**Counseling Program**

**University of Louisiana Monroe**

**2020 Annual Report**

In keeping with the CACREP 2016 Standards (Section IV-D), the following is the University of Louisiana Monroe Annual Report for 2020. The Annual Report for the Clinical Mental Health and School Counseling concentrations provide, (a) a summary of the program evaluation results, (b) subsequent program modifications, and (c) any other substantial changes. It will also provide specific information such as: (a) the number of graduates for the past academic year, (b) pass rates on credentialing examinations, (c) completion rates, and (d) job placement rates.

#### Program Outcomes

|  |  |  |
| --- | --- | --- |
| 1. Prepare students to be eligible for licensure as LPCs.  | 1. Maintenance of a 75% pass rate of students on the Counselor Preparation Comprehensive Examination (CPCE), as determined by a score no lower than 1 standard deviation below the national average.  | 1. 85% CPCE exam pass rate.   |
| 2. Maintenance of a 75% graduation rate.  | 2. 86% completion rate for 2020 |

#### Licensure/Employment Data

#### CMHC Track

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year  | Number of Graduates  | NumberWho Sat for/Passed Comps | Completion  Rate  | LPC Exam Pass Rate  | Placement Rate  |
| 2020 | 6 | 6 of 7 | 100% | 100% | 100% |
| 2019 | 13 | 12 of 13 | 100% | 100% | 100% |
| 2018 | 15 | 15 of 15 | 100% | 100% | 100% |
| 2017 | 14 | 14 of 14 | 100% | 100% | 100% |
| 2016 | 6 | 6 of 6 | 100% | 83% | 83% |
| 2015 | 10 | 10 of 10 | -- | 100% | 100% |
| 2014 | 8 | 8 of 8 | 91% | 100% | 100% |
| 2013 | 17 | 17 of 17 | 88% | 100% | 100% |

**Licensure/Employment Data**

 **School Counseling Track**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year  | Number of Graduates  | Number Who Sat for/Passed Comps  | Completion Rate  | LPC Pass Rate | Job Placement Rate  |
| 2020 | 5 | 5 of 5 | 100% | 100% | 100% |
| 2019 | 3 | 3 of 3 | 100% | 100% | 100% |
| 2018 | 4 | 4 of 4 | 78% | 100% | 100% |
| 2017 | 4 | 4 of 4 | 100% | 100% | 100% |
| 2016 | 1 | 1 of 1 | 100% | 100% | 100% |
| 2015 | 1 | 1 of 1 | 100% | 100% | 100% |
| 2014 | 3 | 3 of 3 | 100% | - | 100% |
| 2013 | 0 | 0 | 0 | - | - |

#### Student Outcomes

The following student outcomes data comes from Key Performance Indicators from all courses that contain CACREP standards for the 2020-2021 academic year. The semesters included here are data taken from Fall 2020, Spring 2021, and Summer 2021. The results indicate that the majority of students are scoring higher than 80% on KPIs.

*Fall 2020 KPI Data \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

|  |  |  |  |
| --- | --- | --- | --- |
| Course Name | Students Scoring Above 80% on KPI | Students Scoring Below 80% on KPI | % of Students Above 80% |
|  |  |  |  |
| 5001: Intro to Counseling | 29 | 1 | 97 |
| 5005: Counseling Theories | 29 | 0 | 100 |
| 5062: Assessment | 8 | 0 | 100 |
| 5081: Research | 11 | 1 | 91 |
| 6052: Multicultural | 6 | 0 | 100 |
| 6070: Internship | 6 | 0 | 100 |
| 6071: School Internship | 3 | 0 | 100 |

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*Spring 2021 KPI Data \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

|  |  |  |  |
| --- | --- | --- | --- |
| Course Name | Students Scoring Above 80% on KPI | Students Scoring Below 80% on KPI | % of Students Above 80% |
|  |  |  |  |
| 6063: Legal and Ethical Issues | 25 | 1 | 96% |
| 5022: Lifespan Development | 22 | 4 | 85% |
| 6067: Group Counseling | 31 | 0 | 100% |
| 5067: P&A of MHC | 2 | 0 | 100% |
| 6070: Internship | 2 | 0 | 100% |
| 6071: School Internship | 4 | 0 | 100% |
| COUN 5021 Diagnostics in Counseling | 8 | 0 | 100% |

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*Summer 2021 KPI Data \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

|  |  |  |  |
| --- | --- | --- | --- |
| Course Name | Students Scoring Above 80% on KPI | Students Scoring Below 80% on KPI | % of Students Above 80% |
|  |  |  |  |
| 5060: Career Counseling | 18 | 0 | 100% |
| 6070: Internship | 2 | 0 | 100% |
| 5066: School Counseling | 8 | 0 | 100% |

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#### Additional Program Evaluations

In addition to developing outcome-based program and student learning outcomes and benchmarks, the Counseling Program sought feedback from surveys aimed at current students, graduating students, site supervisors, and employers. In addition, the program created the first Advisory Committee and held the first meeting this year. The committee consisted on faculty from other Counseling programs, supervisors, clinicians, school counselors, alumni, and the Counseling faculty.

Data was collected, compiled, and analyzed. Data results indicated two presenting themes: (a) current and graduating students and supervisors request the Counseling Program further develop the School Counseling track to cultivate a stronger school counseling identity and culture, and (b) more faculty involvement within their classes. As part of the Advisory Committee, this data was discussed and elaborated upon. A partial plan was devised before the meeting was held, and further developed with the help of the committee. This plan consisted of the following goals:

* Hire a full-time School Counselor Educator
* Develop core courses with a School Counseling focus
* Work with Education at ULM to find education electives school counseling students could utilize

In addtion, this year the Counseling Program has moved toward developing an Addictions Counseling track and will pursue CACREP accreditation of this track.

This year was the Counseling Program’s CACREP site visit for the overall program. CACREP found two major limitations of the program, which were staffing issues related to COVID-19 and the University being on a hiring freeze. The Counseling Program is now on a two-year probation period to fix these limitations to gain full accreditation. The primary tasks to complete are as follows:

* Hire a third core faculty member
* Hire an administrative assistant
* Onboard an organization management system