ANNUAL REPORT submitted AY2018-2019

NAME OF PROGRAM: CMHC   **TYPE OF REPORT:** *Online Campus*   **DATE: November 2019**

SECTION 1: Learning Outcome Section

Instructions: Section 1 involves reporting your outcome data from the previous academic year (2018-19). Please add your PLOs below and ascertain that they correspond to the AY2019-20 Catalog. Examples are provided in italics, and gray font. Please use standard **black** font when completing your own.

INSTITUTIONAL LEARNING OUTCOMES (ILOs)	PROFESSIONAL PRACTICE Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision.	DIVERSITY Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.	PROFESSIONAL BEHAVIOR Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.	SCHOLARSHIP: Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their professional and scholarly endeavors.
PROGRAM LEARNING OUTCOMES (PLOs)	**PLO 3: Counseling, Prevention, and Intervention:** Graduates will demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis, treatment, referral, and prevention of mental and emotional disorders. **PLO 4: Assessment:** Graduates will demonstrate the knowledge, skills, and practices of culturally appropriate and holistic clinical evaluation and assessment of normalcy and psychopathology. **PLO 5: Diagnosis:** Graduates will demonstrate the knowledge, skills, and	**PLO 1: Diversity and Advocacy:** Graduates will demonstrate the knowledge, skills, and practices to deliver culturally appropriate counseling services, advocate for clients, and understand how to influence policy to enhance the practice of clinical mental health counseling.	**PLO 2: Foundations:** Graduates will show a commitment to their identity as counselors through membership and activities in professional organizations, and through ethical behavior in their work with clients and other professionals.	**PLO 6: Research and Evaluation**: Graduates wi competently and critically evaluate clinical mental health counseling researc demonstrate understandi of evidence-based treatments and outcome evaluation, and apply appropriate models of program evaluation.

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	practices of culturally appropriate diagnosis of both psychopathology and normal developmental challenges, including appropriate use of diagnosis during trauma-causing events.			

PLO DATA SUMMARY

Assessed Outcomes Data from AY 2018-19	Assessment Methods and Expected Outcomes Describe methods used and benchmarks expected for each PLO. See you're a-Plan for detail	Data Reviewed and Findings Provide a description of the data reviewed and a summary of the findings. Describe the process for evaluating/ analyzing the findings.	Planned Action Steps Describe implemented or planned actions based on findings; i.e., include actions that should be started, stopped, or continued. Include budget implications, if any.	Update on Planned Actions Provide final results for each planned action from previous column. This usually happens in the next academic year (by 12/15/2020).

PLO #1: Diversity and Advocacy	**Formative Measures:**
	• Student grades (GPA)
	• Dispositions, Skills, and Knowledge Competency Assessment (DSKCA) collected across three developmental stages (average benchmark scores required on DSKCA)
	  ○ Basic – CM592 (1) and CM528 (1.5)
	  ○ Intermediate – CM543 (2), CM550 (2), CM564 (2)
	  ○ Advanced – CM605 (2.5), CM614 (3), CM619 (3.5)
	  ○ CM800/CPCE - within one standard deviation of national mean
	Dispositions (1 – first year, 2 second year, and 3 third year): Social and Cultural Diversity, Cultural Self-Awareness, and Culturally relevant service delivery.
	
	Summative Measures:
	Capstone Exam – Social and Cultural Diversity
		• Data reviewed: For PLO 1, the CMHC team evaluated the DSKCA data and the GPAs for courses that included PLO 1 content from Fall 1 2018 through Summer 2 2019. In addition, The Student Experience Lead and Chair evaluated the exit surveys for all students who graduated in the academic year. The Director of Clinical Training evaluated site supervisor and student surveys related to fieldwork.
		• Data Finding PLO 1.1: Overall, students' progress on PLO 1 as expected. At the Basic Assessment level, students had a mean average score of 2.54 on the DSKCA, which exceeds the required benchmark score.
		• Data Finding PLO 1.2: Overall, students' progress on PLO 1 as expected. At the Intermediate Assessment level, students had a mean average score of 2.71 on the DSKCA, which exceeds the required benchmark score.
		• Data Finding PLO 1.3: Overall, students' progress on PLO 1 as expected. At the Advanced Assessment level, students had a mean average score of 3.60 on the DSKCA, which exceeds the required benchmark score. PLO scores were also compared between students who had completed their whole program with CMHC-Online and those who had transferred to TCSPP in the Spring of
			• PLO 1.1 Goal: A primary goal for the CMHC-Online program is to utilize Tevera for collecting and evaluating DSKCA scores. The department will work with Tevera to develop and pilot a DSKCA rubric system and streamline the data reporting process.
			• PLO 1.2 Goal: Formalize Skillsville and Enrichment Gallery offerings and publish in Canvas classes and in the Advising Forum.
			• PLO 1.3: Develop curriculum map for CMHC and CES utilizing diversity competencies, such as AMCD Multicultural and Social Justice Competencies, ALGBTIC competencies, ASERVIC competencies, etc.	

		2019. While there was a statistically significant difference (TCSPP – 3.61; AU – 3.55), the difference was not meaningful (d_{Cohen}= -0.186). • On the Counselor Preparation Comprehensive Exam, the students completing the program during the 2018-19 academic year, scored above the national mean (z-score + 0.38) for this PLO. This represents a 123% increase in scores from 2017-18. The increase in results is credited to the implementation of Skillsville, the Enrichment Gallery, and the creation of an Advising Forum Resource Center for the standardized exams.		

PLO #2: Foundations	**Formative Measures:**
	• Student grades (GPA)
	• Dispositions, Skills, and Knowledge Competency Assessment (DSKCA) collected across three developmental stages (average benchmark scores required on DSKCA)
	   o Basic – CM500 (1), CM514(1), CM578 (1), CM592 (1) and CM528 (1.5)
	   o Intermediate – CM530 (1.5), CM543 (2), CM550 (2), CM564 (2)
	   o Advanced – CM605 (2.5), CM614 (3), CM619 (3.5)
		• Data reviewed: For PLO 2, the CMHC team evaluated the DSKCA data and the GPAs for courses that included PLO 2 content from Fall 1 2018 through Summer 2 2019. In addition, The Student Experience Lead and Chair evaluated the exit surveys for all students who graduated in the academic year. The Director of Clinical Training evaluated site supervisor and student surveys related to fieldwork.
		• Data Finding PLO 2.1: Overall, students' progress on PLO 2 as expected. At the Basic Assessment level, students had a mean average score of 2.65 on the DSKCA, which exceeds the required benchmark score.
		• Data Finding PLO 2.2: Overall, students' progress on PLO 2 as expected. At the Intermediate Assessment level, students had a mean average score
			• PLO 2.1 Goal: A primary goal for the CMHC-Online program is to utilize Tevera for collecting and evaluating DSKCA scores. The department will work with Tevera to develop and pilot a DSKCA rubric system and streamline the data reporting process.
			• PLO 2.2 Goal: Formalize Skillsville and Enrichment Gallery offerings and publish in Canvas classes and in the Advising Forum.
			• PLO 2.3 Goal: Evaluate lab sessions that have been integrated into CM 500.	

	- o CM800/CPCE - within one standard deviation of national mean - o Dispositions (1 – first year, 2 second year, and 3 third year): Engaged and Motivated to Learn and Grow, Professionalism, Self-Reflection **Summative Measures:** - Capstone Exam - Professional Orientation and Ethical Practice	of 2.72 on the DSKCA, which exceeds the required benchmark score. • Data Finding PLO 2.3: Overall, students' progress on PLO 2 as expected. At the Advanced Assessment level, students had a mean average score of 3.73 on the DSKCA, which exceeds the required benchmark score. PLO scores were also compared between students who had completed their whole program with CMHC-Online and those who had transferred to TCSPP in the Spring of 2019. While there was a statistically significant difference (TCSPP=3.73; AU=3.71), the difference was not meaningful (d_{Cohen}= -0.083). • On the Counselor Preparation Comprehensive Exam, the students completing the program during the 2018-19 academic year, scored above the national mean (z-score +0.41) for this PLO. This represents a 295% increase in scores from 2017-18. The data indicates that the increase in results relates directly to the implementation of Skillsville, the Enrichment Gallery, and the creation of an Advising Forum Resource Center for the standardized exams.	
PLO #3: Counseling, Prevention, and Intervention	**Formative Measures:** - Student grades (GPA) - Dispositions, Skills, and Knowledge Competency Assessment (DSKCA) collected across three developmental stages (average benchmark	• Data reviewed: For PLO 3, the CMHC team evaluated the DSKCA data and the GPAs for courses that included PLO 3 content from Fall 1 2018 through Summer 2 2019. In addition, The Student Experience Lead and Chair evaluated the exit surveys for all students who graduated in the academic year. The Director of Clinical	• PLO 3.1 Goal: A primary goal for the CMHC-Online program is to utilize Tevera for collecting and evaluating DSKCA scores. The department will work with Tevera to develop and pilot a DSKCA rubric system and streamline the data reporting process. • PLO 3.2 Goal: Formalize Skillsville and Enrichment Gallery offerings and

scores required on DSKCA)	Training evaluated site supervisor and student surveys related to fieldwork.	publish in Canvas classes and in the Advising Forum.
o Basic – CM500 (1), CM514(1), CM592 (1) and CM528 (1.5)	• Data Finding PLO 3.1: Overall, students' progress on PLO 3 as expected. At the Basic Assessment level, students had a mean average score of 2.30 on the DSKCA, which exceeds the required benchmark score.	
o Intermediate – CM530 (1.5), CM543 (2), and CM564 (2)	• Data Finding PLO 3.2: Overall, students' progress on PLO 3 as expected. At the Intermediate Assessment level, students had a mean average score of 2.49 on the DSKCA, which exceeds the required benchmark score.	
o Advanced – CM605 (2.5), CM614 (3), CM619 (3.5)	• Data Finding PLO 3.3: Overall, students' progress on PLO 3 as expected. At the Advanced Assessment level, students had a mean average score of 3.70 on the DSKCA, which exceeds the required benchmark score. PLO scores were also compared between students who had completed their whole program with CMHC-Online and those who had transferred to TCSPP in the Spring of 2019. While there was a statistically significant difference (TCSPP=3.69; AU=3.71), the difference was not meaningful (d_{Cohen}= 0.095).	
o CM800/CPCE - within one standard deviation of national mean		
o Dispositions (1 – first year, 2 second year, and 3 third year): Professionalism, Clinical Competency Self-Awareness, Self-Reflection, Therapeutic Alliance Skills, Biopsychosocial Factor Integration, and Differential Approach		
Summative Measures:	• On the Counselor Preparation Comprehensive Exam, the students completing the program during the 2018-19 academic year, scored slightly above the national mean (z-score +0.19) for this PLO. This represents a 150% increase in scores over 2017-18. The data indicates that the increase in results relates directly to the implementation of Skillsville, the	
• Capstone Exam – Helping Relationships; Career; Group; Human Growth and Development		

		Enrichment Gallery, and the creation of an Advising Forum Resource Center for the standardized exams.		

PLO #4: Assessment	. **Formative Measures:**
	• Student grades (GPA)
	• Dispositions, Skills, and Knowledge Competency Assessment (DSKCA) collected across three developmental stages (average benchmark scores required on DSKCA)
	   o Basic – CM578 (1) and CM528 (1.5)
	   o Intermediate – CM530 (1.5), CM543 (2), CM564 (2), and CM571(2)
	   o Advanced – CM605 (2.5), CM614 (3), CM619 (3.5)
	   o CM800/CPCE - within one standard deviation of national mean
	Dispositions (1 – first year, 2 second year, and 3 third year): Assessment Use, Assessment for Diagnosis, Case Conceptualization, and Case Management and Treatment Planning
	
	Summative Measures:
	• Capstone Exam - Assessment
		• Data reviewed: For PLO 4, the CMHC team evaluated the DSKCA data and the GPAs for courses that included PLO 4 content from Fall 1 2018 through Summer 2 2019. In addition, The Student Experience Lead and Chair evaluated the exit surveys for all students who graduated in the academic year. The Director of Clinical Training evaluated site supervisor and student surveys related to fieldwork.
		• Data Finding PLO 4.1: Overall, students' progress on PLO 4 as expected. At the Basic Assessment level, students had a mean average score of 2.96 on the DSKCA, which exceeds the required benchmark score.
		• Data Finding PLO 4.2: Overall, students' progress on PLO 4 as expected. At the Intermediate Assessment level, students had a mean average score of 2.52 on the DSKCA, which exceeds the required benchmark score.
		• Data Finding PLO 4.3: Overall, students' progress on PLO 4 as expected. At the Advanced Assessment level, students had a mean average score of 3.63 on the DSKCA, which exceeds the required benchmark score. PLO scores were also compared between students who had completed their whole program with CMHC-Online and those who had transferred to TCSPP in the Spring of 2019. While there was a statistically significant difference (TCSPP=3.63;
			• PLO 4.1 Goal: A primary goal for the CMHC-Online program is to utilize Tevera for collecting and evaluating DSKCA scores. The department will work with Tevera to develop and pilot a DSKCA rubric system and streamline the data reporting process.
			• PLO 4.2 Goal: Formalize Skillsville and Enrichment Gallery offerings and publish in Canvas classes and in the Advising Forum.	

		AU=3.617), the difference was not meaningful (d_{Cohen}= -0.044). • On the Counselor Preparation Comprehensive Exam, the students completing the program during the 2018-19 academic year, scored above the national mean (z-score +0.43) for this PLO. This represents a 530% increase in scores over 2017-18. The data indicates that the increase in results relates directly to the implementation of Skillsville, the Enrichment Gallery, and the creation of an Advising Forum Resource Center for the standardized exams. In addition, Dr. Susan Foster revamped the CM571 course, which contributed significantly to the increased competency of students in the area of assessment.		

PLO #5: Diagnosis	**Formative Measures:**
	 • Student grades (GPA)
	 • Dispositions, Skills, and Knowledge Competency Assessment (DSKCA) collected across three developmental stages (average benchmark scores required on DSKCA)
	    o Basic – CM514(1)
	    o Intermediate – CM530 (1.5) and CM571 (2)
	    o Advanced – CM614 (3) and CM619 (3.5)
	    o CM800/CPCE - within one standard
		• Data reviewed: For PLO 5, the CMHC team evaluated the DSKCA data and the GPAs for courses that included PLO 5 content from Fall 1 2018 through Summer 2 2019. In addition, The Student Experience Lead and Chair evaluated the exit surveys for all students who graduated in the academic year. The Director of Clinical Training evaluated site supervisor and student surveys related to fieldwork.
		 • Data Finding PLO 5.1: Overall, students' progress on PLO 5 as expected. At the Basic Assessment level, students had a mean average score of 2.53 on the DSKCA, which exceeds the required benchmark score.
		 • Data Finding PLO 5.2: Overall, students' progress on PLO 5 as expected. At the
			• PLO 5.1 Goal: A primary goal for the CMHC-Online program is to utilize Tevera for collecting and evaluating DSKCA scores. The department will work with Tevera to develop and pilot a DSKCA rubric system and streamline the data reporting process.
			 • PLO 5.2 Goal: Formalize Skillsville and Enrichment Gallery offerings and publish in Canvas classes and in the Advising Forum.	

deviation of national mean

- o Dispositions (1 – first year, 2 second year, and 3 third year): Self-Reflection, Biopsychosocial Factor Integration, and Differential Approach, and Diagnosis

Summative Measures:
- Capstone Exam - Assessment

Intermediate Assessment level, students had a mean average score of 2.63on the DSKCA, which exceeds the required benchmark score.

- Data Finding PLO 5.3: Overall, students' progress on PLO 5 as expected. At the Advanced Assessment level, students had a mean average score of 3.68 on the DSKCA, which exceeds the required benchmark score. PLO scores were also compared between students who had completed their whole program with CMHC-Online and those who had transferred to TCSPP in the Spring of 2019. While there was a statistically significant difference (TCSPP=3.703; AU=3.61), the difference was meaningful and demonstrated a medium effect (d_{Cohen}= -0.268) with the students who had completed their whole program with CMHC-Online performing better than the students who had transferred to TCSPP in the Spring of 2019.

- On the Counselor Preparation Comprehensive Exam, the students completing the program during the 2018-19 academic year, scored slightly below the national mean (z-score +0.43) for this PLO. This represents a 530% increase in scores over 2017-18. The data indicates that the increase in results relates directly to the implementation of Skillsville, the Enrichment Gallery, and the creation of an Advising Forum Resource Center for the standardized exams. In addition, Drs. Susan Foster and Rodney Harris

		created and embedded a live lab series in the CM 514 course, which contributed significantly to the increased competency of students in the area of diagnosis.		

PLO #6: Research and Evaluation	**Formative Measures:**
	 • Student grades (GPA)
	 • Dispositions, Skills, and Knowledge Competency Assessment (DSKCA) collected across three developmental stages (average benchmark scores required on DSKCA)
	   o Basic – CM578 (1)
	   o Intermediate – CM530 (1.5), CM543 (2), and CM564 (2)
	   o Advanced – CM605 (2.5), CM614 (3), CM619 (3.5)
	   o CM800/CPCE - within one standard deviation of national mean
	   o Dispositions (1 – first year, 2 second year, and 3 third year): Integration of Evidence, Integration of Theory and Practice, Evidence-based practice
		• Data reviewed: For PLO 6, the CMHC team evaluated the DSKCA data and the GPAs for courses that included PLO 6 content from Fall 1 2018 through Summer 2 2019. In addition, The Student Experience Lead and Chair evaluated the exit surveys for all students who graduated in the academic year. The Director of Clinical Training evaluated site supervisor and student surveys related to fieldwork.
		 • Data Finding PLO 6.1: Overall, students' progress on PLO 6 as expected. At the Basic Assessment level, students had a mean average score of 3.09 on the DSKCA, which exceeds the required benchmark score.
		 • Data Finding PLO 6.2: Overall, students' progress on PLO 6 as expected. At the Intermediate Assessment level, students had a mean average score of 2.40 on the DSKCA, which exceeds the required benchmark score.
		 • Data Finding PLO 6.3: Overall, students' progress on PLO 6 as expected. At the Advanced Assessment level, students had a mean average score of 3.65 on the DSKCA, which exceeds the required benchmark score. PLO scores were also compared between students who had completed their whole program with CMHC-Online and those who had transferred to TCSPP in the Spring of
			• PLO 6.1 Goal: A primary goal for the CMHC-Online program is to utilize Tevera for collecting and evaluating DSKCA scores. The department will work with Tevera to develop and pilot a DSKCA rubric system and streamline the data reporting process.
			 • PLO 6.2 Goal: Formalize Skillsville and Enrichment Gallery offerings and publish in Canvas classes and in the Advising Forum.
			 • PLO 6.3 Goal: Evaluate revised CM 578 course.	

| | Summative Measures:
• Capstone Exam – Research and Program Evaluation | 2019. While there was a statistically significant difference (TCSPP=3.656; AU=3.623), the difference was not meaningful (d_{Cohen}= -0.124).
• On the Counselor Preparation Comprehensive Exam, the students completing the program during the 2018-19 academic year, scored slightly below the national mean (z-score -0.01) for this PLO. While only slightly below the national mean, this represents a 97% increase in scores over 2017-18. The data indicates that the increase in results relates directly to the implementation of Skillsville, the Enrichment Gallery, and the creation of an Advising Forum Resource Center for the standardized exams. In addition, Dr. LoriAnn Stretch redesigned the CM 578 course during Summer 2019, which contributed significantly to the increased competency of students in the area of diagnosis. The full results of the changes to the CM 578 course will not be seen until the 2019-20 academic year. | | |

QUANTITATIVE ANALYSIS OF PLO FINDINGS for digital data collection users and others (Canvas Outcomes, APP database, etc.)

Instructions: Please complete **EITHER** of the two tables below **if your program uses a data collection process that allows you to gather data** by cohort or by year. Review with the DEE if you have any questions. Add columns/rows as needed for your PLOs or cohorts. Use tables for as little or as much data as you can organize in this manner. The tables can later be used in your Self-Study. *If neither of these tables is applicable, please contact the DEE for alternatives. If you don't use either table, delete them and the accompanying narrative section from your report.*

QUANTITATIVE ANALYSIS OF PLO FINDINGS for digital data collection users and others (Tevera, Excel, etc.)

Table 1: GPA Analysis by PLO (Fall 2018 – Summer 2019)

	2018-19					
	PLO 1: Diversity and Advocacy	PLO 2: Foundations	PLO 3: Counseling, Prevention, and Intervention	PLO 4: Assessment	PLO 5: Diagnosis	PLO 6: Research and Evaluation
Cohort 1 Fall 2014						
Cohort 2 Spring 2015						
Cohort 3 Summer 2015	4.00	4.00	4.00	4.00	4.00	4.00
Cohort 4 Fall 2015	3.83	3.67	3.83	3.7	3.95	3.85
Cohort 5 Spring 2016	3.37	3.36	3.34	3.11	3.53	3.30
Cohort 6 Summer 2016	3.03	3.10	3.10	3.12	3.50	3.04
Cohort 7 Fall 2016	3.27	3.23	3.19	3.11	3.22	3.15
Cohort 8 Spring 2017	3.26	3.28	3.31	3.30	3.25	3.45
Cohort 9 Summer 2017	2.95	2.82	2.88	2.84	2.66	2.79

Cohort 10 Fall 2017	2.81	2.90	2.86	2.87	2.71	2.78
Cohort 11 Spring 2018	2.97	2.79	2.69	2.94	2.35	2.88
Cohort 12 Summer 2018	2.64	2.47	2.23	2.43	2.05	2.42
Cohort 13 Fall 2018	2.71	2.65	2.29	2.56	2.73	2.00
Cohort 14 Spring 2019	3.31	3.31	3.25	3.32	3.27	3.40
Cohort 15 Summer 2019	2.83	2.72	2.66	2.65	2.33	2.84

Table 2: Quantitative Analysis of Average of All PLO findings Across Academic Years: Basic, Intermediate, and Advanced Assessments

	Academic Year (AY)	PLO 1: Diversity and Advocacy	PLO 2: Foundations	PLO 3: Counseling, Prevention, and Intervention	PLO 4: Assessment	PLO 5: Diagnosis	PLO 6: Research and Evaluation
Basic Assessment							
Year 1	2014-15	3.56	3.15	3.15	3.56	3.57	-
Year 2	2015-16	3.82	3.77	3.77	3.75	3.90	3.83
Year 3	2016-17	3.73	3.60	3.53	3.81	3.47	3.90
Year 4	2017-18	3.93	3.80	3.78	3.93	3.68	3.97
Year 5**	2018-19	**2.54**	**2.65**	**2.30**	**2.96**	**2.53**	**3.09**

				Intermediate Assessment			
Year 1	2014-15	3.11	2.95	-	-	-	-
Year 2	2015-16	3.81	3.78	3.76	3.80	3.74	3.85
Year 3	2016-17	3.70	3.73	3.83	3.74	3.76	3.74
Year 4	2017-18	3.67	3.71		3.91	3.94	3.91
Year 5**	2018-19	**2.71**	**2.72**	**2.49**	**2.52**	**2.63**	**2.40**
				Advanced Assessment			
Year 1	2014-15	-	-	-	-	-	-
Year 2	2015-16	3.96	3.96	3.96	-	-	3.96
Year 3	2016-17	3.87	3.79	3.79	-	3.81	3.79
Year 4	2017-18	-	3.89	3.89	-	3.86	3.89
Year 5**	2018-19	**3.60**	**3.73**	**3.70**	**3.63**	**3.68**	**3.65**

* 2013 -14 was the launch year and no courses were offered during that year. The first cohort began September 2, 2014.

** Department trained/re-trained core and non-core faculty on DSKCA to reduce inflated scores.

- Indicates no data due to courses assessing this PLO not being offered in this academic year.

Table 3.1: Quantitative Analysis of Average of All PLO findings 2018-19: Basic Assessment

Academic Term	PLO 1: Diversity and Advocacy	PLO 2: Foundations	PLO 3: Counseling, Prevention, and Intervention	PLO 4: Assessment	PLO 5: Diagnosis	PLO 6: Research and Evaluation
Fall 1 2018		2.31	2.20		2.91	
Fall 2 2018	2.13	2.43	2.33	3.00	2.97	3.00
Spring 1 2019		2.05	1.95			
Spring 2 2019	3.00	2.66	2.51	3.05	2.00	2.88
Summer 1 2019		2.00	1.93			
Summer 2 2019	2.94	2.95	2.76	2.66	1.97	2.89
Total	**2.55**	**2.55**	**2.40**	**2.81**	**2.49**	**2.90**

Table 3.2: Quantitative Analysis of Average of All PLO findings 2018-19: Intermediate Assessments

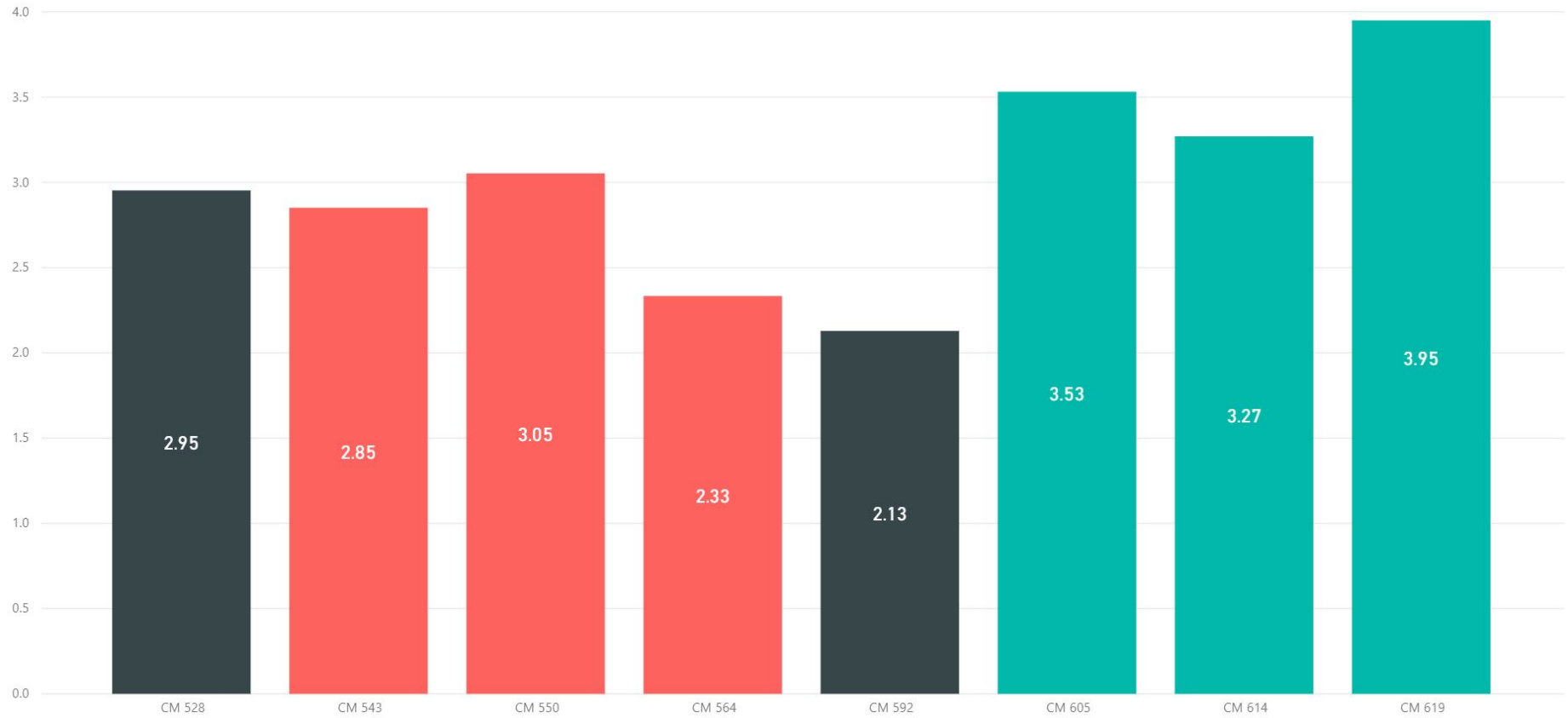| Academic Term	PLO 1: Diversity and Advocacy	PLO 2: Foundations	PLO 3: Counseling, Prevention, and Intervention	PLO 4: Assessment	PLO 5: Diagnosis	PLO 6: Research and Evaluation
Fall 1 2018				2.80	2.90	
Fall 2 2018	2.75	2.69	2.00	2.59	2.79	2.00
Spring 1 2019	3.17	2.93	2.33	2.39	2.55	2.00
Spring 2 2019	2.58	2.58	2.46	2.42		2.42
Summer 1 2019	3.00	2.78	2.56	2.50	2.63	2.58
Summer 2 2019	2.62	2.56	2.67	2.56		2.60
Total	**2.82**	**2.72**	**2.53**	**2.51**	**2.65**	**2.47**

Table 3.3: Quantitative Analysis of Average of All PLO findings 2018-19: Advanced Assessments

Academic Term	PLO 1: Diversity and Advocacy	PLO 2: Foundations	PLO 3: Counseling, Prevention, and Intervention	PLO 4: Assessment	PLO 5: Diagnosis	PLO 6: Research and Evaluation
Fall 1 2018	3.56	3.61	3.78	3.78	3.75	3.67
Spring 1 2019	3.76	3.94	3.65	3.47	3.55	3.71
Spring 2 2019	3.29	3.44	3.63	3.52	3.27	3.33
Summer 1 2019	3.54	3.79	3.75	3.61	3.50	3.57
Total	**3.46**	**3.63**	**3.69**	**3.57**	**3.42**	**3.50**

Table 4.1: PLO 1: Diversity and Advocacy by Class and Assessment Level (2018-19)

PLO 1: Diversity and Advocacy by Class and Assessment Level

Assessment Level ● Advanced ● Basic ● Intermediate

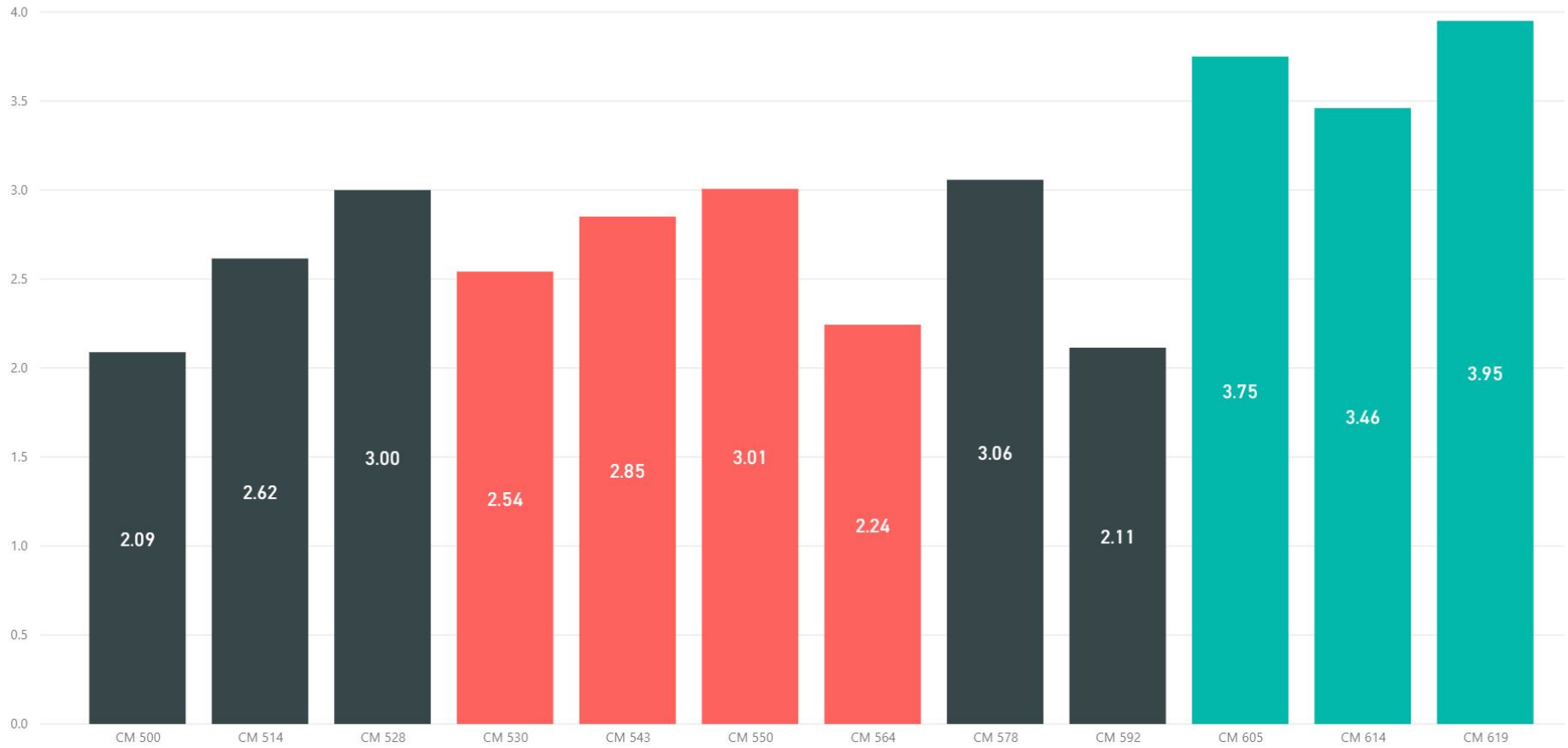| Class	Value
CM 528	2.95
CM 543	2.85
CM 550	3.05
CM 564	2.33
CM 592	2.13
CM 605	3.53
CM 614	3.27
CM 619	3.95

Table 4.2: PLO 2: Foundations by Class and Assessment Level (2018-19)

PLO 2: Foundations by Class and Assessment Level

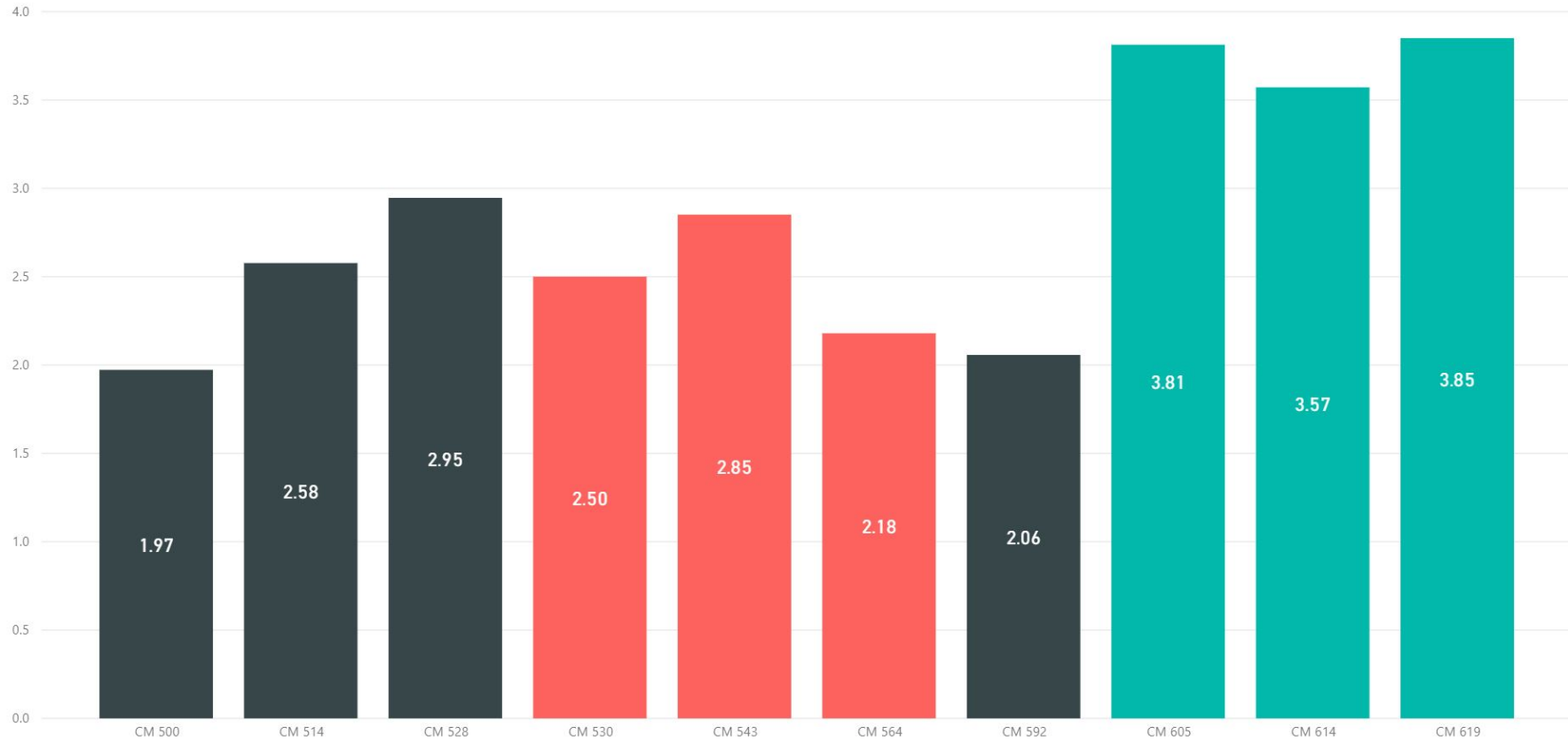Assessment Level ● Advanced ● Basic ● Intermediate

Class	Value
CM 500	2.09
CM 514	2.62
CM 528	3.00
CM 530	2.54
CM 543	2.85
CM 550	3.01
CM 564	2.24
CM 578	3.06
CM 592	2.11
CM 605	3.75
CM 614	3.46
CM 619	3.95

Table 4.3: PLO 3: Counseling, Prevention, and Intervention by Class and Assessment Level (2018-19)

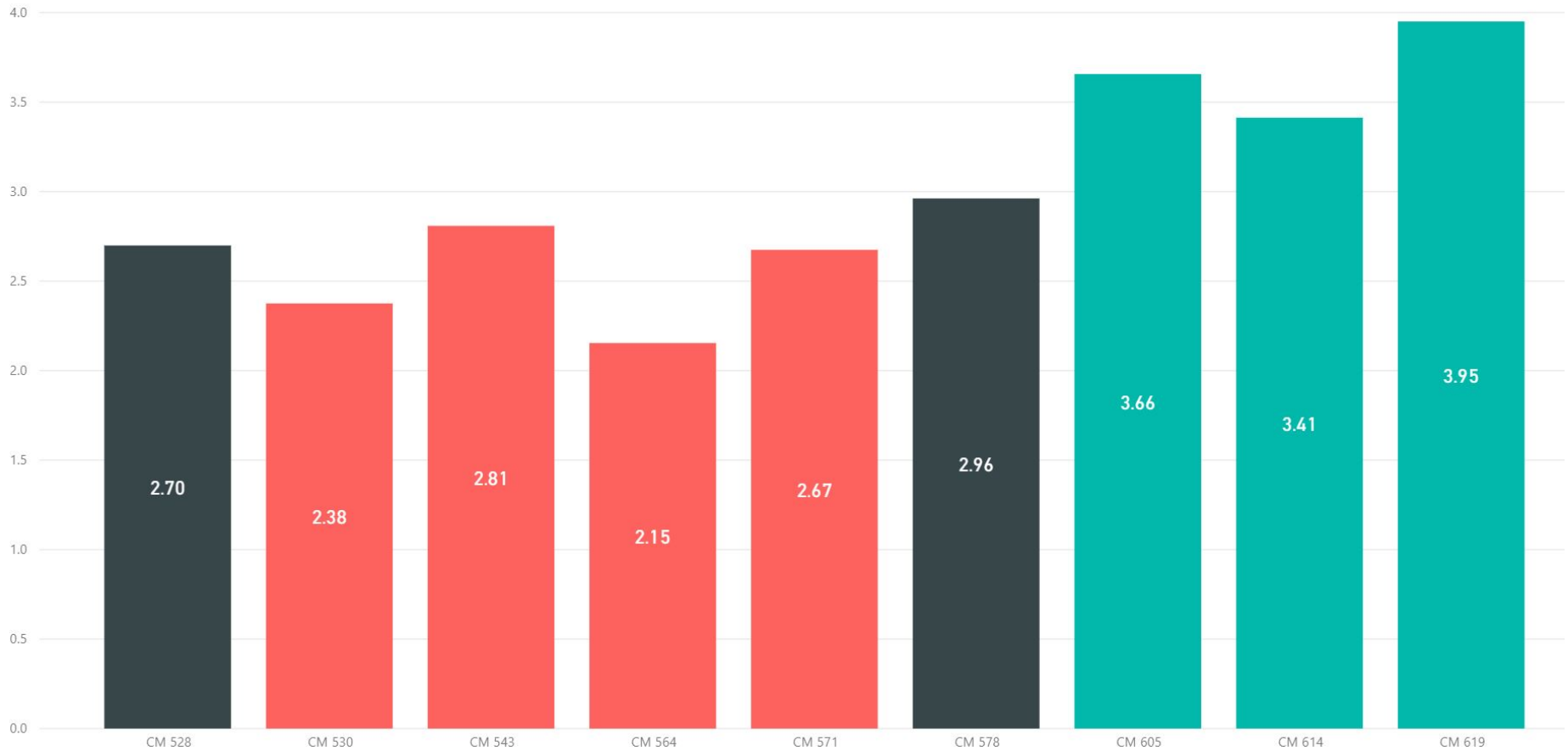PLO 3: Counseling, Prevention, and Intervention by Class and Assessment Level

Assessment Level ● Advanced ● Basic ● Intermediate

CM 500	CM 514	CM 528	CM 530	CM 543	CM 564	CM 592	CM 605	CM 614	CM 619
1.97	2.58	2.95	2.50	2.85	2.18	2.06	3.81	3.57	3.85

Table 4.4: PLO 4: Assessment by Class and Assessment Level (2018-19)
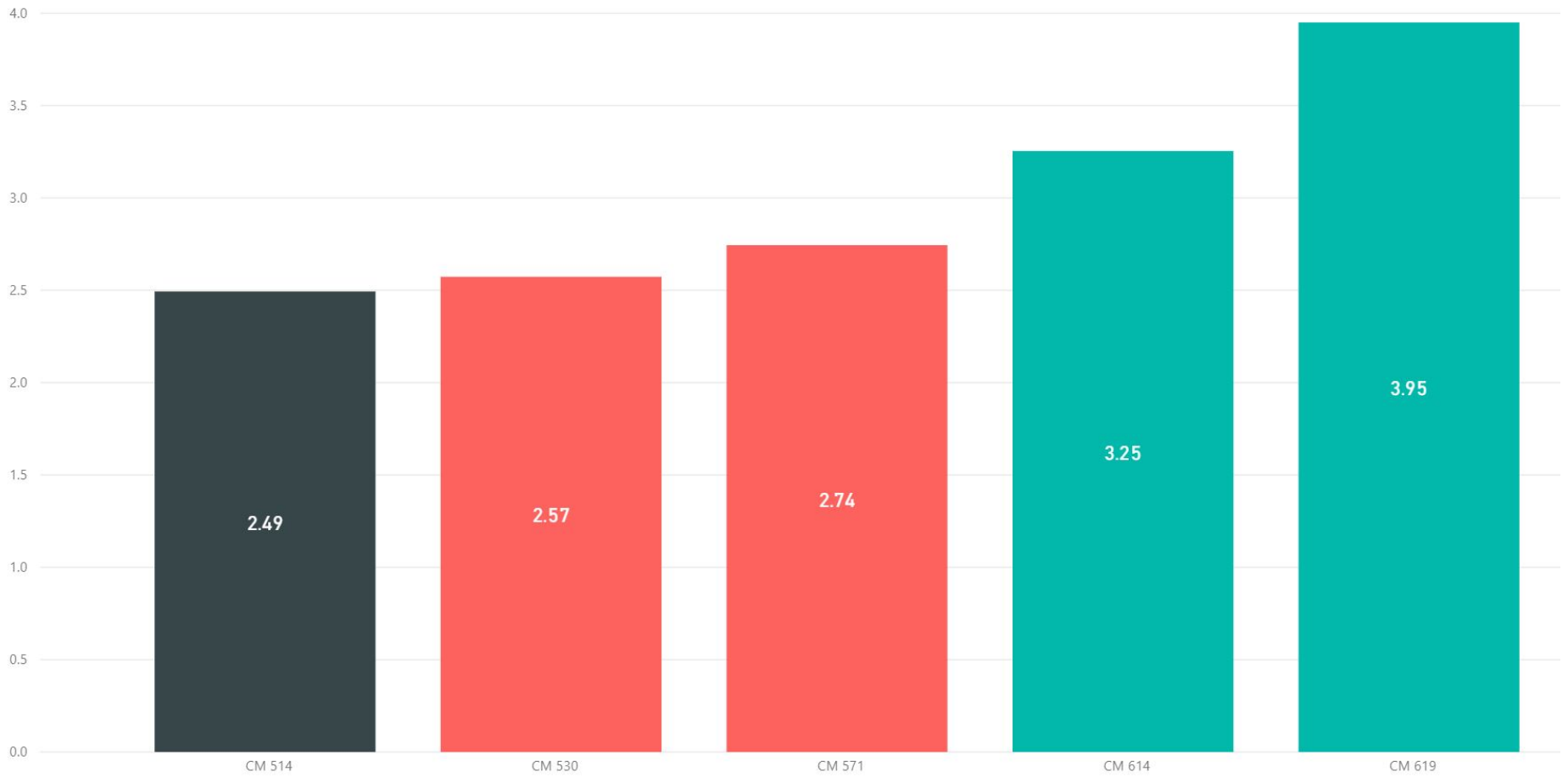
PLO 4: Assessment by Class and Assessment Level

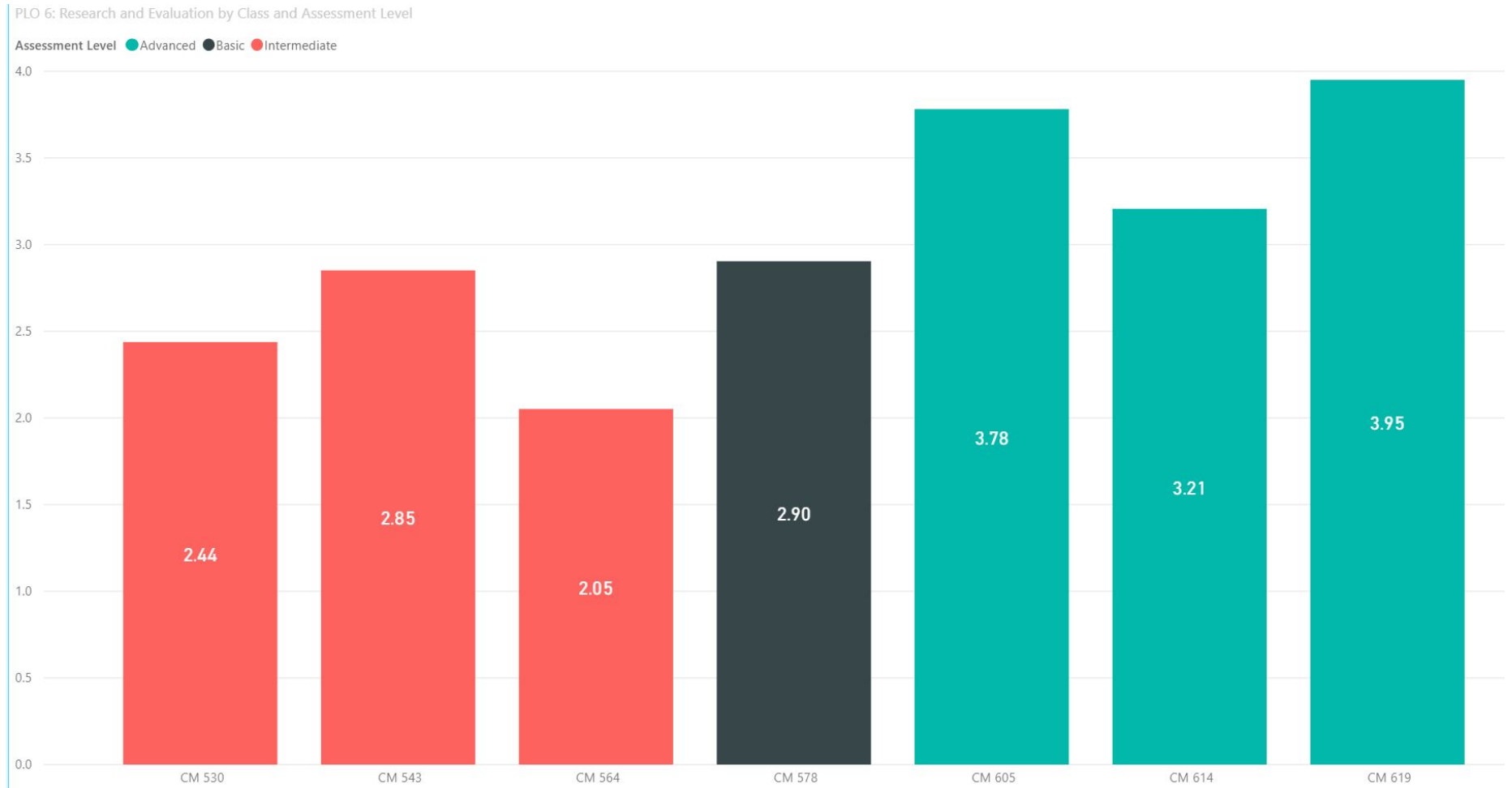Assessment Level ● Advanced ● Basic ● Intermediate

Class	Value
CM 528	2.70
CM 530	2.38
CM 543	2.81
CM 564	2.15
CM 571	2.67
CM 578	2.96
CM 605	3.66
CM 614	3.41
CM 619	3.95

Table 4.5: PLO 5: Diagnosis by Class and Assessment Level (2018-19)

PLO 5: Diagnosis by Class and Assessment Level

Assessment Level ● Advanced ● Basic ● Intermediate

Table 4.6: PLO 6: Diagnosis by Class and Assessment Level (2018-19)

PLO 6: Research and Evaluation by Class and Assessment Level

Assessment Level ● Advanced ● Basic ● Intermediate

Class	Value
CM 530	2.44
CM 543	2.85
CM 564	2.05
CM 578	2.90
CM 605	3.78
CM 614	3.21
CM 619	3.95

APPROVALS:

Program/Curriculum Chair:	Date:	Academic Dean:	Date: *09/15/2019*

SECTION II: Program Effectiveness Section

Instructions: Please complete section 2 of the Report by adding 1 – 4 possible PMOs. The information provided in this section are examples from past reports. Where possible, please use a PMO for "curriculum development", especially if your program has been working on national alignment, or has made major changes/revisions to your curriculum (PLOs, PMRs, curricular documents, etc.). In addition, while the **Interprofessional Education Implementation Project** is active, the annual report will contain a PMO item in Section II.

PMOs *Data from AY 2018-19*	Evaluation tool or measure	Data Reviewed and Findings	Actions	Update on Planned Actions *Provide final results for each planned action in previous column. This usually happens in the next academic year (by 12/15/2020).*
PMO #1 Interprofessional Education Project **(required to complete)**	• IE Program Implementation Chart	• Year One Tasks Completed? *(See page 2 of chart) provide update here…* •	**Provide Summary Results:** • *How does the program define IE?* • *Is there a need for a new PLO for IE?* • *Where is it taught?* **Copy of Year One Summary results to AERC?**	
PMO # 2 *Accreditation and Licensure*	• *Aggregate meetings, action items resolved*	• *Faculty leadership met 24 times and had 51 action items; MS ABA is 80% completely aligned; improved relationship among program locations. Faculty expressed a desire to continue this process and to memorialize it more formally.*	• *Continue to meet bi-weekly; review accomplishments and tasks at end of year; publish notes with desired outcomes.*	
PMO # 3 *Community*	• *Census reports* • *OIR data*	• *Enrollment data of the past three years showed an average increase of 10% every year. This is excellent news and reflects the efforts of faculty and others.*	• *Promote this excellent result at the campus and institutional level with help from DAA. Acknowledge faculty for additional service in recruitment activities.*	
PMO # 4 *Innovation*	• *OIR Data*	• *Data indicate continuing decline in retention in AY2017-18 (latest available)*	• *Faculty to compare with possible declines in some PLO results. Faculty will also review exit survey results and report at next Update on Planned Actions.*	

Add Charts as Needed

APPROVALS:

Program/Curriculum Chair:	Date:	Academic Dean:	Date: *12/15/2019 or 01/21/2020*

Please Complete Section 2 (page 5 of blank template) of the Annual Report and submit to OEE by:

December 15, 2019 – local/campus level Report.
January 21, 2020 – university level Report.