Clinical Mental Health Counseling-Online

2020-21 ANNUAL CACREP REPORT

The Clinical Mental Health Counseling-Online program housed in the Counselor Education Department-Online. The MA Clinical Mental Health Counseling program is dedicated to preparing students to become professional counselors for clinical mental health practice in a wide range of settings. The program focuses on students developing a professional identity as a practitioner-scholar; an awareness of diversity and advocacy; and strong helping relationship, diagnosis, and assessment skills. The core belief of the counseling program is that clients have the ability to heal from within a therapeutic environment.

Clinical Mental Health Program Faculty

Faculty in the Clinical Mental Health Counseling -Online program include:
- Dr. Susan Foster (Department Chair)
- Dr. Tiffany Rush-Wilson (Associate Department Chair)
- Dr. Cody Dickson (Director of Clinical Training)
- Dr. Michelle Colarusso (Associate Director of Clinical Training)
- Dr. Andy Brown (Program Faculty)
- Dr. Cory Clark (Program Faculty)
- Dr. Ami Crowley (Program Faculty)
- Dr. Sarah Dalton (Program Faculty)
- Dr. Kristy Eldredge (Program Faculty)
- Dr. Rodney Harris (Program Faculty)
- Dr. Denita Hudson (Program Faculty)
- Dr. Victoria Liu (Program Faculty)
- Dr. Ruth Ouzts Moore (Program Faculty)
- Dr. Bryon Pickens (Program Faculty)
- Dr. Lori Soli (Program Faculty)
- Dr. Catherine Stower (Affiliate Faculty)
- Dr. Jaymie VanMeter (Program Faculty)

Program Outcomes

The Clinical Mental Health Counseling -Online Program Objectives align with CACREP Standards and Institutional Learning Outcomes (ILOs) focus on scholarship, diversity, professional behavior, and professional practice. Program Objectives include:

Institutional Learning Outcomes	Program Objective
Scholarship: Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their professional and scholarly endeavors.	Students will critically evaluate and utilize research, evidence-based practices, and program evaluation to inform the practice of clinical mental health counseling with diverse client populations.
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.	Students will demonstrate an intersectional lens of cultural competence in counseling with individuals, groups, and families from diverse cultural backgrounds as well as the ability to advocate for equity and social justice in the promotion of mental health on the behalf of clients, the community, and the profession of counseling.
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.	Students will demonstrate knowledge and application related to ethical professional counseling practice, establish a professional counselor identity, and engage in effective interdisciplinary practice.

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.	• Students will demonstrate contextual knowledge and application of the principles of mental health, wellness, and human development including prevention, education, consultation, intervention, and advocacy. • Students will demonstrate knowledge and application of strategies for addressing diverse clients' career development and employment opportunities in a global economy. • Students will demonstrate knowledge and application of the helping process with diverse clients; counseling theories and techniques; prevention, education, and consultation; wellness models; counselor self-understanding; and the change process. • Students will demonstrate knowledge and application of group development, dynamics, theories, techniques, therapeutic factors, and how they contribute to the design and facilitation of groups in a culturally relevant manner. • Students will demonstrate knowledge and application of culturally and developmentally appropriate clinical assessment, diagnosis, and evaluation practices for diverse mental health service recipients in mental health service settings.

Student Admissions and Enrollment

The following section addresses student admissions and enrollment during the 2020-2021 Academic Year.

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Demographic and Other Characteristics of Applicants, Students, and Graduates (Diversity Program Outcome)

During the 2020-2021 student, enrollment, graduation demographic and descriptive programmatic data was collected and analyzed. Trends indicate that the program continues to attract and retain a diverse student population, as seen in Table 1 below.

Table 1-Fall 2020-Summer 2021 Student, Enrollment, Graduation Data

Status	Total	(Citizenship/ Nationality)	Gender Identity			Age Range			Race/ Ethnicity		
Student	New = 77		Gender	N	%	Age	N	%	Race/ Ethnicity	N	%
	Continuing = 216		Male	32	10.9%	>18	0	0.0%	International	2	0.7%
	Total = 293		Female	261	89.1%	18-19	0	0.0%	Latino(a)/ Hispanic	42	14.3%
			Non-binary	0	0.0 %	20-21	6	2.0%	American Indian or Alaska Native	2	0.7%
			Non specified	0	0.0 %	22-24	30	10.2%			
						25-29	99	33.8%	Asian	6	2.0%
						30-34	58	19.8%	Black or African American	102	34.8%
						35-39	39	13.3%			
						40-49	39	13.3%	Native Hawaiian or Other Pacific Islander	0	0.0%
						50-64	18	6.1%			
						65+	4	1.4%	White	112	38.2%
						Unknown		0.0%	Two or More Races	13	4.4%
						Mean Age		33.7	Unknown/ Not Reported	14	4.8%
Applicants	Total	729	US	678		Gender	N	%	Age	N	%	Race/ Ethnicity	N	%
			other	51		Male	115	15.8%	>18	0	0.0 %	International	38	5.2 %
						Female	614	84.2%	18-19	1	0.1 %	Latino(a)/ Hispanic	77	10.6 %
						Non-binary	0	0.0%	20-21	25	3.4 %	American Indian or Alaska Native	3	0.4 %
						Non specified	0	0.0%	22-24	174	23.9 %			
									25-29	185	25.4 %	Asian	21	2.9 %
									30-34	125	17.1 %	Black or African American	174	23.9 %
									35-39	73	10.0 %			
									40-49	112	15.4 %			

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				Age	N	%		Race/ Ethnicity	N	%
				50-64	32	4.4 %		Native Hawaiian or Other Pacific Islander	1	0.1 %
				65+	2	0.2 %		White	330	45.3 %
				Unknown		0.0 %		Two or More Races	42	5.8 %
				Mean Age				Unknown/ Not Reported	43	5.8 %

Graduates

Total	49	US	47	Gender	N	%	Age	N	%	Race/ Ethnicity	N	%
		other	2	Male	3	6.1 %	>18	0	0.0 %	International (2)		
				Female	46	93.9 %	18-19	0	0.0 %	Latino(a)/ Hispanic	5	10.2 %
				Non-binary	0	0.0 %	20-21	0	0.0 %	American Indian or Alaska Native	0	0.0 %
				Non specified	0	0.0 %	22-24	0	0.0 %	Asian	2	4.1 %
							25-29	19	38.8 %	Black or African American	16	32.7 %
							30-34	11	22.4 %	Native Hawaiian or Other Pacific Islander	0	0.0 %
							35-39	8	16.3 %	White	20	40.1 %
							40-49	7	14.3 %	Two or More Races	1	2.0 %
							50-64	4	8.2 %	Unknown/ Not Reported	5	10.2 %
							65+	0	0.0 %			
							Unknown		0.0 %			
							Mean Age					

During the 2020-2021 AY, programmatic information, including the number of students per cohort and completion rates were collected and analyzed, as seen in Table 2 below.   Trends indicate that students' completion rates are improving. Time to completion are skewed for this academic year due to articulation of Argosy students into the program at varying stages of completion.

Table 2-Cohort Distribution and Completion

Cohort Term	Number of Students in the Cohort	Completion Rates/Time to Completion
Fall 1 / 2 2017	30	65.52% / 3.57
Spring 1 / 2 2018	31	42.86% / 3.11
Summer 1 / 2 2018	23	50% / 3.47
Fall 1 / 2 2018	43	59.38% / 3.33
Spring 1 / 2 2019	33 / 66 (Argosy)	^79.12% / 1.26
Summer 1 / 2 2019	48	*^63.89% / 1.68
Fall 1 / 2 2019	53	*^12.90% / 1.30
Spring 1 / 2 2020	48	*NA
Summer 1 / 2 2020	26	*NA
Fall 1 / 2 2020	77	*NA
Spring 1 / 2 2021	# 59 / 24	*NA
Summer 1 / 2 2021	# 36 / 20	*NA

*Currently matriculating through the program.

^ Skewed due to entry at varying stages of completion rates.

#Represents Term I and Term II starts.

CMHC Evaluative Measures

A primary component in providing excellent counselor education is comprehensive evaluation. The Clinical Mental Health Counseling -Online program has have a

documented, empirically based plan for systematically evaluating the program objectives, including student learning, including: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

The Clinical Mental Health Counseling Online program faculty review the student assessment data on a regular basis throughout the student's program using the Assessment Plan-Combined. For all assessments, students must achieve specific benchmarks related to student learning throughout the program that reflect the developmental nature of the Clinical Mental Health Counseling -Online program, which is in the Multiple Measurement of Student Learning Matrix below.

Multiple Measurements of Student Learning Matrix			
Level of Assessment	Basic (Entry to Developing levels)		
	Intermediate (Developing to Progressing levels)		
	Advanced (Progressing to Mastery levels)		
Area of Assessment	K=Knowledge		
	S=Skills		
	D=Dispositions		
Direct Assessment	GPA (4-point scale) Standard Measurement Threshold: 2.67 (Marginally Satisfactory) by course, 3.0 (Satisfactory) by cumulatively by student, level, or program Assesses PLO, level, course, and overall program progression		
	Fieldwork Assesses PLO, level, course, and overall program progression	μSSE Mean score for Site Supervisor Evaluations	
		μUSE Mean score for University Supervisor Evaluations	
		μDSCKA Mean scores on DSCKA scores in Fieldwork Scores	
Indirect Assessment		CLO	1 point: Entry (<21 completed credit hours)
			2 points: Developing (15-36 completed credit hours)
			3 points: Progressing (33-51 completed credit hours)

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		4 points: Mastery (>51 completed credit hours)
KPI (All courses except Fieldwork) Assesses PLO, level, course, CLO, and overall course progression	Dispositions	1 point: Entry (<21 completed credit hours)
		2 points: Developing (15-36 completed credit hours)
		3 points: Progressing (33-51 completed credit hours)
		4 points: Mastery (>51 completed credit hours)

Knowledge, Skills, And Professional Dispositions (Professional Behavior and Professional Practice Outcomes)

Course Learning (Professional Knowledge and Skills)

During the 2021-22 academic year, the Counselor Education Department began transitioning assessment of knowledge, skills, and dispositions to the Key Performance Indicator Assessment. Key Performance Indicator (KPI) Assessment data related to knowledge and skill (Table 3) was collected on all courses except fieldwork courses and DSCKA assessment data (Table 4) was collected in fieldwork courses. The following table shows the aggregate results of the Key Performance Indicator Assessment data that evaluates knowledge and skills. The results indicate that over all course learning outcomes (CLOs) students are meeting or exceeding the outcomes which align with the program objectives.

Table 3-KPI Assessment Data (based on Course Learning Outcomes)

CLO 1.1 Student will discuss the history and philosophy of the counseling profession and the origins of the counseling specialty areas (CACREP 2.F.1.a., CMHC 1.a).	Basic	1.23
	Intermediate	2.62
	Advanced	DSCKA
CLO 1.2 Students will identify and distinguish the multiple professional roles, settings, and functions of counselors across specialty areas and their relationships with other human service providers and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (CACREP 2.F.1.b, CMHC 2.a., 3.d.).	Basic	1.23
	Intermediate	***
	Advanced	DSCKA
CLO 1.3 Students will identify the counselor's roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (CACREP 2.F.1.c).	Basic	1.54
	Intermediate	***
	Advanced	DSCKA

CLO	Level	Value
CLO 1.4 Students will describe and outline the role, process, and strategies for the professional counselor advocating on behalf of the profession to address institutional and social barriers that impede access, equity, and success for clients and mental health counseling (CACREP 2.F.1.d, 2.F.1.e, CMHC 3.e.).	Basic	1.37
	Intermediate	***
	Advanced	DSCKA
CLO 1.5 Students will recognize, compare, and contrast professional organizations, including membership benefits, activities, services to members, and current issues (CACREP 2.F.1.f).	Basic	1.02
	Intermediate	2.58
	Advanced	DSCKA
CLO 1.6 Students will review and summarize professional credentialing, including certification, licensure, organizations, and accreditation practices, including preparation standards, current labor market information relevant to opportunities for practice within the counseling profession, and the effects of public policy on these issues (CACREP 2.F.1.g; 2.F.1.h; CMHC 2.k.).	Basic	1.22
	Intermediate	2.57
	Advanced	DSCKA
CLO 1.7 Students will identify the ethical standards of professional organizations and credentialing bodies, and discuss the applications of ethical and legal considerations in professional counseling, and technology's impact on the counseling profession (CACREP 2.F.1.h, 2.F.1.i., 2.F.1.j., 2.F.5.e.).	Basic	1.02
	Intermediate	2.57
	Advanced	DSCKA
CLO 1.8 Students will identify and engage in strategies for personal and professional self-evaluation and implications for practice (CACREP 2.F.1.k.).	Basic	1.39
	Intermediate	2.60
	Advanced	DSCKA
CLO 1.9 Students will plan and utilize self-care strategies appropriate to the counselor role (CACREP 2.F.1.l.).	Basic	1.39
	Intermediate	***
	Advanced	DSCKA
CLO 1.10 Students will recognize and evaluate counseling supervision models, practices, and processes (CACREP 2.F.1.m.).	Basic	1.04
	Intermediate	***
	Advanced	DSCKA
CLO 1.11 Students will identify the mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CMHC 2.c).	Basic	1.42
	Intermediate	2.55
	Advanced	DSCKA
CLO 1.12 Students will identify and describe legislation and government policy relevant to mental health counseling (CMHC 2.i).	Basic	1.24
	Intermediate	***

	Advanced	DSCKA
	Basic	1.41
CLO 1.13 Students will recognize and apply legal and ethical considerations specific to clinical mental health counseling (CMHC 2.l.).	Intermediate	2.44
	Advanced	DSCKA
	Basic	1.43
CLO 1.14 Students will identify and summarize record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CMHC 2.m).	Intermediate	***
	Advanced	DSCKA
	Basic	1.43
CLO 1.15 Students will discuss the strategies for interfacing with the legal system regarding court referred clients (CMHC 3.c).	Intermediate	2.75
	Advanced	DSCKA
CLO 2.1 Students will analyze research addressing multicultural and pluralistic characteristics within and among diverse groups nationally and internationally, and identify theories and models of multicultural counseling, identity development, and social justice and advocacy, as well as discuss strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP 2.F.2.a, 2.F.2.b, 2.F.2.h).	Basic	1.55
	Intermediate	2.42
	Advanced	DSCKA
CLO 2.2 Students will engage in and discuss learning activities that foster students' self-understanding of the impact of their heritage, attitudes, beliefs, understandings, and acculturative experiences on their views of others (CACREP 2.F.2.d.).	Basic	1.65
	Intermediate	2.75
	Advanced	DSCKA
	Basic	1.68
CLO 2.3 Students will engage in and discuss learning activities that foster students' understanding of the help-seeking behaviors of diverse clients (CACREP 2.F.2.f.).	Intermediate	2.75
	Advanced	DSCKA
CLO 2.4 Students will demonstrate an awareness of understanding of the impact of spiritual beliefs on clients' and counselors' worldviews, and discuss multicultural competencies and strategies for working with and advocating optimum wellness for diverse populations (CACREP 2.F.2.c., 2.F.2.e, 2.F.2.g).	Basic	1.59
	Intermediate	2.58
	Advanced	DSCKA
	Basic	1.61
CLO 3.1 Students will identify and discuss theories of individual and family development across the lifespan, learning, and normal and abnormal personality and development (CACREP 2.F.3.a, 2.F.3.b, 2.F.3.c).	Intermediate	2.53
	Advanced	DSCKA
CLO 3.2 Students will identify and utilize theories and etiology of addictions and addictive behaviors, as well as discuss the neurological and medical foundation and etiology of addiction and co-occurring addictions, including	Basic	***
	Intermediate	2.23

the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP 2.F.3.d, CMHC 1.d, 2.e).	Advanced	DSCKA
CLO 3.3. Students will discuss individual, biological, neurological, physiological, and systemic factors relevant to clinical mental health counseling that affect human development, functioning, and behavior (CACREP 2.F.3.e., 2.F.3.f., CMHC 2.g., 2.j.).	Basic	1.68
	Intermediate	1.87
	Advanced	DSCKA
CLO 3.4 Student will explore the effects of crisis, disasters, and other trauma-causing events on diverse individuals across the lifespan and hypothesize the impact of crisis on mental health diagnosis (CACREP 2.F.3.g., CMHC 2.f.).	Basic	1.52
	Intermediate	2.49
	Advanced	DSCKA
CLO 3.5 Students will differentiate interventions for individuals with differing abilities and discuss ethical and culturally relevant strategies for promoting resiliencies and optimum development and wellness across the lifespan (CACREP 2.F.3.h., 2.F.3.i.).	Basic	1.59
	Intermediate	***
	Advanced	DSCKA
CLO 4.1 Students will identify theories and models of career development, counseling, and decision-making, including approaches for conceptualizing interrelationships among and between work and family roles (CACREP 2.F.4.a, 2.F.4.b).	Basic	***
	Intermediate	2.50
	Advanced	DSCKA
CLO 4.2 Students will discuss processes for identifying and utilizing career and educational information resources and technology and identify strategies for career development program planning and administration (CACREP 2.F.4.c, CACREP 2.F.4.f).	Basic	***
	Intermediate	2.50
	Advanced	DSCKA
CLO 4.3 Students will recognize ethical and culturally relevant strategies for advocating for and for facilitating diverse client's skill, career, and educational development (CACREP 2.F.4.g, 2.F.4.h, CACREP 2.F.4.j).	Basic	***
	Intermediate	2.43
	Advanced	DSCKA
CLO 5.1 Students will differentiate and apply theories and models of effective counseling and wellness programs related to clinical mental health counseling (CACREP 2.F.5.a., CMHC 1.b.).	Basic	1.58
	Intermediate	2.51
	Advanced	DSCKA
CLO 5.2 Students will outline a systems approach to conceptualizing clients (CACREP 2.F.5.b).	Basic	1.43
	Intermediate	2.50
	Advanced	DSCKA
CLO 5.3 Students will identify theories, models, and strategies for understanding and practicing consultation (CACREP 2.F.5.c).	Basic	***
	Intermediate	***
	Advanced	DSCKA

CLO	Level	Score
CLO 5.4 Students will describe and utilize ethical and culturally relevant strategies for developing helping relationships (CACREP 2.F.5.d.).	Basic	1.75
	Intermediate	***
	Advanced	DSCKA
CLO 5.5 Students will identify and integrate counselor characteristics and behaviors that influence the helping process (CACREP 2.F.5.f.).	Basic	1.43
	Intermediate	***
	Advanced	DSCKA
CLO 5.6 Students will recognize principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CMHC 1.c.).	Basic	1.58
	Intermediate	2.68
	Advanced	DSCKA
CLO 5.7 Students will select and demonstrate essential interviewing, counseling, and case conceptualization skills (CACREP 2.F.5.g.).	Basic	1.75
	Intermediate	2.58
	Advanced	DSCKA
CLO 5.8 Students will discuss developmentally relevant counseling treatment or intervention plans and measurable outcomes for clients (CACREP 2.F.5.h, 2.F.5.i.).	Basic	1.75
	Intermediate	2.60
	Advanced	DSCKA
CLO 5.9 Students will select and apply empirically based counseling strategies and techniques for prevention, intervention, and advocacy (CACREP 2.F.5.j., CMHC 3.b.).	Basic	1.74
	Intermediate	2.63
	Advanced	DSCKA
CLO 5.10 Students will research and implement strategies to promote client understanding of and access to a variety of community-based resources (CACREP 2.F.5.k.).	Basic	1.59
	Intermediate	2.57
	Advanced	DSCKA
CLO 5.11 Students will explain and implement suicide prevention models and strategies, as well as crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP 2.F.5.l.; 2.F.5.m.).	Basic	1.74
	Intermediate	2.70
	Advanced	DSCKA
CLO 5.12 Students will recognize and analyze the processes for developing a personal model of counseling (CACREP 2.F.5.n.).	Basic	.94
	Intermediate	2.64
	Advanced	DSCKA
CLO 5.13 Students will recognize etiology, treatment, and prevention of mental and emotional disorders (CMHC	Basic	***

2.b.).		Intermediate	2.65
		Advanced	DSCKA
CLO 5.14 Students will identify classifications, indications, and contradictions of commonly prescribed psychopharmacological medications (CMHC 2.h.).		Basic	***
		Intermediate	2.64
		Advanced	DSCKA
CLO 6.1 Students will recognize and engage in the dynamics associated with group process and development (CACREP 2.F.6.b.).		Basic	***
		Intermediate	2.75
		Advanced	DSCKA
CLO 6.2 Students will recognize therapeutic factors and characteristics of effective group leaders and how they contribute to group effectiveness (CACREP 2.F.6.c., 2.F.6.d.).		Basic	***
		Intermediate	2.75
		Advanced	DSCKA
CLO 6.3 Students will identify approaches to group formation and recognize types of groups and ethical and culturally relevant strategies that affect creating and conducting groups in varied settings (CACREP 2.F.6.e, 2.F.6.f, 2.F.6.g.).		Basic	***
		Intermediate	2.73
		Advanced	DSCKA
CLO 6.4 Students will operate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term (CACREP 2.F.6.h).		Basic	***
		Intermediate	2.72
		Advanced	DSCKA
CLO 6.5 Students will recognize and identify the theoretical foundations of group counseling and group work (CACREP 2.F.6.a.).		Basic	***
		Intermediate	2.70
		Advanced	DSCKA
CLO 7.1 Students will identify approaches for assessing the conditions of the work environment on clients' life experiences (CACREP 2.F.4.d.).		Basic	***
		Intermediate	2.32
		Advanced	DSCKA
CLO 7.2 Students will discuss the strategies for assessing abilities, values, personality, and other factors relevant to career development, planning, and decision making (CACREP 2.F.4.e.; 2.F.4.i.).		Basic	***
		Intermediate	2.32
		Advanced	DSCKA
CLO 7.3 Students will discuss historical perspectives concerning the nature and meaning of assessment and methods of effectively preparing for and conducting initial assessment meetings (CACREP 2.F.7.a, 2.F.7.b.).		Basic	***
		Intermediate	2.11

	Advanced	DSCKA
CLO 7.4 Students will define and demonstrate procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (CACREP 2.F.7.c.).	Basic	***
	Intermediate	2.762
	Advanced	DSCKA
CLO 7.5 Students will identify procedures for identifying trauma and abuse and for reporting abuse (CACREP 2.F.7.d).	Basic	***
	Intermediate	2.27
	Advanced	DSCKA
CLO 7.6 Students will identify and utilize psychological tests and assessments specific to clinical mental health counseling (CMHC 1.e).	Basic	***
	Intermediate	2.08
	Advanced	DSCKA
CLO 7.7 Students will discuss/demonstrate the intake interview, mental status examination, and biopsychosocial history for treatment planning and caseload management (CMHC 3.a.).	Basic	***
	Intermediate	2.49
	Advanced	DSCKA
CLO 7.8 Students will identify basic and statistical concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessment, and group and individual assessments; including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, correlations, reliability, and validity in the use of assessments (CACREP 2.F.7.f, 2.F.7.g, 2.F.7.h).	Basic	***
	Intermediate	2.30
	Advanced	DSCKA
CLO 7.9 Students will select and utilize assessments and psychological tests in clinical mental health that are relevant to academic/educational, career, personal, and social development (CACREP 2.F.7.i, CMHC 1.e).	Basic	***
	Intermediate	2.34
	Advanced	DSCKA
CLO 7.10 Students will identify and use ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results (CACREP 2.F.7.m.).	Basic	***
	Intermediate	2.34
	Advanced	DSCKA
	Basic	***
	Intermediate	2.35
CLO 7.11 Students will use assessments for diagnostic and intervention planning purposes (CACREP 2.F.7.e).	Advanced	DSCKA
CLO 7.12 Students will utilize assessment and test results, as well as environmental assessments, systematic behavioral observations, symptom checklists, and personality and psychological testing, to diagnose	Basic	***
	Intermediate	2.26

developmental, behavioral, and mental disorders (CACREP 2.F.7.j, 2.F.7.k, 2.F.7.l).	Advanced	DSCKA
CLO 7.13 Students will engage in the diagnostic process, including differential diagnosis and the use of diagnostic classification systems such as the Diagnostic and Statistical Manual of Mental Disorders (DSM) and/or the International Classification of Diseases (ICD; CMHC 2.d.).	Basic	***
	Intermediate	2.25
	Advanced	DSCKA
CLO 8.1 Students will define and recognize the importance of research and needs assessment in advancing the counseling profession, including its use to inform evidence-based practice (CACREP 2.F.8.a., 2.F.8.b., 2.F.8.c.).	Basic	***
	Intermediate	2.49
	Advanced	DSCKA
CLO 8.2 Students will discuss the development of outcome measures and evaluation of counseling interventions and programs (CACREP 2.F.8.d, 2.F.8.e).	Basic	***
	Intermediate	2.52
	Advanced	DSCKA
CLO 8.3 Students will differentiate between qualitative, quantitative, and mixed research methods (CACREP 2.F.8.f).	Basic	***
	Intermediate	2.42
	Advanced	DSCKA
CLO 8.4 Students will identify designs and statistical methods used in conducting research and program evaluation, as well as recognize the analysis and use of data in counseling (CACREP 2.F.8.g, 2.F.8.h, 2.F.8.i).	Basic	***
	Intermediate	2.41
	Advanced	DSCKA
CLO 8.5 Students will interpret and discuss ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation. (CACREP 2.F.8.j.).	Basic	***
	Intermediate	2.58
	Advanced	DSCKA

As indicated above DSCKA assessment data was collected in fieldwork courses is displayed in Table 4.

Table 4-DSCKA Data

Assessment Levels	Level 0	Level 1	Level 2	Level 3	Level 4	Did Not Observe (DNO)
Expanded Definition of Levels	Student is unable to demonstrate competency or knowledge or engages in harmful delivery.	Student demonstrates very limited knowledge or competency without prompting or assistance.	Student demonstrates somewhat limited knowledge or competency and may require prompting.	Student demonstrates adequate knowledge or competency and requires little to no coaching.	Student consistently Student demonstrates a professional level of competency and detailed knowledge.	Do Not Rank at DNO unless if it is reasonably expected the student would not have the opportunity to demonstrate the skill during the assessment period.
Student behaves in a professional manner towards supervisors, peers, and clients; including appropriate dress, conduct attitudes, and boundaries.						3.73
Student demonstrates awareness, appreciation, and respect of cultural differences (e.g., race, spirituality, sexual orientation, SES).						3.63
Student actively engages in learning and developing his or her counseling knowledge, skills, dispositions, and cultural competencies, e.g., takes initiative and seeks/uses growth opportunities.						3.63
Student demonstrates ability to flex with changing circumstances, unexpected events, and new situations.						3.57
Student exhibits emotional stability (i.e., congruence between mood & affect) and self-control (i.e., impulse control) in relationships with supervisor, peers, and clients.						3.62
Student demonstrates self-acceptance (i.e., being comfortable in his or her own skin); and is able to interact with others authentically and without pretense.						3.54
Student demonstrates an awareness of his or her own belief systems, values, needs and limitations, and the effect of "self" on his or her work with others.						3.57
Student demonstrates an appropriate understanding of the impact his or her heritage, attitudes, beliefs, understandings, and acculturative experiences have on his or her views of others; actively work to remove potential bias.						3.54
Student recognizes the limits of her or his counseling competencies and actively seeks to improve.						3.54
Student engages in an appropriate level of self-reflective practice, e.g., challenges himself or herself beyond the obvious or surface.						3.49
Student responds non-defensively and incorporates supervisory feedback to alter skills, behavior, and/or counselor dispositions.						3.67
Student appropriately provides constructive feedback to peers and utilizes peer feedback for their own growth and development.						3.54

Student engages in appropriate advocacy efforts on behalf of the profession.	3.50
Student utilizes appropriate self-care strategies.	3.44
Student attends all required meetings and clinical practice activities in their entirety; are fully engaged, participatory and prompt.	3.67
Student completes all assigned tasks in an ethical and effective fashion (e.g., individual and group counseling, supervision, reports and assignments).	3.62
Student appropriately seeks support and/or consultation and supervision.	3.66
Student understands, appreciates, and adheres to course, and school and/ or site policies and procedures.	3.68
Student critically evaluates and utilizes appropriate scholarly literature and research to support academic work and clinical work.	3.47
Student conveys nonjudgmental attitude, unconditional positive regard, genuineness, respect, empathy, and caring for client through actions and words; is present with and open to client.	3.65
Student incorporates appropriate open posture, eye contact, facial expressions, vocal tone and pace, and silence with clients; picks up on client nonverbal cues.	3.47
Student incorporates appropriate encouragers and door openers, e.g., "tell me more about..." and minimizes unintentional agreements and repetitive phrasing, e.g., OK/right/yeah.	3.43
Student utilizes appropriate open and closed questioning consistent with the counseling stage; avoids overuse of leading, closed, and compound questions.	3.39
Student integrates appropriate paraphrasing, reflection of content, and summarizing.	3.44
Student accurately reflects client affect by inferring feelings based on spoken and/or unspoken client content, nonverbal cues, and hunches.	3.41
Student integrates a high-level affective reflection; interprets and shares client values, meanings, core beliefs, and content themes; and identifies somatic (bodily) cues to facilitate a deeper client self-understanding.	3.35
Student notes discrepancies in client content, affect, and/ or nonverbal cues and appropriately challenges client to recognize and/or evaluate inconsistencies.	3.33
Student collaborates with client to establish realistic, appropriate, and attainable therapeutic goals.	3.48
Student maintains focus on client experiences, process, and goals; engages in purposeful counseling and minimizes process distracters and/or detractors.	3.48
Student acknowledges client diversity as intrinsic to the counseling process; takes initiative to discuss culture within the context of the relationship when appropriate, e.g., is not color/other blind nor ignorant of cultural otherness.	3.50
Student incorporates advanced counseling skills such as immediacy and humor when appropriate	3.41

Student integrates relevant biological, neurological, physiological, and systemic factors that impact client functioning into his or her work.	3.33
Student acknowledges how differing levels of client functioning and ability impact the counseling process; implements strategies for differentiated interventions.	3.40
Student understands group dynamics; exhibits group leadership characteristics and functions, such as process orientation, appropriate modeling, and trust in the group process.	3.44
Student assesses for risk of self-inflicted harm and/or suicide and develops appropriate plans based on session content.	3.49
Student assesses for risk of aggression or danger to others and develops appropriate plans based on session content.	3.50
Student assesses if and/or how past and present crisis and trauma may impact client functioning.	3.47
Student explores and assesses the role addiction of any kind may play in client functioning, e.g., actively engages and broaches the topics.	3.42
Student screens for potential abuse and applies appropriate protocols based on information gathered.	3.44
Student integrates and applies appropriate counseling theory constructs in his or her counseling practice.	3.42
Student identifies and utilizes evidence based therapeutic intervention strategies that have been supported by scholarly literature and research	3.51
Student understands locale and client demographics; selects and applies culturally relevant appropriate intervention and treatment planning processes.	3.51
Student accurately and promptly completes necessary, record keeping, third party reimbursement, and other practice and/or management requirements.	3.59
Student effectively utilizes a range of environmental assessments, systematic behavioral observations, symptom checklists, personality, and psychological testing as appropriate	3.41
Student selects and uses culturally and developmentally appropriate assessments for diagnostic and intervention planning purposes.	3.45
Student effectively utilizes diagnostic process, including differential diagnosis and the use of diagnostic classification systems, such as the DSM-5 and/or the ICD.	3.43
Student effectively incorporates principles, models, and documentation formats of biopsychosocial case conceptualization and client treatment planning.	3.49
Student conducts appropriate intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.	3.52
Student considers the impact of psychopharmacological medications on client outcomes including classifications, indications, and contraindications; assesses need for appropriate medical referral and consultation.	3.5
Student works personally and systemically to implement strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	3.52

Student mindfully concludes the counseling relationship using appropriate termination practices.	3.55
Student integrates crisis intervention, trauma-informed, and community-based strategies, including Psychological First Aid when appropriate.	3.53
Student considers the impact of technology on the counseling process and client wellness.	3.54
Average Score Across All Domains	3.62

Dispositions

During the 2021-22 academic year, the Counselor Education Department began transitioning assessment of knowledge, skills, and dispositions to the Key Performance Indicator Assessment. Key Performance Indicator (KPI) Assessment data related to dispositions (Table 5) was collected on all courses except fieldwork courses and DSCKA assessment data was collected in fieldwork courses and included in the previous section (Table 4). The following table shows the aggregate results of the Key Performance Indicator Assessment data that evaluates knowledge and skills. The results indicate student dispositions met or exceeded the expected outcome across all levels.

Table 5-KPI Assessment Data (Dispositions Only)

<table>
<tr><th colspan="5">Dispositions Outcomes Matrix</th></tr>
<tr><th colspan="5">Measurement scale indicative of student in:</th></tr>
<tr><th>Did not Observe (DNO)</th><th>Entry</th><th>Developing</th><th>Progressing</th><th>Mastery</th></tr>
<tr><td>Not expected for CMHC student.

(0 points)</td><td>Basic: up to 21 completed credit hours.

(1 point)</td><td>Basic to Intermediate: 15 to 36 completed credit hours.

(2 points)</td><td>Intermediate to Advanced: 33 to 51 credit hours, or Practicum.
(3 points)</td><td>Advanced: 51 or more completed credit hours.

(4 points)</td></tr>
</table>

	Basic	1.42
Flexibility: recognize changing demands in the professional and interpersonal environment, as well as the ability to monitor and flex response to changing environmental and systemic demands.	Intermediate	2.49
	Advanced	DSCKA
	Basic	1.42
Impact to others: recognize how words and actions impact others, as well as the ability to initiate and incorporate feedback to effect change.	Intermediate	2.51
	Advanced	DSCKA

Emotional regulation: consistently willing to articulate the full range of feelings, as well as acknowledge the feelings of others.	Basic	1.41
	Intermediate	2.52
	Advanced	DSCKA
Personal Responsibility: monitor level of responsibility in professional performance, invite and utilize constructive critique from others and accept mistakes as opportunity for improvement.	Basic	1.42
	Intermediate	2.51
	Advanced	DSCKA
Ethical and legal considerations: maintain clear personal and professional boundaries, demonstrate consistent and willing competency to diversity, and adhere to all ethical and legal policies, laws, and standards.	Basic	1.40
	Intermediate	2.51
	Advanced	DSCKA

Employment Data

The following series of tables shows employment data related to graduates during the 2020-2021 academic year. The results of these analysis indicate a high percentage of employment for graduates who responded to the survey, as well as the ability to secure employment in the field within one year of graduation (Table 6). Further, a high percentage of graduates indicated that they were working with underserved or marginalized populations (Table 7).

Table 6-Employment Status of Graduates

Which best describes your employment status?	
Employed, full-time	**76.9%**
Employed part-time, not seeking more hours	15.4%
Employed part-time, seeking more hours	0.0%
Self-employed	0.0%
Laid off or furloughed due to COVID-19*	0.0%
Unemployed, seeking position	7.7%
Unemployed, not seeking position	**0.0%**
Retired	**0.0%**
Other	**0.0%**

How long did it take to find employment?	
While I was enrolled at TCSPP	**63.6%**
During first 6 months after graduation	18.2%
During the second 6 months post-graduation	18.2%
More than one year after graduation	0%
I have not yet sought a paying job and I am a full-time student	0%
I have not yet sought a paying job and I am engaged in other activities	0%

Graduates work with underserved or marginalized populations is displayed in Table 7**.**

Table 7-Employment Service

In this job, do you serve minority, special needs, and/or other underserved populations?	
	Yes
Minority populations	90.9%
Special needs populations	72.7%
Other underserved populations	90.9%

Site Supervisor Program Evaluation

Site Supervisors complete multiple surveys and consultations throughout fieldwork and at the end of the final term during which they supervise a Clinical Mental Health Counseling -Online program intern. Based on the outcomes of the Clinical Mental Health Counseling Site Supervisor End of Semester Survey (Table 8), it appears that site supervisors are satisfied with the program. A table of results are provided below.

Table 8-Clinical Mental Health Counseling Site Supervisor End of Semester Survey Summary Tables

Question	Rating	Yes/No
Questions 1-3 use the following rating scale: 9-10 = very satisfied; 7-8 = satisfied; 5-6 = neutral; 3-4 = dissatisfied (please provide comments); 1-2 = very		

dissatisfied (please provide comments); or N/A			
1. Quality and frequency of contact and support from your intern's University Supervisor this semester	8.53		
2. Please rate the quality of your interactions with and support from the Director of Clinical Training or Associate Director of Clinical Training this semester.	8.53		
3. Please rate the quality and workflow of the required paperwork and student assessments (e.g., time logs, evaluations, recording reviews).	8.55		
Questions 4-10 are rated using yes/no.			
4. Did you provide an hour a week of individual or triadic clinical supervision to your intern?		224	4
5. Did you participate in regular email consultation with your intern's University supervisor?		152	77
6. Did you participate in any of the free CEU trainings we offered this semester?		12	216
7. If you experienced any difficulties with your intern, the internship placement, or internship processes, were your concerns addressed to your satisfaction?		**32**	**21**
8. If you had any concerns with your interns' dispositions, skills, or knowledge, did you provide qualitative comments in the end-of-semester assessment?		**49**	**21**
9. Based on your experiences with this intern, during the last semester, would you take another intern from the Counselor Education Department?		217	12
10.0Would you like Director or Associate Director of Clinical Training, to contact you regarding your responses or to provide other support?		21	203

Graduate Program Evaluations

The following series of tables shows data from the Online Exit Survey (Table 9) during the during the 2020-2021 academic year. The results of these analysis indicate a high percentage of satisfaction from graduates who responded to the survey (n=61), as it related to admissions, connection to the program, the development of a professional identity in counseling, employment, and readiness (through examination).

Table 9-Counselor Education - Online Exit Survey

Q1. My department admissions interview provided me with accurate information about the Counselor Education Dept.		
Answer Choices	Responses	
Yes	70.49%	43
Somewhat	26.23%	16
No	3.28%	2
Other	0.00%	0
Other (please specify)		8
Q2. As a student, I felt connected to the Counselor Education Dept. community throughout the academic program.		
Answer Choices	Responses	
Yes	55.74%	34
Somewhat	39.34%	24
No	4.92%	3
Other	0.00%	0
Other (please specify)		6

Q3. I have developed a strong counselor identity as result of being a student in the Counselor Education - Online department at The Chicago School of Professional Psychology?		
Answer Choices	Responses	
Yes	78.69%	48
Somewhat	21.31%	13
No	0.00%	0
Other	0.00%	0
Other (please specify)		4
Q4. Will you be employed upon graduation?		
Answer Choices	Responses	
Yes	44.26%	27
Not yet.	55.74%	34
Q5. Have you taken and passed one of the following certification or licensure exams during or since the completion of your program?		
Answer Choices	Responses	
NCE	54.24%	32
NCMHCE	20.34%	12
BC-TMH	3.39%	2
Other (please specify)	1.69%	1
None of the above	27.12%	16

Program Modification and Other Substantial Program Changes

The Clinical Mental Health Counseling Program- Online faculty utilize data frequently to make program modifications. A summary of data-informed modifications include:

Area of Impact	Modification
All Courses	Program Learning Outcomes were revised and expanded to reflect trends and changes within the counseling field (PMR 20-152).
All Courses	Rescind fee of $70.05 per term for Online campus students in MA CMHC program that was outlined in PMR 169, increasing fiscally responsibility to students. This fee was originally collected for access to BlueJeans. This contract has recently expired and TCSPP now uses HIPAA compliant Zoom accounts which recently have been added to TCSPP Zoom accounts and now do not require an additional fee to be assessed to students. (PMR 20-163).
Fieldwork	Create new two course 7-week course sequence to replace the current semester long, 3 credit hours courses CM 605, CM 614, and CM 619 for Online students (PMR 20-164)
CM 528 and 543	Remove $350 residency fee attached to CM528 and CM543. (PMR 20-107)
CM 604	CM604 language is updated to reflect new online practicum sequence and updates old language about clinical training. (PMR 20-107)
CM 650	CM650 Counseling Children and Adolescents: remove pre-requisite CM529 Helping Relationships & Skill Development in Counseling II (PMR 20-107)
Assessment	The KPI assessment in all courses except for fieldwork, as a pilot.