**Counseling Program**

**University of Louisiana Monroe**

**2021 Annual Report**

In keeping with the CACREP 2016 Standards (Section IV-D), the following is the University of Louisiana Monroe Annual Report for 2021. 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. 100% CPCE exam pass rate.   |
| 2. Maintenance of a 75% graduation rate.  | 2. 100% completion rate for 2021 |

#### Licensure/Employment Data

#### CMHC Track

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year  | Number of Graduates  | NumberWho Sat for/Passed Comps | Completion  Rate  | LPC Exam Pass Rate  | Placement Rate  |
| 2021 | 5 | 5 of 5 | 100% | 100% | 100% |
| 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% |

**Licensure/Employment Data**

 **School Counseling Track**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year  | Number of Graduates  | Number Who Sat for/Passed Comps  | Completion Rate  | LPC Pass Rate | Job Placement Rate  |
| 2021 | 2 | 2 of 2 | 100% | 100% | 100% |
| 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

Student outcome data comes from Key Performance Indicators and disposition data. Disposition data comes from the CCS-R. As part of CACREP’s recommendations for improvement, the Counseling Program has purchased and onboarded with Tevera. Tevera is an information management system that collects and stores student evaluation data and clinical logged hours.

This year was the program’s first year of attempting to collect, store, and present the results of this data, and is a separate document to this report. One of the benefits of this report is it presents each CACREP standard individually and the percentage of students’ pass rates. As time progresses, this process will become more precise.

Results indicated that 23 of the CACREP standards showed that at least one student scored below the 80% mark. Typically, this was just one student and the majority of students scored above 80% on these standards. Please see the attached document for details.

#### 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 continued with the first Advisory Committee and held the second meeting this year. The committee consisted on faculty from other Counseling programs, supervisors, clinicians, school counselors, alumni, and the Counseling faculty.

For 2021, the Counseling Faculty focused on the data results from last year that indicated the themes of cultivating a stronger school counseling identity and culture and increasing faculty involvement within their classes. This year, the Counseling Faculty was able to secure a new faculty position for a school counselor educator, worked with Education to identify some of their courses as possible electives for students, and created two new school counseling core classes (i.e., Theories of School Counseling; School Assessment and Psychometrics) to replace their clinical counterparts. These accomplishments were presented in the Advisory Committee for evaluation and feedback.

The Counseling Program has developed an Addictions Counseling track, had it approved through the ULM UCC committee, and next year will begin to pursue CACREP accreditation of this track.

The Counseling Program also worked to complete CACREP’s requirements to improve the program. This year we were able to do the following:

* Hire a third, fourth, and fifth core faculty member
* Hire an administrative assistant
* Onboard an organization management system Tevera