

ANNUAL REPORT (submitted AY2019 - 20)

NAME OF PROGRAM: MA CMHC – Online Campus

TYPE OF REPORT: *Program Review* DATE: **11.25.20**

SECTION 1: Learning Outcome Section

Instructions: Section 1 involves reporting your outcome data from the previous academic year (2019-20). Please add your PLOs below and ascertain that they correspond to the AY2020-21 Catalog. 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)	<p>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.</p> <p>PLO 4: Assessment: Graduates will demonstrate the knowledge, skills, and practices of culturally appropriate and holistic clinical evaluation and assessment of normalcy and psychopathology.</p>	<p>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.</p>	<p>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.</p>	<p>PLO 6: Research and Evaluation: Graduates will competently and critically evaluate clinical mental health counseling research, demonstrate understanding of evidence-based treatments and outcome evaluation, and apply appropriate models of program evaluation.</p>

	PLO 5: Diagnosis: Graduates will demonstrate the knowledge, skills, and 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 2019-20)	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 (This column is left blank the year you submit this annual report. Provide AN UPDATE the next academic year (by 12/15/2021)).
<p>PLO #1: Diversity and Advocacy</p>	<p>Formative Measures:</p> <ul style="list-style-type: none"> • Student grades (GPA) • Dispositions, Skills, and Knowledge Competency Assessment (DSKCA) collected across three developmental stages (average benchmark scores required on DSKCA) <ul style="list-style-type: none"> ○ 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 <p>Dispositions (1 – first year, 2 second year, and 3 third year): Social and Cultural Diversity, Cultural Self-Awareness, and Culturally relevant service delivery.</p> <p>Summative Measures: Capstone Exam – Social and Cultural Diversity</p>	<ul style="list-style-type: none"> • 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 2019 through Summer 2 2020. 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 2.65 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 3.43 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 3.27 on the DSKCA, which exceeds the required benchmark score. Note, PLO 1.3 is 	<ul style="list-style-type: none"> • PLO 1.1 Goal: Revise the assessment tool to more accurately capture student growth across developmental benchmarks and to more closely align with CACREP Key Performance Indicators and Course Learning Outcomes. Revised tool will be built and reported in Canvas Outcomes. • PLO 1.2 Goal: Execute the Racial Trauma and Trust the Process Groups for students in alternating months. • PLO 1.3: Secure student group status for Brave Spaces for Diverse Students with TCSPP and AMCD. 	

		<p>reflective on students in fieldwork. Significant factors including Argosy transfer students and COVID-19 account for score fluctuation.</p> <ul style="list-style-type: none"> • Many of the students completing the program during the 2019-2020 academic year were impacted by the CoViD-19 pandemic, beginning Spring 2020, resulted in substantial changes to testing procedures for the required comprehensive exit exam. To meet student needs, we created an equivalent comprehensive examination that evaluated student knowledge on each of the CACREP eight required domains and our program learning outcomes (PLOs). If a student did not pass the examination on the first attempt, they completed an oral examination. Students who do not successfully complete the comprehensive exam at the second cycle will not graduate and will be placed on an SDP. All students have passed the alternative exam since inception with three students requiring an oral exam. Since inception of the alternative comprehensive exam 100% of the students have passed the exam with a total of three (3) retakes requiring oral administration. • Prior to CoVid-19 the students who took the Counselor Preparation Comprehensive Exam (CPCE), had a passage rate of 82% (n=33), with 		
--	--	---	--	--

		<p>18% n=6) of thirty-nine (39) students requiring a retake. The six (6) students requiring retakes subsequently passed the CPCE or the alternative comprehensive exam offered by the department. AY 2019-20 data was impacted non-equivalent norms and samples, testing frames, and testing conditions.</p> <ul style="list-style-type: none"> • For PLO1, calculated arithmetic average for GPA indicted stable trends year over year. 		
PLO #2: Foundations	<p>Formative Measures:</p> <ul style="list-style-type: none"> • Student grades (GPA) • Dispositions, Skills, and Knowledge Competency Assessment (DSKCA) collected across three developmental stages (average benchmark scores required on DSKCA) <ul style="list-style-type: none"> ○ Basic – CM500 (1), CM514(1), CM578 (1), CM592 (1) and CM528 (1.5) ○ Intermediate – CM530 (1.5), CM543 (2), CM550 (2), CM564 (2) ○ Advanced – CM605 (2.5), CM614 (3), CM619 (3.5) ○ CM800/CPCE - within one standard 	<ul style="list-style-type: none"> • 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 2019 through Summer 2 2020. 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 2.6 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 of 3.49 on the DSKCA, which exceeds the required benchmark score. • Data Finding PLO 2.3: Overall, students' progress on PLO 2 as expected. At the 	<ul style="list-style-type: none"> • PLO 2.1 Goal: Revise the assessment tool to more accurately capture student growth across developmental benchmarks and to more closely align with CACREP Key Performance Indicators and Course Learning Outcomes. Revised tool will be built and reported in Canvas Outcomes. • PLO 2.2 Goal: Utilize internal Canvas messaging for all in course related correspondence between instructors and students. A course by course trend analysis will be completed to monitor student time spent in the course, student withdrawal, final grade analysis, and final grade appeal. A similar trend analysis will be completed regarding faculty. • PLO 2.3: Audit and revise fieldwork forms to ensure 100% student compliance to ensure 	

	<p>deviation of national mean</p> <ul style="list-style-type: none"> ○ Dispositions (1 – first year, 2 second year, and 3 third year): Engaged and Motivated to Learn and Grow, Professionalism, Self-Reflection <p>Summative Measures:</p> <ul style="list-style-type: none"> ● Capstone Exam - Professional Orientation and Ethical Practice 	<p>Advanced Assessment level, students had a mean average score of 3.32 on the DSKCA, which exceeds the required benchmark score. Note, PLO 2.3 is reflective on students in fieldwork. Significant factors including Argosy transfer students and COVID-19 account for score fluctuation.</p> <ul style="list-style-type: none"> ● Many of the students completing the program during the 2019-2020 academic year were impacted by the CoViD-19 pandemic, beginning Spring 2020, resulted in substantial changes to testing procedures for the required comprehensive exit exam. To meet student needs, we created an equivalent comprehensive examination that evaluated student knowledge on each of the CACREP eight required domains and our program learning outcomes (PLOs). If a student did not pass the examination on the first attempt, they completed an oral examination. Students who do not successfully complete the comprehensive exam at the second cycle will not graduate and will be placed on an SDP. All students have passed the alternative exam since inception with three students requiring an oral exam. Since inception of the alternative comprehensive exam 100% of the students have passed the exam with a total of three (3) retakes requiring oral administration. ● Prior to CoVid-19 the students who took the Counselor Preparation Comprehensive Exam (CPCE), had a 	<p>successful completion of all fieldwork courses.</p> <ul style="list-style-type: none"> ● PLO 2.4: Analyze all SDP and SAC referrals for retention trends related to attendance, knowledge, skills, and dispositions. 	
--	---	--	--	--

		<p>passage rate of 82% (n=33), with 18% n=6) of thirty-nine (39) students requiring a retake. The six (6) students requiring retakes subsequently passed the CPCE or the alternative comprehensive exam offered by the department. AY 2019-20 data was impacted non- equivalent norms and samples, testing frames, and testing conditions.</p> <ul style="list-style-type: none"> • For PLO2, calculated arithmetic average for GPA indicted stable trends year over year. 		
<p>PLO #3: Counseling, Prevention, and Intervention</p>	<p>Formative Measures:</p> <ul style="list-style-type: none"> • Student grades (GPA) • Dispositions, Skills, and Knowledge Competency Assessment (DSKCA) collected across three developmental stages (average benchmark scores required on DSKCA) <ul style="list-style-type: none"> ○ Basic – CM500 (1), CM514(1), CM592 (1) and CM528 (1.5) ○ Intermediate – CM530 (1.5), CM543 (2), and CM564 (2) ○ Advanced – CM605 (2.5), CM614 (3), CM619 (3.5) ○ CM800/CPCE - within one standard 	<ul style="list-style-type: none"> • 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 2019 through Summer 2 2020. 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 3.1: Overall, students' progress on PLO 3 as expected. At the Basic Assessment level, students had a mean average score of 2.43 on the DSKCA, which exceeds the required benchmark score. • 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 2.93 on the DSKCA, which exceeds the required benchmark score. 	<ul style="list-style-type: none"> • PLO 3.1 Goal: Revise the assessment tool to more accurately capture student growth across developmental benchmarks and to more closely align with CACREP Key Performance Indicators and Course Learning Outcomes. Revised tool will be built and reported in Canvas Outcomes. • PLO 3.2 Goal: Align CMHC and CES residency curriculum. • PLO 3.3: Implement two (2) virtual residencies. 	

	<p>deviation of national mean</p> <ul style="list-style-type: none"> 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 <p>Summative Measures:</p> <ul style="list-style-type: none"> • Capstone Exam – Helping Relationships; Career; Group; Human Growth and Development 	<ul style="list-style-type: none"> • 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 3.0 on the DSKCA, which is aligned with the required benchmark score. Note, PLO 2.3 is reflective on students in fieldwork. Significant factors including Argosy transfer students and COVID-19 account for score fluctuation. • Many of the students completing the program during the 2019-2020 academic year were impacted by the CoViD-19 pandemic, beginning Spring 2020, resulted in substantial changes to testing procedures for the required comprehensive exit exam. To meet student needs, we created an equivalent comprehensive examination that evaluated student knowledge on each of the CACREP eight required domains and our program learning outcomes (PLOs). If a student did not pass the examination on the first attempt, they completed an oral examination. Students who do not successfully complete the comprehensive exam at the second cycle will not graduate and will be placed on an SDP. All students have passed the alternative exam since inception with three students requiring an oral exam. Since inception of the alternative comprehensive exam 100% of the students have passed the exam with a total of three (3) retakes requiring oral administration. 		
--	---	--	--	--

		<ul style="list-style-type: none"> • Prior to CoVid-19 the students who took the Counselor Preparation Comprehensive Exam (CPCE), had a passage rate of 82% (n=33), with 18% n=6) of thirty-nine (39) students requiring a retake. The six (6) students requiring retakes subsequently passed the CPCE or the alternative comprehensive exam offered by the department. AY 2019-20 data was impacted non- equivalent norms and samples, testing frames, and testing conditions. • For PLO3, calculated arithmetic average for GPA indicted stable trends year over year. 		
PLO #4: Assessment	<p>Formative Measures:</p> <ul style="list-style-type: none"> • Student grades (GPA) • Dispositions, Skills, and Knowledge Competency Assessment (DSKCA) collected across three developmental stages (average benchmark scores required on DSKCA) <ul style="list-style-type: none"> ○ Basic – CM578 (1) and CM528 (1.5) ○ Intermediate – CM530 (1.5), CM543 (2), CM564 (2), and CM571(2) ○ Advanced – CM605 (2.5), CM614 (3), CM619 (3.5) ○ CM800/CPCE - within one standard 	<ul style="list-style-type: none"> • 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 2019 through Summer 2 2020. 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 2.06 on the DSKCA, which aligns with 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 	<ul style="list-style-type: none"> • PLO 4.1 Goal: Revise the assessment tool to more accurately capture student growth across developmental benchmarks and to more closely align with CACREP Key Performance Indicators and Course Learning Outcomes. Revised tool will be built and reported in Canvas Outcomes. • PLO 4.2 Goal: Revise CM 598 Psychopathology to better prepare students for the Diagnosis/Assessment sequence. 	

	<p>deviation of national mean</p> <p>Dispositions (1 – first year, 2 second year, and 3 third year): Assessment Use, Assessment for Diagnosis, Case Conceptualization, and Case Management and Treatment Planning</p> <p>Summative Measures:</p> <ul style="list-style-type: none"> • Capstone Exam - Assessment 	<p>of 2.47 on the DSKCA, which exceeds the required benchmark score.</p> <ul style="list-style-type: none"> • 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 2.79 on the DSKCA, which slightly below required benchmark score. Note, PLO 4.3 is reflective on students in fieldwork. Significant factors including Argosy transfer students and COVID-19 account for score fluctuation. • Many of the students completing the program during the 2019-2020 academic year were impacted by the CoViD-19 pandemic, beginning Spring 2020, resulted in substantial changes to testing procedures for the required comprehensive exit exam. To meet student needs, we created an equivalent comprehensive examination that evaluated student knowledge on each of the CACREP eight required domains and our program learning outcomes (PLOs). If a student did not pass the examination on the first attempt, they completed an oral examination. Students who do not successfully complete the comprehensive exam at the second cycle will not graduate and will be placed on an SDP. All students have passed the alternative exam since inception with three students requiring an oral exam. Since inception of the alternative comprehensive exam 100% of the students have passed the exam with a total of three (3) retakes requiring oral administration. 		
--	--	---	--	--

		<ul style="list-style-type: none"> • Prior to CoVid-19 the students who took the Counselor Preparation Comprehensive Exam (CPCE), had a passage rate of 82% (n=33), with 18% n=6) of thirty-nine (39) students requiring a retake. The six (6) students requiring retakes subsequently passed the CPCE or the alternative comprehensive exam offered by the department. AY 2019-20 data was impacted non- equivalent norms and samples, testing frames, and testing conditions. • For PLO4, calculated arithmetic average for GPA indicted stable trends year over year. 		
PLO #5: Diagnosis	<p>Formative Measures:</p> <ul style="list-style-type: none"> • Student grades (GPA) • Dispositions, Skills, and Knowledge Competency Assessment (DSKCA) collected across three developmental stages (average benchmark scores required on DSKCA) <ul style="list-style-type: none"> ○ Basic – CM514(1) ○ Intermediate – CM530 (1.5) and CM571 (2) ○ Advanced – CM614 (3) and CM619 (3.5) ○ CM800/CPCE - within one standard deviation of national mean ○ Dispositions (1 – first year, 2 second year, 	<ul style="list-style-type: none"> • 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 2019 through Summer 2 2020. 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 3.09 on the DSKCA, which exceeds the required benchmark score. • Data Finding PLO 5.2: Overall, students’ progress on PLO 5 as 	<ul style="list-style-type: none"> • PLO 5.1 Goal: Revise the assessment tool to more accurately capture student growth across developmental benchmarks and to more closely align with CACREP Key Performance Indicators and Course Learning Outcomes. Revised tool will be built and reported in Canvas Outcomes. • PLO 5.2 Goal: Increase evidence-based retention strategies in CM 514, CM 630, CM 571, including Skillville, Diagnosis Office Hours, Doctoral Mentor Groups 	

	<p>and 3 third year): Self-Reflection, Biopsychosocial Factor Integration, and Differential Approach, and Diagnosis</p> <p>Summative Measures:</p> <ul style="list-style-type: none"> • Capstone Exam - Assessment 	<p>expected. At the Intermediate Assessment level, students had a mean average score of 2.75 on the DSKCA, which exceeds the required benchmark score.</p> <ul style="list-style-type: none"> • 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 3.46 on the DSKCA, which exceeds the required benchmark score. Note, PLO 5.3 is reflective on students in fieldwork. Significant factors including Argosy transfer students and COVID-19 account for score fluctuation. with the students who had completed their whole program with CMHC-Online performing better than the students who had transferred to TCSP in the Spring of 2019. • Many of the students completing the program during the 2019-2020 academic year were impacted by the CoViD-19 pandemic, beginning Spring 2020, resulted in substantial changes to testing procedures for the required comprehensive exit exam. To meet student needs, we created an equivalent comprehensive examination that evaluated student knowledge on each of the CACREP eight required domains and our program learning outcomes (PLOs). If a student did not pass the examination on the first attempt, they completed an oral examination. Students who do 		
--	--	--	--	--

		<p>not successfully complete the comprehensive exam at the second cycle will not graduate and will be placed on an SDP. All students have passed the alternative exam since inception with three students requiring an oral exam. Since inception of the alternative comprehensive exam 100% of the students have passed the exam with a total of three (3) retakes requiring oral administration.</p> <ul style="list-style-type: none"> • Prior to CoVid-19 the students who took the Counselor Preparation Comprehensive Exam (CPCE), had a passage rate of 82% (n=33), with 18% n=6) of thirty-nine (39) students requiring a retake. The six (6) students requiring retakes subsequently passed the CPCE or the alternative comprehensive exam offered by the department. AY 2019-20 data was impacted non- equivalent norms and samples, testing frames, and testing conditions. • For PLO5, calculated arithmetic average for GPA indicated stable trends year over year. 		
PLO #6: Research and Evaluation	<p>Formative Measures:</p> <ul style="list-style-type: none"> • Student grades (GPA) • Dispositions, Skills, and Knowledge Competency Assessment (DSKCA) collected across three developmental stages 	<ul style="list-style-type: none"> • 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 2019 through Summer 2 2020. 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 	<ul style="list-style-type: none"> • PLO 6.1 Goal: Revise the assessment tool to more accurately capture student growth across developmental benchmarks and to more closely align with CACREP Key Performance Indicators and Course Learning Outcomes. 	

	<p>(average benchmark scores required on DSKCA)</p> <ul style="list-style-type: none"> ○ Basic – CM578 (1) ○ Intermediate – CM530 (1.5), CM543 (2), and 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): Integration of Evidence, Integration of Theory and Practice, Evidence-based practice <p>Summative Measures:</p> <ul style="list-style-type: none"> ● Capstone Exam – Research and Program Evaluation 	<p>Training evaluated site supervisor and student surveys related to fieldwork.</p> <ul style="list-style-type: none"> ● 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 1.9 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 2.45 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 3.17 on the DSKCA, which exceeds the required benchmark score. Note, PLO 6.3 is reflective on students in fieldwork. <p>Significant factors including Argosy transfer students and COVID-19 account for score fluctuation. Many of the students completing the program during the 2019-2020 academic year were impacted by the CoViD-19 pandemic, beginning Spring 2020, resulted in substantial changes to testing procedures for the required comprehensive exit exam. To meet student needs, we created an equivalent comprehensive examination that evaluated student knowledge on each of the CACREP eight required domains and our program learning outcomes (PLOs). If a student did not pass the examination on the first attempt, they completed an oral examination. Students who do not</p>	<p>Revised tool will be built and reported in Canvas Outcomes.</p> <ul style="list-style-type: none"> ● PLO 6.2 Goal: Formalize Skillville and Enrichment Gallery offerings and publish in Canvas classes and in the Advising Forum. ● PLO 6.3 Goal: Increase evidence-based retention strategies in CM 578, including Skillville, Research Office Hours, Doctoral Mentor Groups, embedded Writing Center resources. 	
--	--	---	--	--

		<p>successfully complete the comprehensive exam at the second cycle will not graduate and will be placed on an SDP. All students have passed the alternative exam since inception with three students requiring an oral exam. Since inception of the alternative comprehensive exam 100% of the students have passed the exam with a total of three (3) retakes requiring oral administration.</p> <ul style="list-style-type: none"> • Prior to CoVid-19 the students who took the Counselor Preparation Comprehensive Exam (CPCE), had a passage rate of 82% (n=33), with 18% n=6) of thirty-nine (39) students requiring a retake. The six (6) students requiring retakes subsequently passed the CPCE or the alternative comprehensive exam offered by the department. AY 2019-20 data was impacted non- equivalent norms and samples, testing frames, and testing conditions. • For PLO6, calculated arithmetic average for GPA indicted stable trends year over year. 		
--	--	---	--	--

QUANTITATIVE ANALYSIS OF PLO FINDINGS for digital data collection users and others (Canvas Outcomes, Tevera/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 AVERAGE ACROSS COHORTS and ACADEMIC YEARS

	2019-20					
	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
Cohort 16 Fall 2019	3.85	3.72	3.72	3.82	3.93	3.81
Cohort 17 Spring 2020	3.60	3.80	3.55	3.60	3.75	3.17
Cohort 18 Summer 2020	3.93	3.56	3.56	3.93	---	---
ADDITIONAL NARRATIVE:	<i>Scores were impacted by two significant events. The first event was the CoViD-19 global pandemic. Effects of the pandemic presented financial, emotional and health stressors for students which ultimately had an impact on some students' academic performance. It is also noteworthy that a majority of the students who entered the program in 2019 from Argosy University matriculated.</i>					
CHANGE(S) THIS PAST ACADEMIC YEAR?	<i>Due to CoViD-19 the in-person residency requirement in the Counselor Education Department- Online CMHC program was moved. After securing approval from CACREP the curriculum was adapted to the online platform. The CMHC program at the Online campus implemented department-generated comprehensive exams. Students have the option to complete their comprehensive exam requirement using the three previously approved exams or the new department-generated test.</i>					
RATIONALE FOR CHANGES?	<i>The in-person residency was moved to an online platform due to safety concerns for the health of the students, faculty and staff of TCSP. The department-generated comprehensive test allowed students to complete their comprehensive exam requirement during the global pandemic after testing centers, the locations where they typically would otherwise take the exam, were closed as a safety precaution.</i>					
EXPECTED RESULTS?	<i>The goal of the above-listed changes was to facilitate academic stability to allows students the opportunity to maintain academic progress during the pandemic.</i>					

QUANTITATIVE ANALYSIS OF AVERAGE OF ALL PLO FINDINGS ACROSS ACADEMIC YEARS

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

Year 6 ***	2019-20	2.65	2.6	2.43	2.06	3.09	1.9
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
Year 6	2019-20	3.43	3.49	2.93	2.47	2.75	2.45
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
Year 6	2019-20	3.27	3.32	3.0	2.79	3.46	3.17
ADDITIONAL NARRATIVE:	<p>* 2013 -14 was the launch year and no courses were offered during that year. The first cohort began September 2, 2014.</p> <p>** Department trained/re-trained core and non-core faculty on DSKCA to reduce inflated scores.</p> <p>***Impacted by Argosy Student Matriculation and CoViD-19 during AY 2019-2020</p> <p>- Indicates no data due to courses assessing this PLO not being offered in this academic year.</p>						
ANY CHANGE(S) THIS PAST ACADEMIC YEAR?	Scores were impacted by two significant events. The first event was the CoViD-19 global pandemic. Effects of the pandemic presented financial, emotional and health stressors for students which ultimately had an impact on some students' academic performance. It is also noteworthy that a majority of the students who entered the program in 2019 from Argosy University matriculated through fieldwork.						
RATIONALE?	PLO data reported using arithmetic means that remained relatively stable over the AY 2019-2020 after faculty training on assessment instrument. Differences can be attributed to larger sample sizes, based in part on the transfer influx from Argosy University into fieldwork and in response to CoViD-19, especially in the Advanced Assessment Domain.						
RESULTS EXPECTED?	Due to significant external factors, related to the influx of students in fieldwork from Argosy University and CoViD-19, means were expected to fluctuate.						

APPROVALS:

Program/Curriculum Chair:	Date:	CAMPUS Dean:	Date: 09/27/2020
----------------------------------	--------------	---------------------	-------------------------

Complete SECTION 1 (page 1 to 4 of the blank template) of the Annual Report and submit to OEE by September 30, 2020.
(Don't forget PMO section BELOW or NEXT PAGE!)

SECTION II: Program Effectiveness Section

Instructions: Please complete section 2 of the Report by adding 2 - 5 possible PMOs. 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 also contain a PMO item in Section II.

PMOs <i>(Data from AY 2019-20)</i>	ASSESSMENT MEASURES <i>(from OIR data and others)</i>	DATA REVIEWED AND FINDINGS <i>(Provide a description and summary of the data and findings reviewed. Describe the process for analyzing the findings)</i>	ACTIONS <i>(Describe planned actions (where appropriate) based on findings; Include budget implications, if any)</i>	UPDATE ON PLANNED ACTIONS <i>Provide final results for each planned action in previous column. This usually happens in the next academic year (by 12/15/2020).</i>
PMO #1: Inter-professional Education Project <i>(must complete)</i>	<ul style="list-style-type: none"> IE Implementation Chart NOTE: Year One and Two Implementation was completed during the 2019-2020 AY 	<p>Identify courses where the material is taught, add a Course Learning Outcome to those syllabi, and document in the Curriculum Map/Assessment Plan. The following implementations were made:</p> <p>CM500</p> <ul style="list-style-type: none"> Module 3- Professional credentialing, licensure, and accreditation Module 4- Multicultural awareness, advocacy, and social justice in counseling <ul style="list-style-type: none"> Unit 8- Group Presentation Assignment- Multicultural Advocacy Proposal Module 6- Counselor Roles and Settings <ul style="list-style-type: none"> Unit 11 Discussion Based on readings, additional research, and the interview that you conducted with a counselor (written assignment due in Unit 12, discuss the importance of counselors forming relationships with other human service providers and integrated behavioral health care systems, including 	<p>Year 3 (2020): Identify gaps in the curriculum that faculty would like to address.</p>	

		<p>interagency and interorganizational collaboration and consultation. How did the counselor you interviewed demonstrate this collaboration and consultation?</p> <ul style="list-style-type: none"> • Unit 12 Written Assignment: Interview with a Counselor <ul style="list-style-type: none"> • what he or she believes are the most important counselor characteristics that influence the helping process, <p>CM521</p> <ul style="list-style-type: none"> • Module 6, Unit 11: Live Discussion <ul style="list-style-type: none"> • Personal development project discussion of childhood, adolescence, adulthood, and various services needed during those times. <p>CM592</p> <ul style="list-style-type: none"> • Unit 12 Written Assignment: Group Project Part 6- Interagency Collaboration and Professional Advocacy <ul style="list-style-type: none"> • In order to provide the extensive services of your agency, you will likely need to form relationships with other 		
--	--	--	--	--

		<p>professionals, both locally and nationally. In Part 6 of the Group Project, discuss who you need to consult with to effectively deliver the services that you have designed (e.g. school system for school-based programs, the Criminal Justice Department in for rehabilitation or residential services). Identify at least three agencies / organizations that your agency would need to collaborate with to meet your agency's mission and to deliver your services effectively.</p> <ul style="list-style-type: none"> • Unit 13 Discussion/Power Point <ul style="list-style-type: none"> • Look into the stakeholders within an agency and the community • Unit 14 Written Assignment <ul style="list-style-type: none"> • Full project about community agency and all stakeholders <p>CM605</p> <ul style="list-style-type: none"> • Unit 8 Assignment 2: Student DSKCA • Unit 8 Assignment 3: Site Supervisor DSKCA • Unit 12 Assignment 1: Professional Resume 		
--	--	---	--	--

		<ul style="list-style-type: none"> Unit 13 Assignment 1: Student DSKCA Unit 13 Assignment 2: Site Supervisor Assessment <p>CM614</p> <ul style="list-style-type: none"> Unit 8 Assignment 1: Professional Letters of recommendation Unit 13 Assignment 1: Student Assessment Unit 13 Assignment 2: Site Supervisor Assessment <p>CM619</p> <ul style="list-style-type: none"> Live supervisions throughout the course Unit 6 Assignment 1: Final letters of recommendation Unit 13 Assignment 1: Student Assessment Unit 13 Assignment 2: Site Supervisor Assessment 		
PMO # 2: Curriculum Development	<ul style="list-style-type: none"> <i>Aggregate meetings, action items resolved</i> 	<p>Since Fall 2019, the CMHC program has worked on the following projects:</p> <ul style="list-style-type: none"> CM595 and 597 underwent significant revisions requiring ongoing curriculum committee meetings and the course leads revising / creating updated content. Completed new course build: CM655 Counseling: Global Perspectives Israel Significant revisions to all Fieldwork courses (CM605, 614, 619) to update key assignments and revise student assessment. 	<ul style="list-style-type: none"> National alignment and revision of assessment sequence across campus Revise all 15-week courses to meet parent/child 6 start FA requirements. Analyzing and revising student assessment plan Un-pinwheeling curriculum. 	

		<ul style="list-style-type: none"> • Significant revisions to residency courses (CM528, 543) to adapt courses to a virtual delivery for COVID19 policy. This included recording new lectures and faculty demonstrations and updating course language. • Program-wide audit and update of all course syllabi to update to accessible syllabi format and APA 7th edition format. All course syllabi have been loaded into courses. • Audit of all CMHC courses to update content to APA 7th edition. • Ongoing management of course maintenance edits; weekly monitoring / addressing of course needs via the departmental Instructional Feedback Survey in weekly curriculum meetings. • Began National Curriculum alignment efforts, which have required updates to program learning outcomes. Completed audits and revisions to update PLOs in every CMHC course and syllabi. <p>Actions</p> <ul style="list-style-type: none"> • Revise all curriculum for national CMHC alignment: <ul style="list-style-type: none"> ○ Align CLOs; identify signature courses; update content, as necessary ○ Complete development of CM700 ○ This course had been put on hold for CES development; it will be reviewed, updated and sent to ID for build 		
--	--	---	--	--

		<ul style="list-style-type: none"> ○ Official course revisions ● The assessment and diagnosis course sequence requires updating based on need for up to date content, course evaluations, and national alignment. These courses include: CM598, 514, 571 and 578 		
PMO # 3: Enrollment <i>(include demographic breakdown)</i>	<ul style="list-style-type: none"> ● 	<p>Data indicated</p> <ul style="list-style-type: none"> ● New Count from Census = 586 ● Adjusted new count = 332 ● Graduates = 126 ● Avg. Time to Grad = 1.94 years <p>Trends indicated:</p> <ul style="list-style-type: none"> ● Data reviewed by term (Fall 1, 2019; Fall 2, 2019; Spring 1, 2020; Spring 2, 2020; Summer 1, 2020; Summer 2; 2020 evidenced trend toward consistent trajectory of increased enrollment. ● Enrollment increased consistently each term with few minor exceptions across age groups; the peak age ranges for enrollment range between ages 25-49, the least common ages for enrollment are 20-21 and age 65+ ● Enrollment increased consistently each term across racial groups with The most common self-identification categories being White, Black/ African-American, Latino(a)/ Hispanic, Asian, being multi-racial, American Indian/ 	<ul style="list-style-type: none"> ● Engage in student retention strategies such as Canvas Outcomes ● Revise student assessment summit protocol ● Pilot new behaviorally anchored remediation plans ● Review student assessment tools. 	<ul style="list-style-type: none"> ● The department will partner with OIR to explore the data populated by Canvas Outcomes particular to student retention and curriculum successes prior to clinical fieldwork. Also, after completing the CACREP accreditation vital statistics survey, there were missing data points that the department was not able to report. One, the data was asking to report on students who identify as transgender. Two, the data was asking for students identify as Asian and 'Native Hawaiian or Other Pacific Islander'. Three, related to military status, CACREP was asking for students who identify as 'Disabled'. These are gaps in our demographic data collection that we cannot accurately report to CACREP. ● Department leadership (Department Chair, Associate Chair, Administrative Faculty, and Department Manager) will pilot a sustainable summit protocol during the Spring 2, 2021 residency season. After the pilot, faculty, staff, and students

		<p>Alaskan Native, and “not reported”</p> <ul style="list-style-type: none"> • Trend continues for majority of students to self-identify as female compared to male. No other sex/ gender categories were endorsed. • Enrollment increased Summer 2 compared to PY; continuous enrollment increased with a decrease in incoming students. • Fall 2019 enrollment and FTE continue steady increase (225, increase from 146 PY) • FTE for incoming student in 2020; Enrollment increase in the Spring and Summer 2019 spike explained by Argosy transfer students. 		<p>will be sent a satisfaction survey encouraging comments and suggestions. These will be evaluated before a final protocol will be implemented before the Summer 2, 2021 assessment summit. Student success or need of additional support becomes evident during this clinical experience. It will be a timely way to relay student assessment to students quickly and effectively.</p> <ul style="list-style-type: none"> • The Student Development Plan (SDP) committee has developed the behaviorally anchored remediation plans. The committee will create training documents to distribute to department faculty, staff and students. The department will be trained by March 1, 2021.
<p>PMO #4: Retention or graduation, licensure, employment, etc. <i>(include demographic breakdown)</i></p>	<ul style="list-style-type: none"> • <i>Retention and Graduation</i> • <i>Competency Exams</i> • <i>Tevera</i> • <i>Exit Survey Findings</i> • <i>Employment</i> 	<p>Retention and Graduation:</p> <ul style="list-style-type: none"> • The CMHC-Online students’ retention rates are as follows: Grand Total = 79.45% and AY2019-2020 (only reporting the Fall 1 and 2, 2019 terms within the data set; n= 127) = 75.47% • The CMHC- Online students’ average time to graduate is 1.94 years with a graduation rate of 37.95% by program. These numbers include 52 transfer students. These students graduated the part- time program in under 1 year. • Comprehensively, all students have graduated the program within 4 	<ul style="list-style-type: none"> • Engage in student retention strategies such as Canvas Outcomes • Revise student assessment summit protocol • Pilot new behaviorally anchored remediation plans • Review student assessment tools. 	<ul style="list-style-type: none"> • The department will partner with OIR to explore the data populated by Canvas Outcomes particular to student retention and curriculum successes prior to clinical fieldwork. • Within the CACREP Vital Statistics Survey, the department, related to student retention, relayed our COVID19 concerns, rank order, from 1 being of greatest concern to 8 being of least concern as follows: (7) 1.S Core faculty course delivery (greater use of adjuncts)

		<p>years, since the first graduating cohort.</p> <ul style="list-style-type: none"> • There were 6 closed and completed remediation plans during 2019-2020 out of 332 'adjusted new count' students (1.8%). • At the completion of all fieldwork courses, each site supervisor is surveyed about the quality of interaction with the university faculty and administration including workflow. These surveys are to ensure the supervisor is not overly taxed and focused on the fieldwork student's site experience. These are measured on three 10-point scales. One was equated to a 'very unsatisfactory' experience score. Ten represented a 'very satisfactory' experience score. The composite score for these questions was a 8.24 during this academic term. Further, non-numeric scores on quality of interaction with interns, faculty, administration, and workflow tasks were consistently positive. <p>Competency Exam and Graduation:</p> <ul style="list-style-type: none"> • Many of the students completing the program during the 2019-2020 academic year were impacted by the CoViD-19 pandemic, beginning Spring 2020, resulted in substantial changes to testing procedures for the required comprehensive exit exam. To meet student needs, we created an equivalent comprehensive examination that 		<p>(5) 1.T FTE ratio (exceeds 12:1 due to faculty cutbacks) (6) 1.W Core Faculty (due to furloughs, layoffs, hiring freezes) (8) 1.X Professional identity (due to reduced or no financial support, travel restrictions) (1) Practicum & Internship (difficulty in finding appropriate clinical sites) (2) 3.H & 3.L Practicum & Internship (providing supervision: in person or distance) (3) 3.G & 3.K Practicum & Internship (sufficient activities to meet direct contact requirement) (4) 3.S & 3.U Practicum & Internship (maintaining FTE ratio for supervision: individual & group)</p> <ul style="list-style-type: none"> • Department leadership (Department Chair, Associate Chair, Administrative Faculty, and Department Manager) will pilot a sustainable summit protocol during the Spring 2, 2021 residency season. After the pilot, faculty, staff, and students will be sent a satisfaction survey encouraging comments and suggestions. These will be evaluated before a final protocol will be implemented before the Summer 2, 2021 assessment summit. Student success or need of additional support becomes evident during this clinical experience. It will be a
--	--	---	--	--

		<p>evaluated student knowledge on each of the CACREP eight required domains and our program learning outcomes (PLOs). If a student did not pass the examination on the first attempt, they completed an oral examination. Students who do not successfully complete the comprehensive exam at the second cycle will not graduate and will be placed on an SDP. All students have passed the alternative exam since inception with three students requiring an oral exam. Since inception of the alternative comprehensive exam 100% of the students have passed the exam with a total of three (3) retakes requiring oral administration.</p> <ul style="list-style-type: none"> • Prior to CoVid-19 the students who took the Counselor Preparation Comprehensive Exam (CPCE), had a passage rate of 82% (n=33), with 18% n=6) of thirty-nine (39) students requiring a retake. The six (6) students requiring retakes subsequently passed the CPCE or the alternative comprehensive exam offered by the department. AY 2019-20 data was impacted non-equivalent norms and samples, testing frames, and testing conditions. <p>Note: The Alumni Employment Survey provided to the department, did not</p>		<p>timely way to relay student assessment to students quickly and effectively.</p> <ul style="list-style-type: none"> • The Student Development Plan (SDP) committee has developed the behaviorally anchored remediation plans. The committee will create training documents to distribute to department faculty, staff and students. The department will be trained by March 1, 2021.
--	--	---	--	---

		<p>include data from the AY2019- 2020 year.</p> <p>Employment</p> <ul style="list-style-type: none"> The department added questions to the 'Exit Survey' that pending graduate students are asked to anonymously complete during their Capstone course. The questions revolve around department experience, suggested program improvements and employment opportunity at the time of program completion. With 20 responses, 10 students noted they would be employed upon graduation between Spring 2, 2020 – Summer 2, 2020. <p>Licensure:</p> <ul style="list-style-type: none"> The department is not able to conduct NCE (licensure) tests on site due to being an online program. NBCC, the board approving said licensure exams provides scores and results directly to students, not to institutional departments. The department would have to poll each graduate individually to inquire if they have taken and passed the exam. Also, differing state licensure requirements allow students to take the licensing exam during different timeframes post- graduation. 		
--	--	--	--	--

APPROVALS:

Program/Curriculum Chair:	Date:	Campus Dean:	Date:
----------------------------------	--------------	---------------------	--------------

Please Complete Section 2 (page 5 of blank template) of the Annual Report and submit to OEE by:
December 15, 2020 – local/campus level Report.
January 22, 2021 – university level Report.