

2017 CACREP Annual Report CMHC Concentration

In keeping with the CACREP 2016 Standards (Section IV-D), the following is the University of Louisiana Monroe Annual Report for 2017. The Annual Report for the Clinical Mental Health Counseling concentration provides, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial changes. It will also provide specific information such as: (1) the number of graduates for the past academic year, (2) pass rates on credentialing examinations, (3) completion rates, and (4) job placement rates.

CMHC 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% graduation rate has been maintained for 2012, 2013, 2014, 2015, 2016, and 2017.

Licensure/Employment Data

Year	Number of Graduates	Number Who Sat for/Passed Comps	CPCE Comprehensive Examination Average	Completion Rate	LPC Exam Pass Rate	Placement Rate
2012	9	9/9	80.2	100%	100%	100%
2013	17	17/17	82.6	100%	88%	100%
2014	8	8/8	84.7	100%	91%	100%
2015	10	10/10	90.6	100%	--	100%
2016	6	6/6	92.7	100%	100%	83%

2017	14	14/14	97.6	100%	100%	100%
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CMHC Student Outcomes

Student Learning Outcome	Performance Indicators	Data
1. Demonstrate competence in the practice of a well-developed and consistent theoretical application	<p>Satisfactory completion of:</p> <p>1. Theory Comparison Paper in COUN 5005, as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.</p>	<p>1. 95%:</p> <p>Spring 2014: 16/16 students received a performance level of 3+.</p> <p>Fall 2014 Section 1: 4/6 students received a performance level of 3+.</p> <p>Fall 2014 Section 2: 9/9 students received a performance level of 3+.</p> <p>Spring 2015: 9/10 students received a performance level of 3+.</p> <p>Fall 2015: 15/16 students received a performance level of 3+.</p> <p>Spring 2016: 4/4 students received a performance level of 3+.</p> <p>Fall 2016: 7/7 students received a performance level of 3+.</p> <p>Spring 2017: 7/7 students received a performance level of 3+.</p> <p>Fall 2017: 17/18 students received a performance level of 3+.</p> <p>TOTAL: 88/93 students received a performance level of 3+.</p>

	<p>2. Final Case conceptualization Paper in COUN 6070, as evidenced by receiving at least 80% as measured by the written case conceptualization rubric (Implemented Fall 2015).</p>	<p>2. 100%</p> <p><u>Fall 2015:</u> 3/3 students received at least 80%</p> <p><u>Spring 2016:</u> 7/7 students received at least 80%.</p> <p><u>Summer 2016:</u> 1/1 students received at least 80%</p> <p><u>Fall 2016:</u> 13/13 students received at least 80%</p> <p><u>Spring 2017:</u> 6/6 students received at least 80%</p> <p><u>Summer 2017:</u> 6/6 students received at least 80%</p> <p><u>Fall 2017:</u> 4/4 students received at least 80%</p>
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3. At least two semesters of COUN 6070: Internship, with documentation of a minimum of 120 hours of direct client contact and 180 hours of indirect client contact hours, per semester, and receives a performance level of 3 on a 5-point scale on each standard assessed through the final Internship Evaluation.

3. 94%:

Spring 2014: 2/2 students gained required client contact hours and received a performance level of 3+.

Summer 2014: 4/4 students gained required client contact hours and received a performance level of 3+.

Fall 2014: 7/7 students gained required client contact hours and received a performance level of 3+.

Spring 2015: 9/9 students gained required client contact hours and received a performance level of 3+.

Summer 2015: 2/2 students gained required client contact hours and received a performance level of 3+.

Fall 2015: 3/3 students gained required client

		<p>contact hours and received a performance level of 3+.</p> <p><u>Spring 2016:</u> 6/7 students gained required client contact hours and received a performance level of 3+.</p> <p><u>Fall 2016:</u> 8/8 students gained required client contact hours and received a performance level of 3+.</p> <p><u>Spring 2017:</u> 3/5 students gained required client contact hours and received a performance level of 3+.</p> <p><u>Summer 2017:</u> 4/4 students gained required client contact hours and received a performance level of 3+.</p> <p><u>Fall 2017:</u> 4/4 students gained required client contact hours and received a performance level of 3+.</p> <p><u>TOTAL:</u> 52/55 students gained required client contact hours and received a performance level of 3+.</p>
<p>2. Show integrity in ethical assessment and counseling practice.</p>	<p>Satisfactory completion of:</p> <p>1. Ethical Dilemma Paper in COUN 6063, as evidenced by receiving a performance level of 3 on a 5-point scale on each requirement/standard assessed through the assignment.</p>	<p>1. 100%:</p> <p><u>Fall 2014:</u> 9/9 students received a performance level of 3+.</p> <p><u>Fall 2015:</u> 19/19 students received a performance level of 3+.</p> <p><u>Fall 2016:</u> 11/11 students received a performance level of 3+.</p> <p><u>Fall 2017:</u> 14/14 students received a performance level of 3+.</p>

	<p>2. Assessment Research Paper in COUN 5062, as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.</p>	<p>2. 100%: <u>Summer 2014:</u> 16/16 students received a performance level of 3+. <u>Fall 2014:</u> 1/1 students received a performance level of 3+. <u>Summer 2015:</u> 17/17 students received a performance level of 3+. <u>Fall 2015:</u> 2/2 students received a performance level of 3+.</p>
		<p><u>Summer 2016:</u> 8/8 students received a performance level of 3+. <u>Fall 2016:</u> 3/3 students received a performance level of 3+.</p>
<p>3. Demonstrate skills and knowledge to professionally serve a culturally diverse society.</p>	<p>Satisfactory completion of:</p> <p>1. Personal Assessment Paper in COUN 6052, as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.</p>	<p>1. 100%: <u>Summer 2014:</u> 19/19 students a performance level of 3+. <u>Summer 2015:</u> 18/18 students received a performance level of 3+. <u>Summer 2016:</u> 11/11 students received a performance level of 3+. <u>Summer 2017:</u> 12/12 students received a performance level of 3+.</p>

	<p>2. At least two semesters of COUN 6070: Internship, with documentation of a minimum of 120 hours of direct client contact and 180 hours of indirect client contact hours, per semester, and receives a performance level of 3 on a 5-point scale on each diversity standard assessed through the final Internship Evaluation.</p>	<p>2. 94%: <u>Spring 2014:</u> 2/2 students gained required client contact hours and received a performance level of 3+. <u>Summer 2014:</u> 4/4 students gained required client contact hours and received a performance level of 3+. <u>Fall 2014:</u> 7/7 students gained required client contact hours and received a performance level of 3+. <u>Spring 2015:</u> 9/9 students gained required client contact hours and received a performance level of 3+. <u>Summer 2015:</u> 2/2 students gained required client contact hours and received a performance level of 3+. <u>Fall 2015:</u> 3/3 students gained required client contact hours and received a performance level of 3+. <u>Spring 2016:</u> 6/7 students</p>
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		<p>gained required client contact hours and received a performance level of 3+.</p> <p>Fall 2016: 8/8 students gained required client contact hours and received a performance level of 3+.</p> <p>Spring 2017: 3/5 students gained required client contact hours and received a performance level of 3+.</p> <p>Summer 2017: 4/4 students gained required client contact hours and received a performance level of 3+.</p> <p>Fall 2017: 4/4 students gained required client contact hours and received a performance level of 3+.</p> <p>TOTAL: 52/55 students gained required client contact hours and received a performance level of 3+.</p>
<p>4. Articulate a professional counseling identity.</p>	<p>Satisfaction completion of:</p> <p>1. Professional Identity Paper in COUN 5001, as evidenced by receiving a performance level of 3 on a 5-point scale on each requirement/standard assessed through the assignment.</p>	<p>1. 100%:</p> <p>Spring 2014: 4/4 students received a performance level of 3+.</p> <p>Spring 2015: 17/17 students received a performance level of 3+.</p> <p>Fall 2015: 14/14 students received a performance level of 3+.</p> <p>Fall 2016: 8/8 students received a performance level of 3+.</p> <p>Spring 2017: 8/8 students received a performance level of 3+.</p> <p>Fall 2017: 15/15 students received a performance level of 3+.</p>

	2. CMHC Program Proposal Plan, inclusive of Consultative Experience Project in COUN 5067, as evidenced by receiving a performance level of 3 on a 5point scale on each requirement/standard assessed through the assignment.	2. 100%: Spring 2014: 16/16 students received a performance level of 3+. Spring 2015: 8/8 students received a performance level of 3+. Spring 2016: 22/22 students received a performance level of 3+
		Spring 2017: 14/14 students received a performance level of 3+

Capstone Portfolio

When Required / Course	Key Assignments for Clinical Mental Health Counseling
COUN 5001 Intro to Counseling	<i>Professional Identity Paper</i> Students discuss their developing professional identity as a counselor, including their specialty identification.
COUN 5005 Theories of Counseling	<i>Theory Comparison Paper</i> You are to choose two theories discussed in class or in your text. You are required to compare and contrast these two theories. In other words, you are to critically examine how your chosen theories are alike and how they differ. You should be able to intelligently discuss the following: personality formation/human nature, how change occurs, key concepts, the therapeutic process, counselor's role, etc. All theory discussion should begin with an introduction to each theory before the comparisons and contrasting begins. <u>Be sure to choose theories from different categories for example humanistic and action oriented.</u>
COUN 5062 Assessment	<i>Assessment Research Paper</i> Research the psychometric aspects of the tool you have chosen (i.e., What is it designed to measure? How valid and reliable is it according to the publisher's standardization? What populations can it be utilized for and what benefits would it offer to your client? Can a counselor administer the assessment tool?). Then provide information on the legal concerns, ethical concerns, and multicultural concerns regarding this assessment tool. Are there any controversies associated with this assessment tool? Who would it benefit? What information do you hope to gain and how will that information be utilized?

<p>COUN 5067 Principles and Administration of Mental Health Counseling Programs</p>	<p><i>CMHC Program Plan Proposal</i> Develop a program plan that includes: a. Project Title and Description, b. Mission Statement and Principles/values, c. Organizational Chart (including qualifications and job descriptions), d. Budget, and e. Business Promotion Plan <i>Consultative Experience Project</i> Include the following sections: a. Needs Assessment Interviews, b. Research on evidenced-based interventions, c. Intervention Plan, and d. Consultant Services (either to a mental health agency or school)</p>
<p>COUN 6052 Multicultural Population</p>	<p><i>Personal Assessment Paper</i> The personal assessment of your ethnic and cultural heritage will require attention to several general themes that are outlined on the syllabus. The purpose of the paper is to have an honest assessment of your ability to work with multicultural populations.</p>
<p>COUN 6063 Legal and Ethical Issues in Counseling</p>	<p><i>Ethical Issue Research Paper</i> A formal paper, at least 8 pages long, on a relevant course topic (see list of relevant topics to choose your topic). The paper should delineate the legal, ethical, and professional issues related to that topic.</p>

In addition to developing outcome-based program and student learning outcomes and benchmarks, the program also has additional methods of gathering feedback to be utilized for program modification. Those additional methods are (a) **alumni surveys** sent out every other fall, the most recent being fall 2017; (b) **current student surveys** sent out every other fall, the most recent being fall 2017; (c) **employer/site supervisor surveys** sent out each fall, the most recent being fall 2017; and (d) **faculty/administrative input**.

Alumni Surveys

The alumni surveys are sent out to all program graduates every other fall. So, in fall 2017, graduates from 2016 and 2017 were surveyed. The original version of the alumni survey was updated in order to seek information previously not solicited and that would be more helpful to the faculty in making program and curricula changes/decisions.

Alumni survey results from 2017 were extremely encouraging and participation was particularly high. The vast majority of alumni responded that their experience was positive, that they were either prepared or well prepared in all of the core areas, and that the counseling mission statement accurately or very accurately reflected their training program.

The 2017 version of the alumni survey was sent out to 2016 and 2017 graduates in the fall of 2017. Similar to the 2015 aggregated data, the majority (over 71%) of respondents indicated satisfaction with the program and curriculum and 67% indicated that the mission statement either accurately or very accurately reflected their training. Some students suggested that the program place more of an emphasis on research. Since fall of 2017, the counseling program has begun offering its own research course rather than having students

take the marriage and family therapy, education, or psychology equivalent. However, students taking the marriage and family therapy version of the course are actually required to become involved in tangible research projects. Additionally, since fall of 2017, some counseling students have become actively involved in faculty members' research with students having been (or are) involved in the following research projects: performance enhancement for distance athletes, existential supervision, spirituality issues in counselor education, and family addiction issues in the development of binge eating disorders. All counseling faculty are making additional efforts to involve students in their research activities.

Other areas in which students suggested the program make improvements include: academic advisement and the career counseling course. Academic advisement has been dispersed such that all faculty members have relatively equal advisement loads, which was not the case when this feedback was received. During the fall 2017 faculty retreat, it was determined that the career counseling course would be taught by counseling faculty and not adjuncts.

Positive feedback that was received from the 2017 alumni survey was regarding the program's transition to a predominantly online teaching format and the rigor of the online courses. This was also reflected in the results of the current student survey (see below).

The next alumni survey will be sent out in the fall semester of 2019. The survey will be offered to 2017 and 2018 graduates. Results will be presented in the 2019 annual report.

Current Student Surveys

The current student survey is sent out every other fall in order to gain feedback from students on their experience in the program and also their evaluation of the program's curriculum relative to the core areas of professional identity, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation. Demographic data is also collected through the current student survey.

In Fall 2017, the majority of students indicated positive experiences in the program, satisfaction with program content and curriculum, and as being prepared and/or well prepared with core areas (90%). Suggested improvements were academic advisement and the career counseling course. These suggestions mirrored the results of the alumni survey. It should be noted that current student satisfaction in the area of advising improved significantly over the alumni survey with 70% of current students reporting they were satisfied with program advising. The alumni survey reported a 41% satisfaction rate for program advising. Please see alumni survey section for how these suggestions were handled by the faculty/program.

Particular areas of strength indicated included:

- Flexibility of the online teaching format
- The summer workshop
- In-class practice sessions made possible by the summer workshop and hybrid courses

These comments suggest student satisfaction with the program modifications made to transition from a face-to-face teaching format to a predominantly online one. The program's substantive change request in this regard was approved by CACREP in the fall of 2016.

The next current student survey will be sent out in the fall semester of 2019). Results will be presented in the 2019 annual report.

Employer/Site Supervisor Surveys

In the spring of 2017, the employer/site supervisor survey was sent out to all current site supervisors. The survey asks for input regarding each intern's preparedness for clinical work, and for suggestions to improve the program.

The purpose of these surveys is to evaluate the effectiveness of the ULM Counseling Program and how effectively it trains future counselors. The rating scale presented on the survey included strongly agree, agree, disagree, and strongly disagree. The rating scales used in the survey's evaluation section were designed to measure each intern's performance in the following areas: the ability to demonstrate the application of critical thinking skills; the ability to implement the appropriate role of the counselor to meet the needs of diverse clients; how well they developed adequate skills in diagnostics assessment, note taking and treatment of clients; the demonstration of legal and ethical standards of professional counseling; and their professional demeanor in the counseling setting. Sixteen surveys were returned. Fourteen out of sixteen students' supervisors who participated in the survey responded that they either strongly agreed or agreed with their students' abilities to demonstrate all of the above skills. One out of sixteen students' supervisors responded that they agreed with all their student's abilities to demonstrate the above skills, except for their disagreement with the following items on the survey: ability to synthesize theoretical and empirical knowledge from academic disciplines into the practice of counseling, ability to implement the role of the counselor to meet the needs of diverse clients, and the overall level of training provided to the intern. A second of the sixteen student's supervisors responded that they agree with the student's abilities to demonstrate all of the above skills, except for their ability to develop adequate skills in the diagnosis, assessment, note taking, and treatment of clients. One supervisor commented that their intern was a "very ethical and professional individual." Another noted that they regarded the ULM Counseling program to be "well designed and structured." The overall results of this study indicate that the ULM Counseling Program effectively trains well-rounded counseling students.

Suggestions made for the ULM Counseling Program to improve the training of counselors include a greater focus on the DSM-V, adjustments to contract regarding student obligations to the agency, professional development training, the importance of theoretical and empirical knowledge and therapeutic interventions, and an opportunity to experience a variety of diverse clients prior to the internship portion of the program. Each suggestion was made by only one respondent.

Faculty/Administrative Input

As mentioned in previous Annual Reports, the Counseling Program faculty members meet monthly to discuss program issues as well as consider feedback from current students, graduates, employers, site supervisors, and administrators in order to ensure stakeholders voices are heard and program modifications are based upon data, as well as their own experiences.

Annual Reports for each concentration (CMHC and SC) are generated based upon the results of evaluation activities, at the end of each calendar year. Once finalized, the reports are made available to the general public and to program stakeholders by way of the respective program's website. The 2017 annual reports can be located at links at the bottom of the following webpages:

http://ulm.edu/counseling/counseling_cmhc.html

http://ulm.edu/counseling/counseling_school_counseling.html

PROGRAM IMPROVEMENT AND INNOVATION

There have been no major program improvements and/or innovations implemented since submission of the last Annual Report. However, many things are still being considered as we move forward as a predominately online Counseling Program. Of those things being considered and discussed, program growth is of major importance. A growth plan was submitted to our College administration and is currently under consideration. Changing to a one time per year admission process rather than twice a year, and implementation of a true cohort model is also under consideration. The feasibility of these potential changes, as well as possible advantages and disadvantages are currently being researched.

Minor program improvements that have been made since our last Annual report, include:

- There were several personnel changes made. Two faculty members resigned during 2017, and two new faculty members were hired during the Fall 2017 semester to begin teaching Spring 2018, Dr. Cyndi Matthews and Dr. Julius Austin.

- The College of Health and Pharmaceutical Sciences announced a reorganization plan to take effect July 1, 2018, and Counseling program personnel changes will be forthcoming in 2018.
- The Clinical Mental Health and School Counseling concentrations were approved to be listed on student's transcripts respectively.
- The format of delivery for the Counseling Summer Workshop was adjusted to meet the requests of the students attending the Summer Workshop.
- Faculty members are preparing for the CACREP reaccreditation self-study that is due January 2019. Committees have been formed and programmatic adjustments will be made to reflect the changes in the new 2016 standards.