of basic and advanced skills across multiple measurement points in the coursework. For COU 520 Skills in Helping Relationships: Residency I, COU 550 Assessment and Assessment Techniques, COU 570 Career Counseling, COU 590 Substance Use Disorders & Process Addictions, CMH 650 Practicum in CMHC, CMH 660 Internship in CMHC, and CMH 670 Advanced Internship in CMHC the results are presented as a comparison of formative rating at Midterm and summative rating at End of Term. With each graph, the assignment and time in the course is noted.

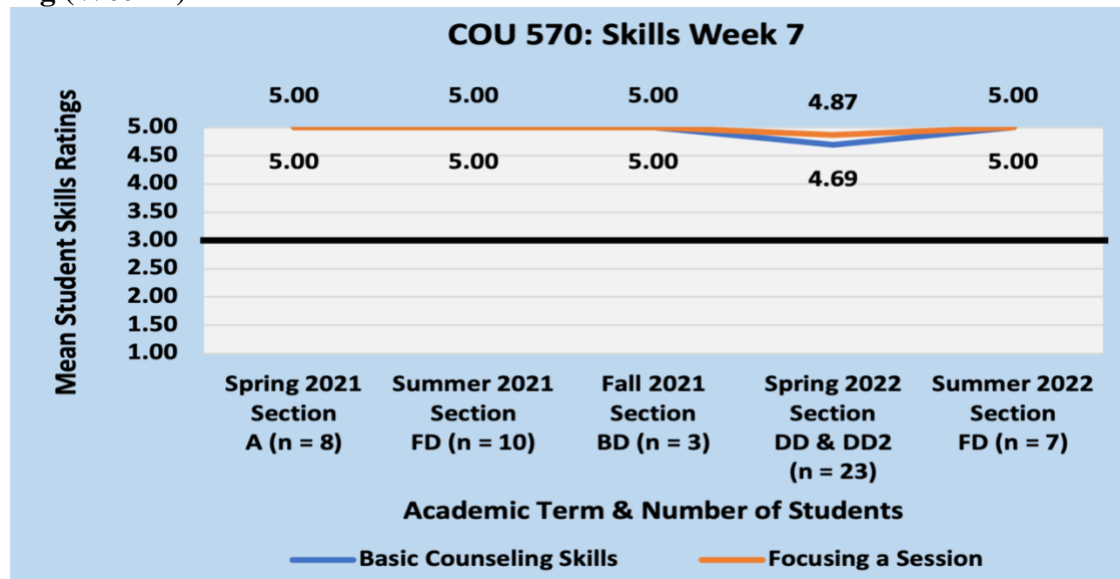
- COU 520 Skills in Helping Relationships: Residency I (Week 9 Post Residency and Week 15 End of Term)



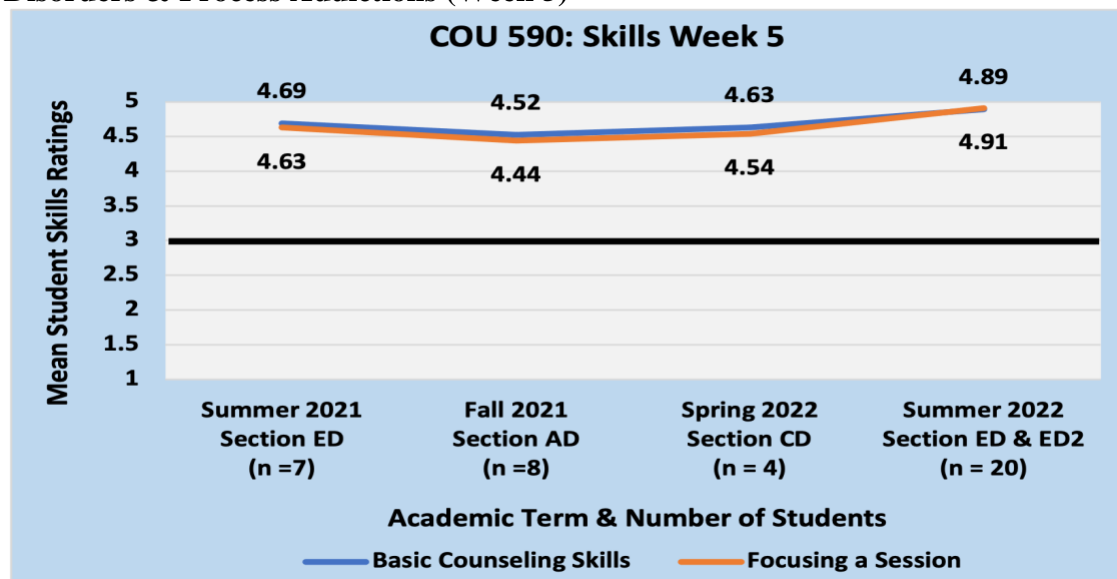
- COU 550 Assessment & Assessment Techniques (Week 8)



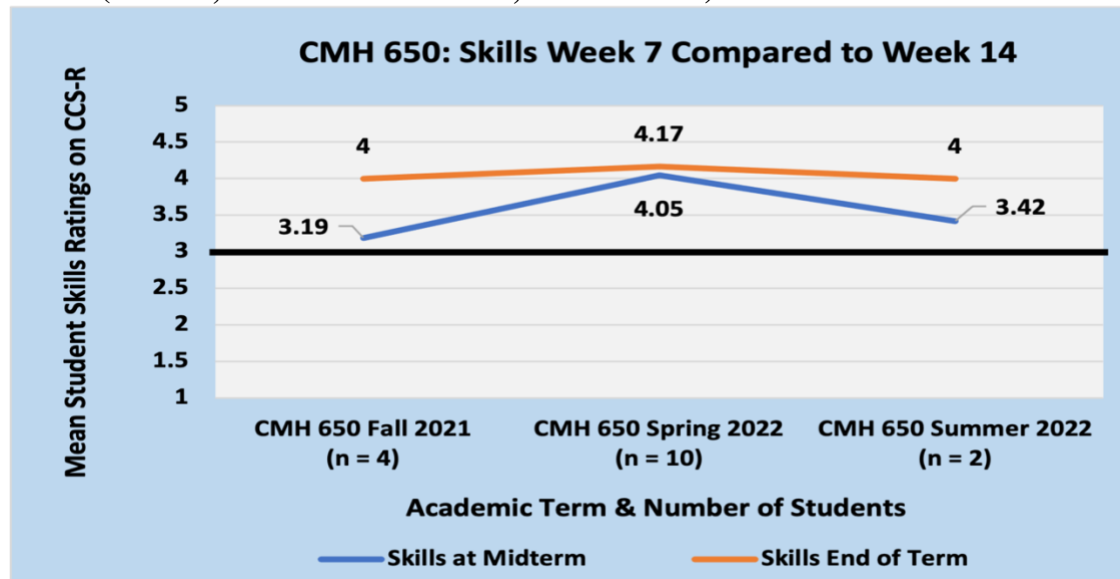
- COU 570 Career Counseling (Week 7)



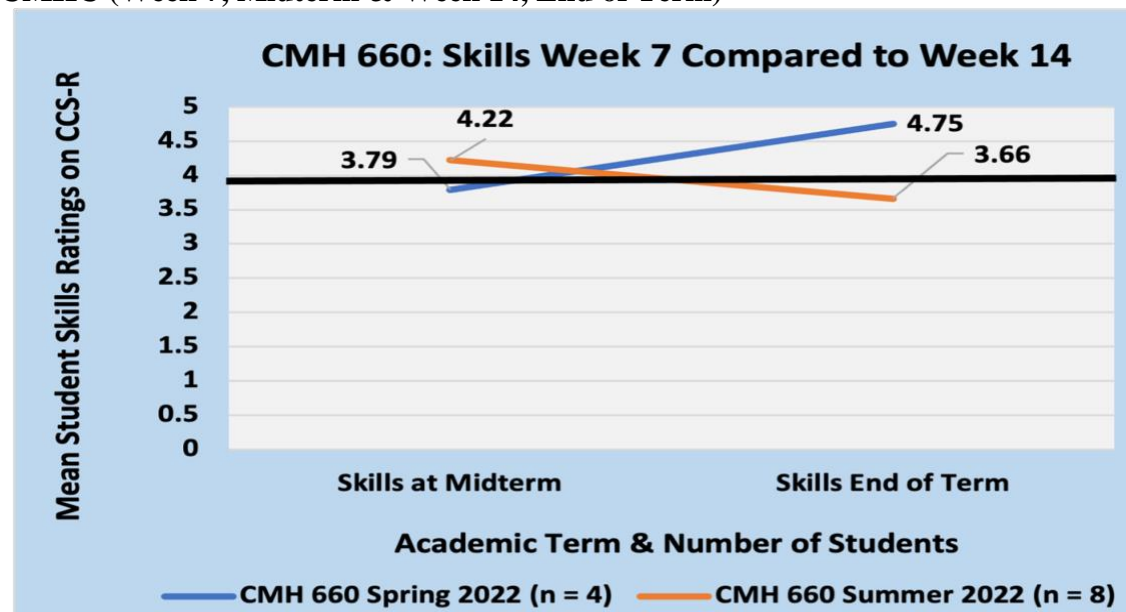
- COU 590 Substance Use Disorders & Process Addictions (Week 5)



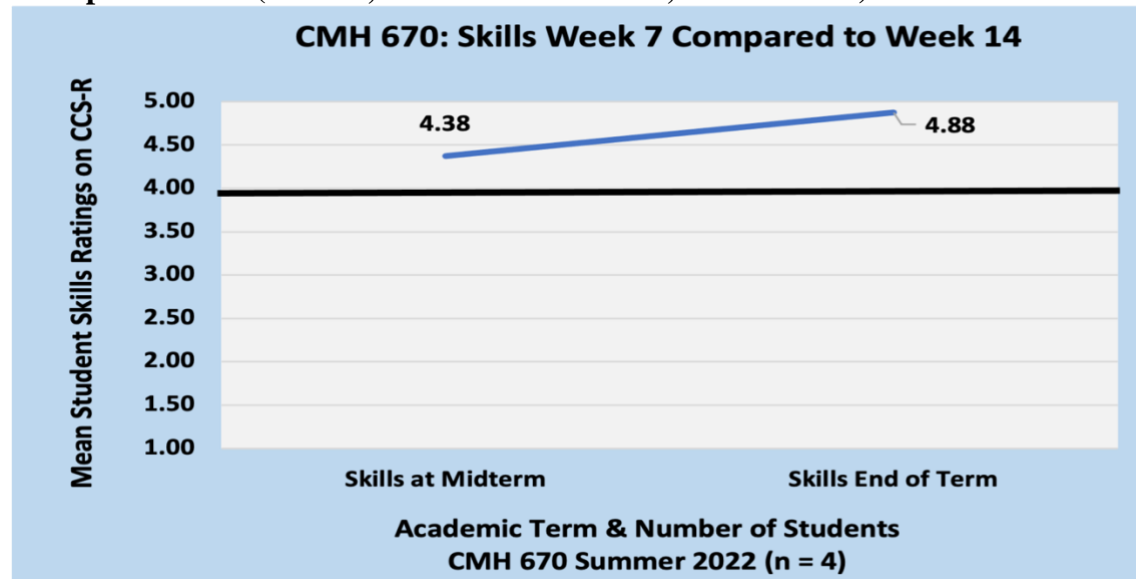
- CMH 650 Practicum in CMHC (Week 7, Midterm & Week 14, End of Term)



- CMH 660 Internship in CMHC (Week 7, Midterm & Week 14, End of Term)



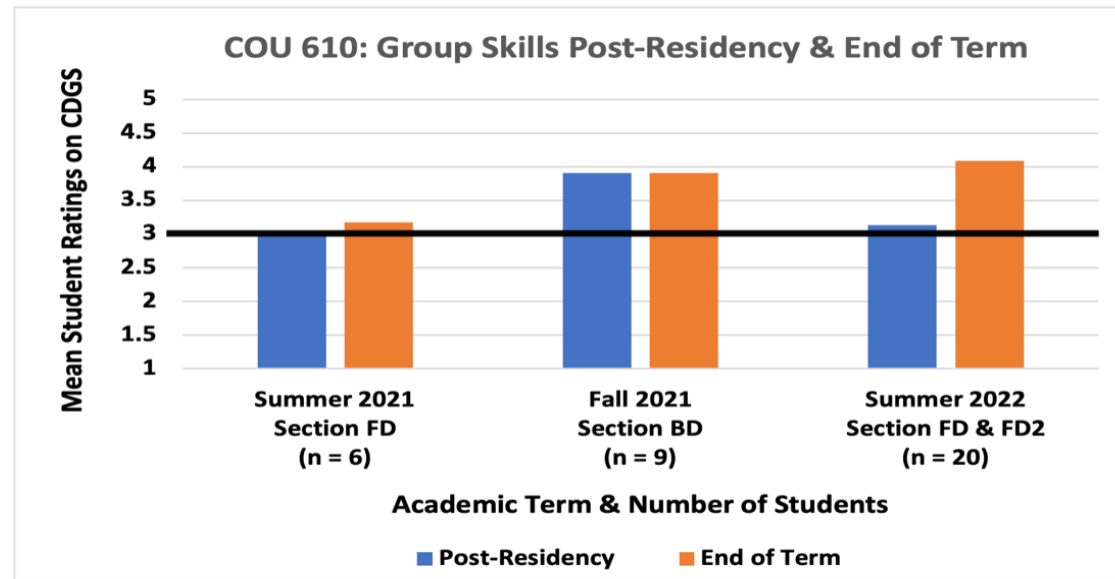
- **CMH 670 Advanced Internship in CMHC (Week 7, Midterm & Week 14, End of Term)**



The Counselor Developing Group Skills (CDGS) assessment was used to evaluate skills and dispositions in COU 610 Group Counseling: Residency II course. Student performance data, on the CDGS, is reviewed at the end of each module term in which it is used and formally collected at the end of each semester (2 module terms). The CDGS allows for the assessment of the group leadership aspects of (a) Executive functioning, (b) Basic Counseling Skills, (c) Leadership Characteristics, (d) Here and Now Focus, (e) Giving Feedback, (f) Interpersonal Process, and (g) Cultural Competence. It is used the same 5 competency levels as the CCS-R (Exceeds Expectations/Demonstrates Competencies, Meets Expectations/Demonstrates Competencies, Near Expectations/Developing towards Competencies, Below Expectations/Insufficient/Unacceptable, and Harmful.)

All students met at least the minimum benchmark necessary for progression.

- **COU 610: Group Counseling: Residency II: Week 1: Participation and Practice During a 5-Day Residency II Experience Evaluation, CDGS Assessment**
- **COU 610: Group Counseling: Residency II: Week 8: Week 1 Through 6 Group Leadership Practice: Overall Evaluation, CDGS Assessment**



Findings From the Key Performance Indicators (Skills)

During the current reporting period, we were able to collect at least one term's worth of data for all assignments and evaluations.

Analysis of the available data demonstrated that aggregate student performance, on Basic and Advanced Skills, was at or above the benchmarks set (see above as this ranged from 3 to 4 on a 5-point scale based on the course) on most evaluated assignments across most terms of the MA-CMH program.

For sections of courses that ran during the Summer of 2022 multiple assignments did not reach the benchmark.

Results are presented below for those assignments, in specific terms, that did not meet the benchmark. This is followed by a description of what we see as the reason for them failing to meet the benchmark.

COU 520 Skills in Helping Relationships-Residency I: End of Term, Weeks 15 Final CCS-R Assessment) for the Summer 2022 section.

For the benchmark for Basic and Advanced Skills' ratings in this course, students must receive at minimum rating of "Near Expectations/Developing towards competencies", a score of 3, on most of the basic and advanced skills areas to successfully complete the course. With all student data analyzed, the End of Term Mean Student Ratings on the CCS-R for Basic and Advanced Skills was 2.85. One student abandoned the course prior to the final evaluation and one student did not submit the necessary recorded session for evaluation. With the data from these students removed, the ratings would be an End of Term Mean Student Ratings on the CCS-R for Basic and Advanced Skills of 4.27.

COU 550 Assessment and Assessment Techniques: Week 8 Assignment: Final Project 2: Recorded Feedback Session, CCS-R Assessment for the Summer 2022 section.

Mean Student Ratings on Goal Setting was 2.67. For the benchmark for Goal Setting ratings in this course, students must receive at minimum rating of "Near Expectations/Developing towards competencies", a score of 3, on most of the basic skills and advanced skills of focusing a counseling session and goal setting to successfully complete the course. Two students did not complete this assignment. If the data for these students were removed, the Goal Setting rating would be 3.43.

CMH 660 Internship in CMHC: Week 14 Assignment: Case Conceptualization and Session Presentation, CCS-R Assessment for the Summer 2022 section.

For the benchmark for Basic and Advanced Skills' ratings in this course, students must receive a minimum rating, on most of the skills and dispositions', of "Meets Expectations/Demonstrates Competencies", a score of 4, on most of the basic and advanced skills areas to successfully complete Internship. With all student data analyzed, the End of Term Mean Student Ratings on the CCS-R for Basic and Advanced Skills was 3.66.

During this term, there was an unexpected event. One of the students in the course passed away unexpectedly and prior to the End of Term evaluation. After removing this student's End of Term data, the Mean Student Ratings on the CCS-R for Basic and Advanced Skills would be 4.18

Summary of Findings

Considering the information present above, and even though there is an explanation for why the benchmark ratings were not met in these courses, we continue to monitor COU 520 and COU 550 in case of future, similar findings. Namely, why was this the first time in the history of the program that students did not submit or abandoned the courses just prior to submission of the final assignments?

Key Performance Indicators (Dispositions & Professional Behaviors)

The MA-CMHC program operates on a 3-semester cycle per academic year. Each semester is broken down into two, 8-week modules. Data is collected and aggregated at the end of each semester (2 module terms). It is then reviewed and analyzed.

Counselor Competencies Scale-Revised (CCS-R; Dispositions and Professional Behaviors)

The Counselor Competencies Scale-Revised (CCS-R) is used to evaluate student dispositions and professional behaviors across the program. It may be connected to an assignment and collected within a course in the LMS or collected in Tevera. Data is manually gathered, after a course is completed. Assignments may be formative (weekly work) or summative (final projects).

Students are also evaluated on the CCS-R by their course instructor in the courses: COU 520 Skills in Helping Relationships: Residency I (Week 9 and 15), CMH 650 Practicum in CMHC (Week 7 and 14), CMH 660 Internship in CMHC (Week 7 and 14), CMH 670 Advanced Internship in CMHC (Week 7 and 14), and if required, CMH 680 Advanced Internship II on CMHC (Week 7 and 14). Section II: Counseling Dispositions and Behaviors, of the CCS-R, is utilized for these evaluations.

Student performance data, on the CCS-R, is reviewed at Midterm and End of Term to determine if there is a need for referral to the Student Support and Development Committee for dispositional and/or professional behaviors support. It is formally collected at the end of each semester (2 module terms). The CCS-R allows for the assessment of a comprehensive line up of dispositions and professional behaviors across 5 competency levels that include: Exceeds Expectations/Demonstrates Competencies, Meets Expectations/Demonstrates Competencies, Near Expectations/Developing towards Competencies, Below Expectations/Insufficient/Unacceptable, and Harmful. Data gathered at the individual course level and across sections is aggregated and used as a part of student level assessment and as part of course and program level assessment.

Developmental expectations for dispositions and professional behaviors, on the CCS-R, have been set for multiple points across the curriculum. Below is a summary.

- **COU 520 Skills in Helping Relationships: Residency I** (End of Term) students must receive at minimum rating of “Near Expectations/Developing towards competencies”, a score of 3, on most of the dispositions and professional behaviors areas to successfully complete the course.
- **CMH 650 Practicum in CMHC** (End of Term) students must receive at minimum rating of “Near Expectations/Developing towards competencies”, a score of 3, on most of the dispositions and professional behaviors areas to successfully complete Practicum.
- **CMH 660 Internship in CMHC** (End of Term) students must receive a minimum rating of “Meets Expectations/Demonstrates Competencies”, a score of 4, on most of the dispositions and professional behaviors areas to successfully complete Internship.
- **CMH 670 Advanced Internship in CMHC** (End of Term) students must receive a minimum rating of “Meets Expectations/Demonstrates Competencies”, a score of 4, on most of the disposition and professional behavior areas to successfully complete Advanced Internship.

- **CMH 680 Advanced Internship II in CMHC** (End of Term) students must receive a minimum rating of “Meets Expectations/Demonstrates Competencies”, a score of 4, on most of the dispositions and professional behaviors areas to successfully complete Advanced Internship II. ***Note:** CMH 680 is only taken by students in states that require more than 700 hours of clinical experience, require a total of 12 graduate credit hours across practicum and internships, or require a full-year of clinical experience (12-months/50 weeks)

The Counselor Developing Group Skills (CDGS; Group Leader Dispositions and Professional Behaviors)

The Counselor Developing Group Skills (CDGS) assessment is used to evaluate group leader dispositions and professional behaviors. It may be connected to an assignment and collected within a course in the LMS or collected in Tevera. Data is manually gathered, after a course is completed. Assignments may be formative (weekly work) or summative (final projects). Students are also evaluated on the CCS-R by their course instructor in the course: COU 610 Group Counseling: Residency II course (Week 1, Post-Residency and Week 8, End of the Term).

Student performance data, on the CDGS, is reviewed at the end of each module term to determine if there is a need for referral to the Student Support and Development Committee for dispositional and/or professional behavior support. It is formally collected at the end of each semester (2 module terms). The CDGS allows for the assessment of the group leadership aspects of (a) Executive functioning, (b) Basic Counseling Skills, (c) Leadership Characteristics, (d) Here and Now Focus, (e) Giving Feedback, (f) Interpersonal Process, and (g) Cultural Competence. It uses the same 5 competency levels as the CCS-R (Exceeds Expectations/Demonstrates Competencies, Meets Expectations/Demonstrates Competencies, Near Expectations/Developing towards Competencies, Below Expectations/Insufficient/Unacceptable, and Harmful.). Data gathered at the individual course level and across sections is aggregated and used as a part of student level assessment and as part of course and program level assessment.

Developmental expectations for group leader dispositions and professional behaviors, on the CDGS have been set for the course, COU 610 Group Counseling: Residency II. Below is a summary.

- **COU 610 Group Counseling: Residency II** (End of Term) students must receive a minimum rating of “Meets Expectations/Demonstrates Competencies”, a score of 4, on most of the group leader skills to successfully complete the course.

Below is a chart showing the coursework in which the data is collected, for full-time students, and when it occurs in the coursework.

Year 1						Year 2					
Semester 1		Semester 2		Semester 3		Semester 4		Semester 5		Semester 6	
Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
COU 520					COU 610	CMH 650		CMH 660		CMH 670	

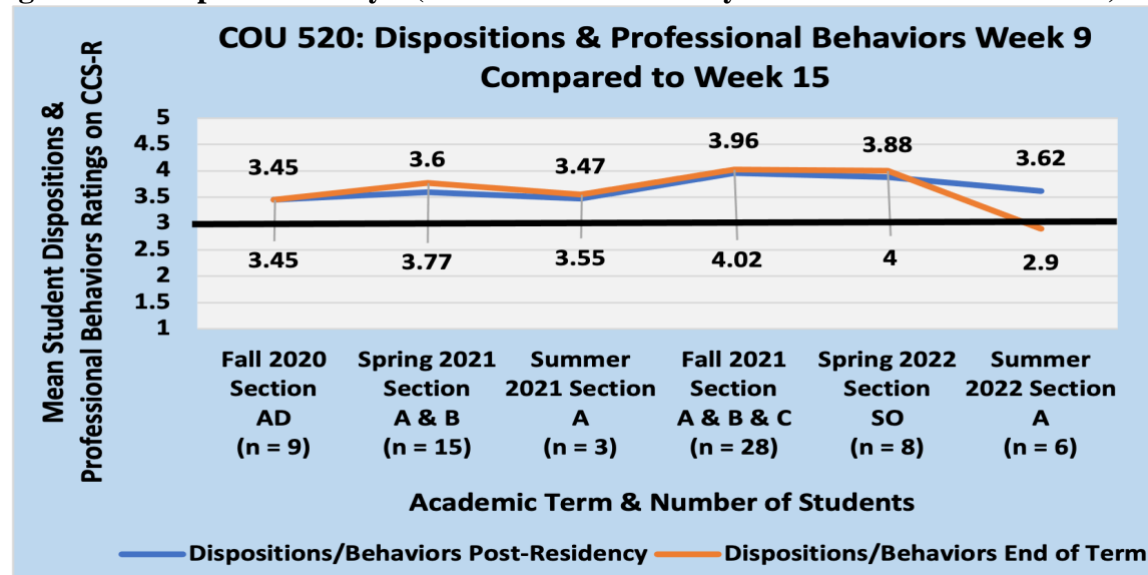
Below is a chart showing the coursework in which the data is collected, for part-time students, and when it occurs in the coursework.

Year 1						Year 2						Year 3						Year 4	
Semester 1		Semester 2		Semester 3		Semester 4		Semester 5		Semester 6		Semester 7		Semester 8		Semester 9		Semester 10	
Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 1	Module 2
		COU 520											COU 610	CMH 650		CMH 660		CMH 670	

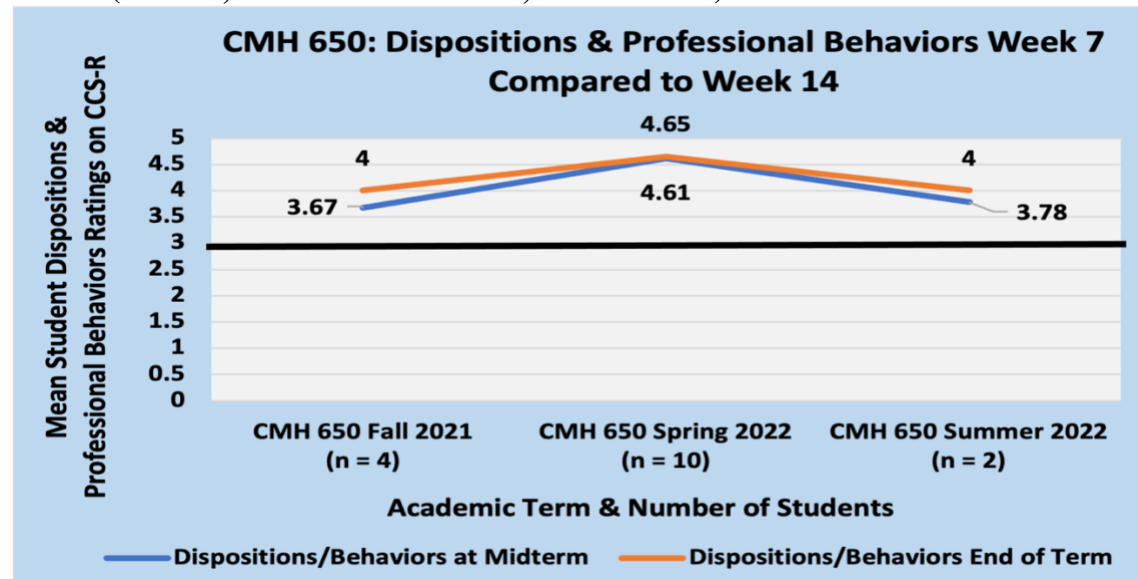
Most students met at least the minimum benchmark ratings. One student was referred to the Student Support and Development Committee, for additional support, prior to allowing progression.

Below are the results of the evaluation of Dispositional and Professional Behaviors across multiple measurement points in the coursework: COU 520 Skills in Helping Relationships: Residency I (Week 9 and 15), CMH 650 Practicum in CMHC (Week 7 and 14), CMH 660 Internship in CMHC (Week 7 and 14), CMH 670 Advanced Internship in CMHC (Week 7 and 14), and if required, CMH 680 Advanced Internship II on CMHC (Week 7 and 14). For these courses, the results are presented as a comparison of formative rating at Midterm and summative rating at End of Term. With each graph, the assignment and time in the course is noted.

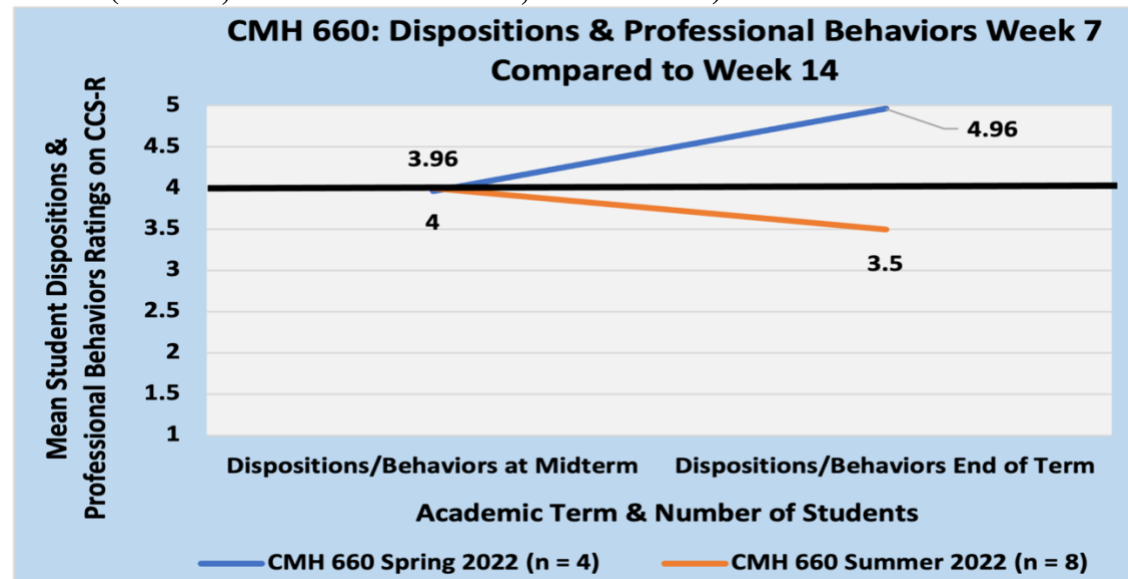
- **COU 520 Skills in Helping Relationships: Residency I (Week 9 Post Residency and Week 15 End of Term)**



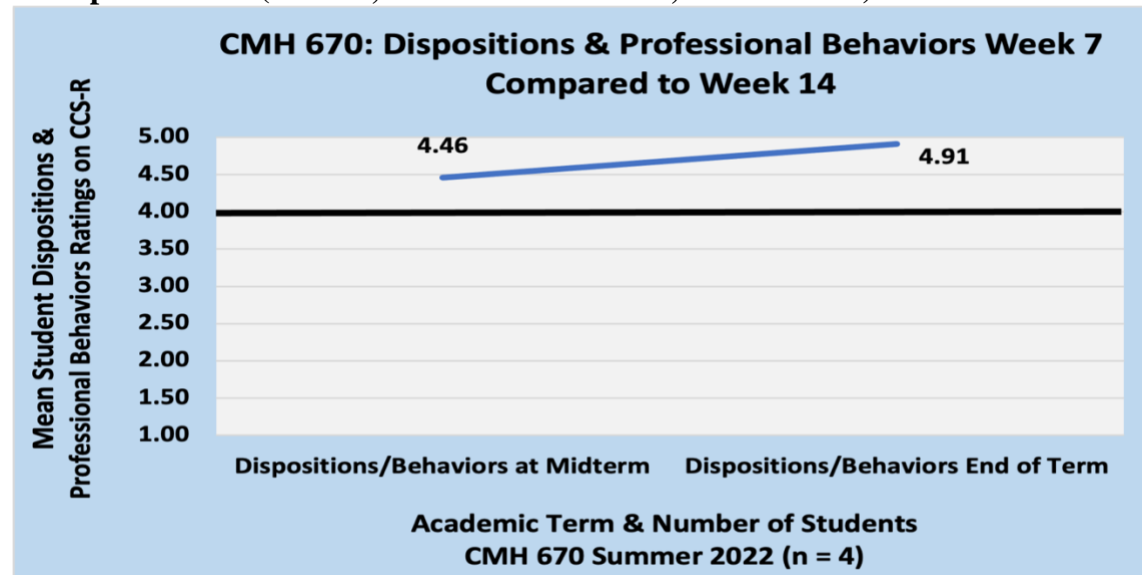
- CMH 650 Practicum in CMHC (Week 7, Midterm & Week 14, End of Term)



- CMH 660 Internship in CMHC (Week 7, Midterm & Week 14, End of Term)



- **CMH 670 Advanced Internship in CMHC (Week 7, Midterm & Week 14, End of Term)**



Findings From the Key Performance Indicators (Dispositions & Professional Behaviors)

During the current reporting period, we were able to collect at least one term's worth of data for all assignments and evaluations.

Analysis of the available data demonstrated that aggregate student performance, on Dispositions and Professional Behaviors, was at or above the benchmarks set (see above as this ranged from 3 to 4 on a 5-point scale based on the course) on most evaluated assignments across most terms of the MA-CMH program.

For sections of courses that ran during the Summer of 2022 multiple assignments did not reach the benchmark.

Results are presented below for those assignments, in specific terms, that did not meet the benchmark. This is followed by a description of what we see as the reason for them failing to meet the benchmark.

COU 520 Skills in Helping Relationships-Residency I: Weeks 15 Final CCS-R Assessment for the Summer 2022 section.

For the benchmark for Dispositions and Professional Behaviors ratings in this course, students must receive at minimum rating of "Near Expectations/Developing towards competencies", a score of 3, on most of the dispositions and professional behaviors areas to successfully complete

the course. With all student data analyzed, the End of Term Mean Student Ratings on the CCS-R for Dispositions and Professional Behaviors was 2.9. One student abandoned the course prior to the final evaluation and one student did not submit the necessary recorded session for evaluation. With the data from these students removed, the ratings would be an End of Term Mean Student Ratings on the CCS-R for Dispositions and Professional Behaviors of 4.35

CMH 660 Internship in CMHC: Week 14 Assignment: Case Conceptualization and Session Presentation, CCS-R Assessment for the Summer 2022 section.

For the benchmark for Dispositions and Professional Behaviors ratings in this course, students must receive a minimum rating, on most of the skills and dispositions', of "Meets Expectations/Demonstrates Competencies", a score of 4, on most of the dispositions and professional behaviors areas to successfully complete Internship. With all student data analyzed, the End of Term Mean Student Ratings on the CCS-R for S Dispositions and Professional Behaviors was 3.5.

During this term, there was an unexpected event. One of the students in the course passed away unexpectedly and prior to the End of Term evaluation. After removing this student's End of Term data, the Mean Student Ratings on the CCS-R for Dispositions and Professional Behaviors 4.

Summary of Findings

Considering the information present above, and even though there is an explanation for why the benchmark ratings were not met in these courses, we continue to monitor COU 520 and COU 550 in case of future, similar findings. Namely, why was this the first time in the history of the program that students did not submit or abandoned the courses just prior to submission of the final assignments?

Note: Students can also be referred for dispositional or professional behaviors concerns outside of the formal CCS-R review periods using our Student Support and Development Committee Referral Form. See Student Support and Development in a following section.

For this reporting period, no other students were referred outside of the formal CCS-R review periods.

Site Supervisor Evaluations of Knowledge, Skills, and Professional Behaviors

In addition to course-based assessments and routine skills, dispositions, and professional behaviors evaluations administered by core and non-core faculty, student are also evaluated, during practicum and internship by their site supervisors.

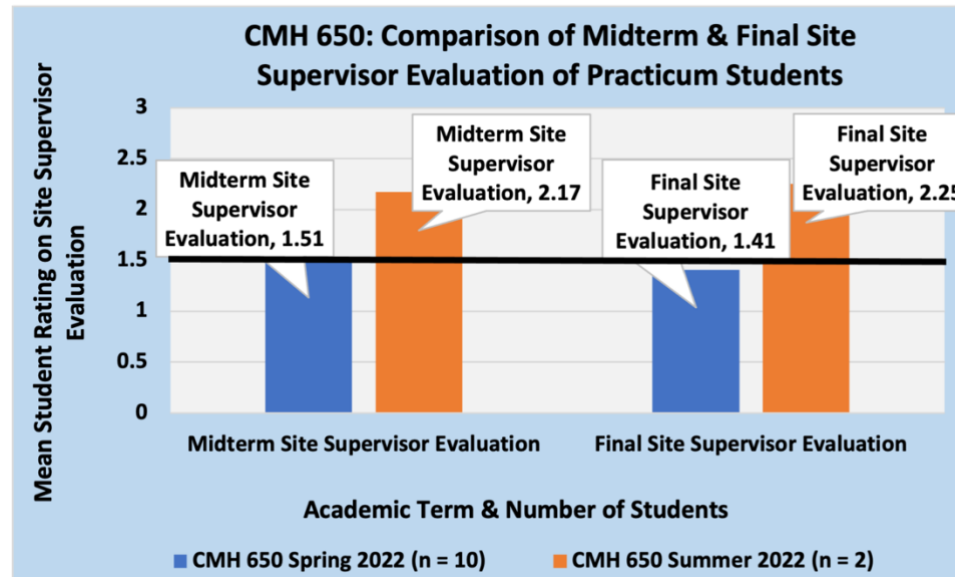
During Practicum and Internships, Week 7 and Week 14 site supervisors and students complete the Student and Site Supervisor's Evaluation Form. This begins with a student self-rating across knowledge, skills, and professional behaviors. Once a student completes the form, the site supervisor completes the form by rating the student on the same knowledge, skills, and professional behaviors. The evaluation includes a rating of basic skills and a comprehensive list of knowledge and professional behavior's domains. Ratings are based on a 0 to 3 scale [N = No Information; 0 =

Unsatisfactory; **1** = Minimally Acceptable; **2** = Proficient; **3**= Exceptional Performance]. A benchmark mean rating of 1.5 was set for CMH 650 Practicum in CMHC and for CMH 660 Internship in CMHC and CMH 670 Advanced Internship in CMHC, a benchmark mean rating of 2 was set.

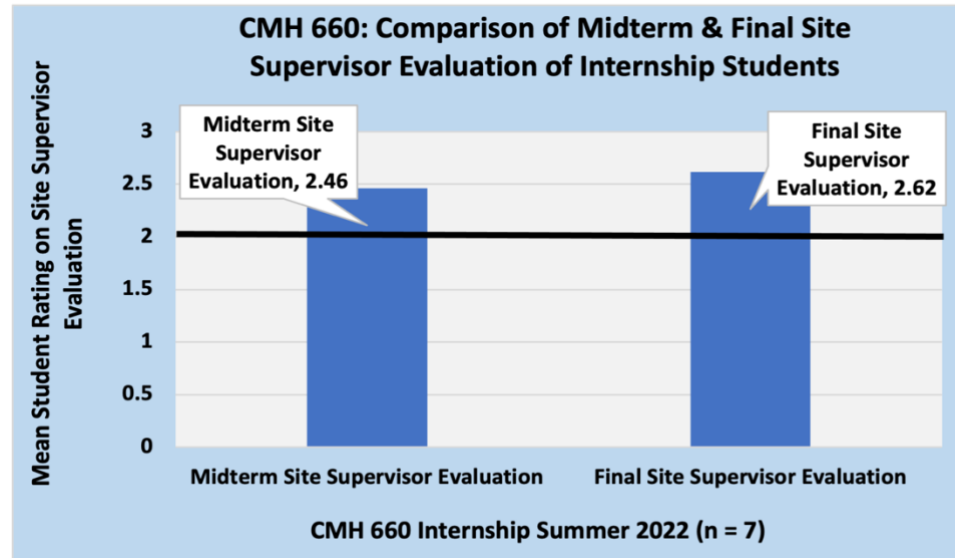
Student performance data was reviewed at Midterm and End of Term to determine if there is a need for referral to the Student Support and Development Committee. It is formally collected at the end of each semester (2 module terms). Site supervisor evaluation data, of knowledge, skills, and professional behaviors, is also considered when making course and program modifications.

Results are presented below for CMH 650 Practicum in CMHC, CMH 660 Internship in CMH, and CMH 670 Advanced Internship in CMHC. Based on site supervisor evaluations, all students, thus far, have met the benchmarks for each course.

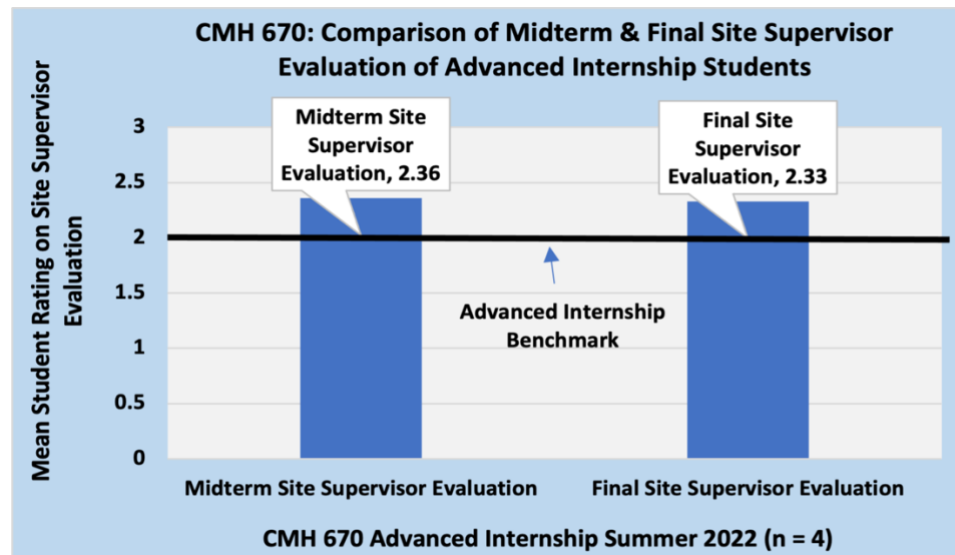
CMH 650 Practicum in CMHC



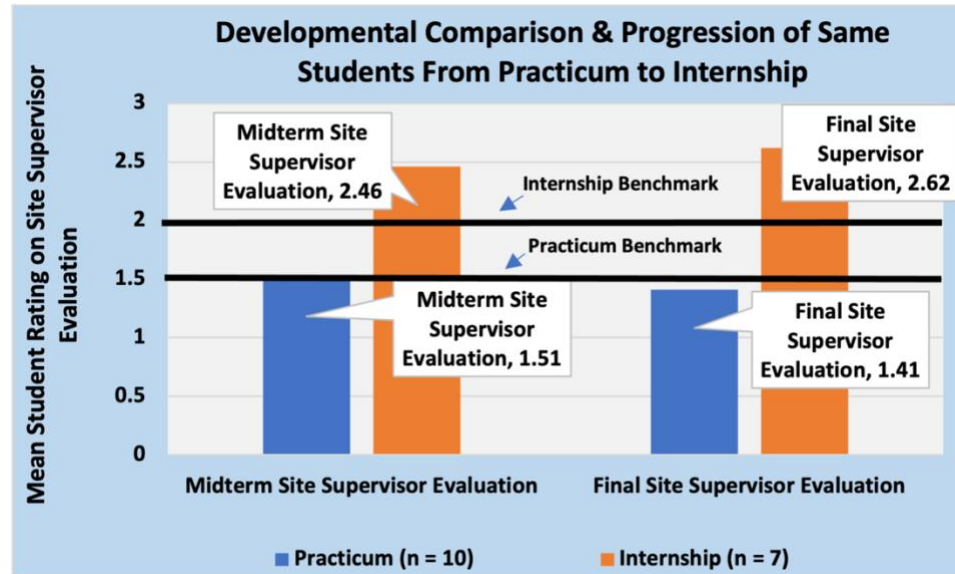
CMH 660 Internship in CMHC



CMH 670 Advanced Internship in CMHC



Comparison and Progression of Same Students from CMH 650 Practicum in CMH 660 to Internship in CMHC



Student Support and Development

Students that do not meet the benchmarks for academic, skills, and/or dispositional and professional behavioral requirements are referred to the Student Support and Development Committee (SSDC). Core and non-core MA-CMHC program faculty utilize the SSDC Referral Form to refer students in need of academic, skills, and/or dispositional and professional behavioral support. During this process students collaboratively work with the SSDC members to develop a plan for improvement. This may occur as a result of not meeting the benchmark on a KPI connected assignment/assessment or after ongoing evaluation with the Counselor Competencies Scale-Revised (CCS-R) or the Counselor Developing Group Skills (CDGS). The SSDC has a robust process for any student as they attempt to improve.

Referrals are ongoing but most often happen at the end of a module term. The SSDC meets at the beginning of each new module term to review new referrals related to student performance on KPI assessment/assignments from the most recent completion of courses. The committee monitors student progress biweekly.

In the Fall of 2021, 1 student was referred for academic support. In the Spring of 2022, 9 students were referred for academic support and 1 for academic and skills support. In Summer of 2022, 6 students were referred for academic support and 1 for academic and skills support.

Student Support & Development Plan		Academics	Skills	Dispositions/ Professional Behaviors	Combination
Active		7	0	0	1
Complete		1	0	0	0
Inactive		2	0	0	0
Withdrew from Program		3	0	0	0
Referred for Dismissal		0	0	0	0
Leave of Absence		2	0	0	1
	Total	15	0	0	2

One of the students referred in the Spring of 2022 has successfully completed a student support and development plan for academics. The student referred in the Fall of 2021 is on a leave of absence as is two of those referred in the Spring of 2022. Three of the students referred in the Spring of 2022 withdrew from the program.

Demographics

Demographic data was collected on all who applied for admission, completed all the required admissions documents, were accepted, and enrolled in the MA-CMHC program. For this reporting period, this includes all from the beginning of the program in 2020 through the end of the admissions cycle on April 24, 2022.

Students	Female	Male	Percentage of Total Student Population
American Indian or Native Alaskan	0	0	0.00%
Asian	2	0	3.33%
Black	1	0	1.67%
Hawaiian Native or Pacific Islander	0	0	0.00%
Two or More	1	1	3.33%
Unknown/Other	2	1	5.00%
White	38	14	86.67%
	44	16	
Single	33	10	71.67%
Married	10	4	23.33%
Partnered	0	2	3.33%
Divorced	0	1	1.67%
Separated	0	0	0.00%
Widowed	0	0	0.00%
	43	17	
Connecticut	30	13	71.67%
Rhode Island	3	1	6.67%
Maryland	2	1	5.00%
Massachusetts	2	0	3.33%
Michigan	1	1	3.33%
Oregon	1	0	1.67%
Texas	1	0	1.67%
Georgia	1	0	1.67%
Minnesota	1	0	1.67%
Pennsylvania	1	0	1.67%
Oklahoma	0	1	1.67%
	43	17	
Other Characteristics			
Latinx	5	1	10.00%
Active Duty Military	0	0	0.00%
Veteran	0	3	5.00%
Military Related Family Member	3	2	8.33%
With a Disability	1	1	3.33%
Age Ranges			
20-24	14	2	26.67%
25-29	15	2	28.33%
30-34	3	4	11.67%
35-39	4	2	10.00%
40-44	2	5	11.67%
45-49	1	0	1.67%
50-54	3	1	6.67%
55-59	1	0	1.67%
60-64	0	1	1.67%
	43	17	

Data was also collected for those who were accepted into the MA-CMHC program but never enrolled in the program.

Students	Females	Males	Percentage of Total Students
American Indian or Native Alaskan	0	0	0.00%
Asian	0	0	0.00%
Black	3	0	10.00%
Hawaiian Native or Pacific Islander	0	0	0.00%
Two or More	1	0	3.33%
Unknown/Other	2	0	6.67%
White	23	1	80.00%
	29	1	
Single	13	1	46.67%
Married	11	0	36.67%
Partnered	0	0	0.00%
Divorced	2	0	6.67%
Separated	1	0	3.33%
Widowed	0	0	0.00%
Unknown	2	0	6.67%
	29	1	
Connecticut	18	0	60.00%
Rhode Island	2	0	6.67%
Massachusetts	4	0	13.33%
Georgia	1	0	3.33%
Pennsylvania	2	0	6.67%
Tennessee	0	1	3.33%
Louisiana	1	0	3.33%
Idaho	1	0	3.33%
	29	1	
Other Characteristics			
Latinx	2	0	
Active Duty Military	0	0	
Veteran	0	0	
Military Related Family Member	0	0	
With a Disability	0	0	
Age Ranges			
20-24	8	0	26.67%
25-29	6	0	20.00%
30-34	4	0	13.33%
35-39	2	0	6.67%
40-44	1	0	3.33%
45-49	1	0	3.33%
50-54	3	0	10.00%
55-59	2	1	10.00%
60-64	1	0	3.33%
Unknown	1	0	3.33%
	29	1	

Findings from the Demographic Data

The demographic trends of those who have been accepted but do not enroll versus those who enroll is significantly different. Specifically, along the characteristics of marital status and age range. Those who have enrolled are more likely to be below age 30 (55%) compared to over age of 30 (45%) and single (71.67%) compared to not single (28.33%); whereas those who did not enroll are over age 30 (53.3%) compared to under age 30 (46.7%) and not single (54.3%) compared to single (45.7%).

In an effort to attract, enroll, and retain a diverse group of students, we have put our program under the microscope to determine why we are attracting students who are over age 30 and not single but not enrolling them.

Student Evaluations of Courses

Student evaluations of courses are not ignored. As a part of evaluating KPIs, it is not simply about how well a student performs. It is also about how well a course is developed, its content, clarity, structure, and relevancy. How students receive a course is paramount to successful completion of a course. Each course with an enrollment over 4 has a course evaluation.

Course data is collected at the end of each 16-week semester (2 module terms) through the course evaluation software MyCourseEval. These voluntary evaluations are made available to students within the LMS near the end of each course. Course performance data is collected at the end of each 16-week semester, and then, reviewed and analyzed the semester following its collection. All faculty receive an email about upcoming course evaluations 1-2 weeks prior to their release. Once released, students have 2 weeks to complete evaluations. All course evaluations include the same statements, for rating on a 5-point scale, and open response questions.

The statements, in a course evaluation related to the course, include four that are rated on the following scale:

Responses: [SD] Strongly Disagree=1 [D] Disagree=2 [N] Neutral=3 [A] Agree=4 [SA] Strongly Agree=5

- Overall, this course improved my understanding of the subject matter.
- Class activities, readings, and/or assignments supported my learning.
- The expectations for this course were made clear to me.
- This course was challenging.

The questions, in a course evaluation related to the course, also include two that are open response:

- What aspect of the course was most helpful to your learning?
- What aspect of the course was least helpful to your learning?

The statements, in a course evaluation related to the instructor, include four that are rated on the following scale:

Responses: [SD] Strongly Disagree=1 [D] Disagree=2 [N] Neutral=3 [A] Agree=4 [SA] Strongly Agree=5

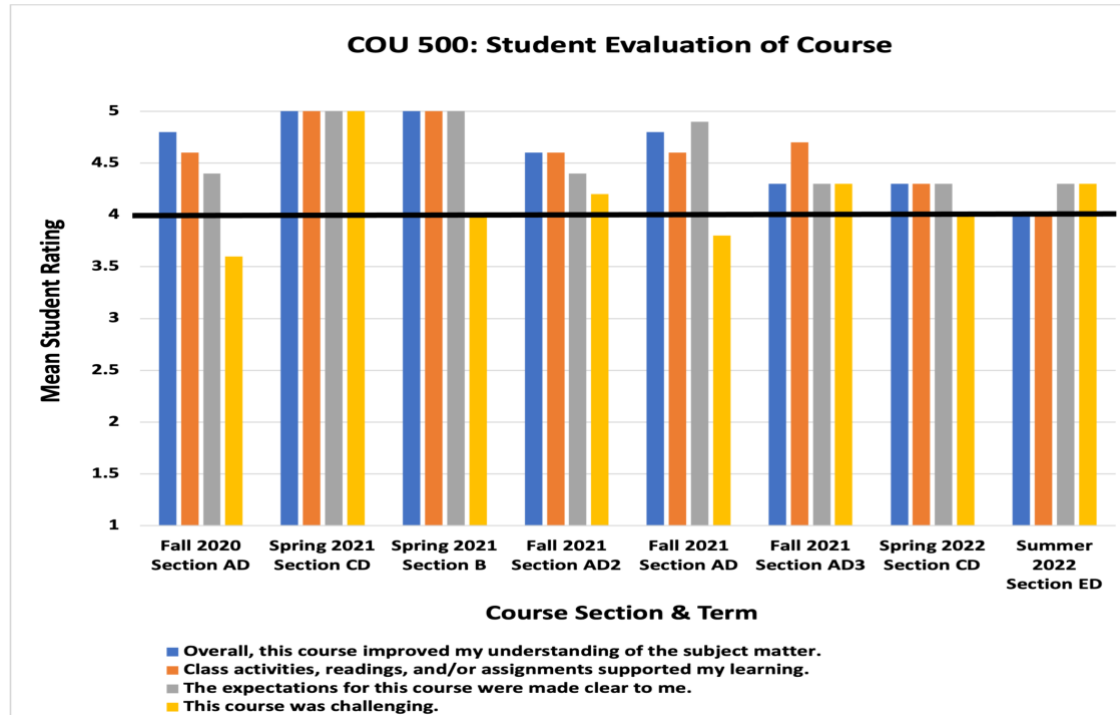
- Overall, the instructor's teaching style helped my learning.
- The feedback I received on assignments helped me to improve my learning.
- The feedback on assignments and/or tests was provided in a timely manner.
- The instructor was available for extra help.

The questions, in all course evaluations related to the instructor and course, also include one that is open response:

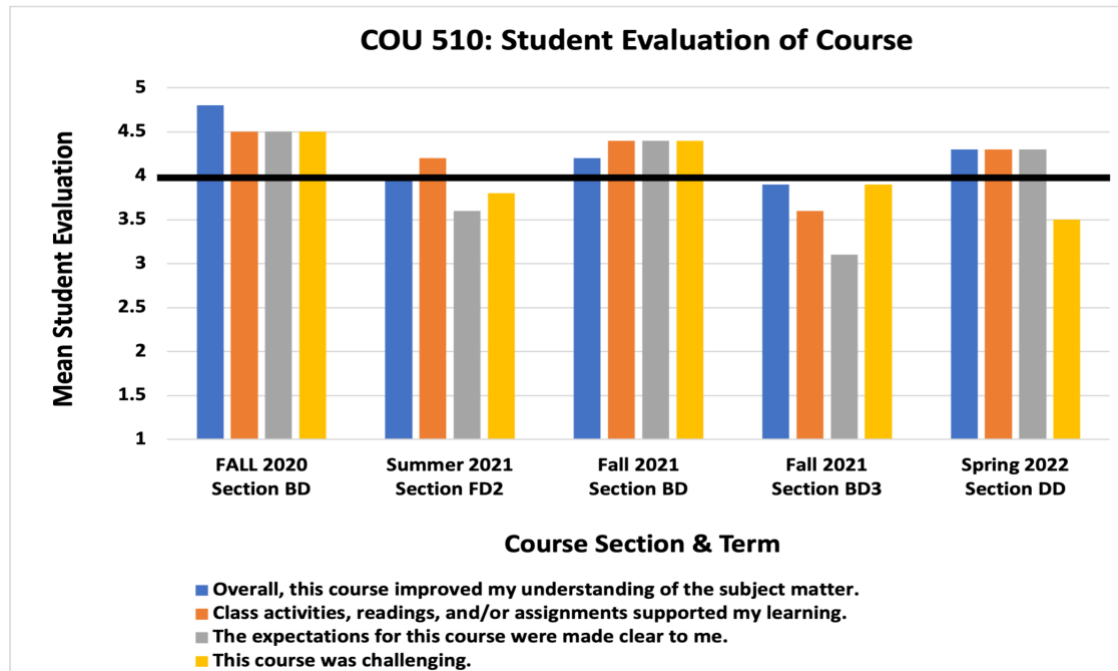
- Any additional comments or suggestions about the instructor or the course.

Student evaluations of instructors are collected, reviewed, analyzed, and considered as part of annual core faculty performance evaluations. The core faculty of the MA-CMH program set a rating of 4 on the 5-point scale as the benchmark for the statements

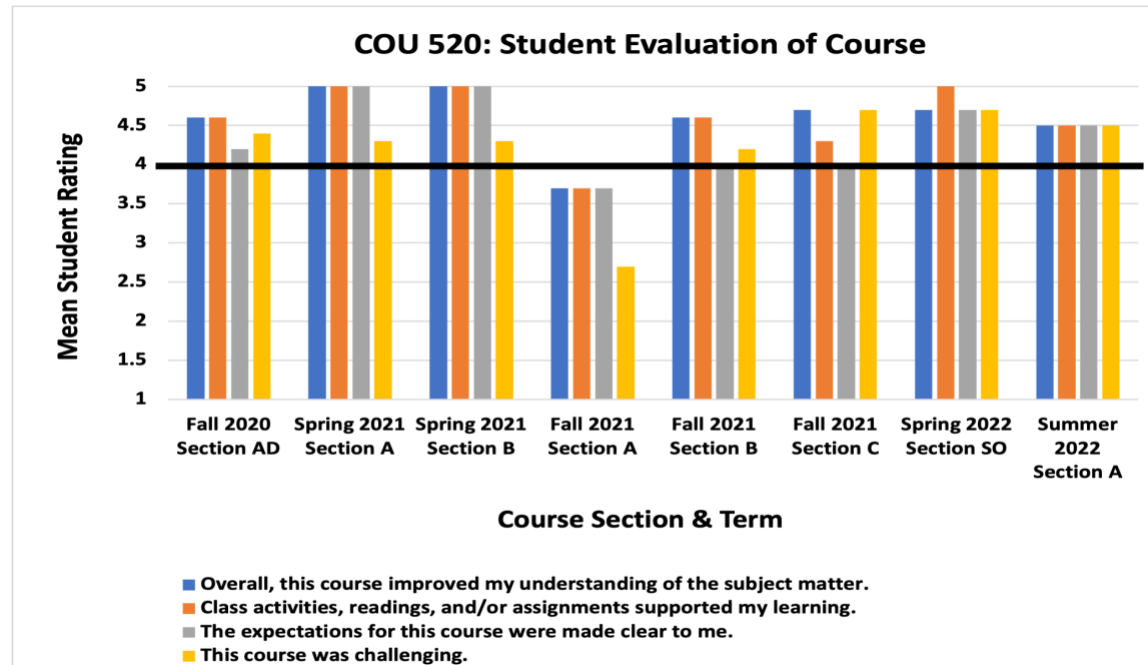
Below are examples of the data collected from some course evaluations. All course evaluations are not presented.



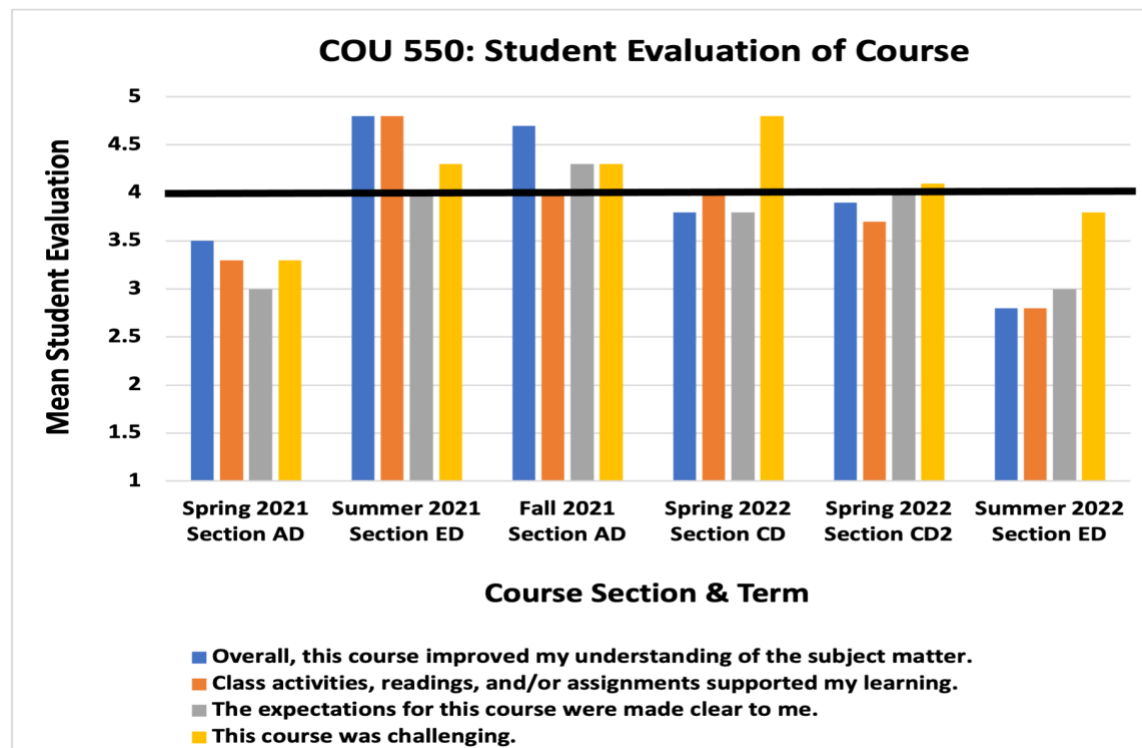
For COU 500, we are investigating why 3 of the 8 sections, that have run, evaluate the course as less than a 4 on “This course was challenging”. The goal is not to make a course challenging, but the goal is to have a productive and engaging course.



For COU 510, course evaluations fell below the benchmark of 4 for “The expectations for the course were made clear” and “This course was challenging” and one section rated “Class activities, readings, and/or assignments supported my learning” below the benchmark. In the Key Performance Indicator’s (Knowledge & Skills) section of this report, we described the Week 2 and Week 7 assignments related to KPI 4, 5, & 6 as recently having Mean Grades below the benchmark and that we are monitoring student performance in this course.



For COU 520, one section rated all the aspects that were evaluated about the course below the benchmark of 4. Therefore, we are monitoring this course.



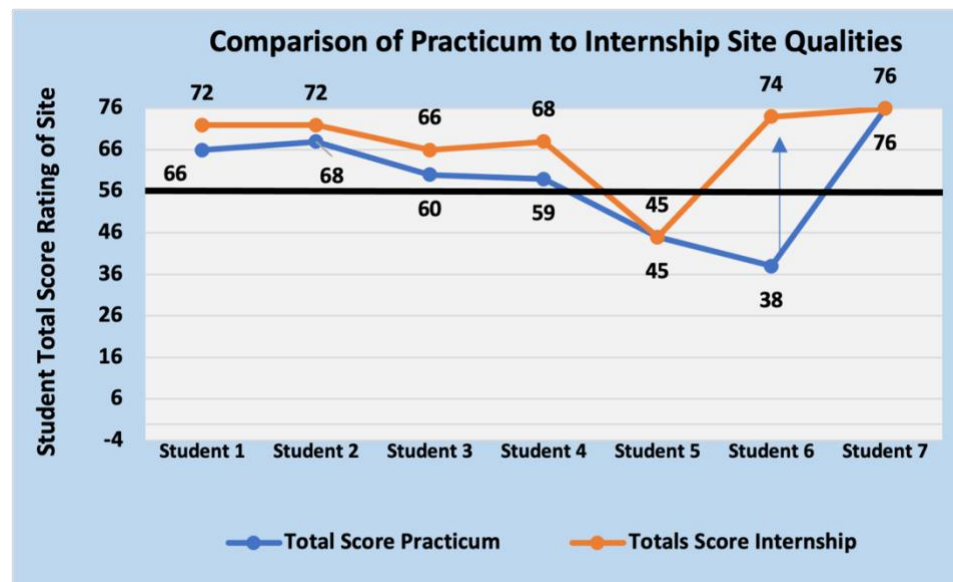
For COU 550, two sections rated all the aspects that were evaluated about the course below the benchmark of 4 and two other sections rated “Overall, this course improved my understanding of the subject matter”, “Class activities, readings, and/or assignments supported my learning”, and “The expectations for the course were made clear” below the benchmark of 4. Because of these ratings, the technical nature of the course, and because in the Key Performance Indicator’s (Knowledge & Skills) and Key Performance Indicators (Skills) sections of this report, we described the Week 7 and Week 8 assignments related to KPI 10 and 13 as recently having Mean Grades and Skills ratings below the benchmark, we are monitoring student performance in this course.

FOLLOW-UP DATA

Site and Site Supervisor Evaluations

Site and Site Supervisor Evaluations are collected at the end of each practicum and internship. Information collected through this follow-up evaluation will be used to inform program faculty and corroborate whether a site offers appropriate levels of supervision, appropriate work conditions, and opportunity to become familiar with a variety of professional activities and resources, including technological resources. This evaluation allows students an opportunity evaluate their experiences at their practicum and/or internship sites. Ratings are based on a 4-point scale [(1) Very Unsatisfactory, (2) Unsatisfactory, (3) Satisfactory, (4) Very Satisfactory]. MA-CMHC program faculty review these student evaluations by look at the total score. The Site and Site Supervisor Evaluation Form includes a total of 19 ratable items with 76 being the maximum score. A benchmark of a total score of 57 was set (which is equivalent to an average rating of 3 [Satisfactory] on all ratable items).

Presented below is a comparison of the same students from CMH 650 Practicum in CMHC to CMH 660 to Internship in CMHC.



Most students had a consistent and satisfactory experience across practicum and internship. One had an unsatisfactory experience in practicum. The student had a different site for internship, and the experience at that site was very satisfactory. One student had a consistently unsatisfactory experience for practicum and internship. This site will be reevaluated for future placements.

Because the MA-CMHC program only has a few students, in small cohorts, currently in practicum or an internship, no other data is presented to protect their anonymity.

Course and Program Modifications

Coursework Modifications

Outside of our annual review of KPIs, course and assignment performance are routinely monitored. Below is a list of course changes that have been made during the reporting period.

(1) Fall 2020: Revision of all course discussion response requirements.

Early in the program, there was confusion around the expectations of students in online discussions. The rubric clearly stated the expectations; however, the rubric was not being reviewed prior to starting or completing a discussion. This was specifically around response requirements (number of required posts). Therefore, the description of the response requirements was updated to the following:

Response Requirements for Discussion Board Assignments:

Each discussion requires posting on at least 3 different days during the week. Each post should be a well-developed, coherent paragraph. One to two sentence responses are not acceptable.

The response criteria listed below are the **minimal requirements** for each discussion. In order to **receive an exemplary score, on each part of a discussion, you must do more than the minimal requirements.** See attached Discussion Rubric.

- For your initial response, you must do the following: Complete your initial response by Wednesday at 11:59 pm (your time zone).
- For your responsive posts, you must do the following: Respond to **at least two** of your classmates. Demonstrate more depth and thought than simply stating "I agree" or "You are wrong." Submit your responsive posts by Friday at 11:59 pm (your time zone).
- For your follow up responses to peers, you must do the following: Respond to **at least two** of your classmates. Demonstrate more depth and thought than simply stating "I agree" or "You are wrong." Submit your follow up responses to peers by Sunday at 11:59 pm (your time zone).

(2) **Fall 2021:** The timing of when the evaluation of skills, dispositions, and professional behaviors was done was changed in all sections of COU 520 Skills in Helping Relationships: Residency I. Prior to this term, evaluations utilizing the CCS-R were done in Week 7, Post Residency (Week 9), and at the End of Term. Since the residency experience is a pivotal part of the course, and the Week 7 rating did not yield any valuable results, the decision was made to change the remove the Week 7 evaluation.

(3) **Late Spring of 2022:** Because of functionality issues with Tevera, the CMH 650 Practicum in CMHC, CMH 660 Internship in CMHC, and CMH 670 Advanced Internship in CMHC courses in Blackboard were updated to include all the forms used in Practicum and Internships.

These resources serve as a backup if Tevera fails to perform as it should. Also, ongoing discussions have occurred, with Tevera representatives, to rectify the issues.

Revision to the Master of Arts in Clinical Mental Health Counseling Handbook, Practicum and Internship Handbook, and Practicum and Internship Site Supervisor Manual.

In the **Summer of 2022**, the Master of Arts in Clinical Mental Health Counseling Handbook was updated to include a thorough section about Expectations in the CMHC Online Program. The goals here was to describe the importance of technology and necessity for have good technology competency.

In the **Summer of 2022**, because of functionality issues with Tevera, the Practicum and Internship Handbook, and Practicum and Internship Site Supervisor Manuals were updated to include all the forms used in Practicum and Internships. These resources serve as a backup if Tevera fails to perform as it should. Also, ongoing discussion has occurred, with Tevera representatives to rectify the issues.

Revisions of Admission Documents and Processes

Students applying for admission into the MA-CMHC program are required to complete and submit a personal statement form that includes multiple questions and scenarios. The form was updated in the **Fall of 2021** include better questions and scenarios that align with CACREP's Requirements for consideration of each applicant's (1) relevance of career goals, (2) aptitude for graduate-level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences.

Also, in the **Fall of 2021**, a rubric was developed to evaluate all admissions documents and applicant responses to admission's interview questions. Consistent questions were developed to be utilized in the admissions interview. A cutoff score was established to indicate whether an applicant would be asked to an admission's interview and whether after the admission's interview, an applicant would be accepted into the program.

In the **Fall of 2022**, the admissions process will be updated to include an assessment of online learning readiness. The rubric utilized to assess admissions documents will be updated to include evaluation of an applicant's responses to this assessment.

Conclusion

Since the MA-CMHC program started its first cohort in the Fall of 2020, there have been routine efforts made collect, review, analyze, and incorporate the findings derived from data. Understanding how assignments, courses, and students perform helps highlight gaps and the need for changes.

Some of the KPI outcomes noted above were expected as part of the development of a new program. The MA-CMHC program is much like a student in that both are on a developmental journey and along the way there is a need to stop, reflect, and make changes. We embrace our data, accept our shortcomings, and look forward to the opportunity to improve.