

Montreat College Clinical Mental Health Counseling Program

2015-2016 Program/Student Outcomes

<p style="text-align: center;">Current Programs</p> <p style="text-align: center;">M.A. Clinical Mental Health Counseling (60 hours)</p>	<p style="text-align: center;">Accreditation</p> <p style="text-align: center;">Masters (MA) program accredited by: Southern Association of Colleges and Schools (SACS) Approved NBCC Continuing Education Provider</p>				
<p style="text-align: center;">Faculty</p> <p style="text-align: center;"><i>Four full time faculty</i> <i>Two affiliate faculty</i> <i>Eleven adjunct faculty</i></p>	<p style="text-align: center;">Enrollment</p> <p style="text-align: center;">CMHC Program: 105</p>				
<p style="text-align: center;">Average Class Size</p> <p style="text-align: center;">Academic Courses – 6 students Fieldwork Courses – 3-8 students</p>	<p style="text-align: center;">Number of Graduates</p> <p style="text-align: center;">2014 – 5 2015 – 11 2016 - 15</p>				
<p style="text-align: center;">Program Completion Rates for 2015-2016</p> <p style="text-align: center;">Clinical Mental Health – 95%</p>	<p style="text-align: center;">Job Placement Rates:</p> <p style="text-align: center;">2014-2015 - 100% 2015-2016 – 100%</p>				
<p style="text-align: center;">CPCE Pass Rates</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">2014</td><td style="text-align: center;">100%</td></tr> <tr> <td style="text-align: center;">2015</td><td style="text-align: center;">94%</td></tr> </table>	2014	100%	2015	94%	<p style="text-align: center;">The number of applications for the Master's program from June 1, 2015 to May 31, 2016:</p> <p style="text-align: center;">57</p>
2014	100%				
2015	94%				
<p style="text-align: center;">Graduates Who Have Pursued Licensure¹</p> <p>Licensed Professional Counselor Associate – 12 Licensed Clinical Addictions Specialist - 1 National Certified Counselor - 1</p>					

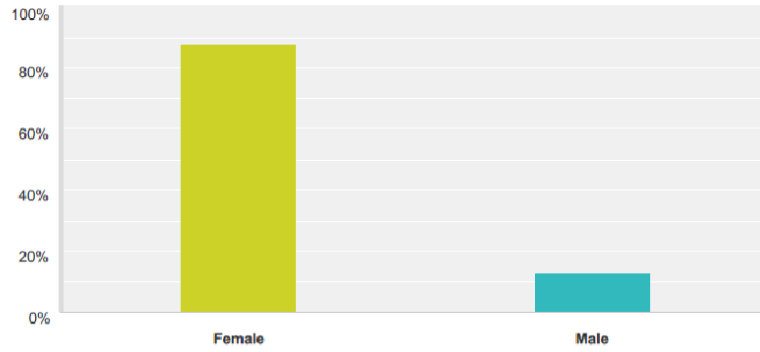
¹ Approximately 50% of graduates responded to alumni survey (08/22/2016 to 09/15/2016). 80% of respondents have taken and passed the National Counselors Examination (NCE). 20% of respondents have not yet taken the NCE.

Master's Program Demographics

Clinical Mental Health Counseling Program Current Student Survey

Q1 What is your gender?

Answered: 40 Skipped: 0

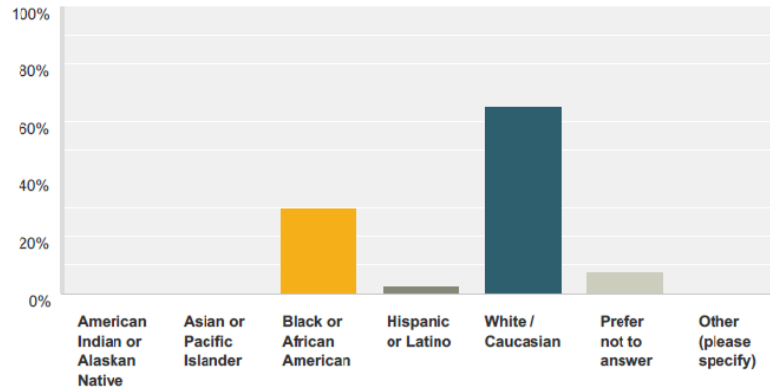


Answer Choices	Responses	
Female	87.50%	35
Male	12.50%	5
Total		40

Clinical Mental Health Counseling Program Current Student Survey

Q2 What is your ethnicity? (Please select all that apply.)

Answered: 40 Skipped: 0

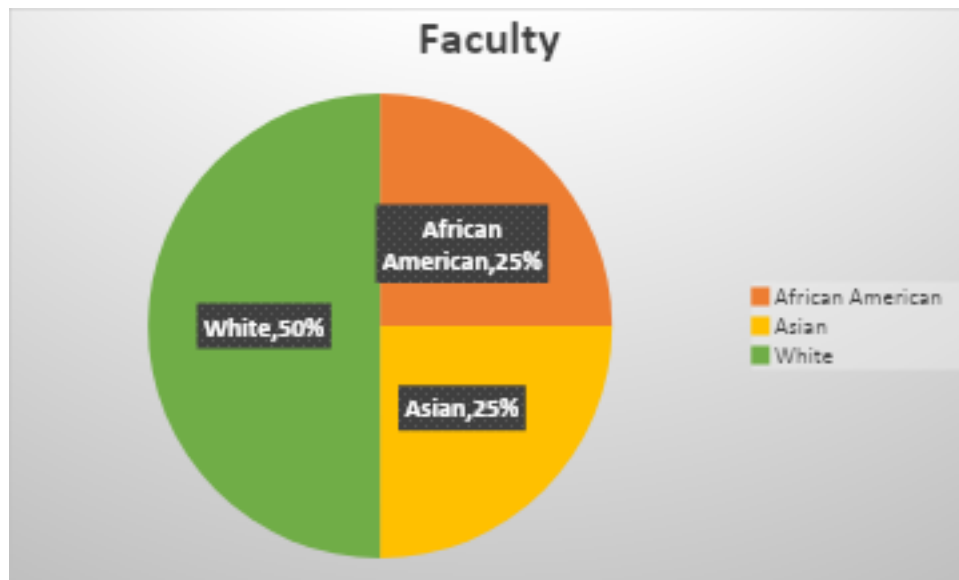


Answer Choices	Responses	
American Indian or Alaskan Native	0.00%	0
Asian or Pacific Islander	0.00%	0
Black or African American	30.00%	12
Hispanic or Latino	2.50%	1
White / Caucasian	65.00%	26
Prefer not to answer	7.50%	3
Other (please specify)	0.00%	0
Total Respondents: 40		

Faculty Demographics

4	Total full time faculty (DOES NOT include adjunct or clinical faculty)
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Total	Description	Male	Female
1	African American/Black	0	1
1	Asian American	0	1
2	Caucasian/White	1	1



2016-2017 Assessment and Programmatic Changes

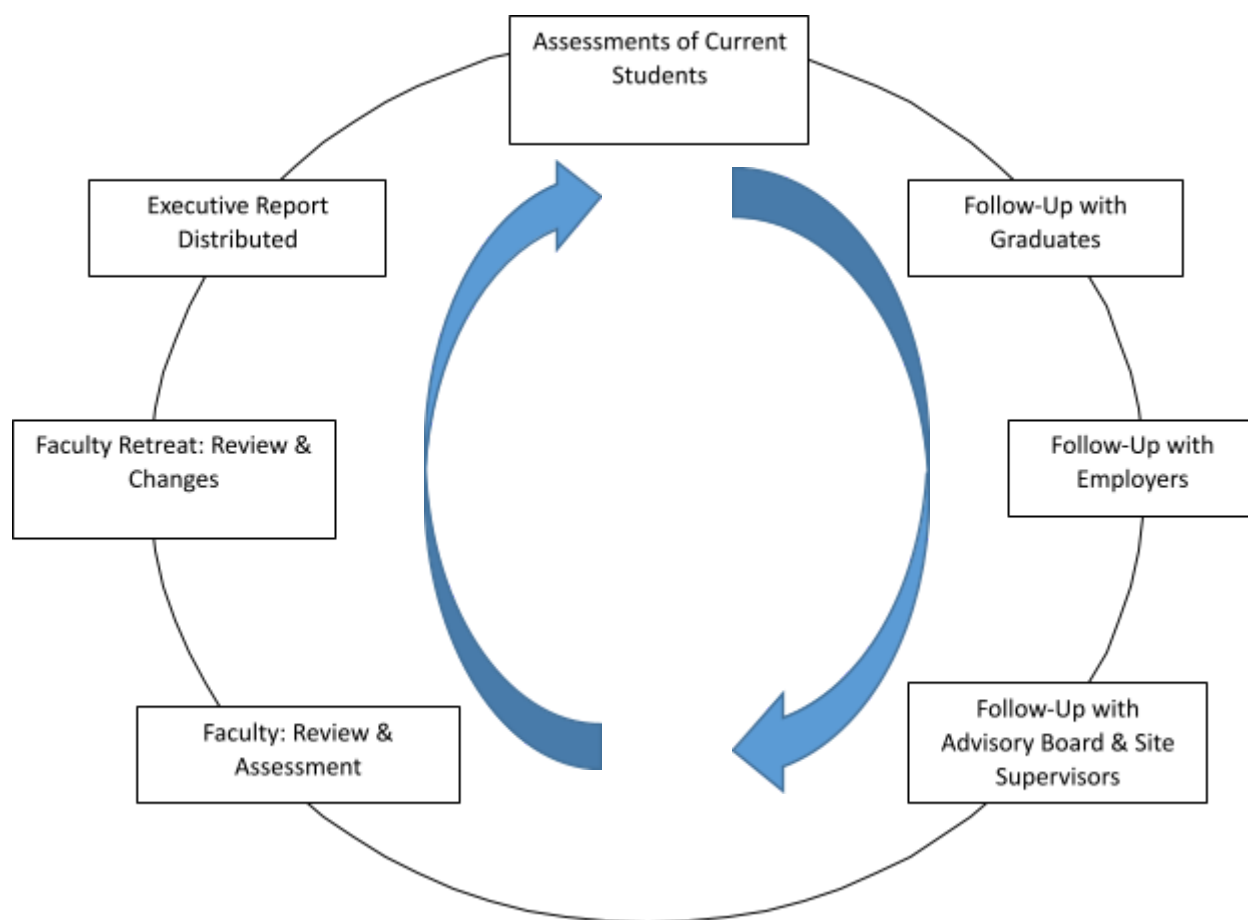
It is incumbent to strengthen further the CMHC program's evaluation process. The program director, in consultation with faculty, shall appoint a **Montreat College Counseling Program Advisory Board**. The board, comprising of counseling faculty and a representative from the counseling community in Asheville, Charlotte, and Morganton shall make suggestions regarding the program's mission, objectives, program changes, student learning and performance on professional identity, professional practice, and program area standards. The board shall meet twice yearly, during the last week of August and January.

Assessments shall include: current students, faculty, site supervisors and board members, and graduates of the programs. The cycle of evaluation (see Figure 1) consists of:

1. Counseling Program Surveys and College Reports on current students' academic progress, review of personal/professional development, evaluations of students' ongoing personal/professional activities through the use of Degree Plan (Academic Advising) and evaluations of student achievement as related to the learning outcomes of the program and specialty areas.
2. Counseling Program and College Surveys of graduates of the program, employers, site supervisors and board members and faculty.
3. Compilation and analysis of data from the multiple evaluation methods.
4. Biannual Faculty Retreats² to review findings, assess current status of all aspects of the Counseling Programs and suggest changes/modifications in the curriculum, coursework, program functioning, faculty activities, student selection and retention activities, student monitoring and other aspects of existing programs.
5. Sharing findings and suggested changes with students, administration, site supervisors, board members, graduates and others interested in the Counseling Master's Program at Montreat College.

² Retreats occur on Tuesdays in mid-September and mid-March. The latest faculty retreat was held September 19 at Montreat's main campus.

Figure 1: Cycle of Evaluation





Summary of Comprehensive Assessment Plan of Counseling Master's Program

Clinical Mental Health Counseling

The master's program in clinical mental health counseling are evaluated using a multi-tier method. The following lists these methods.

1. Knowledge Attainment in Key Content Areas
 - a. Evaluation of student results on the NCE
 - b. Evaluation of student results on the CPCE
2. Comprehensive Student Assessment
 - a. Case Conceptualization Proficiency
 - b. Completion of Student Formative Evaluation Portfolio (SFEP)
3. Demonstrating Proficiency with Counseling Skills
 - a. Passing ***all*** counseling classes with B- or better/
 - b. Passing practicum and internship
 - c. Passing rating on course skills assessment rubric for the following courses: Methods, Advanced Techniques, Practicum, Internship, and Portfolio (key assignments)
4. Evaluation of Students in the Field
 - a. Completion of satisfactory evaluation by on-site supervisors
 - b. Exit interview and Portfolio review conducted by faculty of the Counseling Program with graduating student
 - c. Passing grade by instructor in Internship CN 680 or 685 and earning 600 hours (300 hours per term/module)
5. Program Evaluation
 - a. Completion of evaluation by graduating students (Likert-type scale)
 - b. Internship field supervisor evaluation review of program
 - c. Alumni review of program (online survey administered through SurveyMonkey)
 - d. Current Student review of program (online survey administered through SurveyMonkey)
 - e. Advisory board review of program (plan to develop in Spring 2017)
 - f. Adherence to and Maintenance of CACREP 2009 Standards, in preparation for accreditation
 - g. Quarterly Student Forums



6. Teaching Excellence
 - a. Student evaluation of faculty teaching (College Likert-type scale)
 - b. Maintenance of professional licenses
7. Faculty and Supervisors
 - a. Evaluation of supervisor (of students in internship)
 - b. Maintenance of relevant licenses and certifications (LPC, LPC-S, LMFT, NCC, ACS)
 - c. Faculty annual evaluation (college faculty evaluation system conducted by Program Director and/or Dean)
8. Community Partnerships
 - a. Continuing education workshops: NBCC –Approved Continuing Education Provider-# 4576.
 - b. Partnerships with schools and agencies as regular internship sites
 - c. Other community partnerships

Student Formative Evaluation Portfolio

Admission and retention decisions in the Counseling Program are outcomes of an on-going process of student evaluations. The process begins with the completion of Application for Admission forms and continues throughout the entire curriculum concluding with the Comprehensive Examination, Portfolio Review, and Survey/Exit Interviews.

Included in the process is an assessment of comprehension of the knowledge base of the profession, competency in the application of skills considered essential for the profession, and personal growth, development, and suitability for the profession (professional decorum).

The milestones of this process are listed below. It is students' responsibility to submit the following materials to the faculty advisor at the appropriate intervals during their pursuit of the degree. Students will maintain a **portfolio** that will reflect their progress throughout the program.

Portfolio

All counseling students are required to maintain a professional portfolio. The purpose of the portfolio is to document each student's journey and growth in the Counseling Program. During the program, Key Assignments will be placed in the student's portfolio by the student. All students will maintain a hard copy of their portfolio to be reviewed by faculty during the student's final semester in the program. The portfolio is a capstone type of project and it is very important that it displays students' journey of growth and development during the program.

The Student will demonstrate abilities in:



Objective1: Ethically Informed Professional Identity
Objective2: Awareness of Personal Strengths and Areas Needing Sustained Growth
Objective 3: Appreciation of Diverse Cultures
Objective 4: Critical Thinking and Creative Expression
Objective 5: Commitment to Professional and/or Community Service

Details regarding the content and what is expected of students can be found in the revised Montreat College CMHC Program Handbook.

Programmatic Improvements

1. Current students are now sent an electronic survey during the year. The survey is designed to evaluate current students' perception of their training in the Counseling Program. Respondents are asked questions pertaining to training in core areas (defined by CACREP). Data will be collected and interpreted using SPSS software. (*Current Students, N=43 out of 105*)

Alumni are sent an electronic survey similar to current students. In addition to questions about their training in core areas, demographical data is collected to measure graduates' success with the NCE, licensure, and employment. Data will be collected and interpreted using SPSS software. (*Alumni, N=23*)

- a. The findings of the current student and alumni surveys will be presented to program faculty for interpretation. Faculty will then determine when courses need to be redesigned, eliminated, or added.

Information regarding the design and scope of the surveys are available upon request.

2. Faculty will develop instruments to measure students' knowledge and understanding of counseling concepts at points in their course of study. Faculty have examined students' scores on the Counselor Preparation Comprehensive Examination (CPCE), identifying which areas of the core competencies should be given special attention. Faculty will then interpret collected data and determine changes which need to be implemented in various courses. Lastly, to assist students prepare for the CPCE, faculty have implemented quarterly workshops, which are typically held two weeks before the administration of the CPCE.



3. An orientation program has been developed for master's students beginning since the program began in 2012. The orientation is a formal program in which ***all*** students are required to attend before they can commence the Counseling program. Students will be introduced to the Montreat College CMHC Program Handbook, course requirements, and general procedures for completing the master's program are explained.
4. An advisory board will be constituted of program faculty and professional stakeholders in the community. The board will meet at the beginning of Fall and Spring semesters. Program changes and assessment results are shared with Board members and their recommendations are discussed during faculty assessment retreats. Please refer to **Figure 1: Cycle of Evaluation**.
5. Program faculty will review, develop and implement assignments designed to improve overall skills in assessment and diagnostic skills. These specific assignments have been included in a core class as well as practicum (clinical experience prior to Internship).
6. Program faculty has implemented a more formal evaluation process for allowing students to enter practicum and internship. The process includes a thorough review of each student. The process for remediation of students who are not ready to enter practicum or internship has been formalized and implemented in a more systematic method (i.e., student handbook).
7. Program faculty have revised Site Supervisor's Handbook, found elsewhere in this document. All site supervisors will be required to attend in person or by Skype an orientation, before students will be allowed to work in their agencies. Supervisors at distant locations will be able to join in the orientation using Skype Business.
8. Faculty are developing plans to have more contact with site-supervisors prior to and during internship placement. Plans under consideration include more written communication, face to face visits, electronic orientations, and workshops.
9. The program assessment plan has been modified to include the comprehensive components necessary for CACREP accreditation, curricular changes and new assessment methods (i.e., portfolios and surveys).