2021-2022 TCSPP Dallas

Clinical Mental Health Counseling

Annual Program Review

Welcome from the Chair

Welcome! Thank you for taking the time to review The Chicago School of Professional Psychology's Dallas campus-based Clinical Mental Health Counseling Program Annual Report. This is our first report and provides an overview of the program, a narrative description of first year activities that we completed to launch a high-quality program, a snapshot of our students, and first year celebrations! The annual report also outlines our Program Evaluation Assessment Map for the institution and the CACREP Evaluation Matrix we developed this year. Finally, you will read a review of our program goals and objectives, and the results of our program evaluation of student knowledge, skills, and professional dispositions, as well as reporting of demographic characteristics of applicants, students, and graduates and follow up with graduates, site supervisors, and community employers of our graduates.

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Advisory Board

The TCSPP Dallas Advisory Board provides consultation and support to our core faculty in developing a high-quality program, attracting and supporting diverse students and faculty, and ensuring faculty awareness and incorporation of industry trends. We are very appreciative of our advisory board members who are successful counselors practicing in the DFW and Greater Houston areas.

Name	Organization
Stephanie Weber-Garcia	Family Crisis
Litza Bodden	Shining Lights, LLC Bilingual Counselor
Jessica Hornage	Innate Counseling & Therapeutic Center
Abida Minhas	The Impact Counselors and founder of the Muslim Psychological Association
Nick Patras	Counseling Center A & M Commerce
Randy Woodring	Woodcrest Counseling
Jodie Nicholson	Pathways to Healing
Amanda Esquivel	Room for Change
Janet Anselmo-Henson	Synergistic Healing Arts
Jose Lopez	Bilingual Counselor

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Dallas CMHC Program Overview & Structure

Vision

TCSPP envisions a world where all people have access to culturally competent trauma-informed mental health support with counselors who are representative of the diversity in our community.

Mission

The TCSPP-Dallas counseling department seeks to prepare Clinical Mental health Counselors (CMHC), representative of the communities we serve, to work in diverse trauma-informed interdisciplinary team environments applying core counseling skills in traditional and integrated contexts utilizing both clinic based and telehealth service delivery methods to positively impact community members' mental health and wellness needs across the lifespan, particularly those in mental health provider shortage areas.

Dallas CMHC Cultural

1. We are part of a community of learners working together to support one another towards success.
2. We are committed to preparing for classes, attending, and actively engaging in classroom activities and discussions during asynchronous and synchronous classes.
3. We value a diversity of perspectives, experiences, and opinions and are willing to be open to listening and discussing different perspectives.
4. We value and support multiple methods of learning, each contributing through service in the best way we can to support the learning community.
5. We respect the autonomy of individuals, while being mindful of the community needs.
6. We agree to follow cultural norms and netiquette for the good of the learning community.

Program Overview

The Master of Arts (M.A.) in CMHC program consists of 60 credit hours of coursework and supervised clinical training experiences. Students learn to promote mental wellness, prevention, and resilience in individuals and communities.

Students in the M.A. in CMHC program gain experience and training in general counseling competencies including ethics, research, program evaluation, diagnosis, theories, career development, assessment, and counseling interventions. Students receive specialized training that focuses on research-based prevention and trauma-informed intervention in community, integrated care, forensic, and in-patient/residential settings. They are prepared in the requisite

knowledge, skills, multicultural competence, and self-awareness required of professional counselors.

While not currently accredited by The Council of Accreditation of Counseling and Related Educational Programs (CACREP), the program utilizes the CACREP Standards to guide curriculum development and core learning outcomes. The program also incorporates the eight content areas outlined by the National Board of Certified Counselors (NBCC) to prepare those students seeking professional counselor licensure and desiring to begin professional practice at the master's level. For more information about the status of accreditation, click here.

Acknowledged for its commitment to diversity, The Chicago School recognizes that service to a diverse community plays a vital role in mental health services. Through its programs, the counseling department embraces this commitment through the integration of ethics, multiculturalism and cultural humility, and professional and social justice advocacy across its curriculum. Likewise, the faculty reflects experience in graduate level teaching and counseling practice with diverse clinical populations. This program seeks to serve a diverse student body, one which reflects the community in which we live.

Program Structure

The TCSPP Dallas CMHC program is structured to provide an innovative student-centered approach to counselor education that meets the unique needs of working adults from diverse backgrounds. *Note that the program structure described includes mid-course program improvements implemented during the development of the curriculum over the past year. The program evaluation description within this document explains the data we reviewed that led to these changes.

Workload Summary

Classes in the TCSPP Dallas CMHC program are accelerated to be completed in a 7-week + one day term format, rather than a 15-week semester format. Doing this allows students to move through the program at a faster pace, while focusing on fewer topics at one time. However, student expectations and the time spent on the class is the same whether the class is completed in a term format or a semester format. Students should not expect less work or lower expectations based on the accelerated nature of the program.

In classes, students will have 2 units/week to complete. We have done our best to make the information covered complimentary from one unit to the next within one week. There is required reading from the textbook, and there may be additional articles students are required to read. Additionally, there may be video clips which will help students better understand the material they will watch. Each week students need to review this information prior to the face-to-face class meeting and be prepared to apply the information to case studies, skills practice, or discussions with one's fellow classmates/colleagues and instructor.

Plan of Study Options

Students may choose to pursue a 2-year Plan of Study, which allows them an opportunity to graduate in 2 years taking 2 classes each term (6 hours) adding up to 4 classes (12 hours) for the

semester. Or they may choose to pursue a 3-year+1 Plan of Study, which allows them an opportunity to graduate in 3 years and one semester taking 1 class each term (3 hours) adding up to 2 classes (6 hours) each semester. There are differences in the 3+1 Plan of Study course sequencing for fall and spring starts, so students must follow the one that corresponds with their start semester. These are *NOT* interchangeable. When a student chooses one, they are expected to follow the plan in registering for classes each semester. (Student Services will assist students in registration for the following semester's classes). Students choose their Plan of Study from these options in consultation with the faculty instructor and the student's advisor.

Course Leads for Quality Control & Mentoring

The core faculty divide courses in the curriculum into areas of expertise to be 'Course Leads' who will monitor and update Canvas shells as needed and will be a resource and mentor to adjunct faculty teaching these courses. Each Core Faculty member has certain classes that s/h/they are 'responsible for' on the Dallas campus. The course lead is the 'point person' for any instructional design, course delivery, syllabus, assignment, and/or book questions. Adjunct faculty and course leads are asked to meet at the beginning of the term (or prior to term start) to ensure they have the materials they need and understand the structure of the class, where there is flexibility for individual instructor variation, and those parts of the class that are tied to our CACREP Curriculum Matrix and cannot be changed without prior approval from the Department Chair.

Dallas CMHC Course Leads by Core Faculty Member

Dr. Holman (Department Chair)	Dr. Maxwell (Director of Clinical Training)	Dr. Matthews
CM 500 Introduction to Counseling & Ethics CM 514 Diagnosis of Mental Health Issues CM 530 Treatment Planning & Medication Management (formerly Psychopharmacology) CM 585 Addictions & Substance Abuse CM 695 Advanced Ethics & Legal Considerations	CM 507 Theories of Counseling and Psychotherapy CM 550 Diversity and Multiculturalism CM 536 Couples & Family CM 564 Career Development & Counseling CM 578 Methods of Research & Program Evaluation *All clinical placement classes*: CM 605 Counseling Practicum CM 614 Internship I CM 619 Internship II	CM 521 Lifespan Development CM 571 Assessment of Individuals CM 528 Helping Relationships & Skill Development in Counseling CM 543 Group Theories & Processes of Counseling CM 599 Trauma & Crisis Counseling CM 800 CPCE

Competency Based Assessment

The TCSPP Dallas CMHC program utilizes competency-based assessment using rubrics to evaluate students' development of knowledge, skills, and professional dispositions and to communicate with students about their ongoing professional development. Students are evaluated each semester on each competency area (knowledge, skills, and professional dispositions) related to their expected developmental level at that moment in time, using rubrics to rate student development as they move from basic conceptual understanding of knowledge and skills learned in the program through to mastery. Professional dispositions are rated as meeting expectations, an area for growth/needs improvement, or a strength based on specific demonstrated behaviors nested under one of five key dispositions represented by the acronym CORIS. Students are given individual feedback on each area (knowledge, skills, and professional dispositions) by their advisor each semester. When students need additional support to be successful in developing as an emerging professional counselor, we utilize a Student Professional Development Committee of core faculty who collaborate with the student to address developmental concerns.

Modified Hy-Flex Instructional Design

Implementing Hy-Flex Instruction.
In response to data gathered during 2021, we decided to implement Hy-Flex Instructional Design.

Our curriculum design & program structure are designed to address structural inequities in Counselor Education based on Universal Design for Learning (UDL), which is a framework for teaching, which draws on research on cognition and learning, to encourage optimization of teaching and learning for ALL participants (Abdelmalak & Parra, 2016; Banks, 2014; Beaty, 2007; Dalton et al., 2019; Harris et al., 2020; Kohnke & Moorhouse, 2021; Malczyk, 2019; Miller et al., 2013; Wigal, 2021).

UDL suggests educational programs should be developed, which accommodate equity and inclusion from their foundation (Dalton et al., 2019). UDL has three principles that are based on neuroscience, including how students recognize information, how they organize and express learning, and why they are motivated to engage in learning, each of which are impacted by sociocultural, environmental, and individual differences. To be culturally competent and developmentally aware, we must adapt traditional methods of education and rebuild education.

Hy-Flex is a UDL-consistent instructional method that leverages technology to reduce barriers to educational access and is inclusive of diverse student needs, particularly among those with multiple marginalized identities (Beatty, 2007). A major assumption of UDL is that "learners do best when provided with options for engagement, representation, and actions and expression" (Purdue University, n.d.). Hy-Flex "is a course design model that presents the components of hybrid learning (which combines face-to-face with online [asynchronous] learning) in a flexible course structure that gives students the option of attending sessions in the classroom, participating online, or doing both" (Educause Learning Initiative, 2010). Hy-Flex hybrid instruction is a student-centered model of blended learning that offers increased flexibility, allowing access to F2F portions of classes on ground or via teleconferencing (e.g., Zoom), based on the student's needs (Beatty, 2007; Educause Learning Initiative, 2010; Malczyk, 2019; Miller et al., 2013).

The classes are hybrid classes because half of each class is delivered in our online learning management system (CANVAS), and half will take place in a three-hour synchronous face-to-face class with the professor and student classmates/colleagues. By consistently integrating technology throughout the program delivery, we are preparing students to use technology which is increasingly used as a counseling delivery method.

In addition to using technology for half of all course delivery, the face-to-face portions may occur in person or using a secure Zoom conferencing system synchronously with the on-ground class. Some classes may have students on campus in the room while other students are in a rural area or another state taking the face-to-face portion of the class. This type of instruction is called

Hy-Flex. Utilizing this innovative teaching method, allows students the experience of engaging in meaningful ways with others in synchronous interactive activities, while also immersing themselves in learning the complexities and nuanced considerations counselors must work through to provide quality technology-based services to clients.

Hy-Flex involves
- **Asynchronous learning activities** using the university's LMS, for TCSPP Dallas' CMHC program, this is Canvas. Some asynchronous learning activities are done along, some with classmates, and some are facilitated by the instructor. These activities and the Master Course Shell is designed to be inclusive and accessible by TCSPP subject matter experts (SME) working with professional instructional designers (IDs).
- **Synchronous FTF learning activities facilitated by the instructor with students in the same room with the instructor** who plans and facilitates learning activities that are complimentary to the asynchronous learning activities by expanding on them, emphasizing important concepts, providing skills and case application opportunities and live feedback, and facilitating real-time discussions.
- **Synchronous FTF learning activities facilitated by the instructor with students on Zoom**, which is integrated into the LMS course shell and integrated in the classroom with the videoconferencing technology we use, Owl Lab.

Instructors are charged with developing learning activities that occur simultaneously and engage both students attending the synchronous FTF classes in person and those attending online using Zoom in an equitable (not equal) manner.

This approach accommodates
- People with differing physical abilities who may need to meet from their home location due to physical or health limitations.
- Students who may need to travel internationally to care for a family member or who may have visa challenges.
- Students who may need to be home to care for a family member and cannot afford to hire care, but who also want to attend classes in a face-to-face setting.
- Students who are serving in the military or who are married to someone serving who often must move from one location to another.

Although using emerging technology and innovative teaching methods may create challenges, we believe the greater benefit to the counseling profession is evident in the opportunities we are afforded with this social justice approach to be intentional in
- Increasing the diversity of our students (and future counselors) in a way that reflects the communities we serve
- Improving the diversity of students (and future counselors) who have rich life experiences which contribute to their ability to serve diverse communities in unique ways, where traditional programs may only fit one 'type' of student, eliminating diverse students' opportunity to pursue a counseling degree

- Increasing equity by removing barriers to engaging in a face-to-face counselor education experience regardless of location or local resources, familial or socioeconomic situation, differing physical ability and health situations, and military status.
- Intentionally develop counseling students' skills to use creative and innovative counseling modalities through integration of technology to increase the reach of counseling services to underserved communities and populations

(Pictures of Hy-Flex faculty development activity)

TCSPP Dallas CMHC Program Hy-Flex on *Our* Campus:

The National Education Association describes these important aspects to Hy-Flex instruction
- The student has some control over the place, path, and pace of learning.
- The student can participate face-to-face, online, or through a combination of both for synchronous, instructor-led, learning sessions.
- The student can complete offline assignments at the time, place, and pace of their choosing.
- Educators use technology to facilitate live and recorded online instruction, communicate with students, house resources and learning materials, and serve as a portal for receiving and returning assignments (NEA, 2021).

There is variation in the literature regarding specifics of Hy-Flex. Some institutions indicate only students have choice related to whether they are in person or online during synchronous meetings. Others indicate that faculty also can choose at times to teach the synchronous class online. *The TCSPP Dallas CMHC program will allow faculty to make the decision to teach one class/term synchronously online for all students without prior departmental approval to allow the instructor some flexibility, while staying within the spirit of the student-centered model.*

Some institutions allow students to make impromptu decisions about how they will attend a given class and others require students to notify a teacher within a certain time period. *The TCSPP Dallas CMHC program will request students to notify the instructor at least 24 hours in advance, unless there is an emergency, if they will attend online.* Instructors have discretion whether to make this a requirement. The amount of notice is not at the discretion of the instructor without prior departmental approval. Counseling classes are very interactive and often involve

skills practice; therefore, instructors must have time to prepare for multiple methods of skills testing when possible.

Some indicate that true Hy-Flex must be recorded so that students can 'participate' in the class if they cannot attend synchronously. *The TCSPP Dallas CMHC program requires students attend synchronous classes.* TCSPP has an online CMHC program, which may be more appropriate for some students. If students choose to enroll in the Dallas campus CMHC program, the expectation is that they will fully participate in ALL synchronous classes. This is crucial for respecting and building community in the Dallas CMHC program. Counseling students participate in skills training during classes that require everyone be in attendance. Finally, this 'seat time' is required to earn credit for the class under the program's current accreditation.

Hy-Flex in most institutions necessitates that students can choose the method of synchronous instruction for all classes. *The TCSPP Dallas CMHC program requires all students attend skills training on campus.* Even the TCSPP Online program requires residency for skills training because it is a CACREP expectation. Students must complete Practicum and Internships at a community counseling site in person. Further, graduating from the counseling program represents to the public and licensing authorities that graduates are prepared to counseling individuals face to face in person.

Why Hy-Flex is Good for *Our* Students:

Hy-Flex was developed specifically to improve access, convenience, and flexibility for adult students, and therefore is ideal for creating a more equitable and inclusive educational environments for graduate students in counselor who are adults with busy lives and multiple, often competing, demands on their time (Abdelmalak & Parra, 2016; Beatty, 2007; Miller et al, 2013).

Hy-Flex is inclusive of differently abled students who may experience challenges to on-campus attendance.

Hy-Flex removes barriers to access caused by travel limitations. It improves equity for some of our students traveling up to four hours to campus, many in mental health shortage areas needing counselors who will stay and serve these communities (DHHS, 2016). It removes barriers for students who are active-duty military, Veterans, and military spouses stationed in rural areas or who must relocate during their service, and for disabled Veterans, all of whom are experts on military culture and military personnel (Goerke, 2017; Monroe, 2012; Prosek et al., 2018), which is an underserved group despite 1 in 4 experiencing untreated mental illness or substance use disorders (NAMI, 2021). Additionally, students who have financial challenges restricting travel due to costs of gas and/or child/eldercare, particularly women with multiple intersecting marginalized identities (e.g., single Black woman with a disabled child) are unlikely to ask for needed accommodations, which results in retention issues due to manifest gender or economic inequities in academic settings (Banks, 2014).

(Picture of Hy-Flex Student Orientation)

Further, given that Dallas CMHC's F2F classes involve active student engagement in discussions, mock counseling sessions, etc., high quality technology assisted Hy-Flex instruction will benefit *all students*, whether on ground or on Zoom, as they will experientially learn the strengths and challenges of both traditional and tele-health settings. This is a benefit to all students because tele-mental health is in high demand post-COVID, and this trend is expected to continue (Bestsenny et al., 2021; Koonin et al., 2020; Landi, 2020).

Residency Requirement. Students are expected to be in class on campus for synchronous courses that have a residency component. Therefore, although most classes are offered using the Hy-Flex instructional method, foundational skills-based classes are only offered as Hybrid classes with all synchronous meetings in residence, fully on campus. There are some advanced skills classes, which combine didactic work with skills practice, which are offered aa modified Hy-Flex courses, most of the course being hybrid with synchronous meetings offered in the flexible format; however, some specific class meetings students are required to attend on campus to practice skills in a live setting with the instructor viewing the practice and offering feedback and coaching.

Instructional Method by Class

Fully Hy-Flex Courses	Modified Hy-Flex Courses	Hybrid Courses in Residence (On Campus Synchronous Meetings)
CM 500 Intro to the Counseling Profession & Ethical Practice	CM 571 Assessment of Individuals	CM 528 Helping Relationships & Skill Development
CM 507 Theories of Counseling and Psychotherapy	CM 599 Crisis & Trauma Counseling	CM 543 Group Theories and Processes of Counseling
CM 521 Lifespan Development	CM 536 Couples and Family Counseling	CM 605 Practicum
CM 592 Clinical Mental Health Counseling	CM 565 Career Development & Counseling	CM 614 Internship I
CM 514 Diagnosis of Mental Health Issues	CM 585 Addictions & Substance Abuse Counseling	CM 619 Internship II
CM 550 Diversity & Multiculturalism		
CM 530 Treatment Planning		
CM 695 Advanced Ethics & Legal Considerations		
CM 578 Methods of Research & Program Evaluation		

Program Development
Spring 2021-Summer 2022

Program Launch. The Chicago School of Professional Psychology's (TCSPP) Dallas' Clinical Mental Health Counseling (CMHC) Program launched in January 2021 during the height of the COVID Pandemic prior to vaccines being available. Therefore, although the program was conceived as a hybrid program, it launched fully online with one core faculty member, the department chair.

The hybrid model leveraging asynchronous course design with our learning management system, CANVAS, while also offering weekly face to face F2F instruction for all classes (Carter et al., 2018). Research indicates that hybrid instruction outperforms fully online and even traditional F2F classes for many students (Bernard eta l., 2014) and often meets adult students' challenges to traditional class formats (Campbell et al., 2018).

To ensure quality control across curriculum, throughout the process of curriculum development, the Department Chair ensured alignment of the curriculum with CACREP Standards, which are nested within Course Learning Objectives. The Course Learning Objectives further align with Program Learning Objectives, which align with each of the Eight Core CACREP Curriculum Standards, and they also align with the Institutional Learning Objectives.

Curriculum Development. The Department Chair, upon being hired, reviewed the curriculum against best practices, 2016 CACREP standards, and the laws of the State of Texas. The courses for the Dallas CMHC program were developed based on this review, and necessary PMRs were completed within the university to facilitate curriculum development. After reviewing data on community needs, counseling profession needs, demographics and characteristics of counseling students, and conducting a competitive market analysis of programs in the area, the Department Chair developed the program structure and course sequencing. There have been minor changes through the first year of the program, based on student feedback. What is represented in this document is based on the program as it stabilized in the 2021-2022 academic year.

Given that the department chair was building program structure, curriculum, policies, and procedures, the four courses taught in the first semester were taught be adjunct faculty known to the department chair and intentionally recruited based on her knowledge of their teaching abilities. During the spring 2021, the university posted for a core faculty member and director of clinical training, as well as adjunct faculty, and the department chair began reviewing and interviewing applicants.

During the first semester, the students completed half of each class on the Canvas Learning Management System (LMS) using standard Canvas shells modified from the CACREP-accredited TCSPP Online CMHC program. They met weekly in synchronous in face-to-face meetings on the university's HIPAA and FERPA compliant Zoom account. Two of the courses that were modified from the TCSPP CMHC Online program were later redesigned from the ground up by the Department Chair in the Fall of 2022, CM 500 Professional Orientation & Ethical Practice and CM 592 CMHC. Dr. Holman also was SME for CM 571 Assessment of Individuals, CM 514 Diagnosis of Mental Health Issues, CM 528 Helping Relationships & Skill Development, CM 543 Group Theories & Processes of Counseling, CM 530 Advanced Treatment Planning and Psychopharmacology, CM 585 Addictions & Substance Abuse, and CM 695 Advanced Ethics & Legal Considerations.

The Department Chair developed Dallas CMHC shells in consultation with a dedicated TCSPP Instructional Design (ID) team who built the shells based on direction from the department chair who is a subject matter expert (SME). Special attention was paid to curriculum alignment with CACREP standards, Course Learning Objectives, Program Learning Objectives, and Institutional Learning Objectives. Additionally, given the importance of attracting and supporting students who reflect the diversity in our community, media, supplemental articles, websites, etc. were chosen with representativeness of diversity in mind. Seat time that reflected approximately half the course content was reviewed to ensure the students completed half the course through asynchronous learning. Additionally, multiple assessment methods and rubrics were incorporated to evaluate student knowledge, skills, and dispositions across the program. Syllabi were standardized to include the Curriculum Matrix, signature assignments, and all elements of syllabi

required by the institution, the state, and accrediting bodies. The ID team built the courses to ensure ease of maneuverability and accessibility.

Dr. Maxwell acted as Subject Matter Expert (SME) for development of CM 507 Theories of Counseling & Psychotherapy, CM 550 Diversity and Multiculturalism, CM 536 Couples & Family Counseling, CM 564 Career Development & Counseling, and CM 578 Methods of Research and Program Evaluation. As the Director of Clinical Training, he also acted as SME for all fieldwork classes. Finally, the third class that was originally adapted from the TCSPP CMHC Online campus, CM 521 Lifespan Development, was redesigned by Dr. Matthews in Summer 2022. Dr. Matthews also acted as SME for CM 599 Traumatic Stress: Causes, Effects, & Contexts and CM 800 CPCE Prep.

Faculty Hiring, Training, & Support. The department chair is a White cisgender married female, and adjunct faculty the first semester included a White male, a Bi-racial male, and a Black female. All faculty identified as cisgender, three identified as Christian and two identified as non-religious. One was a medically retired Veteran and Law Enforcement Officer. Given that most of our students at the time were BIPOC individuals, this designation was significant since the program launched during a time of civil unrest, Black Lives Matter Protests, and shortly after the 'Stop the Steal' riot on the U.S. Capital. This was dealt with directly by the instructor with the students in the first class of the term through open honest conversation about concerns, fears, and the need for open communication around bias.

For the summer semester, the department chair taught two classes and each of the male adjunct faculty taught a course. The bi-racial/multiple heritage male faculty member was hired during the summer as a core faculty member and the program's Director of Clinical Training (DCT), and he developed and taught the CM 550 Diversity and Multiculturalism course while getting oriented to his duties as DCT.

In Fall 2021, a second cohort was added, and the program began meeting on campus for synchronous meetings with COVID protocols in place. However, due to exposure to the Delta variant, student care-taking responsibilities, and concerns about exposure to health-compromised students, there was a continued online synchronous component in place, as needed. This was challenging, although clearly needed to support our students. During this time, the Department Chair began researching Hy-Flex instruction, consistent with Universal Design for Learning (UDL; CAST, 2018; Dalton et al., 2019) and having demonstrated success in reducing barriers to educational access for non-traditional students (Abdelmalak & Parra, 2016; Beatty, 2007; Miller et al, 2013) and those with multiple marginalized identities (Beatty, 2007; Banks, 2014)

Three new adjunct faculty in the fall (2 Black females and 1 White female, two married and one single, all three identify as cisgender and 2 identify as Christian, 1 is non-religious). We were excited to hire an adjunct faculty member who had extensive experience working as a private practice counselor in a nearby psychiatrist's office to teach our CM 530 Advanced Treatment Planning and Psychopharmacology class that focuses heavily on psychiatric consultation for medication management, counselors working in integrated care environments and with

interdisciplinary treatment teams. This faculty member is also a Licensed Marriage and Family Therapist (LMFT) and taught the CM 536 Couples and Family Counseling

One new adjunct faculty member was an international expert on trauma, religious cults, and LGBTQI+ issues and a Texas Counseling Association (TCA) board member, international journal editor, and long-time leader in the counseling profession and several American Counseling Association (ACA) divisions. That fall the program posted for a third Core faculty member. The department chair and DCT reviewed and interviewed applicants and decided to hire this adjunct faculty member as the third core faculty member. Dr. Matthews acted as a SME working with our ID team developing the master shell and teaching CM 599 Traumatic Stress: Causes, Effects, and Contexts. (One of her former students even took the course because it was not offered at the CACREP-accredited program where he was a student). Given her experience as a clinic director for another CACREP-accredited program we were also happy to have her expertise in teaching clinical classes including CM 543 Group Theories and Processes of Counseling Fall 2022 and CM 528 Helping Relationships and Skills Development in Spring 2022.

After additional targeted recruiting, applicant review, and interviews, two additional adjunct faculty were hired to teach in Spring 2022. The first is a Black female LPC-Supervisor who is the former clinical director at a community-based center that treats Batterers and works with child, adolescent, and adult victims of Intimate Partner Violence (IPV). She now works as a senior clinical mental health counselor at a highly respected residential treatment center for women with addiction issues. The treatment center includes an innovative program for mothers and those who are human trafficking victims with addictions. She taught Theories of Counseling & Psychotherapy and Traumatic Stress: Causes, Effects, and Contexts. The second is a Black female who is the Clinical Director at an addiction and dual diagnosis treatment program with a continuum of care. She is also the founder of a non-profit organization. She taught Addictions and Substance Abuse Counseling (Motivational Interviewing), Career Counseling, and Helping Relationships & Skill Development.

During the spring 2022 semester, the core faculty reviewed applicants for adjunct positions and interviewed four potential faculty. We made offers to two of them. One is male, one female; both minority ethnicity; one Veteran; one identifying with the LGBTQI+ community. One is a LPC and LMFT who taught the Diversity and Multiculturalism course and a Couples and Family Counseling course in the Summer of 2022. The other is a full-time clinic director and clinical supervisor for an area CACREP-accredited counseling program who we hope to have teach in Fall 2022. During Summer 2022, based on student feedback and challenges with faculty remediation, we hired another adjunct professor with considerable clinical experience to join our team to fill an unexpected gap. This new adjunct professor is a White female. We continue to conduct targeted recruiting to intentionally seek out diverse candidates. Currently, we have a solid group of core and adjunct professors who each consistently have outstanding student evaluations, largely due to the significant clinical backgrounds of each faculty member, which students report as a major reason they are engaged and feel like they retain information from classes. Additionally, due to the growing cohort sizes, we have posted for a fourth core faculty member and are engaging in intentionally seeking out diverse candidates for this position.

Assessment Plan   Table of Contents

Student Counseling Action Network (SCAN). The students developed a campus-based counseling program, the Student Counseling Action Network and began. In the first year, they elected officers and representatives from each cohort to the Board of Directors, established bylaws, and developed a budget and agenda items for the year. Additionally, they began the initial development of a peer-mentoring program. They held multiple student events including hosting two LPC's who started the Muslim Psychological Association in DFW, during Ramadan, to coincide with ACA President Kent Butler's International Day Initiative at the 2022 ACA Conference. They held a contest to name the organization and raffled an ACA Virtual Conference Registration donated by Dr. Holman. They also sponsored Pizza for lunch two Saturdays and sponsored a Food Drive with the Dallas Food Bank. SCAN leadership also consults with Dr. Holman to provide feedback about student concerns and needs, which can impact overall programming for the department. Finally, they provide support during New Student Orientation. (Picture of SCAN Board and Faculty Advisors).

Curriculum Development Evaluation Data
Spring 2021-Summer 2022

The TCSPP Dallas campus launched the CMHC program in Spring 2021. The initial curriculum was reflective of CACREP standards; the laws of the state of Texas; and the institutional priority to align like programs (e.g., CMHC) across campuses while each program retained autonomy. To facilitate this, the program chair utilized the CMHC Online campus' CACREP accredited curriculum alignment with course learning objectives (CLOs), which were aligned with program learning objectives (PLOs) reflecting each of the eight CACREP core curriculum areas and which further aligned with the TCSPP Institutional Learning Objectives (ILOs). With each curriculum decision, the faculty worked to maintain as much alignment with the Online CMHC program's curriculum map as possible, while individualizing the course delivery method to reflect the priorities of the Dallas campus and the needs of our students and faculty. (See Program Launch and Curriculum Development Narrative at the beginning of this report for more information on initial development of curriculum).

Curriculum-Based Data Gathered Spring-Fall 2021:
- Focus groups with students
- Individual interviews with instructors
- Review of Research
- Review of CACREP Standards
- Review of Institutional priorities
- Student Survey on Hy-Flex Instruction
- CPCE Results
- Site Supervisor Evaluations

Curriculum-Based Data Result #1: Need for Flexibility for Inclusion
Focus group results indicated that students needed increased flexibility, particularly those who were caretakers, those living in rural Texas, international students and those who had chronic health impairments. Given that the program vision and mission was developed with an intentional focus on de-colonizing counselor education, we began looking for ways to address these traditional program deficits.

How Curriculum-Based Data was Used #1: Hy-Flex Instruction Implementation
Contemporary research indicates that Hy-Flex instruction improves on the Hybrid design by increasing flexibility for students, giving them control over their preferred method of F2F class participation, and demonstrating increased equity across diverse student populations, particularly when students are affected by events like COVID, environmental disasters, etc. (Abdelmalak & Parra, 2016; Banks, 2014; Beaty, 2007; Dalton et al., 2019; Harris et al., 2020; Kohnke & Moorhouse, 2021; Malczyk, 2019; Miller et al., 2013; Wigal, 2021).
Given that increasing the diversity of the counseling profession is a key part of the vision and mission of the TCSPP Dallas CMHC program and the fact that the research seemed reflective of the comments we heard from students who were struggling to balance school attendance with

caregiving demands and financial limitations related to cost of gas and childcare expenses, we decided to pilot Hy-Flex Instructional Design.

In Fall 2022, the Department Chair wrote and was awarded two internal grants, one from the National Center for Teaching and Learning to fund purchase of three OWL Labs (videoconferencing equipment that seamlessly integrates with Zoom) and an Inclusion, Diversity, Equity, and Accessibility (IDEA) Grant to fund Hy-Flex training for faculty and Hy-Flex orientation for admissions, student support, and students. In early Spring 2022, core and non-core faculty, student leaders from our campus student organization the Student Counseling Action Network (SCAN), and staff members engaged in Group Dynamix facilitated training launch Hy-Flex orientation, the reasons we engage in Hy-Flex Instructional Design, and basic information about the modality, and to identify and address psychological barriers among faculty, in particular, regarding teaching using Hy-Flex Instructional Design.

Curriculum-Based Data Result #2: Canvas Shells

Focus group results indicated that Canvas shells, which had been minimally altered from TCSPP's Online CMHC program needed to be designed specifically for Hybrid instruction. Faculty and students reported experiencing confusion throughout the courses due to highly specific material for fully Online programming. This was consistently reflected in the course evaluations and also in separate discussions with students and faculty.

How Curriculum-Based Data was Used #2: Canvas Shell Redesign

During the 2021-2022 academic year, utilizing the CMHC Online curriculum map as a guide integrating similar course learning objectives, core faculty with subject matter expertise worked with an instructional design team to redesign each master shell for remaining curriculum to reflect hybrid/Hy-Flex instruction. Additionally, the courses offered using the Online canvas shell with minimal changes during spring and summer 2021 were redesigned.

This re-design ensured that our CLOs and PLOs were largely aligned with the CMHC Online program, in an effort to facilitate the TCSPP initiative for program alignment across campuses. However, it also allowed our faculty to design courses that honored the hybrid nature of our instruction, which took advantage of the online learning management system (LMS) for didactic material and video presentations, and a warehouse for grading completed assignments and scoring rubrics for program evaluation and student competency assessment over the program. However, it also allowed flexibility for discussions and application exercises to be conducted during weekly synchronous face-to-face meetings, rather than taking place fully online.

Further, through the course shell redesigns we were able to integrate media and scholarly publications reflective of the diversity in the profession and in the communities we serve. We believe this will provide a more inclusive and welcoming educational experience for our diverse students and faculty when utilizing the course shells for learning. We also worked closely with our instructional design colleagues to ensure the academic materials on the LMS are optimized for accessibility. These efforts also speak to the program's vision and mission, our second program learning objective (PLO 2), which is aligned with CACREP core curriculum standards for CACREP 2.F.2, and the university's Diversity institutional learning objective (ILO). Given that Canvas shells are a significant portion of the way in which we convey curriculum competencies to students, we also wanted to monitor both the CPCE results and the Site Supervisor Competency Ratings for students on knowledge, skills, and dispositions that they should have developed throughout the program. The CPCE results from our first cohort indicate that curriculum offerings were sufficient to result in all student's taking the CPCE to have scores within the mean range compared to the national normative sample provided by CCE. Additionally, site supervisors who rated practicum and internship student competencies in Spring and Summer 2022 indicate that overall, using aggregate data, our students are competent all areas rated and there are several areas, which our students excel beyond expectations, such as cultural awareness and skills.

Curriculum-Based Data Result #3: Hy-Flex Evaluation

During the Fall 2021 semester, students continued to be affected by the COVID pandemic. As the department chair met with focus groups of students and individual students, it became evident that student retention was a potential concern, due to lack of curriculum flexibility. The chair evaluated existing literature and found that Hy-Flex instructional design, consistent with Universal Design for Learning, was an evidence-supported instructional method for attracting and retaining diverse students.

Some specific student issues that arose during Fall 2021, which prompted this change included a number of female students who were either single mothers or who came from cultural backgrounds that expected females to be primary caretakers for children and elderly or sick family members. As such, when a child, spouse, or family member was exposed to COVID, it became the female student's responsibility to be available to care for that individual, which impeded their ability to attend synchronous classes on campus. We also had students who had economic and health concerns of their own and at least two students who needed to travel internationally for family concerns.

Through the Hy Flex instructional method, students were able to continue taking courses in line with their programs of study because they had the flexibility to attend synchronous classes online using HIPPA and FERPA secured Zoom for Education accounts. The program piloted Hy Flex instruction in Spring 2022 and evaluated the implementation and initial 12 courses taught using the method. When the program decided to adopt the Hy Flex method as the primary teaching modality, the department chair secured two internal grants, which funded technology necessary for high-quality Hy-Flex instruction and faculty and student training on Hy-Flex.

Data Points:

- Pre-and post-instructor training surveys
- Pre- and post-Hy-Flex student orientation surveys
- Chair check-ins with faculty each term
- Chair check-ins with student leaders each term
- Student focus groups each term
- Faculty members completed SWOT analysis after 24 classes taught using Hy-Flex.
- Students completed an open-ended questionnaire after 24 classes of Hy-Flex instruction.
- Teaching evaluations for 24 classes after Hy-Flex pilot implementation.

Outcomes
- Trained three core and 5 non-core faculty in Hy-Flex instruction including:
    - Overcoming Psychological Barriers to Hy-Flex workshop (6 attended)
    - Developed a Hy-Flex Teaching Manual
    - Technical Training
    - Instructional Design and Teaching with Hy-Flex training with instructional design (ID) team.
    - Ongoing instructor consultation with IDs, as needed.
- Oriented student services and admissions personnel to Hy-Flex instruction.
- Developed student orientation manual and PowerPoint and oriented 43 students to Hy-Flex instruction expectations, limitations, and netiquette.
- Taught 24 classes using the Hy-Flex method.
- Conducted a mixed methods sequential program evaluation with triangulated data sources (see data points above).
- Scholarly activities: presentations and manuscript for publication

Significant Student and Instructor Feedback: Positive
- The move to Hy-Flex instruction has been met with overwhelming positive feedback from students, regardless of whether they chose to attend synchronous meetings through Zoom or attend on campus.
- Improved student-centered program and increased flexibility.
- Students reported improved sense of community post-Hy-flex implementation.
- Retained 100% of students with marginalized identities. (1 student passed away in a tragic accident).
- Students with marginalized identities-maintained plan of study and credit hours (41 students).
- Instructors reported increased comfort and knowledge of strengths and challenges related to hy-flex instruction.
- Students reported increased comfort and knowledge of distance technology, related to establishing and maintaining tele-mental health relationships.
- Diverse students reported increased interest in filling mental health workforce shortages.
- *Selected Student Quotes:*
    - It's given me more freedom to still deal with my personal and professional life. Work takes a lot of time out of my schedule already but attending online has helped balance the amount of commuting I have to do. It allowed more flexibility in scheduling that makes things like Practicum/Internship actually possible.

- Online zoom classes felt good as I thought they were less restrictive in April to follow my fasts in Ramadan by conserving my energy for fruitful class discussions and avoiding travel.
- I was unable to meet in-person, but the virtual allowed me to attend college. The childcare I had lined up fell through . . . This can place many at a disadvantage, but the hybrid model allows for ways around that. I'm grateful.
- I felt less stressed when we had online sessions as my travel time was saved, and I could use that time to prepare for the class discussions. It is through the orientation that I learnt to use online services to access learning resources.
- The orientation was very informal and clear on the expectations for those who choose to use Hy-Flex. I also like the fact of having to meet in person for the 1st class in order to use Hy-Flex. I loved the orientation. I felt excited and welcomed to start the program.
- Hy-Flex orientation was seamless.
- Very informative & gave me a better understanding of what the expectations were when using Hy-Flex.
- Hy-Flex can be helpful in situations where people don't want to miss class but have situations that prevent them from making it to class. Additionally, this can help prevent missing important learning opportunities in class when unavoidable or unexpected situations happen while on the way to class. While I did not take advantage of the Hy-Flex opportunity . . . It was nice to know that if I did have something happen, I wouldn't have to worry about failing a class or missing a lecture because of something that was out of my control.
- Virtual classes are well organized and effective.
- Video quality was clear & I was able to hear the class discussions clearly.
- It helped me prepare for telegraphy sessions with clients across the world.
- It was a good balance between online and in person that allowed time for work to get done.
- Having 50% of the class on canvas impacted my learning by allowing me to complete readings, watch videos, and review websites that related to course material at my own pace. . . By reviewing additional course materials like meta learning materials that expanded my learning on topics. . .
- Having canvas helps a lot in seeing when assignments are due, but also in that we can work at a pace that best suits us. I prefer working through canvas as it makes organization and expectations easier for me.
- I can learn at my own pace so that I can retain more information. When I attend class in person, I am able to understand the material better and contribute to class discussion.
- I feel that was an exceptional experience as I had just enough engagement with my classmates and professors as I needed.
- I believe that as we've entered into a societal reality of online services; practicing counseling services online is giving us the opportunity to develop skills that we need to be professional counselors of this generation.
- The professor gave us live experience on what to expect. Her knowledge was critical and instrumental in my learning. Every week I could not wait to come to class and learn.

- The FTF meetings are usually exciting and involving. The active participation of my fellow students together with the instructor's inputs makes learning enjoyable. I love the idea of first reading on your own and then come together to discuss what was unique, or not clear, or a reflection about the reading.
- Yes, Yes, and Yes! Dr. X was very conscientious of that and made sure we were all included. If she missed one of our hands up, another student alerted her. By far my best virtual experience with education.
- I engaged in class just as much as I would have in person. All discussions were designed to include students over zoom and in person to be included. My friends adapted well and they supported in all discussions, even over zoom and in person.
- I felt engaged in the Zoom classes that I attended because one of the professors was also attentive of the need to include the online Zoom students. I also intentionally engage in both online and in-person classes as I realize the necessity of my learning experience to be of value requires me to engage; however, my preference is in-class, in person.
- I think my professors made efforts to include both online and in-person students in the class discussions.
- The system was real engaging and the instructors were excellent facilitators. From my observations, yes students in zoom engaged just as much. It also depends on the professor. During discussion students on zoom were either asked to share or were already sharing to the whole class.
- I felt absolutely at ease on zoom as I would on campus as my professor was very inclusive during class discussions. She engaged all of us during the class discussions, and we had and excellent learning experience on zoom. I would love to record all class discussions to utilize them in the reflection paper.
- Even on zoom I still feel engaged in the material and I feel like I'm interacting with my cohort.
- I think the Hy-Flex option increased my sense of community within the program. This is because when people were having issues in life, we could still be there to support them and be together through it. Additionally, having people online from other locations helped to get different outlooks on topics and see how things are done differently in those areas.
- It makes you feel like you have a choice. I believe that online courses and the Hy-Flex option is a needed reality. My opinion is that it is insightful for the CMHC program to provide this option for the cohort that I'm in as well as for future cohorts.
- I feel this was a unique and extraordinary experience for me.
- If anything it made me feel as if the community was bigger and more friendly. I find that it shows the program understands we are still working adults who have other things in our life that may occur. Some masters programs are very strict and require you to come into every class in person, which can be challenging for those who do not have transportation reliably, who live in far parts of the city, or who have busy schedules due to work or parenting.
- Hy-Flex was big on connectivity. Somebody could be sick and still choose to attend class with their cohort through Hy-Flex. I still felt very involved and was called on often to participate.

- o Hy-Flex impacted my . . .sense of community by realizing how flexible instructors are being with us. Therefore, by instructors being flexible with us, I believe this learning tool shouldn't be taken advantage of and be used when we really do need to. Overall, I like how this type of learning tool has been added to our program. It made it easier for me to be successful in the program.
- o I was glad to have the option and opportunity to participate in the program. It was great meeting people from various backgrounds. The fields of counseling, mental health, and behavioral health must have people working from various backgrounds.

Concerns Articulated by Students and Instructors
- o All instructors and several students reported concerns with lack of technical support during synchronous meetings in Spring 2022.
- o Some students reported difficulty hearing students in the back of the class when online.
- o Some students reported difficulty seeing the board when online.
- o Initial instructor concerns about student engagement, participation, and community.
- o Students complained about 1st class being in person.
- o Netiquette challenges reported by some instructors and some students related to inconsistency across professors with expectations, consequences.
- o Some instructors reported the need for some classes to be modified Hy-Flex and some completely on ground (in residence).
- o ***Selected Student Quotes:***
    - o I didn't feel as engaged in class if I wasn't on campus. This was because it sometimes was difficult to hear, especially the classmates that were sitting far from the camera. We also were not able to see the board when things were being written on it. I feel that most of the time the instructor and students on campus interacted with us on zoom during class activities and discussions. I am sure it was difficult to have some students in person and others online.
    - o Although for my first two classes of the term I did attend zoom, due to COVID, I honestly did not like attending on zoom because I felt like I was able to engage more in person. I also did not like because there were times where I would have internet problems and it would make me feel frustrated. I personally feel like attending class in person makes it more exciting for me and for my learning.
    - o When doing breakout groups or in-class projects in which an in-person student was partnered with an online person, it made it a little more difficult. This was mainly in terms of making sure people had headphones and a quiet/private space to talk ...
    - o OWL really worked well, although it has given some professors trouble trying to set up.
    - o Instructor attitudes weren't always positive
    - o Some instructors required 24 hours notice to attend online (not consistent with rules or intention).
    - o One instructor chastised a student who wasn't following netiquette in front of the class.
    - o Suggestion to videotape so lectures could be watched back

SWOT Analysis Faculty Comments

- **Strengths**
  - I really liked the orientation and training - helped me feel comfortable talking to others about classes. Interacting with other faculty has been helpful for me and for students in that there is cohesiveness in mission/goals of the program.
  - It helped to get trained as I kind of knew what I was doing and didn't have to spend long time setting things up (more time teaching than dealing with technology
  - Ultimately, the experience allowed me to feel comfortable with releasing some of the guard that I initially experienced when presented with the Hy-Flex pilot.
  - The Hy-Flex method turned out to be easier to navigate than I anticipated. However, I only had one opportunity to teach using the Hy-Flex method.
  - I really enjoyed and saw the benefit of the off-campus retreat activities. This gave me the opportunity to begin an initial bond with adjunct faculty I hadn't met yet, and strengthen the bond with established core faculty.
  - Providing high level / real-time flexible class participation for students who are unable to attend class in-person.
  - I've had only a few instances so far, where students have utilized the synchronous online class option (zoom), and these students have expressed their gratitude for the option, as they valued the importance of real-time participation, even if via zoom.
  - The student training was imperative.
  - Two students needed to use this method during one in person meeting and the class discussion flowed seamlessly.
  - Allows a student to not miss class when they are not able to make in person class. Also allows the professor to include all students in class discussions as well.

- **Weaknesses**
  - Some students take advantage of it - staying home and not participating.
  - Some students don't turn their cameras on and go away/don't participate.
  - Today I had a student with family distractions, so she wasn't focused on class.
  - Another student couldn't participate in group activities because no one in class brought headphones. We improvised but it was slightly. Annoying.
  - There were technology issues with the OWL technology, connection to zoom, and building connection to high-speed net for the first few weeks of rolling out the pilot program. Some of these issues are to be expected, as sometimes, you won't know about the problems until you begin a new program. With this said, campus bandwidth needs to be strong, for use of such a program.
  - We are also aware that we are not the only graduate program on our campus, using our classrooms. There are other programs who use the classrooms that have the pre-loaded technology for implementing Hy-Flex (ie, OWL technology). There have been times when other instructors were using our pre-designated classrooms when our CMHC classes were to be there. Additionally, there have been times when the OWL technology had been unplugged from the classroom computer / projector, requiring a re-boot of the system (which is time consuming - creates a late start to class).

Assessment Plan   Table of Contents

- **Opportunities for Improvement**
  - Could benefit from learning more about using online sources such as Kahoots with Hy-Flex.
  - If the Hy-Flex method will continue to be used, I would be open to more trainings or observing another instructor using this method.
  - Begin training faculty and students well in advance of rolling out program (rumors run through campuses sooner than expected - students react to rumors, rather than awaiting official word).
  - Also, have a clear 'consequence' system in place for abuse of the flexibility.
  - Not sure, but I would say for the Professor to have their zoom meeting and password on the home page of canvas so it can be easy to find.

- **Threats to Successful Implementation**
  - Mostly IT - if you want to have Hy-Flex you really need to have supportive IT
  - Someone keeps unplugging the owl and moving it - in 117

How Curriculum-Based Data was Used #3: Hy-Flex Modifications

Hy-Flex instruction was a response to observed and expressed student needs and an evaluation of literature on flexible teaching methods in higher education. Hy-Flex was piloted over the Spring 2022 and Summer 2022 semesters. We gathered and evaluated data on an ongoing basis and made real-time improvements. The improvements discussed below reflect how we responded to these needs.

Items to Continue

- Continue Hy-Flex as a primary modality for the Dallas CMHC program.
- Continue 1st class on campus, but monitor for whether this is important to keep.
- Continue Student Hy-Flex Orientation, but integrate it into New Student Orientation.
- Continue sending Hy-Flex and Netiquette reminders to students and faculty at the beginning of each semester and encouraging faculty to maintain the standards articulated in the Hy-Flex Instruction Manual.
- Continue sending Hy-Flex Instructor manual to instructors and offering ongoing professional development around Hy-Flex teaching methods.
- Continue offering Hy Flex instructional design consultation to faculty on an as needed basis.
- Continue monitoring effectiveness of Hy-Flex from both students' and faculty perspectives.

Program Improvements

Teaching Observations.
The department chair will offer teaching observations and feedback through the National Center on Teaching and Learning (NCTL) related to Hy-Flex instruction to further support instructors in becoming comfortable and feeling a sense of self-efficacy related to teaching the Hy-Flex way.

Assessment Plan   Table of Contents

Dedicated Hy-FlexHy-Flex Class Space.
We worked with the Building Manager to identify dedicated Hy-Flex Class Space, so instructors and students were familiar with the technology and comfortable using it in each room.

IT Improvements.
With grant funds, we purchased three OWL systems for classrooms to ensure high quality seamlessly integrated videoconferencing in the classroom. The Dean and Office Manager purchased additional OWLs for other classrooms as well, so the campus is well prepared for high tech instructional techniques. Further, over the course of the summer, we worked with the IT department to make improvements in internet connectivity and speed on campus, upgrade hard drives on classroom computers, and hang the OWLs from the ceiling for better use of the 360° cameras and microphones on the OWL for improved visual and auditory access for student attending synchronous meetings online. Additionally, we worked continuously throughout spring and summer semesters with the Dean, IT, and the Building Manager to ensure that consistent IT help was available on campus to assist students and instructors on Saturdays when we teach synchronous classes. We also utilized departmental funding to purchase headphones for student use in classrooms to facilitate pair and group interaction between students online and those on campus.

Residency Requirement.

Although we launched the Hy-Flex instruction with the expectation that students are on campus for skills classes, we are now more explicit in identifying when this expectation will occur so that students can plan ahead, if needed. This information is communicated in the Student Program Guidebook (student handbook) and discussed at orientation and sent in reminder emails at the beginning of each term. Students are expected to be in class on campus for synchronous courses that have a residency component. Therefore, although most classes are offered using the Hy-Flex instructional method, foundational skills-based classes are only offered as Hybrid classes with all synchronous meetings in residence, fully on campus. There are some advanced skills classes, which combine didactic work with skills practice, which are offered aa modified Hy-Flex courses, most of the course being hybrid with synchronous meetings offered in the flexible format; however, some specific class meetings students are required to attend on campus to practice skills in a live setting with the instructor viewing the practice and offering feedback and coaching.

Fully Hy-Flex Courses	Modified Hy-Flex Courses	Hybrid Courses in Residence (On Campus Synchronous Meetings)
CM 500 Intro to the Counseling Profession & Ethical Practice	CM 571 Assessment of Individuals	CM 528 Helping Relationships & Skill Development
CM 507 Theories of Counseling and Psychotherapy	CM 599 Crisis & Trauma Counseling	CM 543 Group Theories and Processes of Counseling
CM 521 Lifespan Development	CM 536 Couples and Family Counseling	CM 605 Practicum
CM 592 Clinical Mental Health Counseling	CM 565 Career Development & Counseling	CM 614 Internship I
CM 514 Diagnosis of Mental Health Issues	CM 585 Addictions & Substance Abuse Counseling	CM 619 Internship II
CM 550 Diversity & Multiculturalism		
CM 530 Treatment Planning		
CM 695 Advanced Ethics & Legal Considerations		
CM 578 Methods of Research & Program Evaluation		

Use of Curriculum Data in Summary

To learn how the data was utilized by the TCSPP Dallas CMHC program, click the Use of Curriculum Data in Summary link above.

Student & Faculty Engagement and Support Data
Academic Year 2021-22

The TCSPP Dallas campus CMHC program actively works to engage both students and faculty in high quality experiences. We believe that supporting and including faculty and student voice throughout their involvement with the Dallas CMHC program will minimize stress and dissatisfaction and create an egalitarian learning environment for faculty and student growth. TCSPP has a robust constellation of resources to support and engage faculty, adjunct faculty, and students. Some of these are listed below. Faculty and students are told about these resources during orientation, but the department chair also sends reminders each semester to encourage faculty and students to take advantage of the resources available to them.

Faculty Support & Engagement Resources
- Professional Development: NCTL YouTube, NCTL Webinars, Canvas Resources and Webinars, Instructional Design Webinars,
- Professional Development funds for core faculty
- Faculty Council
- Institutional Committee Involvement
- Campus-based DEI Annual Check-ins/Discussions
- Involvement in Professional Advocacy Events, Letter Writing Campaigns, Lobbying
- Involvement in Client Population Advocacy (e.g., Pride Parade)
- Faculty meeting check-ins for faculty needs
- Campus Culture Survey
- Faculty Satisfaction Survey
- Annual Faculty Evaluation and Workload Review process

Adjunct Support & Engagement Resources
- Professional Development: NCTL YouTube, NCTL Webinars, Canvas Resources and Webinars, Instructional Design Webinars,
- Adjunct Resource Center
- Adjunct Welcome Email with Resources
- Adjunct Faculty Resource
- Check-Ins each Semester with Department Chair to review teaching evaluations, get feedback
- Teaching Observation and Feedback Opportunities
- Involvement in program faculty meetings, town hall meetings, student organization meetings,
- Involvement in Professional Advocacy Events, Letter Writing Campaigns, Lobbying
- Involvement in Client Population Advocacy (e.g., Pride Parade)
- Adjunct Faculty Advisory Board
- Campus-based DEI Annual Check-ins/Discussions

Student Support & Engagement Resources
- Student Services
- Counseling Services
- International Student Services
- Semester Focus Groups with the Chair (Chat with the Chair Events)
- Pizza and Professional Development
- Involvement in Professional Advocacy Events, Letter Writing Campaigns, Lobbying
- Involvement in Client Population Advocacy (e.g., Pride Parade)
- SCAN

Student & Faculty Engagement & Support Data Gathered
- Student Course Evaluation Comments
- Student Emails
- Student Interviews & Focus Groups
- Student Orientation Survey
- Student Hy-Flex Surveys
- Student Satisfaction Surveys
- Adjunct Satisfaction Survey
- Faculty Check-Ins each semester

Student Engagement & Support Results:
Each term, the department chair reviews all course evaluations, paying particular attention to student comments. She discusses implications with both the Dean and relevant faculty and provides coaching when necessary and points out positive feedback when available. These comments are also integrated into her understanding of student perspectives shared in student emails to the chair or faculty, interviews with student leaders or cohort focus groups. Due to specific feedback, which could result in identifying individual students or faculty, this data will not be shared in this report.

However, we also utilize several surveys as part of the evaluation of student engagement and support including the student orientation survey, specific questions on the student hy-flex survey, and an annual student satisfaction survey, which is administered by the Office of Institutional Research (OIR).

Hy-Flex Student Questionnaire
Academic Year 2022

We had an 83% completion rate for 43 students on the Hy-Flex Student Questionnaire, following 24 courses being taught with Hy-Flex instruction. Several questions related directly to student engagement and support including
- If you attended on Zoom, did you feel engaged in the class as much as you would have if on campus?
- Did you feel like the instructor and students on campus interacted with those on Zoom during class activities, discussions, etc.?

- If you attended on campus, how was your experience of the OWL for engaging with other students who attended online?
- How did Hy-Flex impact your experience of the CMHC program's sense of community?

Selected Student Quotes
- During zoom I feel engaged because we have to keep our cameras on the whole time. Our cohort is also very small so it is easier to learn and engage.
- I felt engaged. The instructors would set up breakout rooms on Zoom to allow us to participate in group activities in class.
- Yes, Yes, and Yes! Dr. X was very conscientious of that and made sure we were all included. If she missed one of our hands up, another student alerted her. By far my best virtual experience with education.
- I engaged in class just as much as I would have in person. All discussions were designed to include students over zoom and in person to be included. My friends adapted well and they supported in all discussions, even over zoom and in person.
- I felt engaged in the Zoom classes that I attended because one of the professors was also attentive of the need to include the online Zoom students. I also intentionally engage in both online and in-person classes as I realize the necessity of my learning experience to be of value requires me to engage; however, my preference is in-class, in person.
- Online zoom classes felt good as I thought they were less restrictive in April to follow my fasts in Ramadan by conserving my energy for fruitful class discussions and avoiding travel.
- I think my professors made efforts to include both online and in-person students in the class discussions.
- The system was really engaging and the instructors were excellent facilitators. From my observations, yes students in zoom engaged just as much. It also depends on the professor. During discussion students on zoom were either asked ot share or were already sharing to the whole class.
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- Even on zoom I still feel engaged in the material, and I feel like I'm interacting with my cohort.
- I was unable to meet in-person, but the virtual allowed me to attend college. The childcare I had lined up fell through . . . This can place many at a disadvantage, but the hybrid model allows for ways around that. I'm grateful.
- I think the Hy-Flex option increased my sense of community within the program. This is because when people were having issues in life, we could still be there to support them and be together through it. Additionally, having people online from other locations helped to get different outlooks on topics and see how things are done differently in those areas.
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- Hy-Flex was big on connectivity. Somebody could be sick and still choose to attend class with their cohort through Hy-Flex. I still felt very involved and was called on often to participate.
- I had an online community as well as a way to collaborate with the students in person.
- Hy-Flex impacted my . . .sense of community by realizing how flexible instructors are being with us. Therefore, by instructors being flexible with us, I believe this learning tool shouldn't be taken advantage of and be used when we really do need to. Overall, I like how this type of learning tool has been added to our program. It made it easier for me to be successful in the program.
- I feel that was an exceptional experience as I had just enough engagement with my classmates and professors as I needed.
- I believe that as we've entered into a societal reality of online services; practicing counseling services online is giving us the opportunity to develop skills that we need to be professional counselors of this generation.
- The professor gave us live experience on what to expect. Her knowledge was critical and instrumental in my learning. Every week I could not wait to come to class and learn.
- The FTF meetings are usually exciting and involving. The active participation of my fellow students together with the instructor's inputs makes learning enjoyable. I love the idea of first reading on your own and then come together to discuss what was unique, or not clear, or a reflection about the reading.

Summary of Results

Our implementation of Hy-flex instruction was a response to observed and reported student data. Our evaluation results on Hy-Flex orientation and instruction were overwhelmingly positive. Students reported feeling engaged and connected to the instructor, their cohort/classmates, and to the curriculum offerings. Students reported specifically feeling respected and understood by faculty and feeling that faculty were supporting them as adult learners through this flexible teaching option. Students expressed that they may not have continued their education if the program flexibility did not allow for flexibility around gender expectations around caregiving, economic constraints, religious constraints, disability, among other items. Therefore, we determined that we would continue Hy-Flex Instruction and continue to monitor the strengths and challenges of this method on an ongoing basis.

Student Satisfaction Survey
Academic Year 2022

Trends

Question	2021	2022
Overall Satisfaction	20% satisfied 40% neutral	55.5% satisfied or very satisfied 11.1% neutral
Recommend TCSPP	20% agree 20% neutral	77.2% agree or strongly agree 16.7% neutral
Made the Right Choice	20% agree 60% neutral	44.4% strongly agree 27.8% agree 22.2% neutral
Met my Expectations	40% neutral 60% disagree or strongly disagree	72.2% agree or strongly agree 16.7% neutral 11.2% disagree or strongly disagree

2022 Student Responses to Overall Satisfaction

	Not at all Satisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
Overall Satisfaction	5.6%	5.6%	11.1%	44.4%	33.3%
Recommend TCSPP	5.6%	5.6%	16.7%	22.2%	50%
Made the Right Choice	5.6%	0.00%	22.2%	27.8%	44.4%
Met Expectations	5.6%	5.6%	16.7%	44.4%	27.8%
Feel a Sense of Pride Attending TCSPP	5.6%	0.00%	16.7%	33.3%	44.4%
TCSPP Good Reputation in the Community	5.6%	0.00%	33.3%	38.9%	22.2%
Feel Welcomed by Individuals at TCSPP	0.00%	0.00%	5.6%	38.9%	55.6%

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Feel a Sense of Belonging at TCSPP	0.00%	0.00%	16.7%	44.4%	38.9%

2022 Student Responses to Faculty Interaction

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
My faculty have been instrumental in my student experience.	0.0%	5.6%	11.1%	50%	33.3%
I know at least one faculty member who I can go to for support of my professional development.	0.0%	5.6%	0.0%	33.3%	61.1%
I know at least one faculty member who I can go to for career guidance, including options in my field.	0.0%	5.6%	5.6%	27.8%	61.1%

2022 Student Responses to Community & Scholarship

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
My interactions with other students are positive	0.0%	0.0%	0.0%	22.2%	77.8%
I have adequate opportunities to gather with peers from TCSPP outside of class.	5.6%	5.6%	11.1%	33.3%	44.4%
I take advantage of opportunities	0.0%	0.0%	16.7%	38.9%	38.9%

to gather with peers from TCSPP outside of class.					

2022 Student Responses to Influential Experience
- Being able to be in class and online.
- In the beginning it was very difficult for me to understand about the reference of APA formatting. But now after the first year, my references, as well as my professor guides me.
- The courses in the TCSPP have given me opportunity to learn things which we don't know. I also follow the presentation provided by TCSPP, which are very helpful.
- I believe when speaking to my advisor, Dr. Matthews, she has assisted me along the way.
- I was encouraged on the use of APA referencing with a lot of love. This was a new referencing method to me.
- I was recommended TCSPP from a friend who is at the Chicago campus. This was the PERFECT graduate program for me. The faculty listens to the students and advocates for them in so many ways. Within the first semester, my professors helped my coort establish a network within the counseling field. I strongly believe attending TCSPP will help set a strong foundation for my career path.
- Learning about the Social Justice Leadership Academy and the future opportunity to participate.
- The faculty are friendly and easily approachable.
- What I like most is the class are smaller and I feel heard and recognized by name.

2022 Student Responses to Diversity

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Studying at TCSPP has provided me with the opportunity to interact with people whose backgrounds are different from mine.	0.0%	5.6%	11.1%	50%	33.3%
Studying at TCSPP has increased my desire to work with	0.0%	0.0%	22.2%	22.2%	55.6%

underserved populations.					
Studying at TCSPP has increased my respect for people whose backgrounds are different from mine.	0.0%	0.0%	22.2%	33.4%	44.4%
Studying at TCSPP has provided me the understanding of how to work with diverse populations and the impact it can have on my future career.	0.0%	5.6%	5.6%	38.9%	50%

2022 Student Responses to Diverse Populations Experience

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Ability	5.6%	0.0%	5.6%	61.1%	27.8%
Age	0.0%	0.0%	16.7%	55.6%	27.8%
Cultural	0.0%	5.6%	5.6%	55.6%	33.3%
Ethnic	0.0%	5.6%	11.1%	55.6%	27.8%
Gender	0.0%	0.0%	11.1%	61.1%	27.8%
Gender Expression	0.0%	5.6%	16.7%	44.4%	33.3%
Privilege	0.0%	0.0%	27.8%	50%	22.2%
Racial	0.0%	0.0%	27.8%	50%	27.8%
Religious	0.0%	5.6%	27.8%	44.4%	22.2%
Sexual Orientation	0.0%	5.6%	27.2%	44.4%	27.8%
Socioeconomic	0.0%	5.6%	16.7%	44.4%	33.3%

2022 Student Responses to Career Preparation

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
My education at TCSPP has developed my competency to behave in a professional & ethical manner.	0.0%	0.0%	11.8%	35.3%	52.9%
Studying at TCSPP has increased my motivation to grow professionally.	5.9%		11.8%	35.3%	47.1%
While studying at TCSPP, my professional networking activities have increased.	5.9%	5.9%	11.8%	52.9%	23.5%
TCSPP has provided opportunities for me to understand what my field expects from me as a professional.	5.9%	0.0%	17.6%	47.1%	29.4%

2022 Student Responses to Career Goals

- In the theory class I was able think critical and reflect also research and writing reports also communicate to understand see what is that I believe in order be effective in the counseling room.
- In the beginning I was not very confident about private practice but TCSPP had made me build confidence. Which will help my career and growth

- Interacting with my cohorts and my practicum experience.
- My career goal is to do medication and psychological counseling for clinical mental health patients.

- My career goals are becoming more focused and specific.
- Through the weekly reflection papers I write, I have learnt the art of library research and expression through academic writing.

- Visiting an agency that participates in the use of LPC's and interviewing counselors.

2022 Student Responses to School Resources

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
ADA Accommodations	11.1%	0.0%	33.3%	11.1%	44.4%
Career Services	9.1%	9.1%	18.2%	27.3%	36.4%
Community Partnerships	7.7%	7.7%	15.4%	23.1%	46.2%
Financial Aid	6.3%	0.0%	25.0%	43.8%	25.0%
Student Solutions (counseling services)	8.3%	0.0%	25.0%	25.0%	41.7%

Information Technology	5.9%	5.9%	23.5%	29.4%	35.3%
Institute for Professional & Continuing Studies	10.0%	0.0%	30.0%	20.0%	40.0%
Office of Placement and Training	5.9%	0.0%	33.3%	33.3%	33.3%
Student Accounts (payment plans)	0.0%	0.0%	28.6%	42.9%	21.4%
Student Success (policy exception, SAC, Title IX)	7.1%	0.0%	21.4%	42.9%	28.6%
Student Support Services	7.1%	0.0%	28.6%	21.4%	42.9%
Writing and Tutoring Support	7.1%	0.0%	27.3%	27.3%	36.4%
Study Abroad	9.1%	0.0%	33.3%	22.2%	33.3%
International (F-1) Student Advising	12.5%	0.0%	25.0%	25.0%	37.5%
Student Life & Events (Student Groups & Campus Activities	12.5%	0.0%	25.0%	25.0%	31.3%

2022 Student Responses to Library Feedback

	Not at all Satisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
Overall Satisfaction with Availability of Resources & Services	5.9%	11.8%	0.0%	47.1%	35.5%
Helpfulness of the Librarians	7.7%	0.0%	7.7%	46.2%	38.5%
Availability of Library Staff	7.7%	0.0%	15.4%	61.5%	15.4%
Quality of Research Assistance	10.0%	0.0%	20.0%	40.0%	30.0%

Quality of Instruction on the Use of Library Tools, Resources, & Services	5.9%	5.9%	17.6%	41.2%	29.4%

2022 Student Responses to Co-curricular Activities

	Not at all Satisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
Number & Frequency of Co-curricular Programs & Events Hosted by TCSPP	5.9%	17.6%	23.5%	41.2%	11.8%
Options for Involvement with Student Groups & Organizations	0.0%	17.6%	17.6%	58.8%	5.9%

Types of co-curricular programs interested in.

Opportunities to meet students outside of my academic program

Presentations/ workshops from experts in my field

Engagement through Community Partnerships

Presentations/ workshops from TCSPP faculty & staff

Discussions about current event in my field

Discussions about current events in society

Community service opportunities

Social activities

Wellness programs

Inclusion, Diversity, Equity, and Access (IDEA) programs

Other (please specify)

2022 Student Responses to COVID Pandemic

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
The school's approach to the COVID-19 Pandemic supports my academic classroom (virtual/physical) experience	5.9%	5.9%	5.9%	29.4%	52.9%
The school's approach to the COVID-19 Pandemic supports my academic experience outside the classroom (co-curricular experience).	5.9%	5.9%	23.5%	35.3%	29.4%
The amount of communication about academic updates or changes related to COVID-19 meets my needs.	5.9%	5.9%	5.9%	41.2%	41.2%

Student Recommendations

- Better internet
- Cut costs at Dallas. It's so expensive that even the max financial aid can't keep up with the lump sum. Not to mention, there wouldn't be a single student on that campus that would say they are getting their money's worth at TCSPP-Dallas.
- Equipp the site library
- Increase opportunities for co-curricular activities on campus, such as workshops, presentations, career/job fairs, off-campus activities, etc.
- More student clubs for co-curricular activities
- More student experiences when it comes to student organizations & provide better resources. Inform all students of these resources & who to go to when needed. The feedback I have gotten from a lot of students is that they are not aware of a lot of the resources offered through the campus.
- Community service opportunities, professional networking opportunities, experienced & knowledgeable adjunct professions, more choices for electives at the Dallas campus, an actual writing lab on campus and someone present to assist, better diverse and inclusive opportunities for practicum and internship, and an actual carer fair with partnered companies for the students to get a chance to meet with sites before they choose a site for practicum and internship.
- Nothing. It's the best.
- Textbooks available in the library or online.
- Several N/A
- As a student, I do not feel like a student. To me, it feels as if I participate in class once a week and complete assignments and other requirements in my spare time.
- I am very happy with the school and the professors.
- We get a lot of information, and the help is amazing.
- We have a multicultural class where we have people from different countries and cultures, which I like the most.
- More mentor and mentee opportunities.
- The environment is conducive

Summary of Results

Student satisfaction was increased significantly from our launch year (Spring/Summer 2021) to the 2021/2022 academic year. Approximately 78% of students were satisfied or very satisfied with the program, and 77% agreed or strongly agreed that they would recommend TCSPP to family or friend. 72% agreed or strongly agreed that the program met their expectations. Over 88% agreed or strongly agreed that faculty have been instrumental in their student experience and over 89% report they know at least one faculty member who they can go to for support related to professional guidance. When asked if they have adequate opportunities to gather with peers, about 78% of students agreed or strongly agreed, which was the same percentage that report taking advantage of opportunities to gather with peers from TCSPP outside of class. 90% were satisfied or very satisfied or neutral on the quality of research assistance and 89% on the quality of instruction on the use of library tools, resources, and services.

Similarly, 78% of students report that studying at TCSPP has increased their respect for people whose background are different from their own, and the same percentage of students report that the program has increased their desire to work with underserved populations. Further, 89% agree or strongly agree that the program has provided them with the understanding to know how to work with diverse populations and the impact it can have on their future career. Students also rated their experience of their exposure in the program for working with diverse populations based on a variety of categories strongly. When asked about their exposure to working with populations with different abilities, 89% agree or strongly agree that the program provided exposure to this population. When examining other population categories students report they agree or strongly agree that the program exposed them to populations from different age groups (83%), cultural backgrounds (89%), ethnic backgrounds (83%), gender (89%), gender expression (78%), levels of privilege (72%), racial backgrounds (78%), religious backgrounds (67%), sexual orientation (72%), socioeconomic backgrounds (78%). Among these, the remaining students were neutral on exposure to age, gender, privilege, and racial differences, and 5.6% disagreed with the program exposing them to the remaining groups (ability, cultural, ethnic, gender expression, religious, sexual orientation, and socioeconomic). It is notable when examining the CPCE data that diversity was an area for improvement; however, looking at the site supervisor rating data, all competencies related to diversity were scored exceptionally high (above expectations) in aggregate, which would indicate that 100% of the students in practicum and internship were scored exceptionally high on these competencies.

The vast majority of students were either neutral or agreed or strongly agreed that the school resources were available to support their success including ADA accommodations (89%), career services (82%), community partnerships (85%), financial aid (94%), student solutions counseling services (92%), information technology (88%), office of placement and training (94%), student accounts/payment plans (100%), student success (policy exceptions, Student Affairs Committee, Title IX; 93%), student support services (93%), writing and tutoring support (93%), international (F-1) student advising (87%), student life and events (87%). When asked about their overall satisfaction with availability of library resources and services, 82% were satisfied or very satisfied, and 92% reported the librarians were helpful as were the library staff.

The primary trends among recommendations for improvement that faculty can impact include increased campus activities, student activities, engagement in professional and social advocacy, and networking and/or mentorship opportunities.

How Student Engagement and Support Data was Used #1: Ongoing Training and Support for Hy-Flex Instruction

We began the 2022-23 academic year integrating the Hy-Flex Orientation for students into our New Student Orientation Day. We will continue to engage students through multiple methods to make space for student voice We will continue to support the student organization SCAN and look for opportunities to develop additional community-building activities. Additionally, we will continue to engage students in professional and social advocacy activities.

We will continue to engage prospective faculty in discussions related to use, expectations, and training and support offered around Hy-Flex instruction for students on our campus. We will continue to offer ongoing instructional design professional development and consultation opportunities, engage in use of the NCTL teaching observations, provide ongoing feedback and coaching with faculty, as needed. We will continue to maintain and send out the Hy-Flex Teaching Manual for instructors to refer to for information and class modifications they can make to facilitate equitable Hy-Flex instructional activities in synchronous classes.

How Student Engagement and Support Data was Used #2:
The primary trends among recommendations for improvement that faculty can impact include increased campus activities, student activities, engagement in professional and social advocacy, and networking and/or mentorship opportunities.

Student Counseling Action Network (SCAN)

The department faculty will work with student support services to engage students in more activities on and off campus. Further, we supported a student led initiative to begin the Student Counseling Action Network (SCAN) group on campus through providing space, seed funding for some activities, and Drs. Maxwell and Mathews as advisors. Further, Dr. Matthews organized a cross-university experience with the CSI leadership at SMU and the SCAN leadership on our

campus for an off-campus event to network and share information about starting a student organization.

In the first year, SCAN elected officers and representatives from each cohort to the Board of Directors, established bylaws, and developed a budget and agenda items for the year. Additionally, they began the initial development of a peer-mentoring program. They held multiple student events including hosting two LPC's who started the Muslim Psychological Association in DFW, during Ramadan, to coincide with ACA President Kent Butler's International Day Initiative at the 2022 ACA Conference. They held a contest to name the organization and raffled an ACA Virtual Conference Registration

donated by Dr. Holman. They also sponsored Pizza for lunch two Saturdays and sponsored a Food Drive with the Dallas Food Bank. SCAN leadership also consults with Dr. Holman to provide feedback about student concerns and needs, which can impact overall programming for the department. Finally, they provide support during New Student Orientation.

<p style="text-align:center">Future Networking/Mentoring Activities</p>

The SCAN leaders are developing a mentorship program for more experienced students to mentor new students coming into the program. Further, the core faculty also engaged a group of practitioners to be on our Advisory Board. Part of the request for their membership was that they are available for networking and mentoring of our students at least twice annually. The Director of Clinical Training also plans to establish a practicum, internship, and career fair day for students to engage with agencies and professionals in the DFW area.
we hope to purse establishing a Chi Sigma Iota Chapter once we meet the minimum requirements.
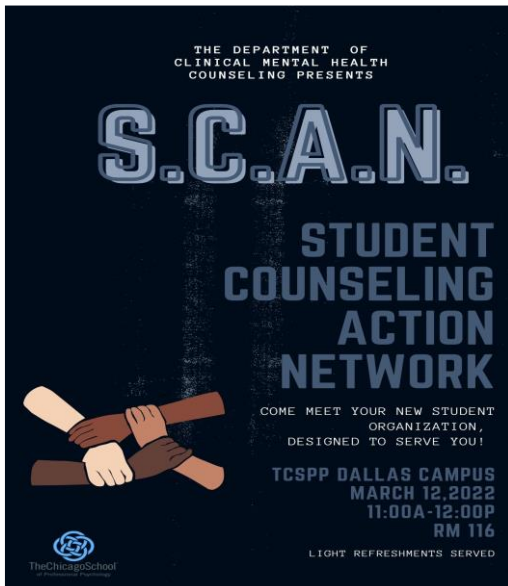
Faculty Engagement & Support Results:

We pride ourselves on providing support for all faculty, core and non-core, including several institutional supports. Once hired, faculty are oriented to their jobs by human resources, by the National Center for Teaching and Learning (NCTL) resources, including a Canvas shell of faculty resources maintained by NCTL. Faculty also are oriented by the department chair to the CMHC program and the Hy-Flex instructional method. Instructional Design and teaching methods support is available on an ongoing basis through communication with course leads and through consultation with our Instructional Design Team, Brooke Roth and Elise Braden. Core faculty also receive $2000.00 in faculty development funds to offset costs of professional associations and conference or other CEU workshop attendance. The NCTL also works in consult with the department chair to complete teaching evaluations where they consult with

instructors about what they want to get out of an evaluation and a post-evaluation feedback session. All faculty also have several opportunities weekly for no-cost continuing education by attending webinars on instructional design topics and on other topics related to the profession and diversity, equity, and inclusion topic, which are presented by the National Center for Teaching and Learning. Faculty may also view the recordings on our institutional YouTube channel. Faculty also have mechanisms to share their voices to the structural and systems decisions that impact their work at TCSPP including membership and opportunities for leadership on the Campus and National Faculty Council, both of which our department chair has chaired, and non-core faculty can engage in similar opportunities through the Adjunct Faculty Advisory Board led by Dr. Wendy Schiffman, Director of the NCTL.

We utilize several data points to evaluate faculty engagement & support including an annual Adjunct Satisfaction Survey conducted by the National Center for Teaching and Learning (NCTL) and the Office of Institutional Research (OIR), which we can evaluate using pivot tables to determine how our program is doing. Additionally, the department chair does Chair Check-Ins with faculty each semester and supports faculty with feedback and coaching related to Course Evaluations. Annually, the chair meets with each core faculty member individually to discuss evaluation of their performance over the previous year, identify goals for the coming year, and discuss their workload plan and any needed release time. Due to the individual nature of much of this communication, we will not discuss instructor evaluation data. However, we will share the results from the aggregate data gathered from the annual Adjunct Satisfaction Survey

Adjunct Faculty Satisfaction Survey
Academic Year 2021-22

Job responsibilities are clearly defined.	100% Strongly Agree
My input is valued within my department.	100% Strongly Agree
My contributions to TCSPP are recognized and rewarded.	100% Strongly Agree
TCSPP offers adequate opportunities for career development and promotion.	66.7% Strongly Agree 33.3% Neutral
Overall, I am satisfied with my experience as an adjunct faculty at TCSPP.	100% Agree or Strongly Agree
I have access to the resources required to provide high-quality instructional experience for students.	100% Agree or Strongly Agree

With regard to your **Department Chair**, please indicate the quality of the communication of each topic below.

Communication regarding course preparation	100% Extremely Good
Communication regarding course content	100% Good or Extremely Good
I have received a sufficient amount of support to provide a high-quality instructional experience for students.	100% Strongly Agree
Overall, my Department Chair is responsive to requests for assistance.	100% Strongly Agree

Overall, the amount of communication from my **Dean** regarding campus updates is: 100% Good or Very Good.

With regard to your **Course Lead**, please indicate the quality of the communication of each topic below.

Communication regarding course preparation	**100% Extremely Good**
Communication regarding course content	100% Good or Extremely Good
I have received a sufficient amount of support to provide a high-quality instructional experience for students.	100% Strongly Agree
Overall, my Course Lead is responsive to requests for assistance.	100% Strongly Agree

What advice do you have for new adjuncts at TCSPP?
Use your course lead or department chair as your guide and resource as it will help with morale and feeling connected.

What are the things that TCSPP, your campus, and/or your department are getting right?
Standardized course objectives and assignments.
Communication with faculty.
Interdepartmental and inter-school communication.
Opportunities for training and advancement.

What are things that TCSPP, your campus, and/or your department could improve on?
Salary for adjuncts.
All campus classrooms should have projector system & comfortable environment (e.g., temperature).
Several no response.

Summary of Faculty Engagement Data:

Following this change, we were pleased with the strong feedback from our non-core faculty on the annual Adjunct Faculty Satisfaction Survey. When asked about their overall satisfaction with their experience as an adjunct faculty at TCSPP, 100% agreed or strongly agreed that they were satisfied. The full faculty also agreed or strongly agreed that they have access to the resources required to provide a high-quality instructional experience for students, and that their job responsibilities are clearly defined. They all reported that communication regarding course preparation and course content was good or extremely good with both the department chair and the course leads. Additionally, 100% reported that they agreed or strongly agreed that their input is valued within the department and that communication with the department chair, dean, and course leads provided sufficient amount of support to provide high-quality instructional experiences for students and that the chair, course leads, and dean were responsive to requests for assistance.

How Faculty Engagement and Support Data was Used #1: Course Leads

During 2021, the department chair provided all support to adjunct faculty. Initial faculty check ins with the chair revealed a need for improved support around class preparation and mentorship. Therefore, the department chair worked with the core faculty to establish a course lead structure, policies and procedures, which were then put into place in spring 2022. We realized that it would be more helpful to adjunct faculty to take advantage of the subject matter expertise of each faculty member. Additionally, by developing 'Course Leads' we would be able to better monitor and update course shells, help adjunct professors prep for courses, monitor quality and content across instructors, and provide more effective and efficient instructional and student management support to adjunct professors by doing so. Therefore, we developed a policy on course leadership.

The core faculty divide courses in the curriculum into areas of expertise to be 'Course Leads' who will monitor and update Canvas shells as needed and will be a resource and mentor to adjunct faculty teaching these courses. Each Core Faculty member has certain classes that s/h/they are 'responsible for' on the Dallas campus. The course lead is the 'point person' for any instructional design, course delivery, syllabus, assignment, and/or book questions. Adjunct faculty are asked to contact the course lead at the beginning of the term (or prior to term start) to ensure they have the materials they need and understand the structure of the class, where there is flexibility for individual instructor variation, and those parts of the class that are tied to our CACREP Curriculum Matrix and cannot be changed without prior approval from the Department Chair.

Dallas CMHC Course Leads by Core Faculty Member

Dr. Holman (Department Chair)	Dr. Maxwell (Director of Clinical Training)	Dr. Matthews
CM 500 Introduction to Counseling & Ethics CM 514 Diagnosis of Mental Health Issues CM 530 Treatment Planning & Medication Management (formerly Psychopharmacology) CM 585 Addictions & Substance Abuse CM 695 Advanced Ethics & Legal Considerations	CM 507 Theories of Counseling and Psychotherapy CM 550 Diversity and Multiculturalism CM 536 Couples & Family CM 564 Career Development & Counseling CM 578 Methods of Research & Program Evaluation *All clinical placement classes*: CM 605 Counseling Practicum CM 614 Internship I CM 619 Internship II	CM 521 Lifespan Development CM 571 Assessment of Individuals CM 528 Helping Relationships & Skill Development in Counseling CM 543 Group Theories & Processes of Counseling CM 599 Trauma & Crisis Counseling CM 800 CPCE

How Faculty Engagement and Support Data was Used #2: Core and Adjunct Hy-Flex Instructional Training & Support Activities

Additionally, when we began discussing Hy-Flex instructional implementation, we needed to be sensitive to core and non-core faculty fears and concerns about this new way of teaching. As such we engaged in a series of professional development activities including developing a Hy-Flex instructors manual that is now provided by the department chair each semester, a grant-supported team-building outing that aimed to identify and address psychological barriers faculty had related to implementation of Hy-Flex, a grant supported purchase and training on high quality seamlessly integrated videoconferencing technology in the classrooms, and training led by our Instructional Design team on best practices in Hy-Flex Instruction.

The instructional design training included information and discussion on setting up class norms and culture, orienting and setting expectations with students, monitoring student engagement across platforms (campus and Zoom attendees), ensuring equitable instruction across platforms, and modifying learning activities for a Hy-Flex environment. Finally, the core faculty held an orientation lunch-n-learn for students to explain the why's and how's of Hy-Flex and set expectations for Hy-Flex participation. The student orientation materials are now included as part of the New Student Orientation (beginning Fall 2022) and the materials and reminders are sent out at the beginning of each term. When students do not adhere to the Hy-Flex expectations, then we address it as a professional dispositions concern utilizing our student professional development process.

How Faculty Engagement and Support Data was Used #3: Improve Instructor Resources on Canvas Shells

Although not reflected in the adjunct satisfaction survey, chair check-ins with both students and instructors revealed a need for improved support for instructors on bridging the curriculum conveyed through our master Canvas shells and the synchronous face-to-face classes. Therefore, course leads will review the Canvas shells and begin adding instructor resources for synchronous instructional support that faculty not familiar with the course design may utilize to support their high-quality student instruction.

Summary of Use of Faculty & Student Support & Engagement Data

To learn how the data was utilized by the TCSPP Dallas CMHC program, click the Use of Faculty & Student Support and Engagement Data link above.

Assessment of Aggregate Student
Knowledge, Skills, & Dispositions Competency Data 2021-2022

Core faculty also analyze aggregate student data to identify trends in individual courses or programmatic trends, and to evaluate strengths and areas of needed growth where the program may need to be adjusted to provide a more effective and inclusive delivery system for student growth. Although the faculty reviews the data each semester, the aggregate student data is utilized annually as part of the TCSPP Dallas CMHC program evaluation.

Assessment of Knowledge

Program Learning Objectives
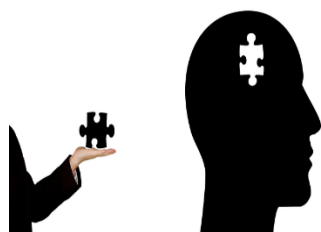
Program Learning Objectives (PLOs) are the primary knowledge content students should learn while in the program. The PLOs align with each of the eight CACREP core content areas, which are students are evaluated on when they take the Counselor Preparation Comprehensive Examination (CPCE) during their Internship I class, after they complete all didactic coursework and on their National Counselor Exam (NCE), which they take for licensure after graduation. PLOs are also aligned with our Institutional Learning Objectives (ILOs), and each PLO represents a group of Course Learning Objectives (CLOs), nested under the PLOs, which encompass each of the CACREP (2016) Standards sections 2 and 5 standards. PLOs are assessed using a PLO Rubric, described below and through analysis of CPCE subject scores.

Knowledge Assessment: PLO Rubric

The PLO Rubric is used to measure each PLO four times at different points in the program. The PLO that related to a course is measured within a specific Canvas course shell tied to an assignment, also called a Key Performance Indicator (KPI). Student competency on a PLO is assessed at the end of the course by the instructor who bases their rating on the student's developmental level in the program. Therefore, lower scores represent lower competency levels; however, that level should match the expected developmental competency for the student being assessed. So, a beginning student in the first semester would only be expected to have a rating of '1' indicating a basic understanding of the material. Only when developmental level and the competency score are incongruent (e.g., student in their third semester being rated a '1'), concerns are addressed with the student to remediate those areas for growth and help them with professional development activities we believe will strengthen their competency in areas of growth. This process is initiated by the student's advisor with an Academic Development Plan (ADP).

From a program evaluation standpoint, the faculty utilize Canvas Outcomes to explore the data for a particular course to evaluate the percentage of students who score at (or above) the expected developmental level in the course. Understanding that students come to the program with varying levels of knowledge about counseling from their personal and/or professional life experiences, students may develop at different rates from one another. The ratings are not

intended to compare students, rather they are intended to evaluate individual student development continuously and systematically throughout the program. Therefore, aggregate data is viewed through this lens, so faculty do not expect 100% of students to be at the specific developmental level expected. Therefore, our program goal is that 80% of students will be at the expected developmental level, based on the PLO rating for the course.

<div align="center">

PLO Competency Levels

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Students are rated by the professor on their level of competency. The competency levels for the PLO rubric are described below.

- **Demonstration Level 0: Below Expectation.** The student does not complete required work or is below graduate level standards.

- **Demonstration Level 1: Entry.** The student demonstrates an understanding of a topic at a surface level, providing little insight and/or information beyond the basic level, as evidenced by successfully modeling and/or reproducing an exemplar. The student at this level completes required work. *The student's work provides evidence of:* Recognizing, recalling, defining, describing, listing, identifying, indicating, and/or outlining the professional disposition, knowledge, or skill being assessed.

- **Demonstration Level 2: Developing.** The student demonstrates an understanding of a topic with some evidence of developing depth, providing occasional insight and/or information, as evidenced by successfully expanding upon existing knowledge, literature, or research. The students at this level complete required work and identifies opportunities to expand knowledge, skills, and abilities. *The student's work provides evidence of:* Approximating, articulating, associating, differentiating, distinguishing, extrapolating, interpreting and/ or processing the professional dispositions, knowledge, or skill being assessed.

- **Demonstration Level 3: Progressing.** The student demonstrates an understanding of a topic in progressing depth, yielding insight and/or information, as evidenced by creating new exemplars, solutions or ideas that is appropriate to the domain. The student at this level completes required work, as well as identifies and pursues opportunities to expand knowledge, skills, and abilities. *The student's work provides evidence of:* Applying, ascertaining, challenging, constructing, distinguishing, exploring, and/or organizing the professional dispositions, knowledge, or skill being assessed.

- **Demonstration Level 4: Mastery.** The student demonstrates an understanding of a topic in depth, yielding a rich awareness and/or little-known information indicating mastery, as evidence by the reflection, evaluation and creation of process and product using domain-appropriate criteria. The student at this level complete required work, as well as generates and pursues opportunities to expand knowledge, skills, and abilities. *The student's work provides evidence of:* Analyzing, appraising, designing, operationalizing, paraphrasing, responding to, transforming, and/or synthesizing the professional dispositions, knowledge, or skill being assessed.

Semester, Courses, & Key Performance Indicators
Where PLO's are Assessed

Below, each PLO is listed, followed by the courses that the PLO is rated and the Key Performance Indicators (KPIs) the PLO Rubric is attached to. Additionally, the semester that the course is offered, demonstrating that each PLO is rated multiple times throughout the program. Following each PLO, there is a summary of the results for the 2021-2022 school year.

PLO 1: Students will demonstrate knowledge and application related to ethical professional counseling practice, establish a professional counselor identity, and engage in effective interdisciplinary practice (CACREP 2.F.1 Professional Counseling Orientation & Ethical Practice).		
Course, Semester, & KPI	CM 500 Professional Orientation & Ethical Practice (semester 1)	KPI: Counselor Interview & Paper
	CM 550 Diversity & Multiculturalism (semester 2)	KPI: My Cultural Identity Paper
	CM 695 Advanced Ethics (semester 4)	KPI: Final Ethical & Legal Case Study
	CM 619 Internship II (semester 6)	KPI: Clinical Competency Exam
CPCE Subject Test	CM 800 CPCE Professional Orientation & Ethics Section Score (semester 5)	
2021-22 Results Summary		

PLO 2: 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 (CACREP 2.F.2 Social & Cultural Diversity).		
Course, Semester, & KPI	CM 500 Professional Orientation & Ethical Practice (semester 1)	KPI: Counselor Interview & Paper
	CM 550 Diversity & Multiculturalism (semester 2)	KPI: Cultural Autobiography Project
	CM 585 Addiction & Substance Abuse (semester 4)	KPI: Historical Perspectives M1U2 Discussion
	CM 619 Internship II (semester 6)	
CPCE	CM 800 CPCE Social and Cultural Foundations Section Score (semester 5)	KPI: Clinical Competency Exam
2021-22 Results Summary		

PLO 3: Students will demonstrate contextual knowledge and application of the principles of mental health, wellness, and human development including prevention, education, consultation, intervention, and advocacy (CACREP 2.F.3 Human Growth and Development).		
Course, Semester, & KPI	CM 521 Lifespan Development (semester 1)	KPI: Personal Development Across the Lifespan Paper
	CM 514 Diagnosis of Mental Health Disorders (semester 2)	KPI: Final Case Study Application Paper
	CM 536 Couples & Families (semester 4)	KPI: Multidimensional Case Study
	CM 619 Internship II (semester 6)	KPI: Clinical Competency Exam
CPCE	CM 800 CPCE Human Growth & Development Section Score (semester 5)	
2021-22 Results Summary		

PLO 4: Students will demonstrate knowledge and application of strategies for addressing diverse clients' career development and employment opportunities in a global economy (CACREP 2.F.4. Career Development).		
Course, Semester, & KPI	CM 528 Helping Relationships & Skills Development (semester 2)	KPI: Final Skills Practice Recording & Reflection Paper
	CM 530 Treatment Planning (semester 3)	KPI: Final Case Study Application
	CM 564 Career Development (semester 4)	KPI: Final Project
	CM 619 Internship II (semester 6)	KPI: Clinical Competency Exam
CPCE	CM 800 CPCE Career Lifestyle & Development Section Score (semester 5)	
2021-22 Results Summary		

PLO 5: 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 (CACREP 2.F.5. Counseling and Helping Relationships).		
Course, Semester, & KPI	CM 507 Theories of Counseling & Psychotherapy (semester 1)	KPI: Theoretical Orientation Paper
	CM 528 Helping Relationships & Skills Development (semester 2)	KPI: Final Skills Practice Recording & Reflection Paper
	CM 585 Addiction & Substance Abuse (semester 4)	KPI: Final Addiction Synthesis Paper
	CM 619 Internship II (semester 6)	KPI: Clinical Competency Exam
CPCE	CM 800 CPCE Helping Relationships Section Score (semester 5)	

PLO 6: 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 (CACREP 2.F.6. Group Counseling & Group Work).		
Course, Semester, & KPI	CM 543 Group Theories & Process (semester 3)	KPI: Designing a Group Project
	CM 605 Practicum (semester 4)	KPI: Final Seminar Leader Evaluation
	CM 614 Internship I (semester 5)	KPI: Final Seminar Leader Evaluation
	CM 619 Internship II (semester 6)	KPI: Clinical Competency Exam
CPCE	CM 800 CPCE Group Section Score (semester 5)	

PLO 7: 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 (CACREP 2.F.4.; CACREP 2.F.7. Assessment & Testing).		
Course, Semester, & KPI	CM 571 Assessment of Individuals (semester 2)	KPI: Mock Intake Assessment & MSE Report
	CM 530 Treatment Planning (semester 3)	KPI: Final Case Study Application
	CM 585 Addiction & Substance Abuse (semester 4)	KPI: Final Addiction Synthesis Paper
	CM 619 Internship II (semester 6)	KPI: Clinical Competency Exam
CPCE	CM 800 CPCE Assessment Section Score (semester 5)	

| PLO 8: 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 (CACREP 2.F.8. Research & Program Evaluation).		
Course, Semester, & KPI	CM 592 CMHC	KPI: Site Visit Project
	CM 571 Assessment of Individuals (semester 2)	KPI: Test Construction Assignment
	CM 578 Methods of Research & Program Evaluation (semester 5)	KPI: Research Proposal
	CM 619 Internship II (semester 6)	KPI: Clinical Competency Exam
CPCE	CM 800 CPCE Research & Program Evaluation Section Score (semester 5)	

On this chart, each PLO is listed at the top of the chart with a short descriptor indicating the focus of the PLO. The left column list courses in order they are taken in the program. Average scores on the PLO rubric for each class scored are listed in the boxes to the right of the course. PLOs are only scored if they are relevant to the course material and tied to a KPI within the course. If there is more than one score in the box, that is because more than one group of students (class/cohort) was scored in that course on that PLO. We expect PLO scores to begin at 1 for the first time they are scored (e.g., the closes course to the top of the chart that the PLO is scored) and increase as the PLO is scored throughout the program. This should demonstrate increasing student competency as students progress in the program. It is important to note that individual student scores are also plotted for advisors when they meet with students to discuss competency development; however, the aggregate scores are included below as part of our overall program evaluation.

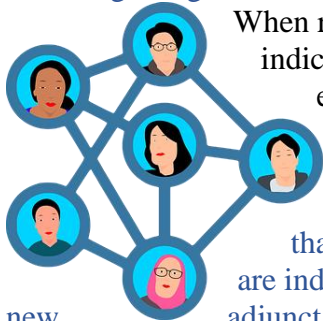| Course	PLO 1 Prof. Orient. & Ethics	PLO2 Cultural Diversity	PLO3 Human Growth & Devt.	PLO 4 Career	PLO 5 Helping Rel.	PLO 6 Group	PLO 7 Assessment & Testing	PLO 8 Research
	Average Score	Average Score	Average Score	Average Score	Average Score	Average Score	Average Score	Average Score
CM 500	1.00 1.36	1.00 1.18						
CM 592								1.00 1.00
CM 521			1.00 0.60					
CM 571							2.00 2.00	1.78 1.63
CM 514			2.50 1.85					
CM 550	2.00 2.25	2.13 2.88						
CM 530				1.57 2.50			1.57 2.63	
CM 543						3.00		
CM 536			3.00 2.14					
CM 564				3.00				
CM 564								
CM 585		3.00			2.00	2.00	2.00	
CM 614						3.00		
CPCE Subject Scores	Prof. Orient. & Ethics 100% within National Mean	Cultural Diversity 60% within National Mean	Human Growth & Devt. 80% within National Mean	Career 60% within National Mean	Helping Rel. 100%within National Mean	Group 100% within National Mean	Assessment & Testing 60% within National Mean	Research 100% within National Mean

Analysis of PLO Knowledge Data
Academic Year 2021-2022

(How we use the data is articulated in blue ink after the analysis for each PLO).
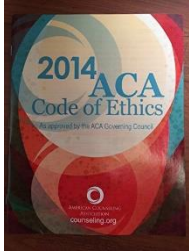
PLO 1 is focused on **professional orientation and ethical practice**. The PLO scores demonstrate that students are developing competency in this area, as expected from the beginning to the end of the program. Additionally, 100% of the students taking the CPCE summer 2022 scored within the national mean on the Professional Orientation & Ethics section of the test. Given the results, we will maintain what we are doing within this curriculum for this PLO.

PLO 2 is focused on **cultural diversity**. The PLO scores from CM 500 to CM 550 to CM 585 demonstrate student competency growing as expected from beginning to middle to end of the program. In fact, in the CM 550 class, which focuses on diversity and multiculturalism, students frequently scored above the developmentally expected level of competency on PLO 2. Among those students taking the CPCE summer 2022, however, only 60% scored within the national mean on Cultural Diversity. Additional study supports are being offered to this group of students, including a negotiated discounted rate for a formal test prep service that has a pass guarantee. When reviewing the course evaluations, there are a number of comments indicating that the course focused on a lot of discussions and experiential exercises, which students found helpful to their own growth in this area; however, this may have limited the time or focus on didactic material that the course is intended to convey, which is tested on the CPCE and NCE. The curriculum exercises in synchronous classes is something that the course lead will review and consider if curriculum improvements are indicated. Additionally, the course lead may offer additional coaching to new adjunct professors teaching the course. We will also continue to monitor this PLO with additional cohorts.

PLO 3 focuses on **human growth and development**. When reviewing the PLO scores, there are two cohorts, which have scores across three points in the program. The first group appears to be 'on target' for developmental expectations; however, the second cohort of students appears to demonstrate some challenges regarding meeting these expectations. Although the second group of students grew in competency from one point in the program to the next, as we would expect, the aggregate average score was below expectations (.60) during CM 521, as well as the second scoring during CM 514 (1.85). This cohort is taking the third class CM 585, where PLO 3 is scored, during Fall 2022. We will monitor their trajectory and provide additional support and coaching on Human Growth & Development during the Spring 2022 semester as part of their CM 800 CPCE prep course. We will also track their performance on the CPCE. Most (80%) of the first cohort of students taking the CPCE in Summer 2022 demonstrated scores within the national mean on the Human Growth & Development section of the CPCE. Additional study supports are being offered to this group of students, including a negotiated discounted rate for a formal test prep service

that has a pass guarantee. The course lead for human growth and development has added multiple choice quizzes to each week's material to monitor student retention of material and to help students prepare for the CPCE. Also, the course lead is examining different textbooks that may be a better fit for this course.

PLO 4 focuses on **career development**. The first and second cohorts tested on PLO 4 demonstrate above average PLO scores; however, only 60% of students taking the CPCE scored within the national mean on the career section of the test. The instructor chosen for this cohort was later dismissed due to problematic instructional methods that we were unable to remediate with coaching. We replaced the instructor for the Career class. So, our hope is that the new instructor for Career will be more successful at engaging the students in the material and conveying the importance of the material for testing. We will continue monitor the following cohorts to determine if this is a trend or a single incident. Additional study supports are being offered to this group of students, including a negotiated discounted rate for a formal test prep service that has a pass guarantee. Also, the course lead is examining different textbooks that may be a better fit for this course.

PLO 5 focuses on **helping relationships**. We did not have an early program score for this PLO, so we will check to ensure the PLO rubric is in the CM 528 course master shell and check to ensure the instructor is scoring the PLO rubric. The only available score was in an advanced clinical class, CM 585, and it was a class that this cohort of students reported on course evaluations that they the faculty member was confrontational. Therefore, it is possible that the instructor scored students lower than they should have been scored due to professionalism concerns. This is an instructor that we no longer have teaching the course. We will monitor subsequent cohort's PLO scores. All of the students taking the CPCE in August 2022 scored within the national mean on the helping relationships section of the test. Based on the review of data, we will not make curriculum changes at this time.
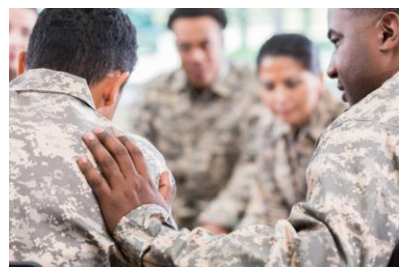
PLO 6 focuses on **group counseling**. The initial rating on of group in the CM 530 Group class was higher than expected, considering that it was the first time that students were exposed to the material. However, this was consistent with the score this group of students earned in CM 614 Internship I. However, like PLO 5, which seemed to be scored low in the CM 585 course, PLO 6 was also scored below developmental expectations. This is the class that we replaced the instructor due to professionalism concerns. Instructor feedback for the group class and Internship, which is where student run a group at a clinical site, and the

student course evaluation feedback indicate no curriculum changes are needed. Additionally, 100% of students taking the CPCE test in August 2022 scored within the national mean on the group section of the test. We will continue to monitor how future cohorts are scored on the PLO rubric and how they perform on the CPCE.

PLO 7 focuses on **assessment and testing**. Students scored higher than expected for their developmental level for both sections of CM 571 Assessment on PLO 7. Aggregate scores for one cohort scored slightly lower than developmental expectations during CM 530, while the other cohort scored slightly higher than developmental expectations. Slight variations in performance are to be expected, given that students develop at different rates of competency through the program. The third set of PLO 7 aggregate scores was again in CM 585, which is the class where the instructor scored all below expectations. This instructor is no longer teaching for us. However, it is important to note that only 60% of this group of students scored within the national mean on the assessment & testing section of the CPCE. The focus of our assessment course is on practical application of assessment skills like finding and evaluating appropriate assessments, administering assessments for different types of mental health concerns (e.g., depression, anxiety, PTSD, etc.), and conducting and writing intake and mental status reports. Less focus is on psychometrics and statistical concepts that may be emphasized on the test. This is something the course lead will monitor and consider whether curriculum or textbook changes need to be made to fortify student performance. We will monitor CPCE exams for another cohort prior to making changes, as this could be an anomaly.

PLO 8 focuses on **research and program evaluation**. We have aggregate PLO scores for two sets of students. In CM 592 they are exposed to research-based practice and aggregate scores demonstrate a basic level of understanding, as developmentally appropriate. In CM 571 both sets of students aggregate PLO scores were slightly below expectations. This is the assessment class where statistical concepts are first introduced, and students must apply the concepts to evaluating assessments for use with clients. This is often challenging material for counseling students that does not focus on many students' strengths. Unfortunately, we did not have a score for the PLO in CM 578, the research methods course. We will check to ensure that the PLO rubric is placed in the master shell for scoring and follow up with the instructor to ensure it is scored in the future. However, it is important to note that 100% of students taking the CPCE scored within the mean on the research section of the CPCE, and many individually outperformed the average. We chose to place this course in the first term of the semester that students take the CPCE so that the material is fresh, and we chose to have an experienced instructor teach research who has a proven record teaching this particular material. The CPCE scores indicate that students were able to retain the information needed for testing. We will monitor future cohort PLO scores and CPCE section scores to determine if there are trends in the future; however, at this time we will not make curriculum changes.

Assessment of Clinical Skills

We expect students to demonstrate skills they learn throughout a skills-based course, and we expect them to demonstrate professional dispositions necessary for a professional counselor on an ongoing basis throughout their program, as such, we do not tie the Skills Rubric, nor the CORIS Professional Dispositions Rubric to specific assignments. Rather, these rubrics are placed on a separate Assessment Page at the end of the courses, where students are evaluated.

Clinical Skills Assessment: Clinical Skills Rubric

Skills, using the Skills Rubric, are evaluated throughout the program to track students' development over the course of the program.

Clinical Skills Assessed

The following skills are assessed each semester in a skills-based course.

Skill Competency 1: Demonstration of core conditions.
Skill Competency 2: Consistently builds and maintains therapeutic relationships.
Skill Competency 3: Attending and actively listening to clients.
Skill Competency 4: Listening with curiosity to understand the client's unique story.
Skill Competency 5: Demonstrates cultural humility and willingness to incorporate feedback about biases.
Skill Competency 6: Facilitating the client's sharing thoughts and feelings.
Skill Competency 7: Affirming and reframing without praising or cheerleading.
Skill Competency 8: Reflecting feelings.
Skill Competency 9: Asking open-ended questions, summarizing, paraphrasing, and clarifying in an intentional manner to move the client's process forward.
Skill Competency 10: Respecting client's pacing and self-correcting with pacing is not consistent with client's needs.
Skill Competency 11: Reflecting incongruities or conflicts.
Skill Competency 12: Identifying and reflecting themes or core issues.
Skill Competency 13: Conceptualizing client concerns and interpersonal dynamics in the therapeutic relationship and/or the client's personal and professional relationships.
Skill Competency 14: Choosing appropriate, trauma-informed, culturally consistent interventions.
Skill Competency 15: Demonstrating documentation skills including assessments, mental status, diagnostic support, treatment planning, progress notes, etc.

Clinical Skills Competency Levels

Students are expected to grow in their competency in each of the skills identified, throughout the program. The Skills Competency Rubric is added to Canvas shells in classes where the skill is introduced, reinforced, and mastered. Instructors assess their experience and observation of students based on the student's demonstrated skill development in the course and their demonstration of integration of skills learned in previous courses. Student competencies should

build throughout their program demonstrating increased levels of competency as they move through the program.

Demonstration Level 0:
Below Expectation is when the student does not demonstrate counseling skill level that is reflective of this course, or any integration of previous skill learned in prior courses in the program. A Demonstration Level of '0' will result in the advisor working with Core faculty and the student to develop an Academic Development Plan (ADP) to remediate the issue. This can involve several interventions, including requiring the student to retake a class.

Demonstration Level 1: Entry
Student demonstrates an ***intellectual understanding*** of what the skill should look like and why the skills is important in the student's development towards competency for counseling practice. Student may demonstrate knowledge through discussion questions, papers, assignments, class discussions, and/or tests.

Demonstration Level 2: Developing
Student meets previous competency level, ***and*** the instructor observes the student demonstrating the skills learned in the current course, integrating previous skill attainment. However, the ***skills are inconsistently demonstrated.*** Student integrates instructor or supervisor feedback into their subsequent practice.

Demonstration Level 3: Progression
Student meets previous competency level, ***and*** the instructor observes the student demonstrating the skills learned in the current course, integrating previous skill attainment ***on a consistent basis.*** Student continues to integrate instructor or supervisor feedback into their subsequent practice.

Demonstration Level 4: Mastery
Student meets previous competency level, ***and*** the instructor observes the student
- Integrating all skills learned on a consistent basis,
- Logically conceptualizing client dynamics informed by a theoretical structure, the client's ongoing process, and evidence-informed practices
- Reflects on skills and can identify important conflicts, skill development needs, or issues the student needs to bring to supervision for guidance and support (e.g., self-supervision).

Course & Semester Clinical Skills are Assessed

The Skills Rubric is placed in the following courses:
- CM 500 Professional Orientation and Ethics (1st Semester)
- CM 571 Assessment of Individuals (2nd Semester)
- CM 528 Helping Relationships and Skill Development (2nd Semester)
- CM 543 Group Theories & Processes of Counseling (3rd Semester)
- CM 530 Advanced Treatment Planning & Psychopharmacology (3rd semester)
- CM 536 Couples & Family Counseling (3rd Semester)

- CM 585 Addictions and Substance Abuse Counseling (4th Semester)
- CM 605 Counseling Practicum (4th Semester)
- CM 564 Career Development & Counseling (4th Semester)
- CM 614 Internship in Counseling I (5th Semester)
- CM 619 Internship in Counseling II (6th Semester)

2021-22 Clinical Skills Competency Results
(How we use the data is articulated in blue ink after the analysis for each PLO).

Each Skill Competency is listed in the left column of the chart below. Across the top of the chart, each course that the competency is scored is listed in order that the students take the courses in the program sequence. Therefore, aggregate averages on each skills competency should increase from left to right on the chart, as students develop higher levels of competency as they progress through the program. It is important to note that individual student scores are also plotted for advisors when they meet with students to discuss competency development; however, the aggregate scores are included below as part of our overall program evaluation.

Skill Competency	CM571	CM528	CM543	CM585	CM564	CM605	CM614
Skill Competency 1: Demonstration of core conditions	1.875	2.750	3.714	3.000	3.000	3.000	3.600
Consistently builds and maintains therapeutic relationship	1.875	2.750	3.714	3.000	3.000	3.000	3.800
Attending and actively listening to clients	1.875	2.250	3.714	3.000	3.000	3.000	3.600
Listening with curiosity to understand client's unique story	1.875	2.625	3.429	3.000	3.000	3.000	3.800
Demonstrates cultural humility and willingness to incorporate feedback about biases	1.875	2.500	3.429	3.000	3.000	2.800	4.000
Skill Competency 6: Facilitating the client's sharing thoughts & feelings	1.875	2.625	3.714	3.000	3.000	3.000	3.600
Skill Competency 7: Affirming and reframing without praising or cheerleading	1.875	2.250	3.714	3.000	3.000	2.800	3.200
Skill Competency 8: Reflecting feelings	1.875	2.375	3.714	3.000	3.000	2.000	2.800
Skill Competency 9: Asking open-ended, summarizing, and paraphrasing in a manner that is consistent with client's needs	1.875	2.250	3.714	3.000	3.000	2.000	2.800
Skill Competency 10: Respecting client's pacing & self-correcting	1.875	2.125	3.714	3.000	3.000	2.800	3.400
Skill Competency 11: Reflecting incongruities or conflicts	1.875	2.250	3.571	3.000	3.000	2.600	3.400
Skill Competency 12: Identifying and reflecting themes or core issues	1.875	2.125	3.571	3.000	3.000	2.800	3.400
Skill Competency 13: Conceptualizing client concerns and interpersonal dynamics	1.625	2.250	3.571	3.000	3.000	2.800	3.200
Skill Competency 14: Choosing appropriate, trauma-informed culturally competent interventions	1.875	2.000	3.571	3.000	3.000	2.800	4.000
Skill Competency 15:	1.875	2.375	3.714	3.000	3.000	2.800	3.200

Demonstrating documentation skills including MSE, diagnostic support, treatment planning, progress notes, etc.							
Target Score	1	1	2	2	3	3	3.5

Analysis of Clinical Skills Assessment Data
Academic Year 2021-2022

The Skills Rubric offers instructors a place to intentionally review and reflect upon each student's development of key clinical skills necessary for students to develop, if they are to become competent counselors. We understand that students enter the program with different life experiences including differences in educational background (e.g., social work/psychology vs. engineering), professional experiences (e.g., mental health worker, teacher, probation officer, or businessperson), and personal experiences (e.g., having engaged in their own counseling vs. not). As such, developmental competencies are necessarily impacted by the experiences students have prior to instruction and practice within the counseling program. We chose developmental expectations based on where the course is offered within the program, but it is important to acknowledge that variations exist, even within this programmatic developmental context, due to individual variations in background.

The results are reflective of this variation. Taking this into consideration, the Clinical Skills Rubric results indicate that our students demonstrate that they are meeting expectations or demonstrating competency above expectations for their developmental stage of the program on most skill competencies. There appear to be some regression on scores for some skill competencies during CM 605 Practicum. This is the students' initial opportunity to work with real clients, and anxiety is a common skill inhibitor for new practicum students. It is encouraging to see that these ratings improve, as expected, during CM 514 Internship I. However, it is also important to note that Site Supervisor Ratings for a variety of clinical skills indicate aggregate scores at or above expectations for developmental level for both CM 605 Practicum and CM 514 Internship I. Our goal is for students to demonstrate Mastery (4.0) by the time they graduate at the end of CM 516 Internship II. We will continue to monitor clinical skills, although we will not make any curriculum changes at this time, given the current data we have.

Professional Dispositions
Academic Year 2021-2022

Professional Dispositions: CORIS Rubric

Professionalism is a baseline expectation for counselors in all interactions. Therefore, CORIS Professional Dispositions are expected of all students from the inception of their time on campus through graduation. Therefore, our expectation is that all students meet expectations. When that does not occur, the student's advisor will meet with the student and discuss the dispositions, in consultation with faculty, and determine the appropriate intervention to remediate any concerns. Any student not meeting expectations should be referred to the student's advisor, copying the Department Chair. Students receive a copy of all CORIS ratings and feedback.

Professional Dispositions Competency Scale

Each of the five categories of professional dispositions above are rated by the instructor at the end of the class where the dispositions are being evaluated. There are three possible levels:

- **Meets Expectations** – Student demonstrates expected professional dispositions for developmental level.
- **Area of Strength** – Student exceeds the expectations for the developmental level expected.
- **Area for Growth** – Student needs improvement because they are not meeting expectations for the developmental level they are at.

Key Professional Dispositions Assessed

- **Commitment**
- **Openness**
- **Respect for Self and Others**
- **Integrity**
- **Self-Awareness**

Course & Semester Assessed

The CORIS Professional Dispositions' Rubric is placed in the following courses:
- CM 521 Lifespan Development (1st Semester)
- CM 550 Diversity and Multiculturalism (2nd Semester)
- CM 599 Traumatic Stress: Causes, Effects, & Contexts (3rd Semester)
- CM 695 Advanced Ethics & Legal Considerations (4th Semester)
- CM 800 CPCE (5th Semester)
- CM 619 Internship in Counseling II (6th Semester)

2021-22 CORIS Professional Dispositions Results

Professional Disposition	Behavioral Examples	Fall 2021 1st Term CM 521	Spring 2022 CM 550	Summer 2022 CM550	Fall 2021 2nd Term CM 599	Summer 2022 CM 599
Commitment	• Self-motivated and accountable to themselves, fellow classmates, and instructors. • Punctual and regular active participation in face-to-face classes and online discussions/activities and follows netiquette expectations for Hy-Flex learning. • Complete reading and review of assigned media and discussion preparation on the Canvas shell prior to the synchronous face-to-face meetings. • Invested in submitting quality work. • Committed to thinking critically, particularly about new/alternative perspectives. • Insight into areas of needed growth. • Follows through on projects. • Investment in the counseling profession and professional development (e.g., commitment to developing counselor identity, advocacy, professional excellence, civic engagement, collaboration, interpersonal competence, and to being an excellent scholar and practitioner.)	70% met expectations 30% area for growth	100% met or exceeded expectations	100% met or exceeded expectations	100% met or exceeded expectations	86% met or exceeded expectations 14% area for growth
Openness	• Open to ideas, learning and change. • Open to learning to give and receive feedback. • Open to personal growth and self-development necessary for counselors.	90% met expectations 10% area for growth	100% met or exceeded expectations	100% met or exceeded expectations	100% met or exceeded expectations	86% met or exceeded expectations 14% area for growth

	• Open to others' ideas and perspectives, particularly if diverse from one's own. • Uses professional language to communicate even when agitated, uses the appropriate chain of command, and uses appropriate salutations (e.g., 'Dr.') regardless of age, gender, ethnicity, etc. when communicating with instructors. • Subsequent clinical work samples and/or interpersonal interactions reveal evidence that student has understood and applied supervisory feedback. • Demonstrates ability to respond constructively to feedback from supervisors or program faculty with minimal defensiveness					
Respect for Self & Others	• Communicates professionally, whether verbal and written communication, with staff, faculty, classmates, colleagues, site personnel, and/or clients. • Self-assesses wellness needs and pursues plans to address wellness. • Regulates emotional states, especially in stressful situations. • Self-reflect on own biases that may impact work with clients or co-workers from diverse backgrounds. • Curious about others' perspectives that are different from their own. • Exhibits cultural humility (e.g., self-reflect, self-critique, and examine/change own beliefs when learning about other cultures and identities).	70% met expectations 30% area for growth	100% met or exceeded expectations	100% met or exceeded expectations	100% met expectations	86% met or exceeded expectations 14% area for growth

	• Respects the importance of confidentiality and privacy. • Identifies own contributions to problems or challenges and takes ownership in finding solutions that work for all. • Resolves problems that interfere with professional development or functioning directly and without manipulation. • Demonstrates ethical decision-making. • Demonstrates concern for others. • Manages time effectively such that appointments are kept, deadlines are met, etc. • Tolerates ambiguity or uncertainty. • Demonstrates flexibility in interpersonal relationships. • Demonstrates tolerance for the shortcomings, biases, or mistakes of others.					
Integrity	• Represents self in a true and honorable manner. • Takes personal responsibility for challenges s/he/they experience. • Is honest and demonstrates integrity in words and actions. • Relates to others with genuineness and congruence. • Reliable and dependable with instructors, classmates/colleagues, and site personnel. • Submits work that is one's own and gives credit for others' contributions. • Acts constructively to prevent or resolve issues with others and abides by resolution agreements.	80% met expectations 20% area for growth	100% met or exceeded expectations	100% met or exceeded expectations	100% met or exceeded expectations	100% met or exceeded expectations

Self-Awareness	• Maintains an attitude of self-reflection and self-exploration, including seeking one's own counseling when necessary. • Willingness to reflect on reading and assignments honestly and thoughtfully such that they can find meaning and apply lessons in future situations. • Aware of one's place in history and culture and the impact of that on one's perceptions. • Awareness that leads to an attitude of humility. • Desire to learn about oneself and grow as an individual both personally and professionally. • Awareness of strengths, abilities, and resiliencies they bring to counseling relationships and professional settings. • Awareness of challenges, biases, areas for growth, and potential countertransference they bring to counseling relationships and professional settings. • Sets clear boundaries to maintain one's own mental health and well-being in relationships and within one's school and professional endeavors. • Asks for help when needed.	70% met expectations 30% area for growth	100% met or exceeded expectations	100% met expectations	100% met or exceeded expectations	100% met expectations

Analysis of Professional Dispositions Assessment Data
Academic Year 2021-22

(How we use the data is articulated in blue ink after the analysis for each PLO).

Although students are asked to self-reflect in CM 500 their first term, these are short assignments asking them to do a cultural genogram and to identify and reflect upon their social locations. In CM 521 Lifespan Development is a first semester (2nd term) class, which requires students to

self-reflect on their own developmental history and timeline in relationship to the material they learn throughout the course, culminating in a personal history project. This may be the first experience students have with being vulnerable during a self-reflective exercise and sharing that information with a third party. Although students are prepared during orientation and during CM 500 to this expectation and told they will go through personal growth as well as professional growth during the program, this may be their first experience where this expectation becomes 'real.' As such, many have strong personal reactions to these exercises and some struggle with reaching out to the instructor, student services, or their own personal counseling for support. This is a normal developmental process for emerging counselors, which is reflected in the fact that only 70% met expectations during this course.

The instructor and student's advisors provide feedback and support for students through this process and attempt to normalize challenges the students experience initially. However, did not meet expectations in Commitment, Respect for Self & Others, and Self-Awareness. One of these students decided to pursue personal counseling and withdraw from the program at this time. One decided to withdraw but we were unable to gather information as to what the motivation for withdrawing was. The third student struggled through several more semesters prior to deciding to withdraw to deal with family and personal concerns with the hope of returning in the future.
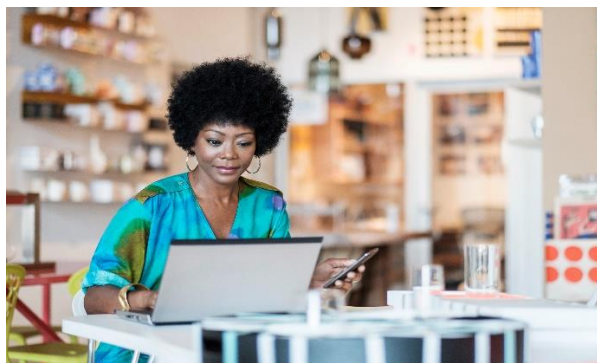
The second course where the CORIS is scored is CM 550, which is the Diversity and Multicultural course. This course was chosen because it often brings up challenging topics and requires students to engage in self-reflection and challenging conversations around issues of diversity. Often, this is a course our faculty have found that students struggle with professionalism behaviors. We have been pleased that 100% of the students in both classes who took this course during the previous academic year met or exceeded expectations on each area of the CORIS.

The third course where the CORIS was scored were CM 599, which is the crisis and trauma course. For one cohort, 100% met or exceeded expectations on professional dispositions. For another cohort, 86% met or exceeded expectations and 14% (1 student) demonstrated Commitment, Openness, and Respect for Self and Others as areas for growth. Our program goal was that 80% of students would meet or exceed expectations on professional dispositions; therefore, we met this programmatic goal. It is important to note that this is a particularly challenging course for students across programs. The crisis and trauma class often places students in touch with their own experiences of crisis or trauma, which can be a vulnerable place to be. The subject matter expert who designed this course developed a self-care project for this class that students must engage in throughout the term, which provides a good resource for students to intentionally attend to their own emotional support needs. Additionally, the students

engage in a literature circle where they read and discuss van der Kolk's *The Body Keeps the Score*, which allows students the ability to think about their own physiological manifestations of emotional reactions as they go through the course. We believe that this constellation of carefully chosen activities helps support students through this course and allows them greater insight into caring for vulnerable clients while also understanding the need to care for self in order to minimize compassion fatigue and vicarious trauma that can result from working with trauma and crisis clients.

Summary of Use of Knowledge, Skills, and Dispositions Data

To learn how the data was utilized by the TCSPP Dallas CMHC program, click the Use of Knowledge, Skills, and Dispositions Data link above.

Capstones

During Internship I, following completion of all didactic coursework, students are tested on their knowledge of counseling related information on the Counseling Preparation Competency Exam (CPCE). During Internship II, in their last semester at TCSPP's Dallas CMHC Program, students complete an extensive written and oral case presentation demonstrating their clinical assessment, diagnosis, counseling, and case conceptualization skills. Each of these capstone experiences represent the synthesis of all learning students do in their program of study. We analyze the aggregate student data from these culminating exercises to gain a better understanding of the program's strengths and areas of needed growth.

Counseling Preparation Competency Exam (CPCE)

The CPCE is a nationally normed standardized multiple-choice test developed by CCE Global. The test is developed to evaluate a student's understanding of didactic information taught in counselor education programs. It is comprised of eight subject areas, which correspond to each of the eight core CACREP curriculum areas. The test also provides students with good feedback for how they might perform on the National Counselor Exam (NCE), which is the Texas LPC licensure exam also developed by CCE-Global.

August 2022 CPCE Results

The first cohort of students from the TCSPP Dallas CMHC program completed the CPCE exam in August 2022. All students scored within the average range. Scores ranged from high average to low average. Subject scores were variable across students. Each student's scores were analyzed in relationship to the national norms provided by CCE, and each student was provided with a written analysis and an individualized advising session to discuss strengths and areas for improvement, as well as, to identify strategies for studying for the NCE. When analyzing subject scores in aggregate, the following observations were made.

Subject Test	Analysis of Aggregate Student Data
Professional Counseling Orientation & Ethical Practice	Score Range: 9-13 100% of student scores were within the mean.
Social and Cultural Diversity	Score Range: 7-12 60% of student scores were within the mean.
Human Growth & Development	Score Range: 7-12 80% of student scores were within the mean.
Career Development	Score Range: 5-12 60% of student scores were within the mean.
Counseling & Helping Relationships	Score Range: 9-12 100% of student scores were within the mean.
Group Counseling & Group Work	Score Range: 9-12 100% of student scores were within the mean.
Assessment & Testing	Score Range: 4-10 60% of student scores were within the mean.
Research & Program Evaluation	Score Range: 9-13 100% of student scores were within the mean.
Total	Score Range: 100% of student scores were within the mean.

Analysis of August 2022 CPCE Results

(How we use the data is articulated in blue ink after the analysis for each PLO).

Areas for improvement include Social and Cultural Diversity, Career Development, and Assessment & Testing, each of which had 40% of students scoring below the mean. Human Growth and Development had 20% scoring below the mean. However, 100% of the students taking the test scored within the mean on Professional Orientation & Ethical Practice, Counseling & Helping Relationships, Group Counseling & Group Work, and Research & Program Evaluation. Each of these areas are relative strengths for the program based on the subject scores.

For each area of improvement, Social and Cultural Diversity, Career Development, and Assessment, faculty leads will review course shells, course evaluations, seek consultation from other counselor educators, and review professional literature to determine what programmatic

alterations may lead to strengthening the curriculum. Faculty will implement changes, as needed, and evaluate any programmatic changes implemented.

Clinical Competency Exam

In awarding the Master of Arts Degree in Counseling, The Chicago School of Professional Psychology certifies that the graduate has attained a high level of competency in counseling assessment, case formulation, and counseling planning and implementation, as well as in the knowledge and skills base that underlie these skills. The *Counseling Competency Examination (CCE)* is one of how program faculty can evaluate students along several competency domains within the field of professional counseling.   Successful mastery of the CCE, together with passage of the Comprehensive Examination, represents the culmination of the student's academic and clinical training.

All the counseling program learning outcomes are evaluated in the CCE. The CCE includes three elements.

- An extensive *written report* of your work with this individual client, couple, family or group. An outline for this section is given below.
- A clear, audible *audio or videotape* of one individual, couple or family counseling session, career/vocational counseling session or assessment meeting, with a written transcription of the complete session.
- *Presentation* in seminar of the case.

The CCE evaluates the following skills competency areas:

- Biopsychosocial Assessment
- Case Conceptualization
- Legal/Ethical Concerns and Decision-Making
- Diagnosis
- Treatment Planning
- Progress Notes
- Termination
- Clinical Judgment in Practice
- Professional Dispositions
- Demonstration of Skills

December 2022 CCE Results

Our first graduating class will present their Clinical Competency Exam in Internship II during the Fall 2022 semester. After this time, we will report data on these results. However, currently, all are enrolled in Internship II and progressing towards graduation as anticipated. Each has successfully completed Practicum and Internship I, their CPCE exam, and several have been offered employment by their internship sites post-graduation.

Aggregate Demographic Data
Academic Year 2021-22

Demographic data of applicants are collected during the admissions process in Preceptive Content by admissions officers. Demographic data of students is entered into Campus Vue by student services. Finally, demographic data on graduates is recorded from Campus Vue once the student graduates. We will have graduates in December 2022 and will have an example of graduate demographic data at that time. TCSPP's Office of Institutional Research houses this data and provides the Department Chair with spreadsheets of the data that can be analyzed with pivot tables when requested. The Department Chair requests the data each semester.

Results of Demographic Data
for Applicants, Accepted, & Enrolled Students
Spring 2021-Summer 2022

The TCSPP Office of Institutional collects applicant data on any person who begins an application, whether they complete the application or not. Therefore, the applicant data below is not reflective of the subsection of applicants who completed the application and were granted an interview for admissions. Additionally, the international applicants/accepted numbers reflect those individuals who required a student Visa to be in the U.S. The CMHC program in Dallas has a significant portion of students who are from other countries initially and call those countries home, although they are permanent residents or U.S. citizens. Finally, the students listed as 'enrolled' may vacillate from one semester to the next based on which term the data reflects and whether a student was taking 2 courses or 4 courses per semester. Therefore, it is not a true reflection of the fully enrolled students. Those listed as enrolled are the total number of students for that semester, so this column is not totaled because that would not provide useful data.

Gender

Gender	Semester & Year	Applied	Accepted	Enrolled Totals by Semester
Female	Spring 2021	26	9	5
	Summer 2021	0	0	4
	Fall 2021	35	16	11
	Spring 2022	18	9	19
	Summer 2022	30	17	18
	Total:	109	41	
Male	Spring 2021	8	3	2
	Summer 2021	1	1	3
	Fall 2021	18	10	7
	Spring 2022	8	5	8
	Summer 2022	9	2	6
	Total:	44	21	

Age

Age Group	Semester & Year	Applied	Accepted	Enrolled Totals by Semester
22-24	Spring 2021	8	2	1
	Summer 2021	0	0	1
	Fall 2021	21	8	4
	Spring 2022	7	4	7
	Summer 2022	21	6	6
	Total:	57	20	
25-29	Spring 2021	7	4	3
	Summer 2021	1	1	4
	Fall 2021	11	9	9
	Spring 2022	6	3	9
	Summer 2022	7	2	8
	Total:	32	19	
30-34	Spring 2021	3	0	0
	Summer 2021	0	0	0
	Fall 2021	4	1	1
	Spring 2022	2	1	2
	Summer 2022	3	1	2
	Total:	12	3	
35-39	Spring 2021	3	1	1
	Summer 2021	0	0	1
	Fall 2021	4	2	1
	Spring 2022	2	2	3
	Summer 2022	2	0	3
	Total:	11	5	
40-49	Spring 2021	4	2	1
	Summer 2021	0	0	1
	Fall 2021	5	3	3
	Spring 2022	3	2	2
	Summer 2022	4	0	2
	Total:	16	7	
50-60	Spring 2021	8	3	1
	Summer 2021	0	0	1
	Fall 2021	3	2	2
	Spring 2022	4	2	4
	Summer 2022	0	0	4
	Total:	16	7	

Race/Ethnicity

Race/ Ethnicity	Semester & Year	Applied	Accepted	Enrolled
Asian	Spring 2021	0	0	0
	Summer 2021	No Data	No Data	0
	Fall 2021	5	3	2
	Spring 2022	No Data	No Data	2
	Summer 2022	No Data	No Data	2
	Total	5	3	
Black/ African American	Spring 2021	14	7	5
	Summer 2021	No Data	No Data	5
	Fall 2021	20	12	11
	Spring 2022	7	4	14
	Summer 2022	14	2	14
	Total:	55	25	
Hispanic/ Latino	Spring 2021	1	0	0
	Summer 2021	No Data	No Data	0
	Fall 2021	3	2	1
	Spring 2022	5	2	2
	Summer 2022	4	2	2
	Total:	13	6	
International	Spring 2021	3	1	0
	Summer 2021	No Data	No Data	0
	Fall 2021	3	3	1
	Spring 2022	6	4	2
	Summer 2022	6	1	2
	Total:	18	9	
Two or More Races	Spring 2021	3	1	0
	Summer 2021	No Data	No Data	0
	Fall 2021	7	2	0
	Spring 2022	0	0	1
	Summer 2022	4	1	1
	Total:	14	4	
Unknown	Spring 2021	2	0	0
	Summer 2021	No Data	No Data	0
	Fall 2021	4	1	0
	Spring 2022	3	1	1
	Summer 2022	0	0	1
	Total:	9	2	
White	Spring 2021	11	3	2
	Summer 2021	1	1	3

	Fall 2021	11	3	4
	Spring 2022	4	3	5
	Summer 2022	11	3	4
	Total:	38	13	

We also gathered demographic data from students directly by cohort and analyzed it to explore trends and identify areas of strength and areas for improvement. Below, each cohort data is analyzed in aggregate, followed by analysis of aggregate data from the total student population in the program.

Cohort One (C1)

Cohort one launched the program in Spring 2021 with seven students (2 Black Males, 3 Black females, and 2 White females, ranging in age from 20's-50's. Two were mothers of young children and two were grandmothers. The two males and one female were single. Six identified as cisgender, and one student identified as LGBTQ+). During the summer, a seventh student (White male living in a rural area of Texas) transferred from the CMHC Online program to the Dallas campus CMHC program and joined the first cohort, because he wanted a campus-based synchronous face-to-face learning environment. One student began struggling with the academic load during the summer session and subsequently decided to leave the program. Another student demonstrated professional disposition concerns, in each of the two core faculty members' courses, which were unsuccessfully remediated. During the third semester (Fall 2021), that student demonstrated ongoing serious concerns in a third class with a third instructor, and when asked to meet with faculty about the concerns, the student chose to leave the program. Both students who left the program were White cisgender females.

Goal 3: Maintain Student Diversity (Spring 2022)

COHORT I: SPRING 2022
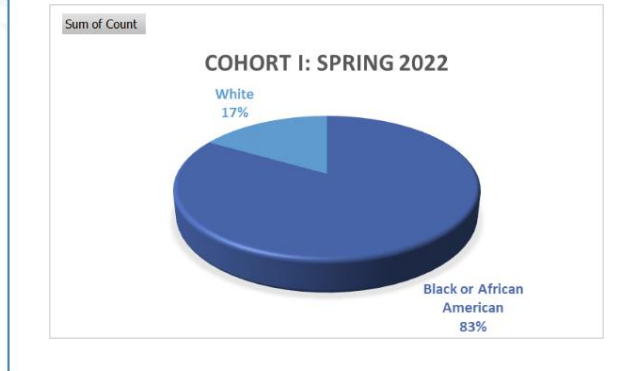
Cohort Two (C2)

Cohort two was added in Fall 2021 with 12 students. Students in this cohort identified as male (2), female (8), and non-binary (2); Christian, Muslim, and Hindu; International and Domestic; White (2), Black/African American (11), Asian (3), Hispanic/Latino, and multiple heritage (2). Following the first semester, Cohort 2 lost one student due to a severe case of COVID.
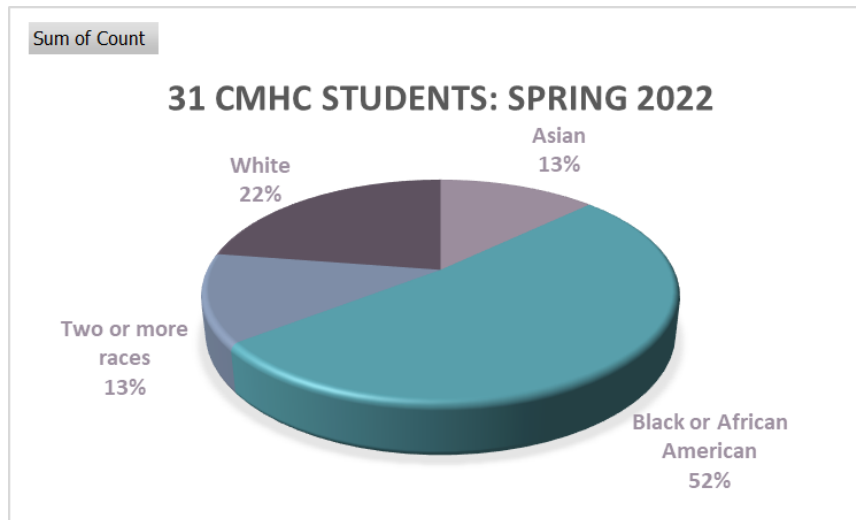

COHORT II: SPRING 2022
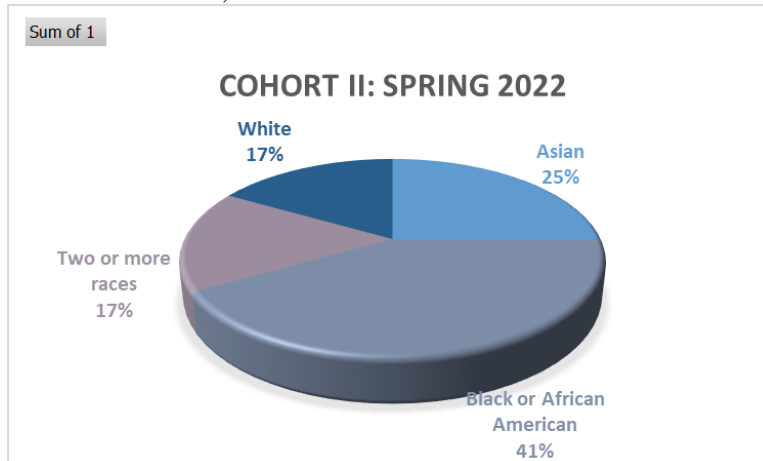
Cohort Three (C3)

Cohort three was added in Spring 2022 with 11 students. This cohort has students identifying as male (3) and female (8). Students in C3 are both domestic and international students from Christian, Muslim, and non-religious traditions and are either cisgender or gay. Two students are Spanish-speaking, two speak African languages, and two are proficient in American Sign Language. They range in age from 20's-50's, more are single than not. They represent multiple ethnic/racial backgrounds including White (2), Black (5), Hispanic/White (3), Asian (1).

Goal 3: Maintain Student Diversity (Spring 2022)

Sum of 1

COHORT III: SPRING 2022

Asian 8%
White 31%
Black or African American 46%
Two or more races 15%
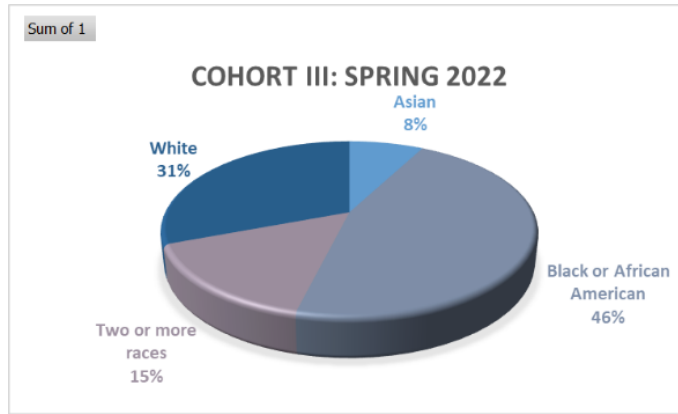
11

Total Program Year 1: The TCSPP Dallas CMHC Program Ethnic Breakdown for Year 1 of the program is represented in the pie chart below.

Sum of Count

31 CMHC STUDENTS: SPRING 2022

Asian 13%
White 22%
Two or more races 13%
Black or African American 52%

Graduate Demographic Data

Annually, the TCSPP Office of Institutional pulls demographic data on program Graduates and provides the information to the department chair for analysis. The Dallas CMHC program at TCSPP will have its first graduates in Dec. 2022! The students on track to graduate in December include:
  o 2 males and 3 females
  o 3 in the 25-29 age group, 1 in the 30-34 age group, and 1 in the 50-69 age group
  o 4 BIPOC and 1 Caucasian

Assessment Plan   Table of Contents

There were two Caucasian females who began with this cohort who were not retained. We lost both students in their second semester. One left because as a single mother during COVID it was difficult for her to obtain childcare. She was one of the students who precipitated our pursuit of Hy-Flex instruction to accommodate caregiving responsibilities that disproportionately impact women. The second was counseled out of the program following some professional disposition concerns, which were addressed by three professors and directly by her cohort during the Group class, which could not be successfully remediated. There was one additional student who began with this first cohort who decided to take 3 classes instead of 4 each semester. He is on track to finish with cohort 2. His demographic data will be included with Cohort 2 Graduates.

Analysis of Demographic Data
Spring 2021-Summer 2021

Review of applicant demographic data indicated that a large number of applicants are not accepted, which was inconsistent with the faculty's experience of interviewing. Therefore, the department chair met with the director of admissions for the campus to discuss how data is recorded on applicants. This discussion revealed that applicants are counted when they submit an initial application, whether they complete the application process or not. Therefore, applicant data does not accurately reflect those applicants whose files were reviewed for an interview or interviewed. This results in limited utility for analysis when looking at individuals applying in relationship to those accepted. Core faculty recorded only two instances of applicants being interviewed in the previous year that were not offered admissions, each for demonstrated professional dispositions concerns during the interviewing process. One indication from this analysis is that faculty needs to work with admissions and OIR to try to develop method for recording applicant data that is a better reflection of the actual process that takes place so that we are able to analyze whether there is equity in the acceptance rate based on completed applications.

Based on the data we have, our students tend to be 2/3 female and 1/3 male, which is reflective of the overall profession of Licensed Professional Counselors (LPCs) currently employed in the United States (71.2% female and 28.8% male). Analysis indicates that the TCSPP Dallas CMHC has significantly more Black/African American students (52%) and Asian students (13%) than the population of current LPCs with an additional 13% reporting two or more races. We do not have comparison data for multiple race/ethnicities within the profession. When comparing the student racial/ethnic makeup to the population we serve, the program has a significantly higher percentage of Black/African American, Asian, and multiracial students than the general population in the Dallas metroplex; however, we have a significantly lower percentage of Hispanic/Latino students compared to the Dallas population. Therefore, we may need to increase targeted recruitment among Hispanic/Latino prospective applicants to better reflect the makeup of the community our students will serve as professional counselors.

Program Indications & Demographic Goals
Academic Year 2022-23

Goal 1: Implement admissions process that includes demographic tracking on applicants, interviewee progress, and student enrollment. We are implementing our full admission process fall 2022, to include a three-tier process. Over the past year we have phased in the first two phases (file review by chair to determine whether to interview and interview by one of the core faculty members other than the chair). Our admissions team has been trained on the process for several months in preparation. The final tier is a group interview which will be conducted monthly for any applicant moved forward by the individual interview process. Through this process, we are in a better position to collect and record demographic data on applicants and interviewees, as well as those accepted to the program, than the current system. This will help us better understand the trends that may indicate areas for program improvement in the future.

Goal 2: Implement targeted recruitment efforts among Hispanic/Latino prospective applicants to better reflect the makeup of our community.
  o   Faculty will identify Hispanic/Latino organizations that we can recruit potential applicants from including student organizations at local colleges, dropping marketing brochures at Hispanic/Latino serving places of business, etc.
  o   Faculty will offer to provide in-service or continuing education workshops for Hispanic/Latino serving places of business, organizations (e.g., LULAC) etc.
  o   Faculty will encourage Director of Development to pursue more partnerships with Hispanic/Latino serving groups or organizations.

Summary of Use of Applicant, Accepted, Enrolled Data

To learn how the data was utilized by the TCSPP Dallas CMHC program, click the Use of Applicant, Accepted, & Enrolled Student Data link above.

Survey Data

The TCSPP Dallas CMHC program systematically follows up with graduates, site supervisors, and employers. Surveys are sent annually to each group, as described below.

Graduate Survey

Within 30 days of status in Campus Vue, TCSPP's Office of Institutional Research emails individualized secure links to graduates personal email address, utilizing the meta data from Campus Vue for program to send a Graduation Survey. The survey gathers information from recent graduates including

- Updated contact information
- Employment Status
- Related to field or not related to field
- Change in employment status (pre-TCSPP to post-TCSPP)
- Income level
- Job setting
- Plans on continuing education
- Career Advising questions
- Involvement with TCSPP post-graduation section
- Comment space provided for additional feedback

Graduate Survey Results:
Currently we do not have graduate survey results because we will not have graduates until Dec. 2022. Once we have graduate data, we will publish it.

Alumni Survey

Annually, graduates are sent an Alumni Survey, which gathers program specific data on their experiences of faculty, mentoring relationships, and on different aspects of their training and preparation for their roles as professional counselors in their jobs.

Alumni Survey Results:
Currently we do not have alumni survey results because we will not have graduates until Dec. 2022. Once we have alumni data, we will publish it.

Site Supervisor Survey

During Practicum, the Director of Clinical Training has bi-weekly substantive communication with each site supervisor where students are actively placed to find out how the student is doing and how the site supervisor experiences the student in relationship to expected competencies. Further, during Practicum and Internship, the Director of Clinical Training and/or the Faculty Seminar Leader visit each site and talk with the site supervisors in person to discuss how well the students are prepared for their fieldwork, areas for improvement, and any concerns the site may have.

At the end of each fieldwork experience, the site supervisor completes a Site Supervisor Survey rating the student's preparation and performance on eight competencies and their experience of working with the school. Site supervisors utilize the following scale and descriptions to rate practicum and internship students on each competency:

- **N/A Not applicable and/or rater is unable to evaluate**
- **0 = Unacceptable Performance/Fail**
    - At this level, the student does not meet even the minimal performance level in this competency area. Examples at this level include, but are not limited to:
        - Using interventions contraindicated for circumstances
        - Inability or unwillingness to receive or utilize feedback or supervision
        - Chronic tardiness or failure to notify supervisor of absence
        - Required paperwork is incomplete or not timely and student must be prompted for completion
        - Requires close monitoring to complete basic tasks
- **1 = Low Average, Remediation Required/Probationary Pass**
    - The student has some areas of competence, but performance is below expectations in at least one area of competency. Examples at this level include, but are not limited to:
        - Simple or over-generalized knowledge of cultural differences
        - Limited ability to be flexible in response to client needs
        - Limited competency in understanding of best practices and techniques and how to implement them
        - Struggles with establishing therapeutic relationships with clients
- **2 = Average, Proficient/Pass**
    - Student meets minimal level of expectation in the area of competency. Examples at this level include, but are not limited to:
        - Performance is appropriate given the level of knowledge and experience
        - Appropriate professional behavior and awareness of ethical standards
        - Knowledge of best practices and how to apply that knowledge in treatment
        - Ability to accept feedback and adjust behavior accordingly
- **3 = Above Average, Advanced/High Pass**
    - Student shows a level of competency beyond what might be expected in more than one area of competency. Examples at this level include, but are not limited to:
        - Ability to effectively manage conflicts in working alliances

- Effectively integrates knowledge of culture from broad perspective as shown in clinical practice
- Assessments are thorough and include client strengths and limitations from a holistic perspective.

The eight competencies site supervisors rate each practicum or internship student are listed below with their average aggregate scores for Practicum and Internship. These were the only two fieldwork classes offered in the 2021-22 academic year. The Director of Clinical Training collects Site Supervisor Surveys, reviews and analyzes the information, addresses individual student concerns with the student, and discusses aggregate scores and potential issues with the core faculty to make decisions about potential need for improvements.

Site Supervisor Survey Aggregate Data Academic Year 2021-22:

Competency	Demonstrated Evidence	Practicum Aggregate Average Score	Internship I Aggregate Average Score
Assessment	Proficiency in administration of clinical interviewing skills & use of other assessment tools, i.e. mental status exam	2.4	2.4
	Collects and incorporates information from multiple sources to inform diagnosis.	2.2	2
	Assesses for use of legal/illegal substances & incorporated information into assessment and diagnosis.	2	2
	Obtains thorough and comprehensive history including family of origin, education, peer relations, significant relationships, meeting of developmental markers, legal involvement, and vocational background.	2.6	2.4
	Determines accurate DSM diagnosis having obtained information to support criteria.	2.2	2.2
	Case presentation is concise, provides comprehensive information to support	2.2	2.2
Relationship	Develops constructive therapeutic working alliance with clients.	2.8	2.8
	Establishes and maintains professional relationship with clients.	2.6	3
	Ability to use and be aware of self in the therapeutic alliance.	2.8	2.8
	Ability to identify both effective and ineffective therapeutic exchanges.	2.6	2.8
	Ability to recognize how a client's ethnicity, culture, sexual orientation, gender, socioeconomic status, and religious beliefs influence the therapeutic relationship.	2.8	3

	Awareness of self in the therapeutic alliance that indicates knowledge of how values, biases, and personal beliefs can impact the relationship.	2.6	3
Intervention	Incorporates information from assessment as well as from client input to inform treatment planning.	2	2.2
	Ability to employ effective therapeutic techniques across different clinical presentations.	2.2	2.4
	Integrate client expectations, goals, and limitations of the treatment plan, relevant to the theoretical case formulation.	2	2.4
	Effectively implements and revises treatment interventions and strategies.	2	2.4
	Evaluates effectiveness of chosen treatment interventions and strategies.	2.2	2.4
	Understands crucial components of case management.	2.2	2.4
	Treatment planning includes necessary referrals to enhance effectiveness of overall treatment.	2.4	2.4
Professional Behavior & Ethics	Conducts self in a professional and ethical manner and engages in reflective practice.	2.8	2.8
	Knowledge of professional ethical standards and legal guidelines.	2.6	2.4
	Able to recognize limits of competence and to make appropriate referrals when needed.	2.4	2.6
	Applies ethical and professional standards to interactions with clients, peers, supervisors, and other consulting parties.	2.4	2.6
	Student attends required meetings, is timely, and notifies supervisor if unable to attend or is absent if scheduled.	2	2.4
	Student completes required forms/paperwork in a timely manner.	2	2.2
	Presentation is professional and maintains appropriate boundaries with clients and other professionals.	2.4	2.8
Individual & Cultural Difference	Ability to assess cultural dimensions and apply appropriate interventions based on a client's cultural context.	3	3
	Understands self and personal biases and recognizes how that may impact the therapeutic relationship.	3	3
	Awareness of self in relation to cultural background and influence on the therapeutic relationship.	3	3

	Ability to recognize how a client's culture, ethnicity, sexual orientation, gender and gender expression, religious beliefs, socioeconomic status, and physical ability may impact treatment.	3	3
Consultation & Education	Provides adequate feedback regarding a client/systematic issue to a multidisciplinary team.	2.4	2.8
	Demonstrates effective presentation skills.	2	2.8
	Provides effective peer consultation and constructive feedback.		
	Development of productive consulting relationships with other providers as appropriate.	2.6	2.8
Research & Evaluation	Accurately appraises client treatment outcomes.	2.4	2.2
	Uses evidence-based knowledge to inform interventions and treatment planning.	2.2	2.2
	Knowledge of age and developmental milestones as they relate to case formulation.	2.6	2.4
Supervision	Establishes positive and productive supervisor relationship.	2.8	2.6
	Effectively establishes relationships with other professionals/students on the team.	2.2	2.8
	Ability to take in feedback and use it in clinical practice.	2.4	3
	Eager to engage in supervision and comes prepared.	2.4	2.6
	Effectively establishes relationships with others and is able to provide feedback in a professional manner.	2.4	2.8
Overall Composite Evaluation		2.4	2.6

Analysis of Site Supervisor Survey Aggregate Data Academic Year 2021-22:

Site Supervisor data analysis is integrated into the analysis of student knowledge, skills, and dispositions above. The domains include Assessment, Relationship, Intervention, Professional Behavior & Ethical Practice, Individual and Cultural Differences, Consultation &Education, Research & Evaluation, Supervision, and a Composite Score. Overall, our students demonstrated competency across all domains scored in both Practicum and Internship, demonstrating strengths in multiple areas. One area consistently scored as above expectations for both practicum and internship for all students was cultural differences with several competencies under therapeutic relationship also scoring above expectations for all students.

Employer Survey

Annually, the Office of Institutional Research, sends an Employer Survey to employers identified by graduates and alumni of the program. The survey asks employers to rate our graduates on professional identity, professional dispositions, and skills. It also asks questions about the agency/site and their experience of the graduates and the personnel from TCSPP's Dallas CMHC program. This data is provided to the Department Chair in a spreadsheet format for analysis. The data is reviewed and analyzed as part of the annual CMHC program evaluation, and the faculty discuss strengths, potential concerns, and areas for improvement.

Employer Survey Results:
Currently we do not have employer survey results because we will not have graduates until Dec. 2022. Once we have employer data, we will publish it. However, of the five students we have in Internship II, their final semester at TCSPP, three of them have been offered employment by their internship sites, which is a good sign that once graduated, our students will be able to find gainful employment in the industry.

Summary of Use of Graduate, Alumni, Site Supervisor, & Employer Data

To learn how the data was utilized by the TCSPP Dallas CMHC program, click the Use of Graduate, Alumni, Site Supervisor, & Employer Data link above.

Program Evaluation Summary

The following summary will discuss highlights regarding the data gathered, results as relevant to faculty use of the data, and descriptions of how the data was or will be utilized for programmatic improvements and student success. There are five major areas of programmatic analysis used for this program evaluation and improvements.

- Curriculum
- Student & Faculty Engagement & Support
- Assessment of Knowledge, Skills, and Professional Dispositions
- Demographic Data: Applicant, Accepted, Enrolled, Graduated
- Survey Data: Graduate, Alumni, Site Supervisor, Employer

Curriculum
Academic Year 2021-22

Curriculum-Based Data Gathered Spring-Fall 2021:
- Focus groups with students
- Individual interviews with instructors
- Review of Research
- Review of CACREP Standards
- Review of Institutional priorities
- Student Survey on Hy-Flex Instruction

How Curriculum-Based Data was Used #1: Hy-Flex Instruction Implementation
Focus group results indicated that students needed increased flexibility, particularly those who were caretakers, those living in rural Texas, international students and those who had chronic health impairments. Given that the program vision and mission was developed with an intentional focus on de-colonizing counselor education, we began looking for ways to address these traditional program deficits.

Contemporary research indicates that Hy-Flex instruction improves on the Hybrid design by increasing flexibility for students, giving them control over their preferred method of F2F class participation, and demonstrating increased equity across diverse student populations, particularly when students are affected by events like COVID, environmental disasters, etc. (Abdelmalak & Parra, 2016; Banks, 2014; Beaty, 2007; Dalton et al., 2019; Harris et al., 2020; Kohnke & Moorhouse, 2021; Malczyk, 2019; Miller et al., 2013; Wigal, 2021).

Assessment Plan   Table of Contents

Given that increasing the diversity of the counseling profession is a key part of the vision and mission of the TCSPP Dallas CMHC program and the fact that the research seemed reflective of the comments we heard from students who were struggling to balance school attendance with caregiving demands and financial limitations related to cost of gas and childcare expenses, we decided to pilot Hy-Flex Instructional Design.

In Fall 2022, the Department Chair wrote and was awarded two internal grants, one from the National Center for Teaching and Learning to fund purchase of three OWL Labs (videoconferencing equipment that seamlessly integrates with Zoom) and an Inclusion, Diversity, Equity, and Accessibility (IDEA) Grant to fund Hy-Flex training for faculty and Hy-Flex orientation for admissions, student support, and students. In early Spring 2022, core and non-core faculty, student leaders from our campus student organization the Student Counseling Action Network (SCAN), and staff members engaged in Group Dynamix facilitated training launch Hy-Flex orientation, the reasons we engage in Hy-Flex Instructional Design, and basic information about the modality, and to identify and address psychological barriers among faculty, in particular, regarding teaching using Hy-Flex Instructional Design.

How Curriculum-Based Data was Used #2: Canvas Shell Redesign

During the 2021-2022 academic year, utilizing the CMHC Online curriculum map as a guide integrating similar course learning objectives, core faculty with subject matter expertise worked with an instructional design team to redesign each master shell for remaining curriculum to reflect hybrid/Hy-Flex instruction. Additionally, the courses offered using the Online canvas shell with minimal changes during spring and summer 2021 were redesigned.

This re-design ensured that our CLOs and PLOs were largely aligned with the CMHC Online program, in an effort to facilitate the TCSPP initiative for program alignment across campuses. However, it also allowed our faculty to design courses that honored the hybrid nature of our instruction, which took advantage of the online learning management system (LMS) for didactic material and video presentations, and a warehouse for grading completed assignments and scoring rubrics for program evaluation and student competency assessment over the program. However, it also allowed flexibility for discussions and application exercises to be conducted during weekly synchronous face-to-face meetings, rather than taking place fully online.

Further, through the course shell redesigns we were able to integrate media and scholarly publications reflective of the diversity in the profession and in the communities we serve. We believe this will provide a more inclusive and welcoming educational experience for our diverse students and faculty when utilizing the course shells for learning. We also worked closely with our instructional design colleagues to ensure the academic materials on the LMS are optimized for accessibility. These efforts also speak to the program's vision and mission, our second program learning objective (PLO 2), which is aligned with CACREP core curriculum standards for CACREP 2.F.2, and the university's Diversity institutional learning objective (ILO).

Given that Canvas shells are a significant portion of the way in which we convey curriculum competencies to students, we also wanted to monitor both the CPCE results and the Site Supervisor Competency Ratings for students on knowledge, skills, and dispositions that they should have developed throughout the program. The CPCE results from our first cohort indicate that curriculum offerings were sufficient to result in all student's taking the CPCE to have scores within the mean range compared to the national normative sample provided by CCE. Additionally, site supervisors who rated practicum and internship student competencies in Spring and Summer 2022 indicate that overall, using aggregate data, our students are competent all areas rated and there are several areas, which our students excel beyond expectations, such as cultural awareness and skills.

Curriculum-Based Data Result #3: Hy-Flex Pilot Evaluation

During the Fall 2021 semester, students continued to be affected by the COVID pandemic. As the department chair met with focus groups of students and individual students, it became evident that student retention was a potential concern, due to lack of curriculum flexibility. The chair evaluated existing literature and found that Hy Flex instructional design, consistent with Universal Design for Learning, was an evidence-supported instructional method for attracting and retaining diverse students.

Some specific student issues that arose during Fall 2021, which prompted this change included a number of female students who were either single mothers or who came from cultural backgrounds that expected females to be primary caretakers for children and elderly or sick family members. As such, when a child, spouse, or family member was exposed to COVID, it became the female student's responsibility to be available to care for that individual, which impeded their ability to attend synchronous classes on campus. We also had students who had economic and health concerns of their own and at least two students who needed to travel internationally for family concerns.

Through the Hy Flex instructional method, students were able to continue taking courses in line with their programs of study because they had the flexibility to attend synchronous classes online using HIPPA and FERPA secured Zoom for Education accounts. The program piloted Hy Flex instruction in Spring 2022 and evaluated the implementation and initial 12 courses taught using the method. When the program decided to adopt the Hy Flex method as the primary teaching modality, the department chair secured two internal grants, which funded technology necessary for high-quality Hy-Flex instruction and faculty and student training on Hy-Flex.

Data Points:
- Pre-and post-instructor training surveys
- Pre- and post-Hy-Flex student orientation surveys
- Chair check-ins with faculty each term
- Chair check-ins with student leaders each term
- Student focus groups each term
- Faculty members completed SWOT analysis after 24 classes taught using Hy-Flex.
- Students completed an open-ended questionnaire after 24 classes of Hy-Flex instruction.
- Teaching evaluations for 24 classes after Hy-Flex pilot implementation.

Outcomes
- Trained three core and 5 non-core faculty in Hy-Flex instruction including:
  - Overcoming Psychological Barriers to Hy-Flex workshop (6 attended)
  - Developed a Hy-Flex Teaching Manual
  - Technical Training
  - Instructional Design and Teaching with Hy-Flex training with instructional design (ID) team.
  - Ongoing instructor consultation with IDs, as needed.
- Oriented student services and admissions personnel to Hy-Flex instruction.
- Developed student orientation manual and PowerPoint and oriented 43 students to Hy-Flex instruction expectations, limitations, and netiquette.
- Taught 24 classes using the Hy-Flex method.
- Conducted a mixed methods sequential program evaluation with triangulated data sources (see data points above).
- Scholarly activities: presentations and manuscript for publication

Areas for Improvement:
- All instructors and several students reported concerns with lack of technical support during synchronous meetings in Spring 2022.
- Some students reported difficulty hearing students in the back of the class when online.
- Some students reported difficulty seeing the board when online.
- Initial instructor concerns about student engagement, participation, and community.
- Students complained about 1st class being in person.
- Netiquette challenges reported by some instructors and some students related to inconsistency across professors with expectations, consequences.
- Some instructors reported the need for some classes to be modified Hy-Flex and some completely on ground (in residence).

How Curriculum-Based Data was Used #3: Hy-Flex Modifications

Hy-Flex instruction was a response to observed and expressed student needs and an evaluation of literature on flexible teaching methods in higher education. Hy-Flex was piloted over the Spring 2022 and Summer 2022 semesters. We gathered and evaluated data on an ongoing basis and made real-time improvements. The improvements discussed below reflect how we responded to these needs.

Items to Continue

- Continue Hy-Flex as a primary modality for the Dallas CMHC program.
- Continue 1st class on campus but monitor for whether this is important to keep.
- Continue Student Hy-Flex Orientation but integrate it into New Student Orientation.
- Continue sending Hy-Flex and Netiquette reminders to students and faculty at the beginning of each semester and encouraging faculty to maintain the standards articulated in the Hy-Flex Instruction Manual.
- Continue sending Hy-Flex Instructor manual to instructors and offering ongoing professional development around Hy-Flex teaching methods.
- Continue offering Hy Flex instructional design consultation to faculty on an as needed basis.
- Continue monitoring effectiveness of Hy-Flex from both students' and faculty perspectives.

Program Improvements

Teaching Observations.
The department chair will offer teaching observations and feedback through the National Center on Teaching and Learning (NCTL) related to Hy-Flex instruction to further support instructors in becoming comfortable and feeling a sense of self-efficacy related to teaching the Hy-Flex way.

Dedicated Hy-Flex Class Space.
We worked with the Building Manager to identify dedicated Hy-Flex Class Space, so instructors and students were familiar with the technology and comfortable using it in each room.

IT Improvements.
With grant funds, we purchased three OWL systems for classrooms to ensure high quality seamlessly integrated videoconferencing in the classroom. The Dean and Office Manager

purchased additional OWLs for other classrooms as well, so the campus is well prepared for high tech instructional techniques. Further, over the course of the summer, we worked with the IT department to make improvements in internet connectivity and speed on campus, upgrade hard drives on classroom computers, and hang the OWLs from the ceiling for better use of the 360° cameras and microphones on the OWL for improved visual and auditory access for student attending synchronous meetings online. Additionally, we worked continuously throughout spring

and summer semesters with the Dean, IT, and the Building Manager to ensure that consistent IT help was available on campus to assist students and instructors on Saturdays when we teach synchronous classes. We also utilized departmental funding to purchase headphones for student use in classrooms to facilitate pair and group interaction between students online and those on campus.

Residency Requirement.

Although we launched the Hy-Flex instruction with the expectation that students are on campus for skills classes, we are now more explicit in identifying when this expectation will occur so that students can plan ahead, if needed. This information is communicated in the Student Program Guidebook (student handbook) and discussed at orientation and sent in reminder emails at the beginning of each term. Students are expected to be in class on campus for synchronous courses that have a residency component. Therefore, although most classes are offered using the Hy-Flex instructional method, foundational skills-based classes are only offered as Hybrid classes with all synchronous meetings in residence, fully on campus. There are some advanced skills classes, which combine didactic work with skills practice, which are offered aa modified Hy-Flex courses, most of the course being hybrid with synchronous meetings offered in the flexible format; however, some specific class meetings students are required to attend on campus to practice skills in a live setting with the instructor viewing the practice and offering feedback and coaching.

Fully Hy-Flex Courses	Modified Hy-Flex Courses	Hybrid Courses in Residence (On Campus Synchronous Meetings)
CM 500 Intro to the Counseling Profession & Ethical Practice	CM 571 Assessment of Individuals	CM 528 Helping Relationships & Skill Development
CM 507 Theories of Counseling and Psychotherapy	CM 599 Crisis & Trauma Counseling	CM 543 Group Theories and Processes of Counseling
CM 521 Lifespan Development	CM 536 Couples and Family Counseling	CM 605 Practicum
CM 592 Clinical Mental Health Counseling	CM 565 Career Development & Counseling	CM 614 Internship I
CM 514 Diagnosis of Mental Health Issues	CM 585 Addictions & Substance Abuse Counseling	CM 619 Internship II
CM 550 Diversity & Multiculturalism		
CM 530 Treatment Planning		
CM 695 Advanced Ethics & Legal Considerations		
CM 578 Methods of Research & Program Evaluation		

Student & Faculty Engagement & Support Summary
Academic Year 2021-22

Student & Faculty Engagement & Support Data Gathered
- Student Course Evaluation Comments
- Student Emails
- Student Interviews & Focus Groups
- Student Orientation Survey
- Student Hy-Flex Surveys
- Student Satisfaction Surveys
- Adjunct Satisfaction Survey
- Faculty Check-Ins each semester

Students

How Student Engagement and Support Data was Used #1: Ongoing Training and Support for Hy-Flex Instruction

The student data on Hy-Flex orientation and instruction was overwhelmingly positive. Students reported feeling engaged and connected to the instructor, their cohort/classmates, and to the curriculum offerings. Students reported specifically feeling respected and understood by faculty and feeling that faculty were supporting them as adult learners through this flexible teaching option. Students expressed that they may not have continued their education if the program flexibility did not allow for flexibility around gender expectations around caregiving, economic constraints, religious constraints, disability, among other items. Therefore, we determined that we would continue Hy-Flex Instruction and continue to monitor the strengths and challenges of this method on an ongoing basis.

We began the 2022-23 academic year integrating the Hy-Flex Orientation for students into our New Student Orientation Day. We will continue to engage students through multiple methods to make space for student voice We will continue to support the student organization SCAN and look for opportunities to develop additional community-building activities. Additionally, we will continue to engage students in professional and social advocacy activities.

We will continue to engage prospective faculty in discussions related to use, expectations, and training and support offered around Hy-Flex instruction for students on our campus. We will continue to offer ongoing instructional design professional development and consultation opportunities, engage in use of the NCTL teaching observations, provide ongoing feedback and coaching with faculty, as needed. We will continue to maintain and send out the Hy-Flex

Teaching Manual for instructors to refer to for information and class modifications they can make to facilitate equitable Hy-Flex instructional activities in synchronous classes.

How Student Engagement and Support Data was Used #2: Student Activity & Networking Opportunities

Student satisfaction was increased significantly from our launch year (Spring/Summer 2021) to the 2021/2022 academic year. Approximately 78% of students were satisfied or very satisfied with the program, and 77% agreed or strongly agreed that they would recommend TCSPP to family or friend. 72% agreed or strongly agreed that the program met their expectations. Over 88% agreed or strongly agreed that faculty have been instrumental in their student experience and over 89% report they know at least one faculty member who they can go to for support related to professional guidance. When asked if they have adequate opportunities to gather with peers, about 78% of students agreed or strongly agreed, which was the same percentage that report taking advantage of opportunities to gather with peers from TCSPP outside of class. 90% were satisfied or very satisfied or neutral on the quality of research assistance and 89% on the quality of instruction on the use of library tools, resources, and services.

Similarly, 78% of students report that studying at TCSPP has increased their respect for people whose background are different from their own, and the same percentage of students report that the program has increased their desire to work with underserved populations. Further, 89% agree or strongly agree that the program has provided them with the understanding to know how to work with diverse populations and the impact it can have on their future career. Students also rated their experience of their exposure in the program for working with diverse populations based on a variety of categories strongly. When asked about their exposure to working with populations with different abilities, 89% agree or strongly agree that the program provided exposure to this population. When examining other population categories students report they agree or strongly agree that the program exposed them to populations from different age groups (83%), cultural backgrounds (89%), ethnic backgrounds (83%), gender (89%), gender expression (78%), levels of privilege (72%), racial backgrounds (78%), religious backgrounds (67%), sexual orientation (72%), socioeconomic backgrounds (78%). Among these, the remaining students were neutral on exposure to age, gender, privilege, and racial differences, and 5.6% disagreed with the program exposing them to the remaining groups (ability, cultural, ethnic, gender expression, religious, sexual orientation, and socioeconomic). It is notable when examining the CPCE data that diversity was an area for improvement; however, looking at the site supervisor rating data, all competencies related to diversity were scored exceptionally high (above expectations) in aggregate, which would indicate that 100% of the students in practicum and internship were scored exceptionally high on these competencies.

The vast majority of students were either neutral or agreed or strongly agreed that the school resources were available to support their success including ADA accommodations (89%), career services (82%), community partnerships (85%), financial aid (94%), student solutions counseling services (92%), information technology (88%), office of placement and training (94%), student accounts/payment plans (100%), student success (policy exceptions, Student Affairs Committee, Title IX; 93%), student support services (93%), writing and tutoring support (93%), international (F-1) student advising (87%), student life and events (87%). When asked about their overall satisfaction with availability of library resources and services, 82% were satisfied or very satisfied, and 92% reported the librarians were helpful as were the library staff.

The primary trends among recommendations for improvement that faculty can impact include increased campus activities, student activities, engagement in professional and social advocacy, and networking and/or mentorship opportunities.

Faculty

How Faculty Engagement and Support Data was Used #1: Technical Training & Support

We were pleased with the strong feedback from our non-core faculty on the annual Adjunct Faculty Satisfaction Survey. When asked about their overall satisfaction with their experience as an adjunct faculty at TCSPP, 100% agreed or strongly agreed that they were satisfied. The full faculty also agreed or strongly agreed that they have access to the resources required to provide a high-quality instructional experience for students, and that their job responsibilities are clearly defined. They all reported that communication regarding course preparation and course content was good or extremely good with both the department chair and the course leads. Additionally, 100% reported that they agreed or strongly agreed that their input is valued within the department and that communication with the department chair, dean, and course leads provided sufficient amount of support to provide high-quality instructional experiences for students and that the chair, course leads, and dean were responsive to requests for assistance.

The one area for improvement that the program can impact relates to technology in the classrooms. This is something that we are in ongoing communication with the dean, building

manager, and IT department to continue improving. Some of these items will be addressed in a significant planned building renovation.
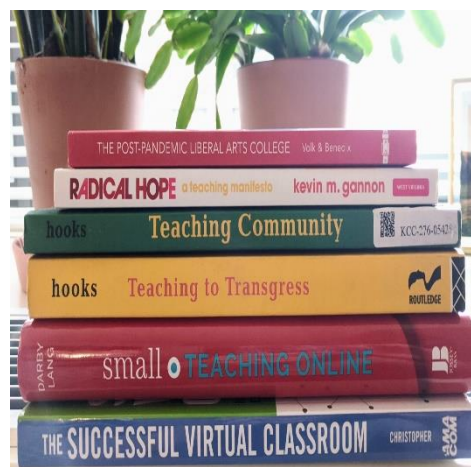
How Faculty Engagement and Support Data was Used #2: Core and Adjunct Hy-Flex Instructional Training & Support Activities

When we began discussing Hy-Flex instructional implementation, we needed to be sensitive to core and non-core faculty fears and concerns about this new way of teaching. As such we engaged in a series of professional development activities including developing a Hy-Flex instructors manual that is now provided by the department chair each semester, a grant-supported team-building outing that aimed to identify and address psychological barriers faculty had related to implementation of Hy-Flex, a grant supported purchase and training on high quality seamlessly integrated videoconferencing technology in the classrooms, and training led by our Instructional Design team on best practices in Hy-Flex Instruction.

The instructional design training included information and discussion on setting up class norms and culture, orienting and setting expectations with students, monitoring student engagement across platforms (campus and Zoom attendees), ensuring equitable instruction across platforms, and modifying learning activities for a Hy-Flex environment. Finally, the core faculty held an orientation lunch-n-learn for students to explain the why's and how's of Hy-Flex and set expectations for Hy-Flex participation. The student orientation materials are now included as part of the New Student Orientation (beginning Fall 2022) and the materials and reminders are sent out at the beginning of each term. When students do not adhere to the Hy-Flex expectations, then we address it as a professional dispositions concern utilizing our student professional development process.

How Faculty Engagement and Support Data was Used #3: Improve Instructor Resources on Canvas Shells

Although not reflected in the adjunct satisfaction survey, chair check-ins with both students and instructors revealed a need for improved support for instructors on bridging the curriculum

conveyed through our master Canvas shells and the synchronous face-to-face classes. Therefore, course leads will review the Canvas shells and begin adding instructor resources for synchronous instructional support that faculty not familiar with the course design may utilize to support their high-quality student instruction, during academic year 2022-23.

Assessment of Knowledge, Skills, &
Professional Dispositions
Academic Year 2021-22

Data Gathered:
- Assessment of Knowledge (PLO Rubrics & CPCE section scores)
- Assessment of Skills (skills rubrics and site supervisor rating forms)
- Assessment Professional Dispositions (CORIS rubric and site supervisor rating forms)

It is our belief as a faculty that the interweaving of knowledge, skills, and professional dispositions requires us to explore multiple data points for each set of competencies to identify single student or programmatic areas for improvement and intervene, which is what is described above. However, we also believe that counselors must integrate all three (knowledge, skills, and professional dispositions) in practice settings, such that it is also important to analyze the aggregate of competencies holistically, which is also consistent with our professional orientation as counselors. Therefore, we will discuss our holistic analysis below.

Summary and Utilization of Data-Informed Knowledge, Skills, and Disposition Data by Core CACREP Area:

(Information on how data was utilized or improvements we will pursue in the coming academic year are in blue).

Professional Orientation and Ethical

Our aggregate student scores on PLO 1 focusing on **Professional Orientation and Ethical Practice** indicate that students are demonstrated competency at expected levels across courses and instructors. Additionally, 100% of the students taking the CPCE also scored within the national mean on the professional orientation & ethics section. Similarly, site supervisors rated students at or above developmental expectations for skills and dispositions related to professional orientation and ethical practice in both CM 605 Practicum and CM 614 Internship I. However, we believe that CORIS professional dispositions are closely interrelated with the concepts of professional orientation and ethical practice, so we need to examine professionalism behaviors across settings and time to fully evaluate student's competency on this area. Therefore, we examine the CORIS professional dispositions rubric scores on each of the CORIS dispositional qualities (professional commitment, openness, respect for self and others, integrity, and self-awareness) and find that only a few students scored below expectations for each of these, and of these students, two have decided not to continue in the program finding the profession not to be a good fit, and the third is currently on academic probation and being supported on an Academic Development Plan, which indicates that the scores fairly accurately portray student competency. Other than these three students, 100% of the remaining students have met or exceeded expectations on each of these professional dispositions across courses, instructors, and time. As such, the faculty has

determined not to make any curriculum changes related to training for professional orientation or ethical practice competencies.

Cultural Diversity

All students demonstrated competency on PLO 2, focusing on **Cultural Diversity**, within developmental expectations across all instructors and courses. In fact, students across groups frequently scored above the developmentally expected level within the CM 550 course that focuses on this area of instruction. Instructor ratings of the PLO rubric were consistent with the Site Supervisor Ratings for students in practicum and internship courses on competencies related to professional behavior and ethics demonstrate aggregate competency averages at 2.8 with 3 being exceeding expectations and aggregate scores on individual and cultural difference rated 3.0, indicating that the majority of students demonstrate professional behavior & ethics above expectations and 100% demonstrate above average competency for diversity-related professional dispositions by site supervisors .

However, although their overall scores were within the mean on the CPCE, only 60% of the students taking the CPCE in the summer of 2022 scored within the national mean on the test's cultural diversity section. This group of students is being offered additional study supports to assist with NCE preparation, during their final semester in the program. The course lead for this class will also review the master Canvas shells to ensure that high quality resources are available to students to explain concepts they are expected to remember for testing, and instructor resources will be added to the course to support instructors in ensuring that key didactic information is covered in the course.

CORIS professional dispositions are also relevant to cultural diversity competencies because when challenged in this area, students with professional dispositional challenges tend to demonstrate these concerning behaviors within contexts requiring them to explore topics about diversity, inclusion, and equity. The CORIS evaluates students on their *commitment* to thinking critically, particularly about new/alternative perspectives, and insight into areas of needed growth; their *openness* to learning and changing, giving and receiving feedback, personal growth, others' ideas, and ability to respond constructively to feedback with minimal defensiveness; their *respect for self and others* including the ability to regulate emotional states in stressful situations, self-reflect one's own biases, and demonstrate cultural humility and curiosity about others' perspectives different form their own; *integrity* to act constructively to prevent or resolve issues with others and take personal responsibility for challenges they experience; and *self-awareness* including awareness of one's place in history and culture and the impact of that on one's perceptions, awareness that leads to an attitude of humility, desire to learn and grow as a person and professional, awareness of biases, and ability to ask for help when needed. Among our current students between 86-100% (depending on the course and cohort) demonstrate expected levels of competency for each of these professional dispositions

with scores for dispositional competencies demonstrated in the cultural diversity course across multiple instructors and cohorts exceeding expectations among 100% of the students. Further, the skills rubric scores for *demonstrating cultural humility and willingness to incorporate feedback about biases* demonstrate stronger than expected competency levels across the curriculum. Given that the manifestation of professional dispositions and the attitudes and skills related to cultural awareness, humility, and competence are strong in practice settings based on skills and professional disposition rubrics, as well as, the site supervisor ratings, we do not plan to make any curricular changes currently. We will continue to monitor scores of individual students, in addition to aggregate scores reflective of programmatic trends, and intervene with our Student Professional Development Committee, ADP, and Student Affairs Committee processes, as needed.

Human Growth and Development

There appeared to be group differences between cohorts on PLO 3 focusing on **Human Growth and Development**, which the core faculty will monitor and remediate if the downward trend continues for one cohort of students. However, most (80%) of those taking the CPCE in summer 2022 demonstrated scores within the national mean range of scores on this section of the test.

 The student who did not score within the mean on this section will be offered additional study supports and coaching from their advisor to help them prepare for the NCE, during their last semester in school. Additionally, the Site Supervisor Rating Scale includes ratings across client domains (e.g., assessment, relationship, and intervention) that necessitate practicum and internship students demonstrate competency working with a client with consideration of client developmental needs (e.g., child, adolescent, adult, elderly person). Further, under the Research & Evaluation domain, site supervisors score students on knowledge of age & developmental milestones as they relate to case formulation, and aggregate student scores were 2.6 (Practicum) and 2.4 (Internship)/ Each of these ratings indicates that the students demonstrate competency at or above expectations in practice settings. Therefore, we do not plan to make any major curriculum changes at this time. As a course lead, based on professional trends, Dr. Matthews identified a potential concern with curriculum materials used in the class and wants to re-evaluate the text to determine if there is a text that will provide a more culturally competent overview of human growth and development, so she will undertake this endeavor over the next academic year.

Career Development

Students in two cohorts demonstrated higher than expected scores on **Career Development** (PLO 4) knowledge competencies. However, only 60% of students taking the CPCE scored within the national mean range on this section of the test. Due to feedback on course evaluations and unsuccessful coaching, we have changed the instructor for the Career class. Additionally, we are providing study supports for those not scoring within the mean on the CPCE

career section to help them prepare for the NCE. The course lead is also examining additional textbooks to determine if there is a better fit for the course. This Canvas shell was a 'national build,' which has been problematic for earlier courses in the curriculum, which were later redesigned for our campus. So, changes in the canvas shell will also be considered as will instructor resources that may be helpful for the instructor.

Helping Relationships and Group Counseling

Helping Relationships (PLO 5) and **Group Counseling** (PLO 6) were scored by an instructor who demonstrated problematic teaching methods based on student complaints and course evaluations across courses. Students reported that the faculty member was confrontational, demonstrated unprofessional behaviors, and a potential Title IX issue, and mentoring efforts with the course lead for one course did not change the situation; therefore, this instructor was not invited to teach again. This instructor scored the students below expectations on both helping relationships and group counseling knowledge competencies. We had not implemented the PLO 5 helping relationships rubric for earlier skills classes in the curriculum yet, so we only have this

one data point for helping relationships. However, the scores of other professors in other classes for PLO 6 were inconsistent with this instructor's ratings, where each student met or exceeded expectations on the group competencies. Further, the data points from the one instructor are inconsistent with other data on these competencies. Therefore, after attending a NCTL rubric development training, the department chair has decided to provide additional training for faculty on scoring PLO, Skills, and CORIS rubrics to establish inter-rater reliability for these evaluative measures, over the coming academic year.

When assessing student knowledge on both the CPCE helping relationships section and the group section of the test, 100% of the students taking the test scored within the national mean range of scores on this section of the test. Additionally, the skills competency rubric and the site supervisors' scores on both practicum and internship ratings demonstrate student competency in helping relationships and group counseling in practice settings with site supervisors scoring practicum and internship students' demonstration of skills related to helping relationships exceeding expectations for most students (aggregate scores 2.6-3.0 across helping relationship competencies). Similarly, students demonstrate professional dispositional competencies expected of counselors, which are evaluated with the CORIS rubric, within or above expectations for 86%-100% of the students, depending on the course and instructor. Therefore, we do not plan to make any changes in the curriculum for skills-related classes at this time. We will continue to monitor student competencies over the coming academic year and provide remediation or curricular changes when needed.

Assessment

For both groups of students taking CM 571 **Assessment**, the instructors scored all students higher expected developmental levels for assessment competencies (PLO 7). In a subsequent

course one of the cohorts scored slightly lower and the other slightly above developmental expectations. Slight variations in performance are expected, given that student develop at different rates of competency through the program. However, it is important to note that two students (40%) did not score within the range of national mean scores on the assessment section of the CPCE. When we look at Skill Rubric Competency 15: Demonstrating documentation skills including assessments, mental status, diagnostic support, treatment planning, progress notes, etc. instructors scored students above expectations across courses and instructors most of the time.

Additionally, the site supervisor ratings on the assessment competencies were either within expectations or exceeding expectations. These include proficiency in administration of clinical interviewing skills & use of other assessment tools, e.g., MSE (2.4 and 2.4); collects and incorporates information from multiple sources to inform diagnosis (2.2, 2.0); assesses for use of legal/illegal substances & incorporated information into assessment and diagnosis (2.0, 2.0); obtains thorough and comprehensive history including family of origin, education, peer relations, significant relationships, meeting of developmental markers, legal involvement, and vocational background (2.6, 2.4); determines accurate DSM diagnosis having obtained information to support criteria (2.2, 2.2); and case presentation is concise, provides comprehensive information to support (2.2, 2.2). Therefore, although a minority of students may demonstrate challenges meeting knowledge expectations on the CPCE, the PLO rubrics, skills rubrics, and site supervisor rating scales all demonstrate assessment as a general strength for our students.

The core faculty made the decision to focus the assessment course on practical application of assessment skills commonly used by counselors such as conducting and writing up a clinical intake interview and mental status exams with both child and adolescent and adult clients; finding, evaluating, administering, scoring, and interpreting different types of formal assessments for mental health (e.g., depression, anxiety, PTSD, etc.) or career counseling settings; and only offering a basic overview of psychometrics and statistical concepts needed for identifying and evaluating formal measures. This decision to focus on practical assessment skills utilized by counselors in CM 571 Assess is one that the course lead and department chair will investigate further to determine if there are supplemental teaching materials that can further support students in solidifying their understanding of the didactic material which they are tested on for the CPCE and NCE. However, given the strength of student's scores on PLO and skills rubrics related to assessment and the assessment competencies on site supervisor ratings for both practicum and internship, we do not intend to make any major curricular changes based on this data currently. It is important to note that although faculty feel strongly that the textbook utilized in this course demonstrate clear advantages over other text previously reviewed, there are problems with some of the language being outdated, which the course lead will continue to work on ameliorating with supplemental teaching resources and continue reviewing assessment texts to determine if we can find one that meets all of our requirements.

Research and Program Evaluation

Research-based practice is first discussed in CM 592 CMHC, where students read and discuss several single-case design practice-based articles. The instructor for this course found that students a demonstrated developmentally appropriate level of competency for PLO 8, **Research and Program Evaluation**, during CM 592. In their second semester, students are first exposed to the statistical concepts and psychometrics for assessments in CM 571 Assessment of Individuals, which serves as an introduction to some of the concepts they learn more about in CM 578 Research Methods and Program Evaluation. In CM 571, the students' aggregate PLO 8 (research and program evaluation) scores were slightly below developmental expectations, and unfortunately, we failed to place the rubric in CM 578 for that instructor to measure competency, so we have incomplete data to evaluate their progress.
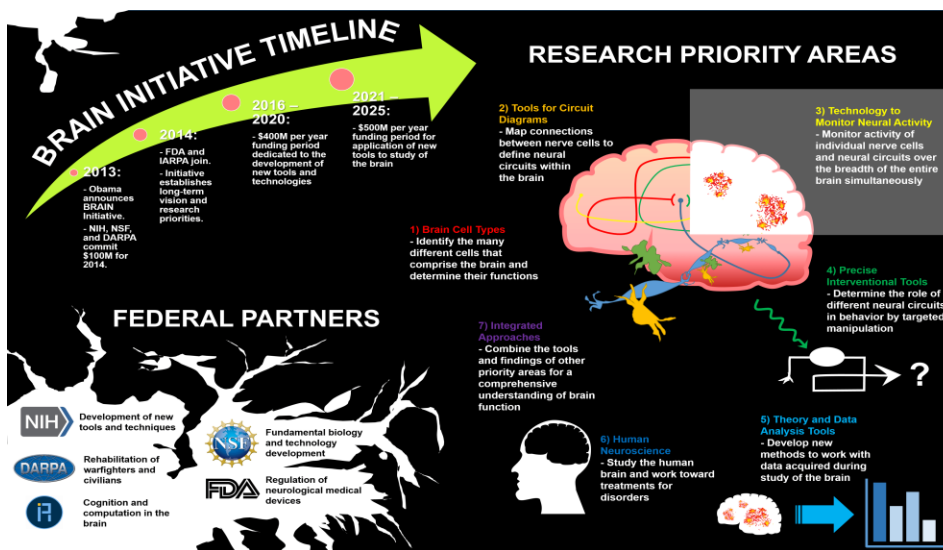
However, 100% of the students taking the CPCE scored within the national average, with many of them outperforming other students to place in the high average or one standard deviation above the mean on this section. This may indicate that initial instruction on statistical concepts may have been a challenge for students, but the additional instruction received in CM 578 helped bolster their understanding and self-efficacy for using these concepts. Additionally, it is important to note that many classes have single-case design practice-based research articles embedded throughout the curriculum to help students understand how these concepts are utilized to inform practice, and we decided to have this course taught the same semester that they take the CPCE, so that the material is fresh when they take the exam. When reviewing the skills rubric, Skills Competency 14, choosing appropriate, trauma-informed, culturally consistent interventions, is relevant to research-informed practice. Notably, this skill competency was rated across courses, instructors, and student groups consistently as exceeding expectations, which is consistent with the CPCE section score outcomes. Further, when reviewing the Research and Evaluation competencies on the Site Supervisor Rating scale, students aggregate scores in practicum and internship met or exceeded expectations on each of the relevant competencies including accurately appraises client treatment outcomes (2.4, 2.2) and uses evidence-based knowledge to inform interventions and treatment planning (2.2, 2.2). We will continue to monitor these data across time and cohorts; however, given the strength of the overall demonstrated competencies in research-informed practice and program evaluation, faculty will not make any curriculum changes for this course at this time.

Assessment of Applicant, Accepted, Enrolled, & Graduate Demographic Data Academic Year 2021-22

Data Gathered:
- Applicant data by Gender, Age Band, Race/Ethnicity
- Accepted data by Gender, Age Band, Race/Ethnicity
- Enrolled Student data by Gender, Age Band, Race/Ethnicity
- Student Services Data on Enrolled Student Demographics
- Graduated Student Demographic Data

How We Used Demographic Data Analysis:

Core faculty recorded only two instances of applicants being interviewed in the previous year that were not offered admissions, each for demonstrated professional dispositions concerns during the interviewing process. One indication from this analysis is that faculty needs to work with admissions and OIR to try to develop method for recording applicant data that is a better reflection of the actual process that takes place so that we are able to analyze whether there is equity in the acceptance rate based on completed applications.

Based on the data we have, our students tend to be 2/3 female and 1/3 male, which is reflective of the overall profession of Licensed Professional Counselors (LPCs) currently employed in the United States (71.2% female and 28.8% male).

Our student body in that from the launch of our program in Spring 2021 to the end of the first full academic year in Summer 2022, our White student range was 2-5 students in a given semester, our Black/African American student range was 4-14 students in a given semester, Hispanic/Latino student range was 0-2 students in a given semester, Asian student range was 0-2- students in a given semester, International student range was 0-2 students in a given semester, Two or More Races student range was 0-1 students in a given semester, and Unknown student range was 0-1 students in a given semester. Professional comparison data were obtained from Zippa.com (https://www.zippia.com/licensed-professional-counselor-jobs/demographics/), which utilizes a database of 30 million profiles from the Bureau of Labor Statistics, census, and current job opening data sources. An analysis of our first-year ethnicity data as compared to the available census data for metropolitan Dallas and data of the profession of LPCs, based on Zippa.com is

- White (Dallas 50.2%, CMHC 22%, LPCs 71.2%)

- Black/African American (Dallas, 15.4%, CMHC 52%, LPCs 11.2%)
- Asian (Dallas .1%, CMHC 13%, LPCs 3.3%)
- Two or More Races (Dallas 2.4%, CMHC 13%, LPCs no data)
- Hispanic/Latino (Dallas 27.5%, CMHC less than 1%, LPCs 0.3%)
- Unknown (Dallas no data, CMHC less than 1%, LPCs 3.4%)
- American Indian/Alaska Native (Dallas .6%, CMHC %, LPCs .6%)

Analysis indicates that the TCSPP Dallas CMHC has significantly more Black/African American students (52%) and Asian students (13%) than the population of current LPCs with an additional 13% reporting two or more races. We do not have comparison data for multiple race/ethnicities within the profession. When comparing the student racial/ethnic makeup to the population we serve, the program has a significantly higher percentage of Black/African American, Asian, and multiracial students than the general population in the Dallas metroplex; however, we have a significantly lower percentage of Hispanic/Latino students compared to the Dallas population. Therefore, we may need to increase targeted recruitment among Hispanic/Latino prospective applicants to better reflect the makeup of the community our students will serve as professional counselors.

Program Indications & Demographic Goals
Academic Year 2022-23

Goal 1: Implement admissions process that includes demographic tracking on applicants, interviewee progress, and student enrollment.
We are implementing our full admission process fall 2022, to include a three-tier process. Over the past year we have phased in the first two phases (file review by chair to determine whether to interview and interview by one of the core faculty members other than the chair). Our admissions team has been trained on the process for several months in preparation. The final tier is a group interview which will be conducted monthly for any applicant moved forward by the individual interview process. Through this process, we are in a better position to collect and record demographic data on applicants and interviewees, as well as those accepted to the program, than the current system. This will help us better understand the trends that may indicate areas for program improvement in the future.

Goal 2: Implement targeted recruitment efforts among Hispanic/Latino prospective applicants to better reflect the makeup of our community.

- Faculty will identify Hispanic/Latino organizations that we can recruit potential applicants from including student organizations at local colleges, dropping marketing brochures at Hispanic/Latino serving places of business, etc.
- Faculty will offer to provide in-service or continuing education workshops for Hispanic/Latino serving places of business, organizations (e.g., LULAC) etc.
- Faculty will encourage Director of Development to pursue more partnerships with Hispanic/Latino serving groups or organizations.

Assessment of Graduate, Alumni, Site Supervisor, & Employer Survey Data Academic Year 2021-22

Data Gathered:
- Graduate Survey-30 days post-graduation
- Annual Alumni Survey
- Site Supervisor Surveys for Practicum, Internship I, and Internship II
- Annual Employer Survey

How We Used Survey Data:

The only survey that we have programmatic data from for academic year 2021-22 is the site supervisor survey for practicum and internship one. We discuss these data and how they were used as part of the holistic assessment of student knowledge, skills, and professional dispositional competencies. The other surveys will be gathered for the coming academic year when we have two graduating cohorts (Dec. 2022, Summer 2023).

Appendix:
TCSPP Dallas CMHC Program Assessment Plan

*Assessment Plan Legend is at the bottom of the document.

Institutional Learning Outcomes (ILOs)	Professional Practice Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision. (CACREP 5.g, 6.g, 4.b., 7.m, 5.2.D)					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. (CACREP 2.b)	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. (CACREP 1.i, 3.i)	Scholarship Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their professional and scholarly endeavors. (CACREP 8.j)
Program Learning Outcomes (PLOs) & CACREP Standards	**PLO3:** Students will demonstrate contextual knowledge and application of **the principles of**	**PLO4:** Students will demonstrate knowledge and application of strategies for addressing diverse clients'	**PLO 5:** Students will demonstrate knowledge and application of **the helping process** with diverse clients;	**PLO6:** Students will demonstrate knowledge and application of **group development, dynamics, theorie**	**PLO7:** Students will demonstrate knowledge and application of culturally and developmentally appropriate	**PLO 2:** Students will demonstrate an intersectional lens of cultural competence in counseling with individuals, groups, and families from **diverse cultural**	**PLO 1:** Students will demonstrate knowledge and application related to **ethical professional counseling practice, establish a professional counselor identity, and engage in effective interdisciplinary**	**PLO 8:** Students will **critically evaluate and utilize research, evidence-based practices, and program evaluation** to inform the practice of clinical mental

Institutional Learning Outcomes (ILOs)	Professional Practice — Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision. (CACREP 5.g, 6.g, 4.b., 7.m, 5.2.D)					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. (CACREP 2.b)	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. (CACREP 1.i, 3.i)	Scholarship — Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their professional and scholarly endeavors. (CACREP 8.j)
	mental health, wellness, and human development including prevention, education, consultation, intervention, and advocacy (CACR	career development and employment opportunities in a global economy (CACREP 2.F.4.).	counseling theories and techniques; prevention, education, and consultation; wellness models; counselor self-understanding; and the change	s, techniques, therapeutic factors, and how they contribute to the design and facilitation of groups in a culturally relevan	clinical assessment, diagnosis, and evaluation practices for diverse mental health service recipients in mental health service settings (CACREP 2.F.4.;	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 (CACREP 2.F.2).	practice (CACREP 2.F.1).	health counseling (CACREP 2.F.8.).

Institutional Learning Outcomes (ILOs)	Professional Practice					Diversity	Professional Behavior	Scholarship
	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. (CACREP 5.g, 6.g, 4.b., 7.m, 5.2.D)					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. (CACREP 2.b)	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. (CACREP 1.i, 3.i)	Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their professional and scholarly endeavors. (CACREP 8.j)
	EP 2.F.3.).		process (CACREP 2.F.5.).	t manner (CACREP 2.F.6).	CACREP 2.F.7.)			
When and where assessed KPI course assessed and score expected on the PLO Rubric based on developmental level in the program.	**PLO 3: Formative Measures** INTRODUCE CM 521 Lifespan Development 90% of students score a 1	**PLO: 4 Formative Measures** INTRODUCE CM 528 Helping Relationships & Skill Development 90% of students score a 1 (Demonstration	**PLO 5: Formative Measures** INTRODUCE CM 507 Theories of Counseling & Psychotherapy 90% of students score a 1 (Demons	**PLO 6: Formative Measures** INTRODUCE CM 543 Group Theories & Processes of Counseling 90% of students score a 1	**PLO 7: Formative Measures** INTRODUCE CM 571 Assessment of Individuals 90% of students score a 1 (Demonstration Level: Entry) on	**PLO 2: Formative Measures** INTRODUCE CM 500 Professional Orientation and Ethics 90% of students score a 1 (Demonstration Level: Entry) on the PLO Rubric. Counselor	**PLO 1: Formative Measures** INTRODUCE CM 500 Professional Orientation and Ethics 90% of students score a 1 (Demonstration Level: Entry) on the PLO Rubric. Counselor Interview & Paper REINFORCE	**PLO 8: Formative Measures** INTRODUCE CM 592 CMHC 90% of students score a 1 (Demonstration Level: Entry) on the PLO Rubric. Site Visit Project. REINFORCE CM 571 Assessment of Individuals 90%

Institutional Learning Outcomes (ILOs)	Professional Practice Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision. (CACREP 5.g, 6.g, 4.b., 7.m, 5.2.D)				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. (CACREP 2.b)	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. (CACREP 1.i, 3.i)	Scholarship Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their professional and scholarly endeavors. (CACREP 8.j)
Introduce: PLO Rubric Reinforce: PLO Rubric Mastery: PLO Rubric & CPCE Section Scores	(Demonstration Level: Entry) on the PLO Rubric. Personal Development Across the Lifespan Paper REINFORCE CM 514 Diagnosis of Mental Health	Level: Entry) on the PLO Rubric. Final Skills Reflection Recording & Self-Reflection. REINFORCE CM 530 Advanced Treatment Planning & Psychopharmacology 90% of students score a 2	tration Level: Entry) on the PLO Rubric. Initial Guiding Theoretical Orientation Paper. REINFORCE CM 528 Helping Relationships & Skill Develo9pment 90% of students	(Demonstration Level: Entry) on the PLO Rubric. Designing a Group Project. REINFORCE CM 605 Practicum 90% of students score a 2 (Demonstration Level Progressing) on	the PLO Rubric. Mock Intake Assessment & MSE Report. REINFORCE CM 530 Advanced Treatment Planning & Psychopharmacology 90% of students score a 2	Interview & Paper REINFORCE CM 550 Diversity and Multiculturalism 90% of students score a 2 (Demonstration Level: Developing) on the PLO Rubric. Cultural Autobiography Project CM 585 Addictions and Substance Abuse 90% of	CM 550 Diversity and Multiculturalism 90% of students score a 2 (Demonstration Level: Developing) on the PLO Rubric My Cultural Identity Project CM 695 Advanced Ethics & Legal Considerations 90% of students score a 3 (Demonstration Level Progressing) on the PLO Rubric. Final Ethical & Legal Case Study **Summative**	of students score a 2 (Demonstration Level: Developing) on the PLO Rubric. Test Construction Assignment. CM 578 Methods of Research and Program Evaluation 90% of students score a 3 (Demonstration Level Progressing) on the PLO Rubric. Research Proposal.

Institutional Learning Outcomes (ILOs)	Professional Practice — Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision. (CACREP 5.g, 6.g, 4.b., 7.m, 5.2.D)				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. (CACREP 2.b)	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. (CACREP 1.i, 3.i)	Scholarship — Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their professional and scholarly endeavors. (CACREP 8.j)
	Issues 90% of students score a 2 (Demonstration Level: Developing) on the PLO Rubric. Final Case Study Application Paper. CM 536 Couples and	(Demonstration Level: Developing) on the PLO Rubric. Final Case Application Assignment. CM 564 Career Development & Counseling 90% of students score a 3 (Demonstration	score a 2 (Demonstration Level: Developing) on the PLO Rubric. Final Skill Practice Recording & Self-Reflection. CM 585 Addictions and Substance Abuse 90% of students score a 3	the PLO Rubric. Final Seminar Leader Evaluation. CM 614 Internship 90% of students score a 3 (Demonstration Level: Developing) on the PLO Rubric. Seminar Leader	(Demonstration Level: Developing) on the PLO Rubric. Final Case Application. CM 585 Addictions & Substance Abuse 90% of students score a 3 (Demonstration Level	students score a 3 (Demonstration Level Progressing) on the PLO Rubric. Historical Perspectives M1U2 Discussion **Summative Measures MASTERY** CM 619 Internship II 90% of students score a 4 (Demonstration Level:	Measures MASTERY CM 619 Internship II 90% of students score a 4 (Demonstration Level: Mastery) on the PLO Rubric. Clinical Competency Exam. CPCE Professional Orientation & Ethics Section Score at or above the national mean.	**Summative Measures MASTERY** CM 619 Internship II 90% of students score a 4 (Demonstration Level: Mastery) on the PLO Rubric. Clinical Competency Exam. CPCE Research & Program Evaluation Section Score at or above the national mean.

Institutional Learning Outcomes (ILOs)	Professional Practice Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision. (CACREP 5.g, 6.g, 4.b., 7.m, 5.2.D)				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. (CACREP 2.b)	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. (CACREP 1.i, 3.i)	Scholarship Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their professional and scholarly endeavors. (CACREP 8.j)
	Family Counseling 90% of students score a 3 (Demonstration Level Progressing) on the PLO Rubric. Multidimensional Case Study. **Summative**	Level Progressing) on the PLO Rubric. Career Counseling Action Plan: Final Project. **Summative Measures MASTERY** CM 619 Internship II 90% of students score a 4 (Demonstration Level:	(Demonstration Level Progressing) on the PLO Rubric. Synthesis Paper: Addiction & Treatment of Offenders with Mental Illness. **Summative Measures MASTERY**	Final Evaluation. **Summative Measures MASTERY** CM 619 Internship II 90% of students score a 4 (Demonstration Level: Mastery) on the PLO Rubric. Clinical	Progressing) on the PLO Rubric. Synthesis Paper on Addiction & Treatment of Offenders with Mental Illness. **Summative Measures MASTERY** CM 619 Internship II 90%	Mastery) on the PLO Rubric. Clinical Competency Exam. CPCE Social & Cultural Foundations Section Score at or above the national mean.		

Institutional Learning Outcomes (ILOs)	Professional Practice				Diversity	Professional Behavior	Scholarship
	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. (CACREP 5.g, 6.g, 4.b., 7.m, 5.2.D)				**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. (CACREP 2.b)	**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. (CACREP 1.i, 3.i)	**Scholarship** Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their professional and scholarly endeavors. (CACREP 8.j)
	Measures **MASTERY** **CM 619 Internship II** 90% of students score a 4 (Demonstration Level: Mastery) on the PLO Rubric. Clinical Competency Exam.	Mastery) on the PLO Rubric. Clinical Competency Exam. **CPCE Career & Lifestyle Development Section** Score at or above the national mean.	**CM 619 Internship II** 90% of students score a 4 (Demonstration Level: Mastery) on the PLO Rubric. Clinical Competency Exam. **CPCE Section Helping Relationsh**	Competency Exam. **CPCE Group Work Section** Score at or above the national mean.	of students score a 4 (Demonstration Level: Mastery) on the PLO Rubric. Clinical Competency Exam. **CPCE Assessment Section** Score at or above the national mean.		

Institutional Learning Outcomes (ILOs)	Professional Practice — Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision. (CACREP 5.g, 6.g, 4.b., 7.m, 5.2.D)					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. (CACREP 2.b)	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. (CACREP 1.i, 3.i)	Scholarship — Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their professional and scholarly endeavors. (CACREP 8.j)
	CPCE Human Growth & Development Section Score at or above the national mean.		ips Score at or above the national mean.					
↓Courses ↓ Embedded Syllabi	PLO 3 HGD CLOs CACREP standards are embedded	PLO 4 Career CLOs CACREP standards are embedde	PLO 5 Helping Relationships CLOs CACREP standards are	PLO 6 Group CLOs CACREP standards are embedd	PLO 7 Assessment CLOs CACREP standards are	PLO 2 Diversity CLOs CACREP standards are embedded under CLOs	PLO 1 Professional Orientation & Ethics CLOs CACREP standards are embedded under CLOs	PLO 8 Research CLOs CACREP standards are embedded under CLOs

Institutional Learning Outcomes (ILOs)	Professional Practice Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision. (CACREP 5.g, 6.g, 4.b., 7.m, 5.2.D)					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. (CACREP 2.b)	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. (CACREP 1.i, 3.i)	Scholarship Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their professional and scholarly endeavors. (CACREP 8.j)
	under CLOs	d under CLOs	embedded under CLOs	ed under CLOs	embedded under CLOs			
CM500 Intro to Counseling and Ethics *Skills Assessment*			5.5			2.1, 2.2, 2.4 *PLO 2 Competency Rubric, 90% score 1 (entry level) or higher. KPI: Counselor Interview & Paper*	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12, 1.13 *PLO 1 Competency Rubric, 90% score 1 (entry level) or higher. KPI: Counselor Interview & Paper*	8.1, 8.2, 8.3, 8.5 *PLO 8 Competency Rubric, 90% score 1 (entry level) or higher. KPI: Counselor Interview & Paper*
CM507 Theories of Counseling &	3.1		5.1, 5.5, 5.12					

Institutional Learning Outcomes (ILOs)	Professional Practice Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision. (CACREP 5.g, 6.g, 4.b., 7.m, 5.2.D)				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. (CACREP 2.b)	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. (CACREP 1.i, 3.i)	Scholarship Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their professional and scholarly endeavors. (CACREP 8.j)
Psychotherapy

CORIS Assessment of Professional Dispositions | | | *PLO 5 Competency Rubric, 90% score 1 (entry level) or higher.* KPI: Initial Guiding Theoretical Orientation Paper | | | | |
| CM592 Clinical Mental Health Counseling | 3.4 | | 5.1, 5.2, 5.3, 5.10 | | | 2.1, 2.3 | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.11, 1.12, 1.13, 1.14, 1.15 | 8.1, 8.2, 8.3, 8.5 *PL 8 90% of students score a 1 (Demonstration Level: Entry) on* |

Institutional Learning Outcomes (ILOs)	Professional Practice Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision. (CACREP 5.g, 6.g, 4.b., 7.m, 5.2.D)				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. (CACREP 2.b)	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. (CACREP 1.i, 3.i)	Scholarship Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their professional and scholarly endeavors. (CACREP 8.j)
							the PLO Rubric. *Site Visit Project.*
CM521 Lifespan Development *CORIS Assessment of Professional Dispositions*	3.1, 3.3, 3.4, 3.5 **PLO 3 Competency Rubric, 90% score 1 (entry level) or higher. KPI:** *Personal Development Across the Lifespan Paper*		5.1,5.6				

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CM571 Assessment of Individuals Skills Assessment			5.6, 5.7, 5.11		7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11,7.12 PLO 7 Competency Rubric, 90% score 1 (entry level) or higher. KPI: Mock Intake Assessment	2.1	1.5	8.1, 8.2, 8.3, 8.4, 8.5 PLO 8 Competency Rubric, 90% score 2 (developing level) or higher. KPI: Test

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					& MSE Report			Construction Assignment
CM514 Diagnosis of Mental Health Issues	3.2, 3.3, 3.4 *PLO 3 Competency Rubric, 90% score 2 (developing level) or higher. KPI: Final Case Study Application Paper*		5.10, 5.13		7.11, 7.12, 7.13		1.13	8.1, 8.4, 8.5
CM528 Helping Relationships and Skill	3.3, 3.5	4.1, 4.3 *PLO 4 Competency*	5.1, 5.3, 5.5, 5.7, 5.10, 5.11	6.1	7.4, 7.7	2.1, 2.3, 2.4	1.8, 1.9, 1.10, 1.13	8.1, 8.2

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Development *Skills Assessment*		*Rubric, 90% score 1 (entry level) or higher. KPI: Final Skills Practice Recording & Self-Reflection*	*PLO 5 Competency Rubric, 90% score 2 (developing level) or higher. KPI: Final Skills Practice Recording & Self-Reflection*				
CM550 Diversity and Multiculturalism					2.1, 2.2, 2.3, 2.4 *KPI: PLO 2 Competency Rubric, 90% score 2 (developing*	1.4, 1.5 *PLO 1 Competency Rubric, 90% score 2 (developing level) or higher.*	8.5

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CORIS Assessment of Professional Dispositions						*level) or higher.* *KPI: Cultural Identity Project*	*KPI: Cultural Identity Project*	
CM543 Group Theories & Processes of Counseling *Skills Assessment*	3.5		5.1, 5.5, 5.7, 5.8, 5.9	6.1, 6.2, 6.3, 6.4, 6.5 *PLO 6 Competency Rubric, 90% score 2 (developin*	7.3	2.1, 2.2, 2.3, 2.4	1.7, 1.8	

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				g level) or higher. *KPI: Designing a Group Project*			
CM530 Advanced Treatment Planning & Psychopharmacology *Skills Assessment*	3.2, 3.3, 3.5	4.1, 4.2, 4.3 *PLO 4 Competency Rubric, 90% score 2 (developing level) or higher.*	5.6, 5.7, 5.8, 5.9, 5.10, 5.13, 5.14		7.3, 7.4, 7.7, 7.11, 7.12, 7.13 *PLO 7 Competency Rubric, 90% score 2 (developing level) or higher.*	1.3, 1.8, 1.11, 1.13, 1.14	8.1, 8.2, 8.4, 8.5

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		KPI: Final Case Application Assignment			KPI: Final Case Application Assignment			
CM536 Couples and Family Counseling Skills Assessment:	3.4 PLO 3 Competency Rubric, 90% score 3 (progressing level) or higher. KPI: Multidimensional Case Study		5.1, 5.2, 5.7, 5.8, 5.9		7.5, 7.9, 7.12	2.4	1.7	

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CM 599 Traumatic Stress: Causes, Effects, & Contexts *CORIS Assessment of Professional Dispositions*	3.4, 3.5		5.1, 5.5, 5.7, 5.8, 5.9, 5.11, 5.13		7.3, 7.5, 7.9, 7.10, 7.11, 7.12, 7.13	2.1, .2.2, 2.3	1.1, 1.3, 1.6, 1.9, 1.13	8.1, 8.2, 8.4
CM605 Counseling Practicum *Skills Assessment:*			5.14	6.1, 6.2, 6.3, 6.4, 6.5 *KPI: PLO 6 Competency Rubric,*	7.1, 7.2, 7.6			

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				90% score 3 (progressing level) or higher. KPI: Seminar Leader Final Evaluation			
CM585 Addictions & Substance Abuse *Skills Assessment:*	3.2, 3.3, 3.5		5.1, 5.5, 5.6, 5.7, 5.8, 5.9, 5.12, 5.13 *PLO 5 Competenc*	6.1, 6.2, 6.4, 6.5	7.3, 7.7, 7.9, 7.10, 7.11,	2.1, 2.2, 2.3 *PLO 2 Competency Rubric, 90% score 3 (progressing level) or*	1.1, 1.5, 1.6, 1.7, 1.9, 1.11	8.1, 8.4

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			y Rubric, 90% score 3 (progressing level) or higher. KPI Synthesis Paper on Addiction & Treatment of Offenders with Mental Illness	*PLO 6*	*7.12, 7.13 PLO 7Competency Rubric, 90% score 3 (progressing level) or higher. KPI Synthesis Paper on Addiction & Treatment of Offenders with*	*higher. KPI: Historical Perspectives Discussion (M1U2)*	

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				Mental Illness			
CM695 Advanced Ethics & Legal Considerations *CORIS Assessment of Professional Dispositions*		5.11	6.3, 6.4, 6.5	7.5		1.6, 1.7, 1.10, 1.13, 1.14, 1.15 *PLO 1 Competency Rubric, 90% score 3 (progressing level) or higher.* *KPI: Final Ethical & Legal Case Study*	8.5

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CM564 Career Dev & Counseling *Skills Assessment:*	3.5	4.1, 4.2, 4.3 *PLO 4 Competency Rubric, 90% score 3 (progressing level) or higher. KPI: Career Counseling Action Plan Final Project*	5.8, 5.9, 5.10		7.1, 7.2, 7.3, 7.9, 7.10		1.1, 1.5, 1.6, 1.7	8.4
CM578 Methods of Research					7.8		1.13	8.1, 8.2, 8.3, 8.4, 8.5

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and Program Evaluation								*PLO 8 Competency Rubric, 90% score 3 (progressing level) or higher.* KPI: *Research Proposal*
CM614 Internship in Counseling I *Skills Assessment*	3.1, 3.2., 3.3, 3.4, 3.5,	4.1, 4.2, 4.3	5.1, 5.2, 5.3, , 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14	6.1, 6.2, 6.3, 6.4, 6.5 *Competency Rubric, 90% score 3 (progressing level) or higher.*	7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13	2.1, 2.2, 2.3, 2.4	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15	8.1, 8.2, 8.3, 8.4, 8.5

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				KPI Final Seminar Leader Evaluation				
KPIs: CM 800 CPCE Exam CORIS Assessment of Professional Dispositions	KPI: CPCE Human Growth & Development Section 80% or better.	KPI: CPCE Career & Lifestyle Development Section 80% or better.	KPI: CPCE Helping Relationships Section 80% or better.	KPI: CPCE Group Work Section 80% or better.	KPI: CPCE Appraisal Section 80% or better.	KPI: CPCE Social and Cultural Foundations Section 80% or better.	KPI: CPCE Professional Counseling Orientation & Professional Practice Section 80% or better.	KPI: CPCE Research & Program Evaluation Section 80% or better.
CM619 Internship in Counseling II CORIS Assessment of	3.1, 3.2., 3.3, 3.4, 3.5	4.1, 4.2, 4.3	5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.8, 5.9,	6.1, 6.2, 6.3, 6.4	7.1, 7.2, 7.3, 7.4, 7.5, 7.6,	2.1, 2.2, 2.3, 2.4	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15	8.1, 8.2, 8.3, 8.4, 8.5

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Professional Dispositions *Skills Assessment*	*PLO 3 Competency Rubric, 90% score 4 (mastery level). KPI: Clinical Competency Exam*	*PLO 4 Competency Rubric, 90% score 4 (mastery level). KPI: Clinical Competency Exam*	*5.10, 5.11, 5.12, 5.13, 5.14* *PLO 5 Competency Rubric, 90% score 4 (mastery level). KPI: Clinical Competency Exam*	*PLO 6 Competency Rubric, 90% score 4 (mastery level). KPI: Clinical Competency Exam*	*7.7, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13* *PLO 7 Competency Rubric, 90% score 4 (mastery level). KPI: Clinical Competency Exam*	*PLO 2 Competency Rubric, 90% score 4 (mastery level). Competency Rubric, 90% score 4 (mastery level). KPI: Clinical Competency Exam*	*PLO 1 Competency Rubric, 90% score 4 (mastery level). Competency Rubric, 90% score 4 (mastery level). KPI: Clinical Competency Exam*	*PLO 8 Competency Rubric, 90% score 4 (mastery level). Competency Rubric, 90% score 4 (mastery level). KPI: Clinical Competency Exam*

Legend

Shading

Dark Blue: Institutional Learning Outcomes	
Light Blue: Program Learning Outcomes	
Dark Grey PLO/CLO alignment	
Bright Blue:1st Semester Classes	
Light Green: 2nd Semester Classes	
Pink: 3rd Semester Classes	
Purple: 4th Semester Classes	
Peach: 5th Semester Classes	
Lilac: CPCE	
Yellow 6th Semester Classes	

Print

Red Bold: CACREP Standards

Orange Bold: Introduction of Competency, PLO Rubric Assessment level expected: Entry (1)

Blue Bold: Reinforce Competency, PLO Rubric Assessment level expected: Developing (2) or Progressing (3)

Dark Green Bold: Mastery of Competency, PLO Rubric Assessment level expected: Mastery (4) also Mastery at or above national mean on CPCE section test that aligns with the PLO

Purple Bold Italicized: KPI. KPIs assess the student's overall competency towards the Program Learning Objectives (assessment of knowledge). Therefore, the KPIs include the PLO rubric scores, the CPCE section scores, Fieldwork mid-term and final evaluations/ (These KPIs are also Signature Assignments), and the Clinical Competency Exam, where students demonstrate an integration of all the PLOs.

Blue Bold Italicized: CORIS Assessment of Professional Dispositions

Green Bold Italicized: Skills Assessment