

**2020 SOU Clinical Mental Health Counseling  
Assessment Report  
April 2021**

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This report is a brief summary and overview of our ongoing program evaluation efforts and is intended for current students, alumni, site supervisors, employers of alumni and other relevant stakeholders. Each group that has provided essential feedback helps the CMHC faculty to better understand our successes and areas needing improvement. We thank you for your candid responses and many suggestions. We hope that this report will also be useful to applicants, faculty, staff, administrators, and the general public.

*The CMHC Faculty*

\* Of course, in March 2020 with the advent of the COVID-19 pandemic, significant portions of our programmatic endeavors were impacted by the sudden shift to lockdowns, state/federal regulations, and the sudden shift to remote instruction, clinical training, and program administration. This document reflects more anecdotally some of these impacts. Importantly, our outcome data (from sources such as graduating student surveys, clinical efficacy via site supervisor evaluations, and CPCE scores) demonstrate no noticeable dip in performance indicators (KPIs) or other program outcomes.

### **The Assessment Process**

According to our CMHC Assessment Plan, each year the CMHC program gathers and analyzes a wide spectrum of focused assessment data to continually inform our program evaluation and improvement efforts. Each year, we survey New Students, Graduating Students, Alumni, Site Supervisors, and Employers of our graduates. We analyze characteristics of applicants, students, and the annual results of the exit exam, the Counselor Preparation Comprehensive Exam (CPCE) which allows for comparison with national data. We also assess Key Performance Indicators (KPIs) embedded across the curriculum that measure essential counseling competencies for entry-level clinical mental health counselors, covering knowledge, skills, and dispositions. Each fall, CMHC Faculty review these program assessment data to determine what we are doing well and where there are opportunities for improvement. We identify changes to make with curriculum, staffing, policy, and procedures and establish a timeline for the changes.

### **Important Actions Implemented in 2019-20**

As noted above, beginning in March 2020 (and continuing to the present), the CMHC program faculty, in conjunction with SOU IT and other resources, were able to implement the following changes:

- In a matter of 2 weeks, converted all in-person classes to a hybrid/remote model with mostly synchronous teaching via Zoom, Google apps, and other technological tools. Augmented the Moodle LMS to support more robust asynchronous learning and course management.
- Taught all content-focused and clinical training courses remotely.
- Developed clinical, ethical, legal and culturally competent guidelines for the use of technology in instruction and clinical training for faculty, students, and supervisors.
- Planned and conducted group counseling practicum and internship courses remotely.
- Supported interns and internship sites with sudden shift to remote counseling delivery and remote clinical supervision.
- Planned and conducted our first Virtual Internship Fair which replaced our customary in-person internship fair and internship matching process.
- Provided ad hoc emotional, pedagogical, supervisory, and technological support to students.
- Maintained the health and well-being of all CMHC stakeholders: students, faculty, staff, site supervisors, clients, etc. while maintaining all CMHC and CACREP guidelines.
- Advocated with the OBLPCT for possible flexibility re: graduation requirements.
- Updated all students on shifting health requirements/guidelines, statewide executive orders, and implications for CMHC courses and requirements.

All of these program-wide efforts and much dedication, along with the resilience of our students led to the outcome that **every 2nd year student successfully completed all program requirements, met all program outcomes, and graduated in a timely manner.**

Academic year 2019-20 was another important year for the assessment process within the CMHC program, due to several major related initiatives:

- We continued the CACREP reaccreditation process (to be completed in 2020-21) by responding to all written communications from CACREP which culminated in a second addendum completed in January 2020.
- Implemented our revised KPIs and associated measures into SOU's assessment system, Nuventive Improve, continuing to tie CMHC KPIs to SOU's strategic planning core themes and institutional goals, thereby further incorporating CMHC's assessment results into SOU's institution-wide assessment efforts.

### **Assessment Results for 2019-2020**

Applicants: In 2020, our applicant pool increased from 40 completed applications to 54, with 16% (compared to 10% the previous year) of applicants identifying as members of a racial or ethnic minority. Of applicants accepted into and enrolled in the program's incoming 2020 cohort and identifying their race/ethnicity, 12% identify as being of a racial/ethnic minority, which is essentially the same as last year. Average total GRE score (299) and GPA (3.48) are consistent with previous years' admitted cohorts.

	2018-19 Applicants	2018-19 Admitted cohort (2019)	2019-20 Applicants	2019-20 Admitted cohort (2020)
Number	40	20	54	24
% minority (to the extent reported)	10	10	16	12
Average GRE	nd	301	301	299
Average GPA	nd	3.57	3.46	3.48

Program Outcomes and Key Performance Indicators:

The chart below summarizes the key components of our extensive data collection and program evaluation. It includes the program outcome and corresponding CACREP subject area, the associated key performance indicator(s) (KPI) and whether the KPI is assessing primarily knowledge, skills or dispositions. The third column illustrates the robust nature of the CMHC evaluation process by documenting the practice of “multiple measures over multiple times”. By gathering multiple inputs and demonstrating varying methods of measurement, we are assured of a holistic and comprehensive assessment of student learning outcomes and ultimately, program performance. Balanced with a diversity of measures, it is important to incorporate systematic, consistent and uniform measures of learning and progress and thus, in the measurement of clinical performance and skill development, we rely upon the Counseling Competencies Scale-Revised (CCS-R), which is introduced in the first term of the program and utilized throughout the practicum training sequence and continued through the last term of the program (in the final term of internship). The deliberate and consistent use of this well-validated tool provides robust and understandable data to students, supervisors, and faculty alike.

Subject Area Program Outcome	KPI # KPI/Domain	Multiple Measures: Measure #, course & term
<b>Professional Counseling Orientation and Ethical Practice:</b> Students develop strong professional identities as mental health counselors and learn to think and act ethically, demonstrating professional accountability for their knowledge and application of ethical principles, codes, and decision-making processes.	1. Students will grasp the importance of ethical standards that apply to each of the counselor’s professional role responsibilities. (knowledge)	1. Exam in <b>COUN 581</b> - Y1 Winter 2. Ethics Case Study in <b>COUN 510</b> - Y2 Winter 3. CPCE score in core area - Y2 Spring
<b>Professional Counseling Orientation and Ethical Practice:</b> Students develop strong professional identities as mental health counselors and learn to think and act	2. Students will demonstrate ability to apply counseling skills and facilitate therapeutic conditions.	1. CCS-R (part 1) in <b>COUN 504</b> - Y1 Winter 2. CCS-R (part 1) in <b>COUN 506</b> - Y1 Winter

ethically, demonstrating professional accountability for their knowledge and application of ethical principles, codes, and decision-making processes.	(skills)	3. CCS-R (part 1) in <b>COUN 510</b> - Y2 Spring
<b>Social and Cultural Diversity:</b> Students learn to be sensitive to the diversity in ethnicity and life situations of their clients and are able to adapt their counseling practice to the individual needs of diverse clients.	3. Students will demonstrate knowledge of social and cultural diversity understanding through theories of multicultural counseling and the promotion of diversity amongst different communities and mental health settings. (knowledge)	1. Cultural Awareness Research Paper in <b>COUN 586</b> - Y2 Fall 2. Multicultural Case Study in <b>COUN 510</b> - Y2 Spring 3. CPCE score in core area - Y2 Spring
<b>Human Growth and Development:</b> Students will be able to apply various theories of human development to their counseling process, so they are effective at integrating a developmental approach to counseling in their work with clients.	4. Students will demonstrate an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts. (knowledge)	1. Theory into Practice Paper in <b>COUN 570</b> - Y1 Fall 2. Culminating Activity in <b>COUN 570</b> - Y1 Fall 3. CPCE score in core area - Y2 Spring
<b>Career Development:</b> Students understand career development across the lifespan for diverse clients, how to integrate career concerns with mental health concerns, and demonstrate ethical and culturally competent career counseling strategies.	5. Students will demonstrate an understanding of career development and related life factors, including theories, assessments, career resources, and the interrelationship between career and other life roles. (knowledge)	1. Research Paper/Project in <b>COUN 549</b> - Y2 Winter 2. Final Exam in <b>COUN 549</b> - Y2 Winter 3. CPCE score in core area - Y2 Spring
<b>Counseling and Helping Relationships:</b> Students learn the foundational ingredients of effective counseling and psychotherapy, particularly development of an empathic, collaborative therapeutic alliance and therapeutic skills that foster movement toward clients' goals and potentialities. Students demonstrate basic competence in utilizing psychotherapy skills fundamental to all theoretical approaches, conduct an intake interview with initial assessment and case conceptualization, and facilitate counseling sessions with classmates using role play scenarios under supervision.	6. Students will demonstrate an understanding of counseling theories and models for case conceptualization. (knowledge)	1. Case Conceptualization by Theoretical Model in <b>COUN 571</b> - Y1 Fall 2. Final Case Conceptualization in <b>COUN 585</b> - Y1 Summer 3. CPCE score in core area - Y2 Spring
<b>Counseling and Helping Relationships:</b> Students learn the foundational ingredients of effective counseling and psychotherapy, particularly development of an empathic, collaborative therapeutic alliance and therapeutic skills that foster movement	7. Students will demonstrate the ability to establish and maintain the therapeutic alliance, conceptualize clients' dynamics and provide a focus for treatment, and enter clients'	1. Counseling Activity Self-Efficacy Scale (CASES) in <b>COUN 504</b> - Y1 Winter 2. Counseling Activity Self-Efficacy Scale

<p>toward clients' goals and potentialities. Students demonstrate basic competence in utilizing psychotherapy skills fundamental to all theoretical approaches, conduct an intake interview with initial assessment and case conceptualization, and facilitate counseling sessions with classmates using role play scenarios under supervision.*</p>	<p>subjective worldview and respond to their feelings with accurate empathy. (skills)</p>	<p>(CASES) in <b>COUN 573</b> - Y2 Spring</p>
<p><b>Group Counseling and Group Work:</b> Students are introduced to the theory and practice of group counseling. Students demonstrate understanding of types of groups related to clients' goals; ethical and professional concerns related to group work; leadership issues and skills; group dynamics; stages of group development; therapeutic factors evoked within groups, application of contemporary theoretical approaches; and standards of practice through completion of a group proposal.*</p>	<p>8. Students will demonstrate a theoretical understanding of group purpose, group development (including stages and members roles / behaviors), theories, methods, skills, and approaches. (knowledge)</p>	<p>1. Exam in <b>COUN 574</b> - Y1 Spring 2. Exam in <b>COUN 573</b> - Y2 Spring** (will be removed in 2020-21 reporting). 3. CPCE score in core area - Y2 Spring</p>
<p><b>Group Counseling and Group Work:</b> Students are introduced to the theory and practice of group counseling. Students demonstrate understanding of types of groups related to clients' goals; ethical and professional concerns related to group work; leadership issues and skills; group dynamics; stages of group development; therapeutic factors evoked within groups, application of contemporary theoretical approaches; and standards of practice through completion of a group proposal.*</p>	<p>9. Students will demonstrate the ability to facilitate a small group process over multiple sessions effectively (skills)</p>	<p>1. 1st Case Presentation in <b>COUN 506</b> - Y1 Spring 2. 2nd Case Presentation in <b>COUN 506</b> - Y1 Spring</p>
<p><b>Assessment and Testing:</b> Students will gain knowledge needed to administer, interpret and utilize psychological tests and other sources of assessment data in school, community, clinic and other mental health settings.</p>	<p>10. Students will demonstrate an understanding of standardized approaches to assessment and evaluation including basic concepts of testing, norms, statistical concepts, and psychometric properties. Students will be able to use this knowledge to interpret and utilize assessment information to inform diagnosis and treatment planning. (knowledge)</p>	<p>1. Assessment Battery &amp; Report in <b>COUN 521</b> - Y2 Fall 2. Final Exam in <b>COUN 521</b> - Y2 Fall 3. CPCE score in core area - Y2 Spring</p>
<p><b>Research and Program Evaluation:</b> Students will understand how to apply principles of effective research to evaluating counseling research to inform their</p>	<p>11. Students will demonstrate an understanding of research methods, statistics, needs assessment, and program</p>	<p>1. Research Paper in <b>COUN 542</b> - Y2 Winter 2. Article Critique in <b>COUN 542</b> - Y2 Winter</p>

counseling practice and to participate in practice-based research at their counseling site.	evaluation, including social and cultural implications for interpreting and reporting results. (knowledge)	3. CPCE score in core area - Y2 Spring
<b>Clinical Mental Health Counseling:</b> Students understand the theories and models of clinical mental health counseling and are able to effectively use client case conceptualizations to assess, diagnose, and identify and apply appropriate treatment modalities to a wide range of client situations.	12. Students will demonstrate understanding of salient characteristics of a disorder, prevalence rates, causal and related factors, diagnostic criteria, and differential diagnosis. (knowledge)	1. Group Project in <b>COUN 583</b> - Y1 Spring 2. Final Case Presentation in <b>COUN 573</b> - Y2 Spring
<b>Clinical Mental Health Counseling:</b> Students understand the theories and models of clinical mental health counseling and are able to effectively use client case conceptualizations to assess, diagnose, and identify and apply appropriate treatment modalities to a wide range of client situations.	13. Students will demonstrate diagnostic skills with clients while understanding the many different situational circumstances that may be occurring. (skills)	1. Diagnostic Case Study Assignment in <b>COUN 583</b> - Y1 Spring 2. Final Case Presentation in <b>COUN 573</b> - Y2 Spring
<b>Professional Dispositions:</b> Students demonstrate the interpersonal capacity to relate to others in the appropriate and professional manner as expected of professional counselors.*	14. Students will demonstrate the appropriate counseling dispositions (dominant qualities) and behaviors expected of professional counselors. (dispositions)	1. CCS-R (part 2) in <b>COUN 504</b> - Y1 Winter 2. CCS-R (part 2) in <b>COUN 510</b> - Y2 Spring

\* These program outcomes will be slightly revised in the 2020-21 update of the Assessment Plan and in subsequent reports.

\*\* This measure is being removed starting in the 2020-21 academic year. See 2020-21 update to the Assessment Plan for a fuller explanation.

### KPI Data Collection Results

For the 2019-2020 academic year, the CMHC program KPI target goals were met for 32 out of 37 measures. This means that of those 37 measures, 32 met all target criteria - this means that all eligible students in a class or group met the target criteria for that measure. For the five (5) outstanding measures, where deficiencies or discrepancies from the expected targets were noted, four out of the five related to specific course outcomes for specific students and the instructor followed up with those students to meet all course requirements and program outcomes. The last measure that warrants attention will be addressed further below.

The Counselor Activity Self-Efficacy Scales (CASES) - click [here](#) to see a copy.

The CMHC program utilizes the CASES, a self-report measure, to assess a broad range of counseling skills and tasks and students' progress regarding their self-efficacy to perform these skills, tasks, and client scenarios. The CASES is given two times in the program: the first CASES administration is given early in the 1st year winter term. The second CASES is administered in the 2nd year spring term. The aggregate results in both categories (each category contains multiple skills, tasks, and scenarios totalling 41 items) are compared from the 1st to the 2nd administration for each cohort as a measure of their skill development and growing self-efficacy as a counselor. When this KPI and associated measure was first selected, a target goal of 30% improvement over baseline was chosen as an appropriate target. Over the last few years, the overall improvement (the average improvement for all 41 items) has ranged between 20 and 25%, with this year's result being 20.43%. For 2018-19, the overall improvement was 26.88%. For each of the last two years, we have fallen below the 30% target rate of improvement. Since, there is no data or research to suggest an appropriate target goal, the target is being adjusted slightly downwards to 25%, as a more realistic goal starting with the 2020-21 academic year.

### **Survey data**

Each year, the CMHC program administers comprehensive and anonymous surveys to key stakeholders to ascertain their experiences, perspectives, feedback and suggestions for the program. We survey: New/1st Year Students, Graduating Students, Site Supervisors, and Alumni (1st year post-graduates). In spring of 2020, we did not survey employers because the process and response rates have proven to be inadequate to the task (for more information, see section on program assessment changes for 2020-21). We will revamp our Employer Survey for the 2020-2021 administration.

### **Program Strengths**

Many program strengths were identified by survey respondents (new, graduating and former students, as well as site supervisors and employers). Scores across the board were consistently high. To highlight just a few, Likert scale survey scores normalized to percentage scores with overall mean scores equal to/greater than 85% positive include (some with comparisons to 2018-19 data):

### **Quantitative Survey Data:**

#### **New Students Survey:**

- CMHC faculty have encouraged me to join professional mental health organizations – 100% up from 94%
- The application process was managed effectively – 76% down from 87.5%
- The CMHC Faculty are helpful to students – 100% up from 93.75%
- I have access to the educational resources I need – 88% down from 100% up
- In general, grading is fair – 100% same as 100%
- CMHC courses are academically challenging - 93.75%, 93.75%



- Class size in experiential courses (e.g. 502, 504, 506, 510) is conducive to learning – 87.5% down from 100%

Graduating Students Survey:

- The CMHC Faculty are helpful to students - 88.89% down from 92.31%
- Faculty mentoring meets my needs. - 88.89%
- In general, grading is fair Graduating Students – 91.1%
- The academic advising process meets my needs - 88/89% down from 92.31%
- I am satisfied with the overall class schedule. - 88.89%
- Courses are consistent with my employment goals - 88.89%
- The CMHC Program has met my expectations - 88.89% down from 92.31%
- The impact of the program on my personal or family life is manageable. 94.44%
- CMHC courses are academically challenging. 94.44%
- Substantial improvement in Professional Identity - 100%, Helping Relationships - 91.67%
- Improvement (Minor + Substantial) in Human Growth and Development - 100%, Group Counseling - 100%, Social and Cultural Awareness - 91.67%, Career Development - 100%, Research and Program Evaluation - 100%, Clinical Mental Health Counseling - 100%
- The quality of supervision at field placements is excellent - 88.89%
- Field placements matched well with my career goals - 88.89%
- Field placements match well with coursework. - 94.44%

Each graduating student survey asks students to rate their level of improvement across different counseling knowledge domains from the beginning to the end of the program. Of course, every student and each cohort enters into the program with actual and perceived skills and knowledge. However, it is interesting to note that vast differences in what they are reporting, especially in terms of reported substantial improvement. In our more clinically-oriented domains of Professional Identity, Helping Relationships, and Clinical Mental Health Counseling, the percentage of students reporting substantial improvement is impressive at over 88%. On the contrary, it is concerning that in the domains of Human Growth and Development, Social and Cultural Awareness, Career Development, Research and Program Evaluation fall below the threshold of 70% of students rating substantial improvement. Faculty have reviewed this data and curricular and programmatic changes have been initiated.

2020 Graduating Student Survey Data

Knowledge Domain	% No improvement	% Minor improvement	% Substantial Improvement
Professional Identity	0	5.88	94.12
Helping Relationships	0	11.76	88.24
Human Growth & Development	0	47.06	52.94

Group Counseling	0	23.53	76.47
Social and Cultural Awareness	11.76	58.82	29.41
Career Development	0	41.18	58.82
Research and Program Evaluation	5.88	52.94	41.18
Assessment	5.88	23.52	70.59
Clinical Mental Health Counseling	0	5.88	94.12

Alumni Survey:

- Field placements matched well with my career goals – 100%
- Currently a registered counseling intern working toward state licensure - 100%
- The CMHC faculty were helpful to my professional growth - 100%
- I would recommend this program to other potential students - 100%

Site Supervisor Survey:

- Usefulness of the Internship Fair in getting the word out about your agency – 100%
- Usefulness of the Internship Fair in meeting and selecting next year's intern(s) – 100%
- The SOU CMHC Program internship expectations and requirements are clear to me – 100%
- The SOU clinical coordinator is accessible and helpful – 100%
- The faculty group supervisors are accessible and helpful - 50%
- CMHC Preparation of student interns overall: Adequate - 12.3%, Good - 35.3 down from 63.3%, Excellent - 45.1% up from 24.5%.
- Of 13 skill areas, how well does CMHC prepare interns? (1- poor preparation, 2- below average, 3-adequate, 4- good, 5- excellent)
  - Highest = ethical awareness/behavior (5); legal standards (4.75); multicultural/diversity skills (4.75)
  - Lowest = referral processes (3.25), assessment and diagnosis (3.5)

Commonly mentioned strengths from qualitative comments across surveys:

- Support and mentorship from faculty
- Quality of clinical supervision from adjunct supervisors
- Cohort experience
- Connections to the community
- Personal growth through personal therapy, clinical experiences, supervision.
- Clinical training experiences are highly valued.
- The cohort model, faculty helpfulness, and quality of pre-practicum supervisors are enduring strengths.

**Exit exam results:** Our students once again continued to score significantly above the national average in all eight CACREP core areas and in the overall total score on the Counselor Preparation Comprehensive Exam (CPCE). This is a remarkable achievement especially given the haphazard transition to online test administration for the CPCE in the spring of 2020. Despite these challenges, our students surpassed the national mean in every CPCE domain - see chart below. We also provide the opportunity for our graduating students to take the National Counselor Examination (NCE) required for licensure. In this examination, our students also scored above the national average compared against every demographic group (CACREP, non-CACREP schools, and Professionals) in every subject area. Thus, our students demonstrate a strong basic fund of knowledge in the counseling field in comparison to a national sample of masters and doctoral level students and professionals. It is interesting to note the scores across domains and these data have been shared with program faculty, especially the instructors of those courses, to note for their continued course development.

#### 2020 CPCE Results

CPCE Core Knowledge Area	National Mean	SOU Mean
Professional Counseling Orientation and Ethical Practice	11.9	13.5
Social and Cultural Diversity	10.23	11.4
Human Growth and Development	10.87	12.27
Career Development	10.47	11.03
Counseling and Helping Relationships	10.83	13.7
Group Counseling and Group Work	10.13	13.07
Assessment and Testing	10.0	12.07
Research and Program Evaluation	8.47	9.6

#### **Concerns & Opportunities for Improvement**

Useful suggestions for improvements were made in some survey responses, with a few items occurring with greater frequency than others. Some of the suggestions made (particularly those with greater frequency of mention in survey comments) are the subject of action items identified below. Likert scale survey scores normalized to percentage scores with overall mean scores below 85% positive include:

- The academic advising process meets my needs (New Students - 82%)
- Faculty mentoring meets my needs. (New Students - 71%)
- The CMHC program is meeting my expectations (New Students – 76% down from 87.5% in 2018-19)
- Workload across courses is appropriate (New Students - 75% down from 93.75%)

- Class size in content courses (e.g. 571, 570) is conducive to learning (New Students – 81.25% down from 93.75% in 2018-19)
- Substantial improvement in Research and Program Evaluation (Graduating Students – 60%)
- Substantial improvement in Human Growth and Development (Graduating Students - 58.33%)
- Substantial improvement in Social and Cultural Awareness (Graduating Students - 41.67%)
- CMHC courses are academically challenging (Graduating Students – 66.67%)
- I am satisfied with the overall class schedule (Graduating Students - 53.85%)
- The impact of the program on my personal or family life is manageable (Graduating Students - 61.54%)

Faculty noted some of the significant declines in student satisfaction in this cohort which is consistent with what we experienced in dialogue and discussion with them throughout the academic year. Faculty will track these important ratings/evaluations from students and also note that these types of ratings can vary significantly from cohort to cohort. It is also noted that a lot of dissatisfaction was directed at a few classes and a particular faculty member throughout the academic year and that this dissatisfaction also likely arose in the survey data from the 2019 cohort.

Items of qualitative feedback occurring with some frequency:

- Some students would like particular staff and faculty to be more helpful.
- Work-life balance considerations and difficulties
- Inconsistency in student advising and mentoring
- Various curriculum-related specific comments and suggestions, in particular for Multicultural Counseling class and Psychopharmacology and Substance Use Disorders class
- Inconsistency (notable differences) in the workload across different classes of equivalent credits.
- The format and length of the Multicultural Counseling course is too short.
- Similarly, Psychopharmacology and Substance Use Disorders contains too much content within too short of a time period.
- Summer complaints continue re: class schedule (short 4-week classes given the content) and tuition costs (16 credits vs. 11-13 credits in a typical term) both of which really are a burden on students.
- Unexpected differences between practicum supervision and internship supervision.
- Updating some course materials (e.g. videos and textbooks)
- Continual feedback re: long 4-hour classes.
- Theme of not getting enough information in a timely manner (CMHC manual too late, COUN 573 info needed earlier, info re: true time demands of 502/504/506, “hidden” fees re: org membership, personal counseling, etc.)
- Continued concerns re: Tevera.
- 510 sections are too big and/or do not allow enough time to discuss intern-centric concerns (i.e. clinical consult), instead too much time devoted to case presentations.

## Program Changes for AY 2020 - 2021

Taking into account the overall very positive program evaluations and all the assessment data and feedback received balanced against constraints of curriculum requirements, available resources, demands of our upcoming reaccreditation process, and logistical considerations, the CMHC faculty agreed to focus on a few key areas of program improvement for the coming year:

### Response to data from students:

- In response to student survey feedback, we continued discussions of potential curriculum changes such as introducing focused elective classes, considering more hybrid online/classroom delivery models, and possibly combining some existing classes to make room for new classes within the same overall tuition cost structure.
- Submitted and got approval for catalog/curriculum changes for the 2021-22 AY to add two 1-credit elective classes (COUN 507) with more clinical focus back into the curriculum while simultaneously reducing credit-level for two classes (COUN 531, COUN 573). Assessment of this change will meaningfully start in 2021-22.
- Continued to meet student calls for more program flexibility with course scheduling. We, especially with remote teaching, held discussions and made changes to courses and class schedules by “hybridizing” select courses especially in the 2nd year to allow for more flexibility in internship scheduling and thus contributing to better work/life balance for students.
- Increase the emphasis on expectation-setting regarding time, financial, and emotional commitments involved in the program at the new student orientation session.
- Conducted an inaugural CMHC Stakeholder Meeting in February 2020 that was well attended by community stakeholders and which led to a substantial amount of rich data that served as both a community needs assessment as well as targeted feedback for the CMHC program. As this data continues to be analyzed, further action items and strategies will emerge and be shared across all program faculty.
- Due to strong and consistent student feedback, scheduling and related changes were made to COUN 586 and COUN 576 (switching COUN 586 from summer to fall term and switching COUN 576 from fall to summer term). These changes starting in summer 2020 also coincided with new faculty teaching these two classes.
- Additionally, we removed COUN 576 from the last period of the summer term and have scheduled to run concurrent with the two 4-week typical summer terms, thus shortening the overall summer class schedule for students.
- Continued strategizing and planning of summer term given student needs and programmatic resources to adjust scheduling, length, instructors, etc. of the summer courses, as much as possible, to address multiple program and student needs.
  - Made changes to summer 510 to meet the variable start times of internships, faculty availability, and preparation for internship.

- Continue to strategize about how best to deliver Psychopharmacology and Substance Use Disorder content.
- Faculty sought to increase collaboration and sharing of ideas, strategies, feedback, etc. between faculty to increase consistency and linkages between courses, share creative ideas and solutions, and to increase the overall quality of student experience.
- Continued to learn and train faculty, supervisors and students on the use of Tevera. Continual training and support is integral to the success of Tevera and its utility for all users. Additionally, with a transition in the Clinical Coordinator role, an opportunity to systematically review and improve all Tevera functions, processes, and user experiences will be undertaken beginning in Fall 2020.
- With the change in Clinical Coordinator and the review and contract renewal of our clinical documentation software system, Tevera; significant time and effort went into systematically improving the Tevera user experience for students, faculty, and site supervisors.
- Continue to refine and hone our remote delivery of content classes and all aspects of clinical training (pre-practicum, individual and group counseling practica and internship).

### **Assessment related actions and changes for 2020-21**

#### **Employer Survey**

As mentioned earlier, the employer survey process as historically conducted has proven to be problematic. To note:

- Due to low response rate to the contacting employer question (this year 2 alumni gave contact info) and prior low response rate from employers themselves, the employer survey was not distributed this year. The employer survey needs to be reconceptualized.
- One idea to create a survey that's administered every 3 years (or so) and which is generic to some extent. It would not be on particular graduates but would ask the supervisor or administrator to check off how many SOU grads they employ and (if known) how long ago they graduated. It could assess clinical skills, etc. and perhaps have a question about how SOU grads compare to others in the agency; also a question about recommendations.
- We could send out the survey link to a wide swath of agencies, schools, etc. but need to be aware of redundancy. Requires some coordination and keeping current re: admin/mgmt staffing at area agencies. Also does not capture alumni working outside the region.

#### **CACREP Re-accreditation**

The CMHC program continues in the reaccreditation process having submitted our self-study and requested addendum, we eagerly await the next steps, including a virtual site visit and successful reaccreditation. Much preparation will go into ensuring that the assessment components: reports, data collection, plans and procedures all meet CACREP standards for program evaluation.

#### **Updating the CMHC Assessment Plan**

Since its original inception in 2018, the CMHC Assessment Plan has not been reviewed substantially or revised. While it is working well, necessary changes in plan and process have taken place which

should be accurately captured within the Plan. As well, the overall structure including the relevance and utility of the KPIs and their targets, the data collected, and the ways in which that data is compiled, analyzed, and utilized merits review. It is the intention of this Assessment Coordinator that one of the last actions, perhaps in coordination with the incoming Assessment Coordinator, and well-timed for accreditation purposes, to review and update the Assessment Plan to better match our current practice, our resources, and our evolving program evaluation needs.

Furthermore, there exists more opportunity to further integrate CMHC assessment efforts with the structure, timing, and resources of SOU Assessment. As an example, although the program has 10 program outcomes which are tied to 14 KPIs, they are all exclusively focused on and measuring student outcomes. While student outcomes are critical to our mission and program performance, CMHC could also have other program outcomes that go beyond student KPIs. An example, would be to have a program outcome focused on supervision and practicum and site supervisors. Related KPIs could focus on enhancing training or evaluation of supervisors and already-collected data such as regularly administered student evaluations of supervisors could be used in the setting and evaluating of performance metrics related to supervision. These program outcomes could be structured to fit into the SOU Nuventive Improve program and can be tracked there, and also be integrated back into CMHC program assessment and evaluation processes and products.

#### Change in Assessment Coordinator

After 3.5 years as the Assessment Coordinator with some of that overlapping with the duties of the Clinical Coordinator, the Assessment Coordinator role with transition to Dr. S. Anandavalli. Dr. Anandavalli brings a critically conscious lens and one anticipated effect may be the further integration and refinement of multicultural and social justice practices within our approach to assessment and program evaluation.

#### Continued Coordination and Work with SOU Graduate Program Assessment

Through collaboration and coordination with the SOU Director of University Assessment, the Associate Provost for Graduate Studies, the Graduate Council, the Social Sciences Division Director and the CMHC Program Coordinator, the CMHC Assessment Coordinator will continue providing the necessary data, results tracking, and assessment reporting within the Nuventive Improve software system and continuing preparing the Annual Graduate Program Assessment rubrics, narratives, and reports.

In conclusion, we hope that this annual assessment report conveys the breadth, depth, utility, and robustness of our integrated assessment processes and associated results. The CMHC program takes program evaluation and program improvement seriously and we believe this report highlights our endeavors and is demonstrable proof of our efforts.

Certainly the COVID-19 pandemic and concurrent societal disruptions (systemic racism, divisive partisan politics, and other more local stressors) have impacted our students, our program, and our

assessment efforts. So, this report should be understood within that context. As we look ahead, we eagerly anticipate the successful 8-year CACREP reaccreditation with the upcoming virtual site visit in late spring 2021. Lastly, this assessment coordinator anticipates great new developments and systematic improvements in our assessment efforts with the passing of the baton to my colleague, Dr. S. Anandavalli, who will contribute immensely to these ongoing quality improvement efforts.

**CMHC Faculty & Staff 2019 – 2020**

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**Appendix A**  
**CMHC Curriculum Changes 2020-21 AY to 2021-22 AY**

**Fall**

**First Year**

Course	Title	Credits in 2020-21	Credits in 2021-22
COUN 571	Counseling Theory	4	4
COUN 502	The Helping Relationship	4	4
COUN 570	Advanced Human Growth/Development	4	4

**Winter**

Course	Title	Credits	Credits
COUN 504	Individual Counseling Practicum	4	4
COUN 581	Ethics and Roles	4	4
COUN 575	Crisis Intervention	4	4

**Spring**

Subj/Course	Title	Credits	Credits
COUN 574	Group Counseling	4	4
COUN 506	Group Counseling Practicum	4	4
COUN 583	Advanced Psychopathology	3	3

**Summer**

Course	Title	Credits	Credits
COUN 510	Internship	5	5
COUN 576	Family & Couples Counseling	4	4
COUN 585	Treatment Planning & Consultation	3	3
COUN 525	Psychopharmacology & SUD	4	4

**Fall**

**Second Year**

Course	Title	Credits	Credits
COUN 510	Internship	5	5
COUN 586	Multicultural Mental Health	4	4
COUN 521	Assessment	4	4

**Winter**

Course	Title	Credits	Credits
COUN 549	Career Counseling	4	4
COUN 510	Internship	5	5
COUN 542	Research Design	4	4
COUN 507	Elective	0	1

**Spring**

Course	Title	Credits	Credits
COUN 573	Mental Health Profession	4	3
COUN 510	Internship	5	5
COUN 531	Community Counseling	4	3
COUN 507	Elective	0	1

**TOTAL credits 90 90**