Oregon State University

Counseling Academic Unit

Annual Program Report

2015-2016

Prepared by Counseling Academic Unit (CAU) faculty for program website posting:
http://education.oregonstate.edu/counseling, http://osucascades.edu/teacher-and-counselor-education/counseling, and distribution to current students, affiliate faculty, alumni, employers, university administrators, and CAU advisory board members.

Comprehensive Assessment Plan

Oregon State University Counseling Academic Unit (CAU) faculty engages in continuous curricular and program assessments. Areas evaluated align with, and exceed, those specified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the OSU Graduate School. We aim to provide exceptional learning environments and educational experiences for counseling students. To this end, faculty systematically collect and review comprehensive data each academic year (AY) as detailed in the CAU comprehensive assessment plan. This annual program report summary includes program and curricular assessment results. Results inform curricular and program data-driven design and delivery in relation to elements of Oregon State University, College of Education, and CAU mission and purpose. More precisely, CAU faculty;

a) Contribute to improving human health and wellness and promoting social progress (University Mission);
b) The College of Education develops change agents in the form of researchers, scholars, learning leaders, teachers, and counselors. Change agents make a difference by promoting innovation, social justice, and lifelong learning. They prepare citizens who are socially empowered, reflective, innovative, and caring members of our increasingly diverse communities and the world. (College Mission)
c) Continuously focused on embodying our counseling program credo: D.R.I.V.E. Dignity, Respect, Integrity, Value, and Equality in our actions and interactions with all humankind (Unit Mission).

We consider this *way of being* fundamental to promoting the overall well-being of individuals, families and communities.

Comprehensive Assessments Overview

CAU faculty employ formative and summative measures for data collection across program assessment areas. In organizing this report, these areas are delineated as (a) Pre-program (admission); (b) in-program; (c) post-program (completion); and (d) additional recurring data. Pre-program, in-program and post-program assessments track linear progressions, which parallel students learning and development, over time. The fourth area, (d) additional recurring data, includes input valuable for assessing program and curricular functioning, though not directly related to degree completion (e.g. National Counselor Examination (NCE aggregate score reports, and advisory board feedback and suggestions).

Figure 1 illustrates the continual assessment cycle. Results are based on data derived from CAU program assessment measures administered throughout the 2014-2015 academic year (AY). In some instances data represent additional academic years to include sufficient responses or report trends. This report concludes with examples of programmatic and curricular changes made by CAU faculty based on current results and data trends.
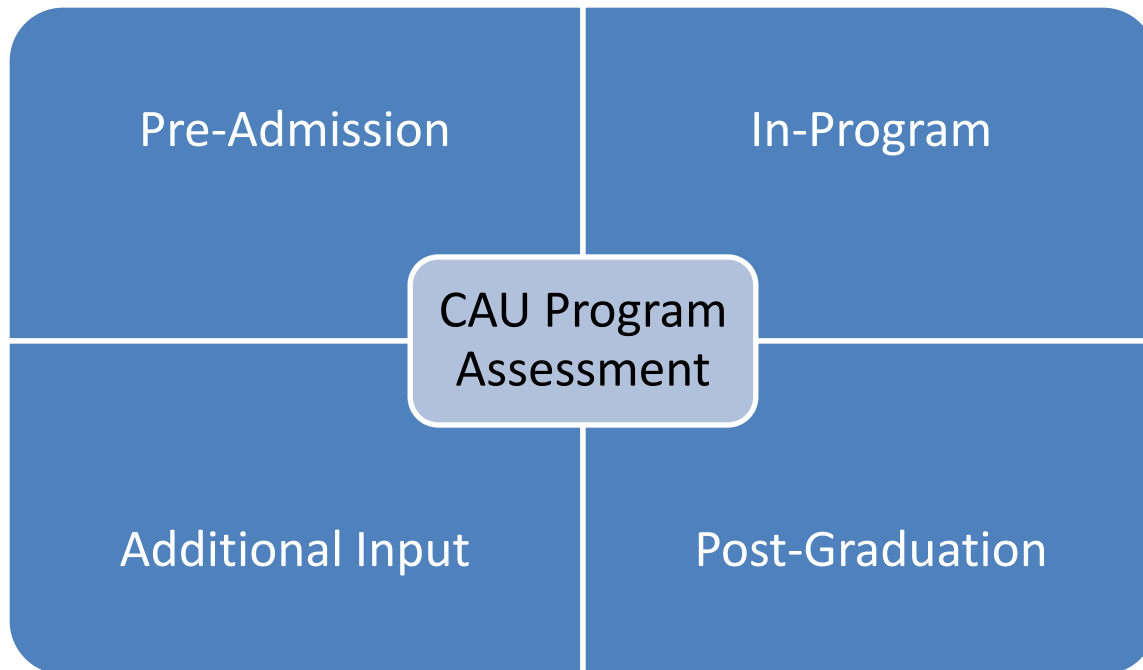
Figure 1. CAU Curricular and Program Assessment Areas

Pre-Admission

Both the MCoun and PhD programs require submitting a written application, and completing an in-person interview for admission. Pre-admission assessments are vital in determining goodness of fit between prospective student intent and counseling program purpose. CAU faculty use multiple-raters to score program applications and interview day activities (e.g. writing sample, topic focused applicant group discussion).

Those scoring high on the written application are invited for a full-day, in-person, individual and group interview. MCoun and PhD interview days occur each year, facilitated by core and affiliate faculty, with assistance from currently enrolled students (e.g. answering prospective student questions). Pre-admission assessment also entails anonymously surveying applicants, inviting perceptions about applying, interviewing, and reasons for choosing OSU.

In 2015-2016, 155 individuals applied to the PhD and MCoun programs. Over a quarter ($n = 41$) applied to the PhD program and the remaining ($n = 98$) applied to the MCoun CMHC ($n = 55$) and SC ($n = 43$) programs.

PhD program

The PhD application process has two phases: paper screen and in-person interviews. Out of the total number of applicants ($n = 41$), 18 passed the paper screen and were invited for in person interviews (5 males, 15 females). Of that 18, 14 were offered admission, 3 were placed upon a

wait list, and 1 was denied admission. Of the 14 offered admission, 12 enrolled and form the 2016 cohort. Acceptance rate of 34%.

The percent of applicants that resided in Oregon was 24%. Only 12% of the applicants identified a race/ethnicity. All those applicants who identified a race/ethnicity were Hispanic/Latino. The average age at application was 39. The average GPA of applicants was 3.69.

MCoun (CMHC, SC)

Applicants ($N = 98$) were 27% male, 73% female. Sixty-three applicants were invited to one of three program interview days, resulting in Admit decisions for CMH ($n = 24$) and SC ($n =23$). Admission score totals ranged from 93 to 114. Acceptance rate of 44% (25% male, 75% female). Of those admitted, 39 identified as white, Caucasian, and six as Hispanic/Latino. Overall average age was 31 ($SD=9$) and previous degree GPA $= 3.37$ ($SD=.50$).

Applicant Feedback

MCoun Applicants

Most applicants (75%) highlighted OSU's CACREP accreditation as "extremely" important to their decision to apply to OSU. The remaining 25% indicated CACREP accreditation was a "moderately" or "somewhat" important consideration.

Applicants were asked about their experience levels and familiarity with instructional methods using technology. Over half (54%) indicated "extremely" experienced/familiar followed by 38% percent responding "moderately" familiar and experienced. The remaining applicants (8%) considered themselves "somewhat" experienced/familiar with these instructional course delivery methods.

When asked, "What led you to apply to OSU in particular?", responses varied. Emerging themes entail program *purpose and reputation*, and program *convenience and feasibility*. Applicants commented on the program being well-established and respected in the field. Others indicated appreciating program focus on developing future clinicians and leaders in the field. Many applicants cited the ability to work while pursuing the degree, or not having to change jobs or places of residence because of hybrid program delivery (PhD, SC-Corvallis).

Finally, regarding overall application and interview day processes, responses were overwhelmingly positive. Applicants commented on feeling respected and having ample opportunity to have their questions answered, as well as to learn about program faculty interests and expectations. One area of constructive feedback concerned applicant career interest and professional goals, leaving an applicant questioning whether the purpose is to truly explain applicant interests or more assess the answers based on some presumed-to-be correct response.

PhD Applicants

As part of the Counseling Academic Unit's program evaluation plan, applicants are surveyed in a number of areas. Below are the responses from PhD applicants for the AY 15/16:

1. Please indicate how you first heard about OSU's Ph.D. in Counseling program. *Most frequent response: Word of Mouth.*

2. Please indicate your current employment/work setting. *Most frequent response: Community/Mental Health Counseling.*

3. Which of the following most closely describes your main purpose in pursuing a Ph.D. in Counseling? *Most frequent response: I want to become a full-time counselor educator.*

4. How important is CACREP accreditation to your decision about attending OSU's Ph.D. in Counseling Program? *Most frequent response: Extremely important - I would not attend a non-CACREP program.*

5. The Ph.D. in Counseling is research focused with 15 credits of quantitative and qualitative research coursework and a dissertation. Would you prefer a counseling doctorate that was more practice focused with less research coursework and a practice-based project? *Most frequent response: Yes.*

6. What is your work status? *Most frequent response: Full Time.*

7. Where do you currently reside? *Most frequent response: Outside Oregon.*

8. What is your experience level in online learning? *Most frequent response: Extremely experienced (e.g., have taken a number of online courses, familiar with information technology commonly used in online learning environment).*

In-Program

The second assessment area builds on the first, in scope and breadth, from admission to program completion. Considerable attention and evaluative focus tracks transformational student learning (e.g. gains in awareness, knowledge and skills). Students are continually assessed for academic (e.g. knowledge) and dispositional (awareness, comportment) professional growth and development. The MCoun and PhD in Counseling programs culminate in final written assessment and oral defense examinations. MCoun students create, then orally defend, a comprehensive written portfolio and final clinical case presentation. PhD students must pass comprehensive written and oral preliminary exams, prior to designing, proposing, conducting, and defending dissertation research. Below includes a variety of tables reporting program data collected while students are enrolled in their program of study.

Results
OSU Graduate School Student Learning Outcomes (SLO)
Purpose: To gather SLOs set by Graduate School at OSU.
Data collected every spring. Presented here are overall descriptives, as each area was ≥ 80, across programs.
 CAU AY 15/16 Developmental Assessments Overall (N=136)

	M	*SD*	**range**	*n* < **60**
PhD	86.85	7.41	0-100	0

MCoun	86.83	8.75	40-100	1

Note. Scores range from 0-100. Scores below 60 indicate student may be at risk.

0= has not commenced activity toward target skill/knowledge/behavior.

20= developmental trajectory does not suggest student will acquire target
skill/knowledge/behavior.

40= developmental trajectory is unclear in reference to acquisition of target
skill/knowledge/behavior.

60= developmental trajectory suggests student will acquire target
skill/knowledge/behavior.

80= developmental trajectory indicates the student will soon acquire target
skill/knowledge/behavior.

100= student has acquired the target skill/knowledge/behavior.

Program Objective Assessment

Purpose: To examine student performance, by course, on program objectives (Core Signature Assignments), in alignment with CACREP Standards.

End of every quarter, course instructors submit percentages of passes on core/signature assignments.

MCoun Core Signature Assignment Scores, and Overall Course Grades Summary

CMHC and SC Curriculum		Assignment		% Course Grades ≥ "B"
		Max Score	Scores Range	
513	Pre-practicum	1*	1	100
551	Theory & Techniques of Counseling I	30	24-28	94
562	Intro to Research Methods	28	100	80-100
568	Lifestyle & Career Development	30	19-30	100
532	Social & Cultural Perspectives	100	88-100	100
541	The Counseling Profession	30	24-30	100
571	Group Counseling I	100	84-100	100
578	Crisis, Grief & Loss Counseling	30	25-30	100
514	Practicum I and II	1*	0-1	90
531	Dev Perspectives in Couns	25	20-25	92
533	Addictive Behavior Counseling	40	32-40	100
567	Appraisal of the Individual	40	0-39.5	97
577	Psychopathology and Diagnostics	30	24-30	90
581	Cross Cultural Counseling	25	0-25	94
515	Internship	1*	0-1	90
536	Psychopharmacology for Counselors	40	30-39	100
552	Theory & Techniques of Couns II	40	28-40	95
575	Family Counseling	30	24-30	95
550	Principals of Mental Health Couns	25	20-24.5	60
597	Introduction to Supervision	50	30-50	100
595	Group Counseling II	100	86-98	100
598	Counseling Consultation	30	19-30	95
591	Study of Schools	30	25-30	100
592	Classroom Instruction	30	25-30	100
548	Special Education Issues in Couns	450	434-440	100
546	Leadership in School Counseling	400	388-395	100

PhD Core/Signature Assignment Outcomes

Assign. #	Assignment Description	Score Range	Score
603.6	Submit writing project commensurate with length of enrollment	0-1	0.98
612.4	Qualitative Research Proposal	0-300	283.40
613.3	Qualitative Interview	0-300	286.00
613.4	Qualitative Analysis Group Project	0-200	195.00
617.5	Jing Project	1-20	18.50
618.1-4	Photovoice project	0-10	10
618.2-5	UP Workshop	0-20	20.00
618.3-5	Interpersonal Theory of Suicide (IPT) Module Workshop*	0-20	18.66
619.E	Successfully complete required hours per credit enrolled for during the quarter and hand in required paperwork (internship log sheet and site supervisor/liaison confirmation).	1 - 5	4.73
619.F.1	Case Study: Teaching	7 - 21	20.82
619.F.2	Case Study: Supervision	8 - 21	20.81
619.F.3	Case Study: Clinical Counseling	9 - 21	19.88
619.G	Leadership and Advocacy Summary Paper	4-12	11.38
634.3	Complete the group mental health or school counseling program design, development and evaluation project and present to class with group members	0-300	296.00
662.5	Final Exam	0-50	49.14
663.4	End of Quarter Artifact	0-100	95.00
664.3	Self-initiated Assignment	0-50	49.00
665.5	Counseling Conference Program Proposal	0-100	1.00
667.4	Final Exam	0-100	46.40
668.4	Syllabus Project	0-60	59.00
668.5	Workshop Project	0-60	59.00
671.4	Group Case Conceptualization	0-400	372.00
665.6.1	Quiz: Ethical and Legal Issues	0-50	48.44
665.6.2	Quiz: Writing Methods, Results and Discussions	0-51	48.13
681.B	Curriculum Design for a Multicultural Class	0-20	19.0
681.C	Service Learning Project - Participation in Advocacy	0-20	19.0
681.D	Social Action Plan	0-5	4.3
696.A	Teaching Philosophy Statement	0-10	14.80
696.B.i	Group Project: Online Teaching Module	4-24	19.00
696.B.ii	Group Project: Face-to-Face Classroom Learning Module and Teaching Demonstration	12-60	14.80
697.3	Active and productive during in synchronous group supervision of supervision	0-1	1.00

Student Written and Oral Exams Outcomes

Exam	Pass	PP*	NoPass
Written comps	11	1	3
Oral prelims	12	0	1
Oral (final) defense	8	0	0

PP = Pass, with deficiency area re-examined.

CAU Graduates (*N*=36):
Student Completion of Dissertation (PhD), Final Portfolio and Case Presentation (MCoun)

This year we celebrated program completion and graduation of 36 students (PhD=8; MCoun=27). All 36 successfully completed their final oral examinations on the first attempt. Looking forward, we anticipate increases in MCoun school counseling graduates resulting from the hybrid program offering (now in the 2nd year of delivery).

AY 15/16 PhD graduates (*N*=11), time to program completion (in months)			
	M	*SD*	range
Months elapsed	55.88	21.25	36-96

AY 14/15 MCoun graduates (*N*=25: 18-CMH, 7-SC), time to completion			
	M	*SD*	range
Months elapsed	30.2	6.02	24-39

MCoun Portfolio, Oral Defense scoring (*N*=25)		
M	*SD*	range
102.2	3.81	92-107

POST-PROGRAM

As per CAU policy, alumni and their employers are surveyed on a biennial basis. The next surveying will be conducted during the Winter Quarter of 2017. These surveys focus on the core CACREP areas and have been in use since the early 1980s. Employers of CAU alumni are very impressed with their OSU hires. The average for all content areas was above an 8. Alumni also rated the quality of the instruction they received very highly. With three exceptions, all content areas averaged above a score of 7. The three exceptions averaged between a 6 and a 7. These content areas were: (1) MS research methods, (2) PhD crisis, loss & grief counseling, and (3) PhD quantitative methods. In terms of 1 & 3, the College of Education does not maintain classic "Foundations" department and hence has no full-time faculty devoted exclusively to teaching research methods. As such, the CAU has relied on adjunct faculty for these courses. Three years ago the CAU faculty decided that student and alumni ratings of the quantitative research methods courses were not at the level of quality desired. Therefore, the CAU revised the curriculum and hired new faculty with greater expertise and experience. The CAU faculty expects ratings to rise to the level of other content areas and is monitoring these courses closely. It is interesting to note that OSU's results on the latest counseling national boards in the research content area ($M = 10.57$) bested the average for both CACREP accredited programs ($M = 9.35$) and all counseling programs ($M = 7.74$). Thus, quantitative research methods are an area of *relative* rather absolute weakness. In terms of the PhD content area of crisis, loss & grief counseling, the low score in this area (relative to the other content areas) was not unexpected. The CAU faculty only added this content area to the curriculum two years ago and expects by the time of the next biennial survey that the score for this area will draw close to the overall average.

Procedures and Response Rate

The OSU foundation provided a list of alumni with the major of Counseling. The survey frame for the master's degree was 2003-present ($n = 314$). The survey frame for the doctoral degree degree was 1994-present ($n = 61$). After excluding survey packets returned by the postal service as undeliverable the return rates were as follows:

Group	Population	Excluded (no address)	Returned	Response Rate	Early & Late Respond t-test
MCoun Alumni	314	41	80	29%	$p = .949$
MCoun Employers	314	41	28	10%	$p = .915$
PhD Alumni	61	8	17	32%	$p =. 153$
PhD Employers	61	8	10	19%	$p = .321$

Given these lower return rates, an analysis of early and late responders was conducted following the protocol set forth in Lindner, Murphy, & Briers (2001). The reason for this analysis is that late-responders can serve as a surrogate for non-responders (Miller & Smith, 1983; Oppenheim, 1966; Pace, 1939; Welch & Barlau, 2012). Selecting a content area at random (i.e., Career), we conducted an independent samples t-test comparing early and late responders. No difference was found in any group. Thus, these results can been seen as reflective of the entire population.

Missing data were replaced by series mean using SPSS.

Respondents' Years of Experience

MCoun Alumni: *M*= 5.93 (*SD*= 3.62)

PhD Alumni: *M*= 7 (*SD*= 5.29)

Demographic Results-Working Setting

Location	MS Alumni (n= 80)	MS Employers (n= 28)	PhD Alumni (n= 17)	PhD Employers (n= 10)
K-12	43.80%	71.40%	5.90%	10.00%
Mental Health	12.50%	14.30%	0.00%	10.00%
Higher Ed. Student Services	7.50%	3.60%	5.90%	10.00%
Higher Ed. Instruction	3.80%	0.00%	88.2%	70.00%
Retired	n.a.	n.a.	0.00%	n.a.
Unemployed	2.50%	n.a.	0.00%	n.a.
Other	25.00%	3.00%	0.00%	0.00%

Time to First Hire in the Profession

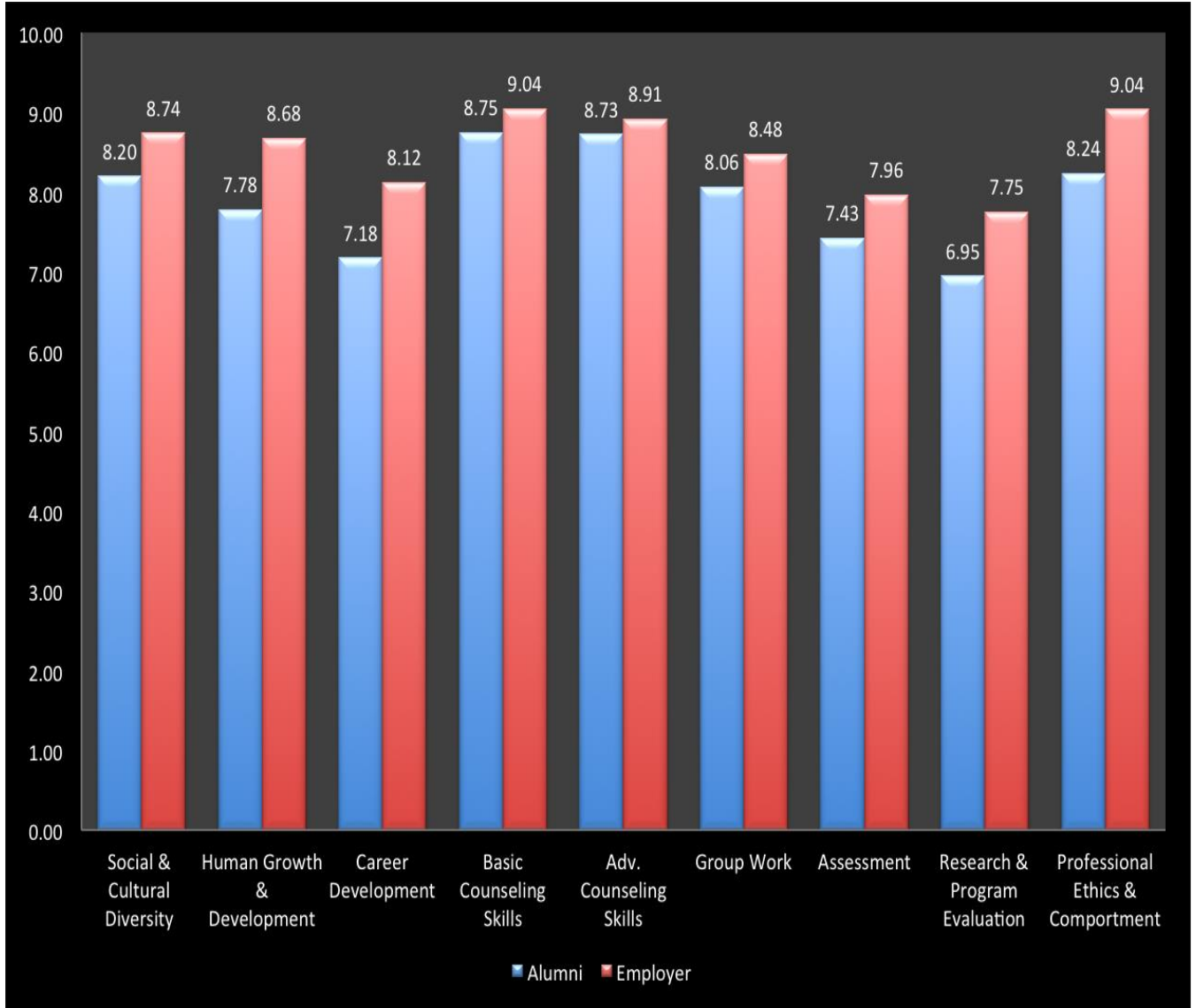| Time/Profession	MS	PhD
0 to 6 Months	78.80%	64.70%
6+ to 12 Months	11.30%	17.60%
1+ to 2 years	5.00%	0.00%
2+ Years	1.30%	0.00%
Did not seek employment	3.80%	17.60%

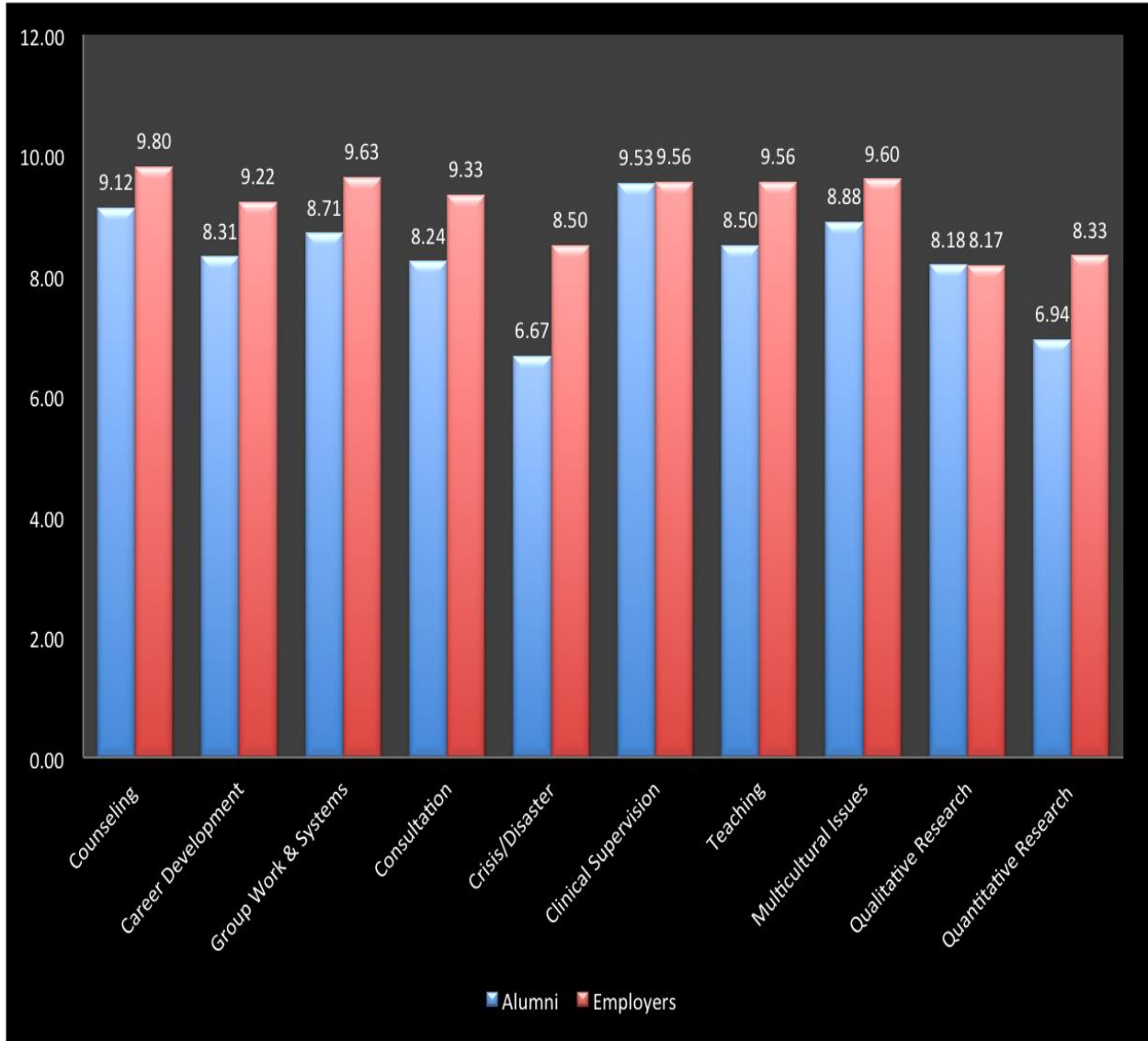*At 1-year post graduation, the total employed or not seeking work was:*

MCoun degree: 94%
PhD degree: 100%

Rating Scale for All Surveys: 1 = *very weak* to 10 = *very strong*

MCoun Content Area Results

PhD Content Area Results

Chart: PhD Content Area Results

Content Area	Alumni	Employers
Counseling	9.12	9.80
Career Development	8.31	9.22
Group Work & Systems	8.71	9.63
Consultation	8.24	9.33
Crisis/Disaster	6.67	8.50
Clinical Supervision	9.53	9.56
Teaching	8.50	9.56
Multicultural Issues	8.88	9.60
Qualitative Research	8.18	8.17
Quantitative Research	6.94	8.33

ADDITIONAL RECURRING INPUT

Additional recurring assessment data (input) comes from our programs advisory boards, the National Board of Certified Counselors (NBCC), in the form of aggregate national counselor exam (NCE) score reports, and from professional leadership and scholarship activities of our current students. Data such as these differ from in-program learning and development assessments, because results are not linked to individual student identity, and are not used for evaluating student progress toward degree completion. What these scores do provide are useful for within-program and between program comparisons (i.e. OSU aggregate results compared to results from all other CACREP and non-CACREP accredited counseling programs).

National Counselor Exam (MCoun Students)

OSU students have historically performed well on the NCE. This 92% (n = 11) of OSU students passed, with scores (M=108.80, SD=14.56) exceeding the average score of test takers from other CACREP (M=105.90, SD=16.39) and non-CACREP (M=102.93, SD=18.08) programs.

Professional Activity Involvement (PhD Students)

CAU faculty foster doctoral student development as emerging counselor educators actively engaging in leadership, advocacy and scholarly professional pursuits. Each AY doctoral students report involvement across these areas. This past year, nearly 80% identified as ACA members; 54% ACES members; as well as regional (e.g. WACES/RMACES) and state level (i.e Oregon School Counselors Assoc) affiliations. OSU students and alum provided meaningful service efforts to these associations (e.g. WACES President), and to community organizations as well. Helping to develop a community counseling center, and serving on state school counselor licensure boards (WA, OR) are just a few examples.

In terms of scholarly activity, five peer-reviewed publications were authored by students, or student-faculty collaborations. Also published were two book chapters, and one Counseling Today feature. Students also pursued opportunities to present at national and regional conferences. Of 15 submissions, 12 were accepted. Five students were actively involved in external funding pursuits. One was awarded.

Validation for these and related efforts also came by way of five students receiving awards, scholarships and additional professional development opportunities from ACA, ASGW, and ACES/WACES.

Advisory Board (Corvallis)

Advisory board members were sent the Graduate School Assessment Report for the Counseling Academic Unit and program structure information about the M.Coun. in Counseling, School Counseling Option one week prior to the meeting and were directed to focus their attention to the two Ecampus programs.   They were invited to send feedback and questions via email if they were not able to attend the meeting. At the start of the meeting, several focusing questions were provided to begin discussion and feedback .

Discussion yielded the following feedback on the existing Ecampus Ph.D in Counseling and M.Coun in Counseling, School Option programs and on the proposed expansion of the M.Coun. into at least one other specialty area:

Ph.D program feedback

a. Would like to see more specific indicators of student performance than dissertation completion.
b. Research identity seems to be a profession-wide struggle. Increased dialogue, development of research culture within faculty and institution of the manuscript-style dissertation seem to be good routes towards addressing this.
c. Professional practice doctorate was difficult to understand and board members were skeptical of its value to those who wanted to teach at the university level. It is important to answer the question of whether other institutions would hire graduates with a professional practice doctorate to teach.

2. Masters' program feedback
a. Program structure (hybrid) fits the needs of many current educational system employees who wish to get a master's in school counseling.
b. Content of program seemed to largely address the needs of working school counselors.
c. Focus on career and college readiness was appropriate.

3. Program expansion feedback
a. School counseling students might value an additional program and its offerings if those offerings could be translated into certifications or better job preparation (eg. addictions certification or skills) particularly if the school program moves to 90 credits.
b. Clinical mental health counseling with a child and adolescent focus could be valuable and attractive to potential students, but addictions programming might have a larger market.

Advisory Board (Bend)
Advisory board members were sent a summary of the Graduate School Assessment Report for the Counseling Academic Unit at OSU Cascades as well as program structure information about the M.Coun. in Clinical Mental Health Counseling and School Counseling Options prior to the meeting. Discussion at the August 2016 meeting focused program strengths and weaknesses. Attendees included site supervisors from clinical and school counseling tracks as well as one alumnus of the program. Those who could not attend were invited to send feedback and questions via email if they were not able to attend the meeting. Summary of feedback included:

- Shared perspective and experience that the program was moving in an effective direction regarding balancing enrollment numbers with internship and practicum

placement capacity.

- A desire for there to be more communication between site supervisors and the university, including the possibility of having trainings and other gatherings for site supervisors.
- A recommendation to meet more frequently with the advisory board, possibly twice per year.
- Other non-substantive feedback included clarifying questions regarding the summary of the report sent, including graduation numbers, enrollment numbers, and curriculum.

The faculty at OSU Cascades considered the feedback provided by the advisory board and decided on the following action points:

1. Continue having an internship fair and continue to encourage university supervisors to be in touch with site supervisors several times each term. In addition, exploring ways for the university to provide trainings and/or additional ways to help connect site supervisors together to explore and discuss supervision strategies.
2. We decided as a faculty not to meet more than once a year on account of difficulty scheduling such an event with so many schedules. In addition, we believe that such a meeting is only needed (at this time) once a year. The program will continue to communicate program information to the advisory board and other stakeholders in its quarterly newsletter.

Examples of Corvallis Programmatic Changes Based on 2015/2016 Assessment Review

1. In our annual developmental/GLO assessments, we define any student with a score of less than 60 as "at-risk" (60 = developmental trajectory suggests student will acquire target skill/knowledge/behavior). The CAU faculty has been closely monitoring the percentage of student at-risk to not complete their dissertation. Please note that most students rated "at-risk" do eventually complete their dissertation. This monitoring has driven to CAU faculty to make changes in (1) the PhD curriculum, (2) instructors for research method courses, and (3) advising tactics. These activities have borne fruit for the percentage of at-risk students is steadily decreasing.

Over time, it has become clear to the CAU faculty that the vast majority of students scoring below 60 appear to be at-risk for the same reason. These students seem to be at-risk as the result of two complementary causes: (1) far over-committed in terms of their familial, professional, and community responsibilities, and (2) lack the boundary setting and organizational skills needed to delimit #1 to an extent where they can research and write productively. As such, the CAU faculty will continue to focus on how to adapt their advising tactics to best address this at-risk group.

2. At the end of each academic year, students graduating from the MCoun and PhD programs receive an exit survey. Survey items asking students about particular areas of their program experience (i.e. advising, learning, support) The survey is administered by the Graduate School, and results are provided to program faculty each year, after a minimum of five students provide responses. From AY 2009-2010 to AY 2013-2014, results from 20 surveys are available. As of September, four (2014-2015) surveys have been completed. Essentially, this equates to us missing opportunity to understand and learn from student perspectives. As such, we've created our own current student surveys (PhD and MCoun), to administer 1-2 times each AY. We believe having this process be in-program, instead of post, affords us opportunity to review data, and respond within one academic term; ultimately, improving necessary aspects in timely enough fashion to allow students bringing issues to our attention, the opportunity to benefit from program or curricular changes which result.

Cascades Specific Programmatic Changes Based on 2015/2016 Assessment Review

The MCOUN program at Bend has made several changes in the past academic year based in student feedback and in our annual report, demonstrating its commitment to meeting the changing and diverse needs of its student body. First, faculty began requesting student feedback in the fall and spring terms of AY 2015 (now continuing each fall and spring) via a Qualtrics survey. Students are asked to report the strengths and weaknesses of their overall educational experience in the program. After this feedback is received it is summarized and presented to students at open forums that take place in the summer and winter terms. Students are invited to (voluntarily) expand upon their written feedback at the open forums and share openly with one another and program faculty. The program lead then takes this information, summarizes, and presents it to faculty to identify action items, often resulting in programmatic change. Such changes are communicated directly with students and program stakeholders. For example, a monthly (now quarterly) newsletter emerged in the 2015-2016 academic year to communicate important program policies and procedures; an internship fair was conducted for both prospective school and clinical mental health counseling interns; faculty advisors began reaching out to their advisees more often (they are encouraged to do so on a quarterly basis); a chapter of the international counseling honor society Chi Sigma Iota (CSI) was initiated this past academic year to recognize the achievements of our students; a mentor program was developed for newly enrolled students; and faculty have developed a blog and philosophy club to further engage students' intellectual curiosity outside the classroom. We are pleased with the short-term results of these actions, including greater consistency across faculty communication of program expectations and increases in student satisfaction with the program overall. We anticipate that such changes will continue to aid in successful completion of graduate school requirements, student retention, graduation, job placement, successful national exam completion.

Corvallis Programmatic Changes

In summer 2016, the CAU submitted to the university a request to offer the M.COUN. CMHC option via Ecampus in hybrid format alongside the land-based CMHC option offered in Bend. The request for approval was granted at the institutional level on November 7, 2016. OSU Ecampus has also provided funds to support course and program development needs. The Dean of the College of Education has given CAU authorization to hire a new full-time (1.0 FTE) faculty member to join the CAU faculty to meet the growing needs for full-time core faculty. A

substantive change report was submitted to CACREP for approval to offer the hybrid CMHC option in addition to the accredited land-based CMHC program. CACREP approval was received in early February, 2017. Application for the new CMHC Ecampus option was opened in mid-February. We anticipate to begin our first hybrid CMHC cohort in summer 2017.