

2019 Annual Report

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 and School Counseling concentrations provide, (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.

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, 2017, and 2018.

Licensure/Employment Data CMHC Track

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%
2018	15	15/15	-	81%	100%	100%
2019	13	12/13	-	75%	-	-

**Licensure/Employment Data
School Counseling Track**

Year	Number of Graduates	Number Who Sat for/Passed Comps	CPCE Comprehensive Examination Average	Completion Rate	Job Placement Rate
2012	1	1/1	92	100%	100%
2013	-	-	-	-	-
2014	3	3/3	89.75	100%	100%
2015	1	1/1	90	100%	100%
2016	1	1/1	83	100%	100%
2017	4	4/4	98	100%	100%
2018	4	4/4	-	100%	100%
2019	3	3/3	-	-	-

Student Outcomes

Student Learning Outcome	Performance Indicators	Data
1. Demonstrate competence in the practice of a well-developed and consistent theoretical application	Satisfactory completion of:	Spring 2019: 7/7 students received a performance level of 3+.
	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.	Fall 2019: 9/9 students received a performance level of 3+. TOTAL: 16/16 students received a performance level of 3+.
	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).	Spring 2019: 13/13 students received at least 80% Summer 2019: 17/17 students received at least 80% Fall 2019: 10/10 students received at least 80% Spring 2020: 11/11 students received at least 80%

Summer 2020: 13/13 students received at least 80%

3. For the CMHC track, 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.

Spring 2019: 6/6 gained required client contact hours and received a performance level of 3+.

Summer 2019: 12/12 gained required client contact hours and received a performance level of 3+.

Fall 2019: 5/5 students gained required client contact hours and received a performance level of 3+.

Spring 2020: 8/8 gained required client contact hours and received a performance level of 3+.

Summer 2020: 9/9 gained required client contact hours and received a performance level of 3+.

4. For the School Counseling Track, at least two semesters of COUN 6071: 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 5point scale on each standard assessed through the final Internship Evaluation.

Spring 2019: 7/7 gained required client contact hours and received a performance level of 3+.

Summer 2019: 5/5 gained required client contact hours and received a performance level of 3+.

Fall 2019: 5/5 students gained required client contact hours and received a performance level of 3+.

Spring 2020: 3/3 gained required client contact hours and received a performance level of 3+.

Summer 2020: 4/4 gained required client contact hours

and received a performance level of 3+

2. Show integrity in ethical assessment and counseling practice.

Satisfactory completion of:

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.

Fall 2019: 11/11 students received a performance level of 3+.

Spring 2020: 9/9 students received a performance level of 3+.

2. Assessment Examination 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.

Summer 19: 17/17 students received a performance level of 3+.

3. Demonstrate skills and knowledge to professionally serve a culturally diverse society.

Satisfactory completion of:

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.

Summer 19: 15/17 students received a performance level of 3+.

2. For the CMHC Track, 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

Spring 2019: 6/6 gained required client contact hours and received a performance level of 3+.

Summer 2019: 12/12 gained required client contact hours and received a performance level of 3+.

Fall 2019: 5/5 students gained required client contact hours and received a performance level of 3+.

through the final Internship Evaluation.

Spring 2020: 8/8 gained required client contact hours and received a performance level of 3+.

Summer 2020: 9/9 gained required client contact hours and received a performance level of 3+.

TOTAL: 40/40 students gained required client contact hours and received a performance level of 3+.

3. For the School Counseling Track, at least two semesters of COUN 6071: 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 5point scale on each diversity standard assessed through the final Internship Evaluation.

Spring 2019: 7/7 gained required client contact hours and received a performance level of 3+.

Summer 2019: 5/5 gained required client contact hours and received a performance level of 3+.

Fall 2019: 5/5 students gained required client contact hours and received a performance level of 3+.

Spring 2020: 3/3 gained required client contact hours and received a performance level of 3+.

Summer 2020: 4/4 gained required client contact hours and received a performance level of 3+.

TOTAL: 24/24 students gained required client contact hours and received a performance level of 3+.

4. Articulate a professional counseling identity.

Satisfaction completion of:

1. Professional Identity Paper in COUN 5001, as evidenced by receiving a performance level of

Spring 2019: 11/11 students received a performance level of 3+.

3 on a 5-point scale on each requirement/standard assessed through the assignment.

Fall 2019: 6/6 students received a performance level of 3+.

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.

Spring 2020: 12/12 students received a performance level of 3+

Spring 2019: 6/6 students received a performance level of 3+

3. Comprehensive School Counseling Program Plan, inclusive of Consultative Experience Project in COUN 5063, as evidenced by receiving a performance level of 3 on a 5-point scale on each requirement/standard assessed through the assignment.

Spring 2020: 6/7 students received a performance level of 3+

Spring 2019: 4/4 students received a performance level of 3+

Capstone Portfolio

When Required / Course	Key Assignments for Clinical Mental Health Counseling
COUN 5001 Introduction to Professional 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 Clinical Assessment and Psychometrics	<i>Final Examination</i> The final examination will be cumulative of everything covered in class. Questions and possibly a clinical demonstration will test your knowledge of the clinical interview, psychometrics, instrumentation, case conceptualization, and treatment planning.
COUN 5067 Principles and Administration of Mental Health Counseling Programs	<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)
COUN 6052 Multicultural Counseling	<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.
COUN 6063 Law and Ethics in Counseling	<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.

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. Traditionally, these 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**.

For 2019, the Counseling faculty delayed these surveys until the fall of 2020 and created a Counseling Advisory Committee that held its first meeting in the fall of 2019. The committee consisted of ULM counseling faculty, a current student, an alumni to the program, and a faculty member from another university. The meeting consisted of a short history of the program, challenges the program currently faces, and goals for the future. Some of the topics discussed was the high faculty turnover within the program, the CACREP self-study and addendum, format proposals, admissions policies and procedures, the summer workshop, and internship policies and procedures. The student member described in much detail her experience and the experiences of other students concerning the program's high faculty turnover. The outside faculty provided insight and support concerning the faculty turnover rate and the changes made to the admissions policies and internship policies.

ULM faculty sought ideas and opinions from the student, alumni, and outside faculty about the program in general. They agreed with the current strategy to create a cohort model and sequence the classes in a relevant order in order to make the graduate program easier for students to navigate. They also added that it would make the advising process easier.

Some program improvements made in the 2019-2020 academic year include the following:

- A fall cohort model was approved for 2020-2021
- New courses were added to the curriculum: Advanced Addictions Counseling, Psychopharmacology in Counseling
- The creation of electives within the degree program
- Allying with the Psychology, MFT, and Gerontology programs at ULM to create a list of electives students can take
- Summer workshop was transformed to a 100% online format