

August 25, 2021

2020-2021 ANNUAL REPORT
Clinical Mental Health Counseling
Adult and Graduate Studies

Introduction

The Clinical Mental Health Counseling (CMHC) Annual Report is a summary of our on-going program evaluation efforts and is intended for current students, school administration, alumni, site supervisors and employers of alumni. Each group has provided essential feedback for the creation of this report, which will help us better understand our successes and areas requiring improvement. We thank each of you for your candid responses and helpful suggestions. Now, we welcome you to review the 2020-2021 Academic Year CMHC Annual Report.

Accreditation

On March 31, 2018, Montreat's CMHC program was accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for successful fulfillment of the council's standards for two years. On September 26, 2019, Montreat College CMHC program submitted a twenty-page *CACREP Interim Report* to reaffirm its accreditation. On January 16-18, 2020, the CACREP Board of Directors reviewed the *Interim Report* and supporting documentation. In a letter issued on March 27, 2020, the Board extended accredited status until March 31, 2022. The Board decided that a few 2009 standards-related requirements remain to be addressed. The CMHC program will provide additional reporting and evidence no later than October 1, 2021. The program will request that accreditation be extended to 2026. This Board will review the second interim report mid-January 2022.

The second interim report, which will be submitted to Board sometime within the year will provide for and demonstrate remedies for program deficits, which CACREP reviewers (Fall 2019) identified:

1. Provide evidence of an official report documenting the outcomes of the systematic program evaluation to relevant stakeholders, such as students, cooperating agencies, administration, and employers.
2. Provide evidence that the program area objectives reflect input from program faculty and personnel in cooperating agencies.
3. Provide evidence that the counseling program verifies that all site supervisors have relevant training in counseling supervision.
4. Provide evidence of where and how standards-related assessment of student learning and/or skill development occurs within the Knowledge & Skills *and* Practice Domains.

CMHC program faculty will continue to collect, interpret, and provide additional evidence should the accreditation board request it.

We trust this report will be useful to applicants, faculty, current students, alumni, site-supervisors, cooperating agencies, staff, administrators, employers and the public.

The Assessment Process

Mid-summer, we survey New Students, Graduating Students, Alumni, Site Supervisors, and Employers of our graduates to gauge the effectiveness of our program¹. We also conduct licensure search of alumni. As faculty, we ask ourselves, “Are we teaching our students the skills and theories that need to become Licensed Clinical Mental Health Counselors in North Carolina”? As soon as students enter the program, we begin to evaluate their progress. This is accomplished through students’ grades, analysis of end of course rubrics, and results of the exit examination (CPCE). We also assess Student Learning Outcomes (SLOs) that measure essential counseling competencies for entry-level clinical mental health counselors and students’ portfolio. CMHC Faculty begin the review these program assessment data to determine what we are doing well and where there are opportunities for improvement. We identify changes to make with curriculum, staffing, policy, and procedures and establish a timeline for the changes.

Program Milestones & Changes 2020-2021

Under the leadership of department chair, Noreal Armstrong, PhD, LCMHCS, NCC the following changes occurred:

- Due to the continuing SARS-CoV-2, the program at all three campuses temporarily transitioned from hybrid format to online.²
- Each semester, full-time students take two hybrid/seated courses and one online, asynchronous, 8-week course. Additionally, Practicum and Internship courses have been extended to 15-weeks. All changes have been approved by CACREP.
- Faculty developed a 30-hour online Mental Health and Wellness degree, designed for behavioral health professionals and

¹ Results of all surveys are available upon request. Please send your request to John-Nelson Pope, PhD, LCMHCS, ACS, NCC: john-nelson.pope@montreat.edu.

² The program, beginning Fall 2021, is transitioning back to its hybrid/seated format, wherein 51%+ of each 15-week course is physically gathered at either the Asheville, Charlotte, or Morganton learning sites. All CMHC students, as well as program faculty and adjuncts were notified of the Fall 2021 transition via multiple email correspondences.

administrators who do not wish to pursue licensure as a LCMHC, LCSW or LMFT.³

- Gregg Blanton, Ed.D., LMFT, LCMHCS, AAMFT-S, NCC, formerly of Psychology and Human Services in the School of Arts and Sciences joined the faculty as full professor in the CMHC program. Dr. Blanton graduated from a CACREP accredited doctoral program. He will assume the CACREP prescribed role of Clinical Director for Practicum and Internship students and liaison for site supervisors.
- Fall 2020 saw two new cohorts, one located in Asheville, one in Charlotte.
- The Charlotte Counseling Clinic remains open with several clients. The Asheville Counseling Clinic has been closed temporarily. The Morganton Counseling Clinic is permanently closed.
- In May 2021, Dr. Noreal Armstrong resigned her position from Montreat College after teaching since 2016 and serving as department chair since 2018.
- In June 2021, an active search for an additional CMHC faculty member to fill the vacancy caused by Dr. Armstrong's departure, commenced. CMHC anticipates the vacancy will be filled by the start of the Fall semester.
- Dr. Megan Clunan, Associate Professor of Psychology and Human Services & Asst. Dean for Faculty and Program Development assumed the role of Program Chair of the CMHC program. Under her guidance, CMHC faculty began redesigning each of the 18 CMHC courses. The redesigns are being completed through the use of Course Design Worksheets (CDWs), which will replace syllabi and be built into the College's new Learning Management System (Blackboard Learn).
 - This major redesign of course curriculum will meet CACREP accreditation standards, specifically pinpointing how course learning outcomes connect back to CMHC program learning outcomes, each of which specifically connect to the College's Educational Objectives of Intellectual Inquiry, Spiritual Formation, and Preparation for Calling and Career.

³The CACREP accredited program is CMHC.

- The Full Time Equivalency (FTE) which measures instructor-student ratios continue within CACREP standards.

2021 Survey Findings

- Alumni remain satisfied by the quality of their education.
 - When asked, “The program content satisfies the knowledge base needed for professional competency” they responded with “agree” at 76.47% and “strongly agree” at 11.76%, compared to 2020, when respondents stated, “agree” at 50% and “strongly agree” at 14.29%. Respondents rated their overall preparedness as “Prepared” at 68.75% and “Well Prepared at 12.50%
- Site supervisors rate the Intern skills as good, very good, and excellent in all core CACREP knowledge domains.
 - Particularly, interns excelled in “Individual Skills” at 66.67%, “Multicultural Skills”, “Counseling for Persons with Special Needs” at 66.67%, and “Case Conceptualization” at 50%, “Assessments” at 50%, and “Crisis Counseling” at 40%.
 - One site supervisor suggested that students should receive additional course in business practices and administration: “Not that this is Montreat specific, but time and time again provisional licensed clinicians have no idea what they are expected to do and what is required by the board. They also have no knowledge regarding credentialing, NPI, taxonomy codes, etc. and this puts them at a disadvantage. It seems like there needs to be a course or a presentation on what to expect after graduation”.
- Current students report:
 - that they “agree” or “strongly agree” (75.86% total) that they are satisfied with quality of the counseling program.
 - that they “agree” or “strongly agree” (65.52%) that they are satisfied with quality of instruction in each course; and,
 - that they “agree” or “strongly agree” (61.54%) that they are satisfied with overall quality of the counseling program.
 - that they were particularly “prepared” or “well prepared” in the following areas:
 - Social and Cultural Diversity (69.26%)

- Helping Relationships (65.39%)
 - Human Growth & Development (65.39%)
 - Professional Identity (65.39%)
 - Career Development (53.86%)
 - Group Work (42.31%)
 - Assessment (42.31%)
 - Research and Program Evaluation (38.46%)
- that the “cohort style of learning” continue, classes be limited to “10 students”, and “keeping professors who truly care”; there be more emphasis on “professional identity” and teaching counselors-in-training encourage them to embrace other counseling theories than just “CBT”.
 - Employers and Site Supervisors responded to a new survey: *Program Level Objective Survey*. Respondents were invited to rate the following Program Level Learning Objectives, describing the knowledge, skills, values, and practices that program graduates are expected to demonstrate upon graduation:
 - Students will demonstrate a thorough understanding knowledge of the history and philosophy of the counseling profession and professional counselor roles, functions, settings, and relationships.
 - Demonstrate professional oral and written communication in the classroom and clinical setting to support client well-being and social justice.
 - Students will be able to describe how a biblical worldview can help an individual develop a sense of purpose, responsibility, loyalty, and personal ethics without an imposition of values on clients.
 - Critically analyze the impact and influence of their personal worldview on their individual and professional development as emerging counselors.
 - Students will demonstrate the computer, informational, and technological skills necessary for success in the 21st century clinical setting.
 - Students will demonstrate self-awareness and the interpersonal and leadership skills necessary for professional development and working with diverse clients.

The majority of respondents approved of the Program Level Objectives. One respondent had reservations regarding the 3rd PLO,

“Students will be able to describe how a biblical worldview...” citing the need for “*including a focus on Spiritual versus Biblical view.*” Research on the efficacy of spiritual health in correlation with mental health is abundant, therefore the capacity for the CMHC Program to build additional information and learning activities which point to an understanding is easily accomplished. The potential of adding an additional PLO pertaining to spiritual health specifics is a discussion among CMHC Program faculty for the 2021-2022 Academic Year.

2021 Program Assessments

- Continued to develop assessment instruments, such as:
 - Stakeholder surveys
 - Current Students
 - Site Supervisors
 - Alumni
 - Employers

2019-2020 Program/Student Outcomes

<u>Current Programs</u>	<u>Accreditation</u>
<p>M.A. Clinical Mental Health Counseling (60 hours)</p>	<p>Counseling Program received CACREP Accreditation through March 2022</p> <p>Masters (MA) program accredited by: Southern Association of Colleges and Schools (SACS)</p> <p>Approved NBCC Continuing Education Provider</p> <p>~~~</p> <p>Accredited by SACS</p> <p>~~~</p>
<p>M.A. Mental Health and Wellness (30 hours)</p>	<p><u>Enrollment</u></p> <p>CMHC Program Summer 2021 61</p> <p>MMHW Program</p>

	Summer 2021 24
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Faculty <i><u>Two</u> full time faculty</i> <i><u>One</u> faculty vacancy</i> <i><u>Two</u> affiliate faculty</i> <i><u>Eleven</u> adjunct faculty</i>	
Average Class Size Academic Courses – 10 students Fieldwork Courses – 3-8 students	Number of Graduates Aug 31, 2020 – May 31, 2021 15
Program Completion Rates for August 2019 through August 2020 Clinical Mental Health – 98%	Job Placement Rates: 2014-2015 - 100% 2015-2016 – 100% 2016-2017 - 92% 2017-2018 - 94% 2018-2019 - 99% 2019-2020 – 99% 2020-2021 – 100%
CPCE Pass Rates⁴	Number of applications for the master’s program from Summer 2020 to Summer 2021 54
2014 100%	
2015 94%	
2016 100%	
2017 100%	
2020 100%	
2021 100%⁵	

⁴ Students who attained score of 69 and above.

⁵ After successfully passing remediation.

Percentage of 2020-2021 graduates who successfully passed their National Counselors Examination 98%	2020-2021 Graduates Who Pursued Licensure LCMHCA-
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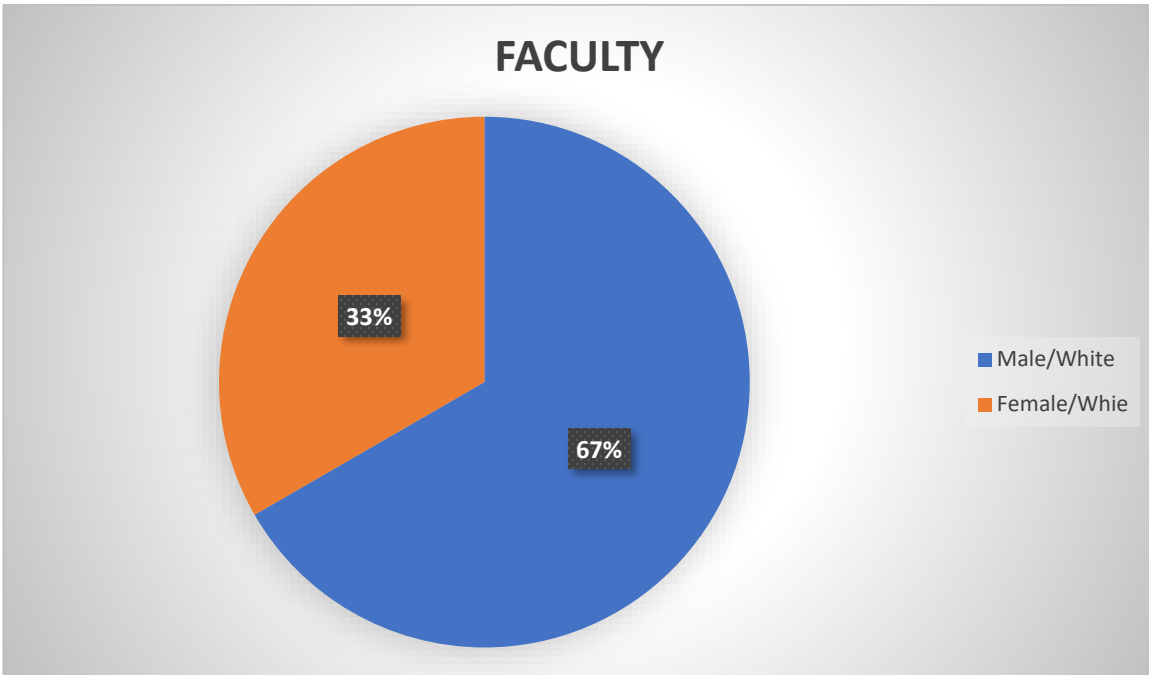
Adult and Graduate Studies

Demographics of Students Currently Enrolled in CMHC Program (Summer 2021)

Race/Ethnicity/Gender

African-American Female	13
African-American Male	1
African-American Undetermined	0
Asian/Pacific Islander Female	0
Asian/Pacific Islander Male	0
Asian/Pacific Islander Undetermined	0
Caucasian Female	32
Caucasian Male	12
Caucasian Undetermined	0
Hispanic Female	1
Hispanic Male	2
Hispanic Undetermined	0
Other Female	0
Other Male	0
Other Undetermined	0
TOTAL	61

Faculty Demographics July 2021



Percentage	Description	Male	Female
33%	Caucasian/White	0	1
67%	Caucasian/White	2	0

Total full-time faculty (including interim department chair)