



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 !	Satisfactory completion of: ! ! 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. !	1. 95%: ! <b>Spring 2014:</b> 16/16 students received a performance level of 3+. <b>Fall 2014 Section 1:</b> 4/6 students received a performance level of 3+. <b>Fall 2014 Section 2:</b> 9/9 students received a performance level of 3+. <b>Spring 2015:</b> 9/10 students received a performance level of 3+. <b>Fall 2015:</b> 15/16 students received a performance level of 3+. <b>Spring 2016:</b> 4/4 students received a performance level of 3+. <b>Fall 2016:</b> 7/7 students received a performance level of 3+. <b>Spring 2017:</b> 7/7 students received a performance level of 3+. <b>Fall 2017:</b> 17/18 students received a performance level of 3+! <b>TOTAL:</b> 88/93 students received a performance level of 3+.

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!	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). ! !	2. 100% ! ! <b>Fall 2015:</b> 3/3 students ! received at least 80% ! ! <b>Spring 2016:</b> 7/7 students received at least 80% . ! ! <b>Summer 2016:</b> 1/1 ! students received at least ! 80% ! ! <b>Fall 2016:</b> 13/13 students ! received at least 80% ! ! <b>Spring 2017:</b> 6/6 students ! received at least 80% ! ! <b>Summer 2017:</b> 6/6 ! students received at least ! 80% !  <b>Fall 2017:</b> 4/4 students received at least 80% ! !

	<p>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. !</p>	<p>3. 94%:!  <b>Spring 2014:</b> 2/2 students gained required client contact hours and received a performance level of 3+.  <b>Summer 2014:</b> 4/4 students gained required client contact hours and received a performance level of 3+.  <b>Fall 2014:</b> 7/7 students gained required client contact hours and received a performance level of 3+.  <b>Spring 2015:</b> 9/9 students gained required client contact hours and received a performance level of 3+.  <b>Summer 2015:</b> 2/2 students gained required client contact hours and received a performance level of 3+.  <b>Fall 2015:</b> 3/3 students gained required client !</p>
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	<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%: !  <b>Summer 2014:</b> 16/16 students received a performance level of 3+.  <b>Fall 2014:</b> 1/1 students received a performance level of 3+.  <b>Summer 2015:</b> 17/17 students received a performance level of 3+.  <b>Fall 2015:</b> 2/2 students received a performance level of 3+.</p>
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**Summer 2016:** 8/8 students received a performance

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. !

2. 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

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gained required client contact hours and received a performance level of 3+.

**Fall 2016:** 8/8 students gained required client contact hours and received a performance level of 3+.

**Spring 2017:** 3/5 students gained required client contact hours and received a performance level of 3+.

**Summer 2017:** 4/4 students gained required client contact hours and received a performance level of 3+.

**Fall 2017:** 4/4 students gained required client contact hours and received a performance level of 3+.

**TOTAL:** 52/55 students gained required client contact hours and received





<p>COUN 5067 ! Principles and ! Administration of Mental ! Health Counseling Programs !</p>	<p><b><i>CMHC Program Plan Proposal !</i></b> 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 ! <b><i>Consultative Experience Project !</i></b> 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><b><i>Personal Assessment Paper !</i></b> 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>

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

Particular areas of strength indicated included: !

- Flexibility of the online teaching format !
- The summer workshop !

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. !

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### **Faculty/Administrative Input**

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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: !

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[http://ulm.edu/counseling/counseling\\_cmhc.html](http://ulm.edu/counseling/counseling_cmhc.html) !

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[http://ulm.edu/counseling/counseling\\_school\\_counseling.html](http://ulm.edu/counseling/counseling_school_counseling.html) !

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### **PROGRAM IMPROVEMENT AND INNOVATION**

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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

- 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.

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