

2021 SOU Clinical Mental Health Counseling
Assessment Report
September 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. Keeping in line with CDC and Governor Brown's guidelines, we continued with remote teaching for the academic year 2020-21. 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 2020-21

- Secured an 8-year accreditation from virtual CACREP site visit, by meeting all criteria listed on the 2016 CACREP standards
- Offered orientation and transition support to incoming assessment coordinator for 2021-22 academic year.
- 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.

Additionally, the CMHC program faculty, in conjunction with SOU IT and other resources, continued to implement the following changes:

- 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 on remote counseling delivery and remote clinical supervision.
- Planned and conducted our second 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.

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.

	2019-20 Applicants	2019-20 Admitted cohort (2020)	2020-2021 Applicants	2020-2021 Admitted cohort (2021)
Number	54	24	94	21
% minority (to the extent reported)	16	12	25.5	19
Average GRE	301	299	GRE requirement waived	GRE requirement waived
Average GPA	3.46	3.48	3.58	3.78

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
Professional Counseling Orientation and Ethical Practice: 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 COUN 581 - Y1 Winter 2. Ethics Case Study in COUN 510 - Y2 Winter 3. CPCE score in core area - Y2 Spring
Professional Counseling Orientation and Ethical Practice: 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 COUN 504 - Y1 Winter 2. CCS-R (part 1) in COUN 506 - 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 COUN 510 - Y2 Spring
Social and Cultural Diversity: 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 COUN 586 - Y2 Fall 2. Multicultural Case Study in COUN 510 - Y2 Spring 3. CPCE score in core area - Y2 Spring
Human Growth and Development: 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 COUN 570 - Y1 Fall 2. Culminating Activity in COUN 570 - Y1 Fall 3. CPCE score in core area - Y2 Spring
Career Development: 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 COUN 549 - Y2 Winter 2. Final Exam in COUN 549 - Y2 Winter 3. CPCE score in core area - Y2 Spring
Counseling and Helping Relationships: 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 COUN 571 - Y1 Fall 2. Final Case Conceptualization in COUN 585 - Y1 Summer 3. CPCE score in core area - Y2 Spring
Counseling and Helping Relationships: 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 COUN 504 - 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 COUN 573 - Y2 Spring</p>
<p>Group Counseling and Group Work: 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 COUN 574 - Y1 Spring 2. CPCE score in core area - Y2 Spring</p>
<p>Group Counseling and Group Work: 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 COUN 506 - Y1 Spring 2. 2nd Case Presentation in COUN 506 - Y1 Spring</p>
<p>Assessment and Testing: 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 & Report in COUN 521 - Y2 Fall 2. Final Exam in COUN 521 - Y2 Fall 3. CPCE score in core area - Y2 Spring</p>
<p>Research and Program Evaluation: 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 COUN 542 - Y2 Winter 2. Article Critique in COUN 542 - 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
Clinical Mental Health Counseling: 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 COUN 583 - Y1 Spring 2. Final Case Presentation in COUN 573 - Y2 Spring
Clinical Mental Health Counseling: 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 COUN 583 - Y1 Spring 2. Final Case Presentation in COUN 573 - Y2 Spring
Professional Dispositions: 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 COUN 504 - Y1 Winter 2. CCS-R (part 2) in COUN 510 - Y2 Spring

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

KPI Data Collection Results

For the 2020-2021 academic year, the CMHC program KPI target goals were met for 24 out of 35 measures. This means that of those 35 measures, all eligible students in a class or group met the target criteria for 24 measures. For the 11 outstanding measures, where deficiencies or discrepancies from the expected targets were noted, the instructor followed up with those students to meet all course requirements and program outcomes.

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 totaling 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 (2019 cohort) result being 21.73%. For 2019-20 report (2018 cohort), the overall improvement was 20.43%. For each of the last three years, we have fallen below the 30% target rate of improvement. Since, there is no data or research to suggest an appropriate target goal, it is suggested that the target is adjusted to 20%, as a more realistic goal. This change was confirmed in the 2021-22 annual faculty meeting.

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).

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.

Quantitative Survey Data:

New Students Survey:

Program Experience

Item	2021 (current) Assessment Report
I would recommend this program to other potential students	<ul style="list-style-type: none"> • 88% (strongly agree or agree) • 16/18 participants
The application process was managed effectively	<ul style="list-style-type: none"> • 88% (strongly agree or agree) • 16/18 participants
The CMHC Faculty are helpful to students	<ul style="list-style-type: none"> • 94% (strongly agree or agree) • 17/18
In general grading is fair	<ul style="list-style-type: none"> • 100% (strongly agree or agree) • 18/18 participants

Class size in experiential courses (e.g. 502, 504, 506, 510) is conducive to learning	<ul style="list-style-type: none">• 100% (strongly agree or agree)• 18/18 participants
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Leadership Highlights (2021 Assessment Details)

The Clinical Coordinator (Victor Chang) is helpful to students-- 83% strongly agree or agree (15/18)

The Program Coordinator (Doug Smith) is helpful to students-- 83% strongly agree or agree (15/18)

Graduating Students Survey:

Item	2021 (current) Assessment Report
CMHC faculty have encouraged me to join professional mental health organizations (for example, ACA, AMHCA, or ORCA)	<ul style="list-style-type: none"> • 94.1% (strongly agree or agree) • 16/17 participants
The CMHC Clinical Coordinator (Fraser Pierson 2019-2020, Victor Chang 2020-current) is helpful to students	<ul style="list-style-type: none"> • 100% (strongly agree or agree) • 16/16 participants
The CMHC Faculty are helpful to students	<ul style="list-style-type: none"> • 93.7% (strongly agree or agree) • 15/16
In general, course syllabi adequately describe grading criteria	<ul style="list-style-type: none"> • 93.75% (strongly agree or agree) • 15/16 participants
Workload across courses is appropriate	<ul style="list-style-type: none"> • 87.5% (strongly agree or agree) • 14/16 participants
Class size in content courses (e.g. 549, 581) is conducive to learning	<ul style="list-style-type: none"> • 93.75% (strongly agree or agree) • 15/16 participants
Class size in experiential courses (e.g. 502, 504, 506, 510) is conducive to learning.	<ul style="list-style-type: none"> • 93.75% (strongly agree or agree) • 15/16 participants
Professional identity	<ul style="list-style-type: none"> • 93% substantial improvement • 15/16 participants
Helping relationship	<ul style="list-style-type: none"> • 87.5% substantial improvement • 14/16 participants
Clinical Mental Health Counseling specialty	<ul style="list-style-type: none"> • 93% substantial improvement • 15/16 participants

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 (similar to 2020 Assessment results). Faculty have reviewed this data and curricular and programmatic changes have been initiated.

Course	No improvement	Minimal improvement	Significant improvement
Assessment	6.25%	37.5%	56.25%
Group Counseling	0	31.25%	68.75%
Career Development	12.5%	43.75%	43.75%
Research and Program Evaluation	12.5%	43.75%	43.75%
Human Growth and Development	12.5%	31.25%	56.25%

Commonly mentioned strengths (both new student and graduating student surveys) from qualitative comments across surveys:

- Support and mentorship from faculty
- Modelling professional behaviors
- 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.

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
- Continual feedback re: long 4-hour classes.
- Wanting more breakout/small group activities
- Theme of not getting enough information in a timely manner (e.g., 319/506 details given late in the first week, assignment rubrics given only two weeks before the deadline)

Potential strategies (from students, and inference from data)

- Conduct mid-course evaluation for courses that have typically reported low improvement ratings (e.g., research and program evaluation, human growth) and adapt course accordingly
- Invite peer educators to observe course and give feedback
- Consult on counselor educator platforms to improve these courses

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%

Given the low response rate for alumni and employer survey, it was suggested in the annual retreat that the surveys be incentivized a gift card.

Site Supervisor Survey:

Item	2021 (current) Assessment Report
The SOU CMHC Program internship expectations and requirements are clear to me	<ul style="list-style-type: none">● 88% (strongly agree or agree)● 8/9 participants
The student evaluation procedures are appropriate and manageable	<ul style="list-style-type: none">● 100% (strongly agree or agree)● 9/9 participants
The SOU clinical coordinator is accessible and helpful	<ul style="list-style-type: none">● 100% (strongly agree or agree)● 9/9 participants
The course schedule is compatible with students' internship schedules	<ul style="list-style-type: none">● 100% (strongly agree or agree)● 9/9 participants
Did your organization hire a graduate of the SOU Counseling Program in the past two years?	<ul style="list-style-type: none">● 77.7% yes● 7/9 participants
How useful was the Internship Fair in getting the word out about your agency?	<ul style="list-style-type: none">● 40% neither useful or useless, and completely useless● 2/5 participants
How useful was the Internship Fair in meeting and selecting next year's intern(s)?	<ul style="list-style-type: none">● 40% neither useful or useless, and completely useless● 2/5 participants
Did you receive a current version of the SOU Practicum & Internship Manual?	<ul style="list-style-type: none">● 44.44% reported "no"● 4/9 participants

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, and a full academic year (2020-21) of being remote. 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.

2021- April CPCE Results

CPCE Core Knowledge Area	National Mean	SOU Mean
Professional Counseling Orientation and Ethical Practice	13.1	14.1
Social and Cultural Diversity	9.3	10.6
Human Growth and Development	9	10.1
Career Development	10.8	11.4
Counseling and Helping Relationships	9.9	11.1
Group Counseling and Group Work	11.8	13.5
Assessment and Testing	9.4	10.1
Research and Program Evaluation	10.7	11.9

2021- May CPCE Results

CPCE Core Knowledge Area	National Mean	SOU Mean
Professional Counseling Orientation and Ethical Practice	13.1	14.6
Social and Cultural Diversity	9.3	12.2
Human Growth and Development	9	9.8
Career Development	10.8	12
Counseling and Helping Relationships	9.9	12.8
Group Counseling and Group Work	11.8	14.4
Assessment and Testing	9.4	10
Research and Program Evaluation	10.7	11.8

Program Changes for AY 2021-22

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:

- Submitted and got approval for catalog/curriculum changes for the 2021-22 AY to add two credit elective classes (COUN 507) with more clinical focus back into the curriculum. These courses are now scheduled for Fall 2021.
- Reduced credit load for COUN 531 and 573 to a 3 credit.
- 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. A new “informed consent” detailing these aspects will be offered to incoming first year students at the CMHC Orientation
- 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.
- 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.
- Continue to refine and hone our remote delivery of content classes (especially as first few weeks of Fall term are remote) 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.
- Could current site supervisors also be asked to complete employer survey?

CACREP Re-accreditation

The CMHC program completed a successful reaccreditation process, with special strength noted in assessment and program evaluation (Section IV, CACREP 2016 Standards). The program was offered 8 year reaccreditation.

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. A new assessment coordinator has been inducted into the position (S Anandavalli). She is currently reviewing suggested feedback on making changes to assessment data collection process and will make appropriate changes over a period of time, as deemed fit by the CMHC faculty team.

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. Feedback from Graduate Council to document actions taken in response to data gathered by assessment coordinator will also be implemented this academic year.

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

CMHC Faculty & Staff 2020 – 2021

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