<div align="center">

PROGRAM EVALUATION REPORT SUMMARY
Department of Counseling
Clinical Mental Health Counseling

</div>

Review Period: **2021-2022 Academic Year**
Date of Report Approval: January 2023

Data-Driven Program Modifications in 2021 - 2022

During the 2021-2022 academic year, the following program modifications were made per the recommendations from the 2020-2021 CMHC Program Evaluation report:

Additional instructional support for the Human Growth and Development and the Career and Lifestyle courses at Regional Campuses
Course leads Dr. Anna Owens and Dr. Vanessa Teixeira revised instructional guides for their respective courses with specific content to increase instructional support and structure in an effort to increase student satisfaction in these courses. The guides were approved by the Curriculum Committee and disseminated to faculty via the Faculty Center in Canvas.

2021-2022 Program Improvements

Weekend Intensive/Hybrid Format Modification

In the Fall 2021 semester, a Departmental task group was charged with exploring alternative regional campus formats and making recommendations for improvements to increase student enrollment at regional campuses. The task group solicited feedback from faculty and students via meetings and discussion, and proposed a weekend intensive/hybrid format revision. The modification incorporated student feedback to make the program more accessible to students who have work and/or family responsibilities while preserving the in-person instructional components.

The modification was implemented starting Fall 2022. Forty-five instructional hours in the modified format are as follows:

Weekend Class Hours: 14 hours X 2 weekends = 28 hours

Revised weekend intensive, in-person class meeting hours:

- Friday: 6 to 8 pm (Zoom meeting)
- Saturday: 9 am to 3 pm (in-person on campus)
- Sunday: 9 am to 3 pm (in-person on campus)

Class introduction (Zoom): 1 hour

Weekly asynchronous online activity: 2 hours X 8 = 16 hours

Total hours = 45 hours (for 3 credit hour courses)

Tevera

In the Summer of 2022, the Department of Counseling implemented Tevera, a cloud-based software which provides a unified platform to manage clinical field placement sites, track student performance and clinical hours needed to graduate and for licensure, and align field placement workflows. Tevera replaced a manual documentation process, requiring the use of PDF forms and spreadsheets.

Department of Counseling Statement of Diversity, Equity, Inclusion, & Belonging

In the 2021-22 academic year the Department developed, approved, and published a Statement of Diversity, Equity, Inclusion, & Belonging. The statement is now included on the Department website: https://psychology.nova.edu/departments/cs/diversity-equity-inclusion-belonging.html

Program Learning Outcomes for 2021 - 2022

The following eight programs learning outcomes and three Clinical Mental Health Counseling learning outcomes were measured in the Online, Traditional Davie, and Regional Campus formats using various methods including (1) course pass rates, (2) KPI pass rates, (3) site supervisor feedback surveys, (4) student feedback surveys, and (5) alumni feedback surveys.

Learning Outcome #1

ETHICAL PRACTICE-The ethical practice of counseling aligned with a professional counseling orientation in accordance with the standards and credentials of the counseling profession.

Learning Outcome #2

SOCIAL AND CULTURAL DIVERSITY-Understand multicultural and pluralistic characteristics within and among diverse groups nationally and internationally while developing strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

Learning Outcome #3

HUMAN GROWTH AND DEVELOPMENT-Understand factors associated with human growth and development across the lifespan.

Learning Outcome #4

CAREER DEVELOPMENT – Understand career development theories and strategies for personal growth and employment opportunities in a global economy.

Learning Outcome #5

HELPING RELATIONSHIPS-Utilize essential interviewing, counseling, and case conceptualization skills to promote client understanding of and access to a variety of community-based resources.

Learning Outcome #6

GROUP WORK – Utilize theoretical foundations of group counseling and group work to plan ethical and culturally relevant strategies for designing and facilitating groups.

Learning Outcome #7

ASSESSMENT – Utilize methods of effective assessment relevant to academic/educational, career, personal, and social development.

Learning Outcomes #8

RESEARCH AND PROGRAM EVALUATION – Understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.

Clinical Mental Health Counseling Learning Outcomes

Learning Outcome #1

PROFESSIONAL IDENTITY-Understanding and demonstrating the professional identity of a clinical mental health counselor, including knowledge of the history, philosophy, professional organizations, ethical codes, preparation standards, and credentials as well as the roles, settings, and delivery modalities (e.g., inpatient, outpatient, partial hospitalization) of clinical mental health counselors

Learning Outcome #2

LEGISLATIVE AND POLICY ISSUES - Understanding the legislative and policy issues related to clinical mental health counseling and possessing strategies for advocacy and interfacing with other professionals.

Learning Outcome #3

CULTURALLY COMPETENT CLINICAL MENTAL HEALTH COUNSELING PRACTICE - Attaining specialized knowledge and skills needed to provide culturally competent clinical mental health counseling services to diverse individuals, families, and groups, including assessment, diagnosis, treatment, referral, and prevention of mental and emotional disorders, including those related to crisis, trauma, substance use, and addiction

In addition to program learning outcomes, students complete assessment of dispositions at three time during the program: PYCL 0502, PYCL 0635, and PYCL 0680.

The sample size for Positive Attitude was 613 students. 613 students (100%) met disposition requirements.
The sample size for Professional Behavior was 613 students. 611 students (99.67%) met disposition requirements.
The sample size for Communication was 613 students. 613 students (100%) met disposition requirements.
The sample size for Ethical Behavior was 613 students. 612 students (99.83%) met disposition requirements.

RECOMMENDATIONS

1. The Assessment Committee noted that all five benchmarks (course pass rates, KPI pass rates, site supervisor feedback surveys, current student feedback surveys, and alumni feedback surveys) were met globally for all learning objectives. Specific campuses fell short of the benchmark for 80% of current students or 80% of alumni rating the LO as met moderately well or above as follows:

   - The current student survey reported that 75% of respondents from the Orlando campus (N=4) rated the Human Growth and Development LO as met moderately well or above. Overall, 85.72% of students rated this LO as met moderately well or higher, meeting the 80% benchmark.
   - The current student survey reported that 60% of respondents from the Tampa campus (N=5) and 63.6% of respondents from the Miami campus (N=11) rated the Career Development LO as met moderately well or above. Overall, 89.66% of students rated this LO as met moderately well or higher, meeting the 80% benchmark.
   - The current student survey reported that 71.43% of respondents from the Tampa campus (N=7) rated the Group Work LO as met moderately well or above. Overall, 90.22% of students rated this LO as met moderately well or higher, meeting the 80% benchmark.
   - The current student survey reported that 33.33% of respondents from the Tampa campus (N=3) rated the Assessment LO as met moderately well or above. Overall, 87.8% of students rated this LO as met moderately well or higher, meeting the 80% benchmark.
   - The alumni survey reported that 72.72% of respondents from the Davie campusus (N=11) rated the Assessment LO as met moderately well or above. Overall, 84% of alumni surveyed rated this LO as met moderately well or higher, meeting the 80% benchmark.
   - The current student survey reported that 71.43% of respondents from the Tampa campus (N=7) rated the Research LO as met moderately well or above. Overall, 86.79% of students rated this LO as met moderately well or higher, meeting the 80% benchmark.

Small sample size was a concern in interpreting some findings, especially at the regional campuses. In some cases, student and alumni ratings were discrepant from other benchmark assessments for these learning outcomes. Thus, the Assessment Committee recommends that the faculty, particularly the Curriculum Committee and the Faculty Course Leads for PYCL 0507, PYCL 0512, PYCL 0608, PYCL 0631, and PYCL 0645, explore strategies to support and prepare students in the PYCL 0507, PYCL 0512, PYCL 0608, PYCL 0631, and PYCL 0645 courses across the regional campuses. This may include revising course instructional guides in Canvas, creating or revising course assignments, creating or revising course content, or other means.

2. The assessment committee recognized that not all CMHC courses are assessed in this annual evaluation. Those courses not specifically aligned with CACREP objectives do not include assignments that can be measured or evaluated by this committee. Currently, The only course

assignments that can be evaluated by this committee are in the form of KPIs submitted to Livetext.

In an effort to develop an evaluation of the program with more depth, it is suggested that the Curriculum Committee develop evaluative measure in every course that can be reviewed by faculty or this committee. Those measures would presumably (1) demonstrate a mastery of learning in that course and (2) be logged into livetext or some other system where aggregate data can be reviewed and analyzed. Some courses include KPI measures that are logged into livetext and can be explored for data anlaysis. Courses that do not currently include KPI measures should be considered initially for revision.

The Assessment Committee is examining the following:

1. Continuing to monitor and explore methods to increase response rates on the alumni feedback survey and regional campus student response rates on the current student feedback survey sent out each year for this program evaluation report. The Assessment Committee will continue collaborating with College of Psychology faculty, staff, and administration as needed to develop strategies to reach CMHC alumni and regional campus students.

2. Examining the CMHC assessment plan and streamlining the program evaluation processes.

3. Critically reviewing program evaluation assessment strategies, as well as student assessment practices for diversity, equity, and inclusion.