



**University of the Southwest
M.S. in Clinical Mental Health Counseling**

**AY 2018-2019
Annual Report**

**University of the Southwest
Clinical Mental Health Counseling Program
Annual Assessment Report
2018-19**

At the end of each year, program faculty are required to complete an annual review of the Clinical Mental Health Counseling (CMHC) program in fulfillment with University of the Southwest (USW) policy and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards for Program Evaluation guidelines.

This document reports the second comprehensive review of this program with faculty promise that this will continue to be done annually for appropriate program monitoring and evaluation. This report will describe the data collected and the action steps planned by the program faculty. Information included in this report include:

- Graphical representations across faculty
- Narrative of changes in the CMHC program
- CACREP Key Performance Indicators (KPI) data
- Demographic data for the 2018-19 AY
- Retention and Completion data for the 2018-19 AY

Suggestions for program modification and improvement are embedded throughout the report. Modifications were determined by:

- 1) themes that emerged from course, student, and program data;
- 2) issues evident in preparation for CACREP accreditation and writing of the program's self-study; and
- 3) decisions made at strategic planning meetings with the core faculty, graduate advisor, and the CMHC CACREP advisory committee.

Program Overview

The Master of Science in CMHC at USW is part of the College of Arts and Sciences (CAS) which operates under the direction of Dr. Danny Kirkpatrick, Acting Dean. The program was under the direction of Dr. Elyn Palmer, Dean for AY 2018-19.

The Program is designed to meet, and in some instances exceed, professional licensing requirements in many states. USW's program meets all standards and regulations for professional licensure in the state of New Mexico. Upon graduation, an individual meets the requirements for the New Mexico Licensed Mental Health Counselor (LMHC) license that allows the graduate to practice (under professional supervision) for the required 3000 hours of practice before application for licensure as a Licensed Professional Clinical Counselor (LPCC) in New Mexico.

The Master of Science in Clinical Mental Health Counseling at University of the Southwest offers a 60 hour program, which fully prepares students to achieve licensure and work in a variety

of human service settings. USW's CMHC program faculty is passionate about training professional counselors. The online environment provides learning opportunities for traditional and non-traditional students through a rigorous program of study that stresses education, skill development, research, and service to others.

Program Mission and Vision Statements

Mission: The faculty of the Clinical Mental Health Counseling (CMHC) graduate program at University of the Southwest (USW) is committed to the education and training of professional, competent mental health counselors who are dedicated to the ideals of servant leadership, diversity, and social justice.

Vision: The CMHC program prepares professional mental health counselors for future work in a broad range of treatment settings through structured academic and practical experiences in accordance with state and national counseling standards.

Graduate Faculty and Staff

Carol Brennan Ph.D., LPCC, NCC, RPT/S

Program Coordinator of Clinical Mental Health Counseling & Associate Professor

Email: cbrennan@usw.edu

Areas of expertise: Child counseling, play therapy, bonding and attachment, filial therapy, human development, ethics, and assessment clinical mental health counseling.

Alan Lobaugh, Ph.D., M.Div., LPC/S, RPT/S

Assistant Professor, Clinical Mental Health Counseling

Email: alobaugh@usw.edu

Areas of expertise: Play therapy, group counseling, couples counseling, and support groups in grief, divorce, and addiction.

Lauren "Kitty" Keim

Director of Graduate Admissions and Student Support, College of Arts & Sciences

Email: lkeim@usw.edu

Adjunct Faculty

Marianne Westbrook, Ph.D., Licensed Psychologist

Non-resident Faculty

Email: mwestbrook@usw.edu

Areas of expertise: Psychopharmacology and psychoeducational assessment.

Jenelle Job, Ph.D., LSSP

Program Coordinator of Undergraduate Psychology & Assistant Professor

Email: jjob@usw.edu

Areas of expertise: Child and adolescent development, school psychology, risk assessment and crisis intervention, behavior modification, research methods, and program assessment.

Kristin Meany-Walen Ph.D., LMHC, RPT/S

Mental Health Coordinator , Waterloo Community School District, Waterloo, IA

Email: kristin.meany@gmail.com

Areas of expertise: Adlerian play therapy, LGBTQ, adolescents, children of divorce

Christine McNichols, Ph.D., NCC, LPC-S (joined full time faculty Fall 2019)

Associate Professor, Clinical Mental Health Counseling

Email: cmcnichols@usw.edu

Areas of expertise: Creativity in counseling/training/supervision, spirituality in counseling, post-modern approaches, rural supervision

Elyn Palmer, Ph.D., LPCC

Dean of the College of Arts & Sciences

Email: epalmer@usw.edu

Areas of expertise: individual counseling, counseling women and children, abnormal psychology, career and academic counseling, and program evaluation.

Jeri Midgley, Ph.D.

Program Coordinator of School Counseling & Assistant Professor

Areas of expertise: School counseling, educational research, career development, group counseling, counseling techniques, program development and management, and child and adolescent counseling.

Tamika Hibbert, Ed.D, LPC, NCC

Assistant Professor, School Counseling

Areas of expertise: Counseling theories, school counseling, and professional and ethical issues.

Connie Ponce, Psy.D.

Areas of expertise: PTSD, veteran issues, counseling theories, professional issues and ethics in counseling, psychoeducational assessment, and program development and management.

Program Learning Objectives

There are five Program Learning Objectives or PLO's in the CMHC program. These correspond with the eight CACREP Common Core areas, plus the Clinical Mental Health Counseling specialty area. The PLO's for the CMHC program are:

1. Foundations
2. Diversity and Advocacy
3. Counseling, Prevention and Intervention
4. Assessment and Diagnosis
5. Research and Evaluation

Program Learning Objectives with Course Matches

*Courses in red are part of the core curriculum

USW's program in CMHC develops graduates who will excel in the following competency areas and associated learning objectives:

Competency Learning Objectives Courses

PLO 1: Foundations

Identify as professional counselors through membership and activities in professional organizations, as well as through practice that is ethically consistent and in accordance with state and national licensing and certification standards.

COUN 5123: Professional Orientation to Counseling
 COUN 5213: Professional Ethics & the Law in Counseling (formerly Professional and Ethical Issues in Counseling)
 COUN 5833: Practicum
 COUN 5843: Internship I
 COUN 5853: Internship II
 COUN 5563: Clinical Supervision of Counselors

PLO 2: Diversity and Advocacy

Apply and demonstrate the knowledge, skills, and practices to counsel and advocate for individuals, families, and groups through culturally appropriate practice promoting social justice, equity, and access.

COUN 5413 Marriage, Family & Couples Counseling
 COUN 5513: Multicultural Counseling
 COUN 5463 Testing & Assessment in Counseling
 COUN 5833: Practicum
 COUN 5843: Internship I
 COUN 5853: Internship II
 COUN 5233: Human Sexuality

PLO 3: Counseling, Prevention and Intervention

Employ culturally appropriate practice in the education, prevention, evaluation, and treatment of mental and emotional disorders.

COUN 5103: Career Development & Life Planning
 COUN 5313: Counseling Skills & Techniques (formerly Counseling Techniques)
 COUN 5323: Theories & Helping Relationships (formerly Counseling Theories)
 COUN 5403: Theory & Practice of Group Counseling
 COUN 5413: Marriage, Family & Couples Counseling (formerly Counseling Families)
 COUN 5423: Child & Adolescent Counseling
 COUN 5543: Crisis/Trauma Counseling &

Intervention (formerly Counseling Traumatized Clients)

COUN 5833: Practicum

COUN 5843: Internship I

COUN 5853: Internship II

COUN 5113: Introduction to Christian Counseling

COUN 5433: Introduction to Play Therapy

COUN 5603: Adv. Counseling Theories & Techniques

PLO 4: Assessment and Diagnosis

Identify and implement appropriate and holistic clinical evaluation and assessment of normal and abnormal development and behavior, including the treatment of trauma and addictions.

COUN 5203: Learning & Human Development

COUN 5453: Psychopathology

COUN 5463: Testing & Assessment in Counseling

(formerly Psychoeducational Assessment)

COUN 5553: Introduction to Addictions Counseling

COUN 5833: Practicum

COUN 5843: Internship I

COUN 5853: Internship II

COUN 5333: Abnormal Behavior

COUN 5473A: Psychopharmacology I

COUN 5473B: Psychopharmacology II

PLO 5: Research and Evaluation

Utilize mental health research and evidence-based treatments, and apply models of program process and outcome evaluation to professional practice.

COUN 5523: Research & Program Evaluation (formerly Research in the Behavioral Sciences)

COUN 5513 Multicultural Counseling

COUN 5313 Counseling Skills & Techniques (formerly Counseling Techniques)

COUN 5533: Mental Health Programs: Development & Management (formerly Program Development and Management)

Student Learning Outcomes

University of the Southwest maintains five Student Learning Outcome categories upon which programs are evaluated. These outcomes are consistent with the mission and vision USW has for its graduates. Annual evaluation of these SLO's ensure academic programming remains effective.

Graduates of the CMHC program will demonstrate the following at the conclusion of their academic preparation and practical training:

SLO 1. Knowledge

- a. Knowledge of counseling theories, professional competencies, and research-informed best practices in diverse professional counseling settings.
- b. Knowledge of the counseling profession including professional roles, identity, and functions.
- c. Knowledge and understanding of the requirements of professional licensure in students' respective states.

SLO 2. Critical Thinking

- a. Critical thinking to apply and analyze information from core curriculum areas to conceptualize the needs of a wide range of counseling populations.
- b. Critical thinking in diagnosis, intervention, and treatment planning in order to serve the counseling needs of a wide range of populations.

SLO 3. Servant Leadership

- a. Serving and advocating for diverse populations with awareness and compassion through appropriate skills and techniques.
- b. Serving clients through teaching and modeling of self-care

SLO 4. Communication

- a. Communicate, engage, and interact effectively with peers, instructors, and supervisors.
- b. Communicate with clients in ways that show empathy, acceptance, and cultural sensitivity.

SLO 5. Academic and Professional Integrity

- a. Understand, follow, and apply ethical and legal guidelines in the counseling of diverse populations.
- b. Discern quality research to implement scientifically-informed best practices in mental health counseling practices.

Program Maintenance Outcomes (outlined in the first CMHC 2015-18Annual Report)

PMO 1: Integrate 2016 CACREP Standards and realign curriculum and program mission, vision, and student learning outcomes by January 2019.

PMO 2: Develop a strategic and comprehensive evaluation plan to fulfill Section 4 of the 2016 CACREP Standards.

PMO 3: Update the Student Handbook, including addition of policies for privacy, confidentiality, and grievances, to align with 2016 CACREP Standards Section 1, Items I, M, and N.

PMO 4: Hire a third full-time core program faculty member to add diversity of expertise and experience in accordance with 2016 CACREP Standards Section 1, Items Q and R.

PMO 5: Develop evaluation resources for CMHC faculty to assess CMHC students' knowledge, skills, and clinical judgment throughout students' program.

PMO 6: Complete the CACREP Self-Study by March 2019 for submission to the Council. The program learning objectives (PLOs) and student learning outcomes (SLOs) were developed in line with CACREP Standards Section 2 and USW values.

PMO 7: Complete a comprehensive review of assessment data each year, demonstrating student achievement of competency in the eight core areas outlined in the 2016 CACREP Standards as

captured in PLOs and SLOs. Assessment strategies include grade comparisons across courses, assignments, faculty comparisons, graduation rates, practicum/internship surveys, and alumni surveys.

All PMO's above were met during AY 2018-19, in preparation for the completion of the CMHC program self study.

PMO 1 was completed as defined above, by January 2019.

PMO 2 was completed in order to fulfill Section 4 of the 2016 CACREP Standards.

PMO 3 was completed in order to align with the 2016 CACREP Standards Section 1, Items I, M and N.

PMO 4 was completed at the end of March 2019 with the hiring of a third core faculty member in accordance with 2016 CACREP Standards Section 1, Items Q and R.

PMO 5 was completed as defined above as part of the program's self-study.

PMO 6 was completed as described above with the submission of the CACREP Self-Study at the end of March 2019 to CACREP for accreditation review.

PMO 7 has been accomplished for AY 2018-19 for purposes of the current CMHC Program Annual Report. This report includes assessment data demonstrating student achievement of competency in each of the eight core areas outlined in the 2016 CACREP Standards.

Programmatic Changes

The CMHC program completed its first full academic year as part of the College of Arts and Sciences. A team was formed and a CMHC program self-study and application for CACREP accreditation was accomplished. Following the submission of the initial application, a request was received from the CACREP review team to submit an Addendum of additional information.

As a result of the self-study process, curricular changes were proposed and approved, and the CMHC program course prefixes became COUN for all clinical mental health counseling program courses. During the academic year 2018-19 it was determined that more states are requiring coursework at the master's level for professional mental health counselors, in the areas of addictions, and crisis counseling. These courses have been offered in USW's CMHC program for a long time as electives.

The decision was made by the Program Coordinator after consultation with the Dean of the College of Arts and Sciences, to propose through USW's GAPRC (Graduate Academic Program Review Committee) that the status of the 2 courses: COUN Introduction to Addictions Counseling and COUN Crisis and Trauma Counseling and Intervention, be changed from elective to "required." The vote was sent out to the CAS terminally degreed faculty members via USW Mustang Mail, and approved by a majority. The degree plan was amended to reflect the changes and was posted on the CMHC webpage in the College of Arts and Sciences at usw.edu. These changes were done partially to align with national accreditation standards, as well as to satisfy changing professional licensing requirements in some states.

In our continuing efforts to help students be better prepared to meet the challenges of professional counseling and licensure, a practice Comprehensive Exam was conducted in April 2019.

The exam is available through USW's contract with Cengage Publishing, and was offered to selected CMHC students for the first time. It is modeled after the National Counselor Exam (NCE) which is required for professional licensing in all states. This exam was taken by 11 CMHC students and their scores were made available to each of them upon completion. Feedback from the students was positive, and the exam will continue to be offered every Fall and Spring term for the foreseeable future, as a way to help students familiarize themselves with the content and format of the NCE.

The 2018-19 AY also saw the shift from a capstone essay-type Comprehensive Exam to the requirement of a Professional Portfolio, to be completed and submitted during the student's Internship courses. Approximately 3 students successfully submitted and completed the Portfolio requirement during the Spring 2019.

The 48 hr. degree program was discontinued. Students were notified that they could finish out the 48 hr. plan and be granted an MEd in Mental Health Counseling, instead of an MS in Clinical Mental Health Counseling if they went to the 60 hr. degree plan. (It should be noted that the state of NM where USW's campus is located, still only requires a 48-hour program at the Master's level for professional mental health counselor licensure.)

And with the change in course prefixes from EDMH to COUN, every student enrolled in the MHC/CMHC program had to be put on a new degree plan. The Graduate Director for Admissions and Support emailed all students stating that they understood that they were to be on the new degree plan which included the new program title, and the new COUN prefixes. Any student who was on the old 48 hr. plan was emailed, and given the choice to remain on it or be changed to the 60 hr. program. Almost all students who were on the 48 hr. plan elected to change to the 60 hr. plan, especially after finding out that the 48 hr. degree would not be considered a CACREP degree if and when USW was accredited.

GAPRC's were also proposed that would change the prefix of CMHC courses from EDMH to COUN.

In the continuing effort to keep students informed about the CMHC program, it became a requirement that the CMHC Graduate Program Handbook, and Retention, Remediation and Dismissal Policy was to be posted in all COUN courses in Blackboard.

Upgrades in USW's technological assets were made during the 2018-19 AY. All students have a one year subscription to Cengage Unlimited.

During the course of the academic year a national search was conducted for a third core faculty member. More than 35 applications were received. Following the interview process, Dr. Christine McNichols was hired to start in Fall A 19.

Program Effectiveness Data

Program faculty recognize the importance of completing annual reviews of assessment practices and student performance data. As a result of the CACREP accreditation self-study process, the

CMHC faculty started work on an assessment plan that would be more representative of what is required in the current CACREP standards.

The CMHC degree program requires 60 credit hours. Of these, 45 credit hours are required as “core courses.” The clinical courses that are required of students after the core hours are completed, comprises 9 credit hours. In addition, students must take a minimum of two, 3 credit courses from 10 available electives offered.

CMHC faculty have been working for the past few years, to more clearly and successfully align the program with the 2016 CACREP standards. Courses have been updated and modified, and specific assignments have been developed to meet the eight CACREP common core areas, and the Clinical Mental Health Counseling specialty area.

Clinical Mental Health Counseling Program Assessment Plan
 AY 2018-19 (FA A 18 through SU B 19)

With the writing of the program’s self-study during the current academic year, the realization was made that the assessment of the Clinical Mental Health Counseling (CMHC) program needed to more accurately reflect the standards for program and student evaluation as set forth by CACREP (Council for Accreditation of Counseling and Related Education Programs). Therefore, a more comprehensive assessment plan was formulated and agreed up on by the CMHC faculty, and the results of this assessment are reported in the contents of this section.

The CMHC program is evaluated based on the 8 core areas and the required specialty area as described in the 2016 CACREP standards:

1. Counseling Orientation and Professional Practice
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Counseling and Helping Relationships
6. Group Counseling and Group Work
7. Assessment and Testing
8. Research and Program Evaluation
9. Clinical Mental Health Counseling

As a result of the CMHC program’s Self Study, completed in March 2019 and required by CACREP as the initial step in the accreditation process, that our assessment plan had been inconsistent at best. The most formal means of assessing students’ skills and professional dispositions had been the use of the Counseling Skills Assessment (CSA) in the Counseling Skills and Techniques course, as well as in Practicum and Internship I and II. Informally, faculty was able to discern students’ professional behavior and attitudes through synchronous time phone/video conferences, email exchanges, student communications and so on.

It was determined during the current AY by the CMHC faculty, that the process of assessing students' skills and professional dispositions should be more planned and intentional. It was decided that the CSA would be introduced to students in one of their earliest courses, COUN 5312 Professional Orientation to Counseling, then used again in COUN 5513 Multicultural Counseling, a course taken around the midpoint of the program. The CSA would continue to be used in COUN 5313 Counseling Skills and Techniques, COUN 5743 and 5753 Internship I and II respectively. This plan was adopted and implemented starting with the Spring A 2019 term. Thus, a plan for assessing students at the beginning, middle and end of their coursework was in place.

A biannual review of the students in the CMHC program had been conducted for the first time in the 2017-18 AY, and this was continued into the current year. This review consisted of a conference call between the Graduate Director, the Program Coordinator, and CMHC faculty. Information regarding students of concern was presented, discussed and documented. Prior to the meeting a list of currently enrolled students was distributed to all invited participants for review.

No students were referred to the CMHC Retention, Remediation and Dismissal Committee during the 2018-19 AY. Issues regarding any CMHC students of concern were therefore, addressed and successfully resolved through less formal means.

For purposes of program assessment, the faculty determined during the current academic year assignments from each of the core courses that best assessed the eight CACREP common core areas and the Clinical Mental Health Counseling specialty area. The faculty came identified 15 assignments, which reflect written papers, discussion responses, term project assignments, and experiential activities. These assignments are designated as "Key Performance Indicators" for the CMHC Program Assessment, and the scores attained by students during the academic year are used to examine performance expectations that were met, not met, or partially met. Once the findings are examined, decisions are made by the CMHC faculty to increase the expected success rate of the assignment, leave it as is, or to modify the assignment for the coming year.

The "capstone" or final student assessment that is required of all students in the CMHC program, is the Professional Portfolio. This is submitted during the student's final internship course. The portfolio must include all of the 15 "KPI" assignments which are flagged in each course as the "required portfolio assignment."

Section 2 of the 2016 CACREP Accreditation standards delineates the eight core competency areas required of a Master's level CMHC program. The following is a list by competency area, of the courses and subsequent assignments that make up the program's assessment plan:

I. Professional Counseling Orientation and Professional Practice (CACREP Sec 2.F.1)

- a. COUN 5123: Professional Orientation to Counseling
 - i. KPI: Paper - Traits of An Effective Counselor
- b. COUN 5213: Professional Ethics and the Law in Counseling

- i. KPI: Final Project: Paper on Self Care, Wellness and a Colleague in Crisis
- c. COUN 5413: Marriage, Family, and Couples Counseling
 - i. KPI: Family Shadow Box Project

II. Social and Cultural Diversity (CACREP Sec 2.F.2)

- a. COUN 5513: Multicultural Counseling
 - i. KPI: Power Point Project

III. Human Growth and Development (CACREP Sec 2.F.3)

- a. COUN 5203: Learning and Human Development
 - i. KPI: Final Project on Learning Domains
- b. COUN 5423: Child and Adolescent Counseling
 - i. KPI: Special Topics Project

IV. Career Development (CACREP Sec 2.F.4)

- a. COUN 5103: Career Development and Transition Planning
 - i. KPI: Career Battery Assessment Paper

V. Counseling and Helping Relationships (CACREP Sec 2.F.5)

- a. COUN 5323: Theories and the Helping Relationships
 - i. KPI: Major Theory Paper
- b. COUN 5313: Counseling Skills and Techniques
 - i. KPI: Paper: Response to the Video of Carl Rogers' Lecture on Empathy

VI. Group Counseling and Group Work (Sec 2.F.6)

- a. COUN 5403: Theory and Practice of Group Counseling
 - i. KPI: Paper: Effective Leadership in a Group

VII. Assessment and Testing (Sec 2.F.7)

- a. COUN 5463: Testing and Assessment in Counseling
 - i. KPI: Test Review and Critique

VIII. Research and Program Evaluation (Sec 2.F.8)

- a. COUN 5523: Research and Program Evaluation
 - i. KPI: Program Evaluation Project

IX. Clinical Mental Health Counseling (Sec.5.C.)

- a. COUN 5553: Introduction to Addictions Counseling
 - i. KPI: Paper: Trauma, Disabilities, and Disorders and Their Correlations to Addictions
- b. COUN 5453: Psychopathology
 - i. KPI: Case Conceptualization Paper
- c. COUN 5543: Crisis and Trauma Counseling and Intervention
 - i. KPI: Case Studies

The CMHC Program Handbook for the 2019-20 Academic Year outlines how student success and program effectiveness are measured from the time the student enters the program until completion.

To improve the formality of the assessment process, the CMHC program at USW is refining our plan for ongoing evaluation and assessment. In the plan, student learning and programmatic success is assessed in a variety of ways across the curriculum.

In order to evaluate program success, the faculty have set standards for students to meet at multiple points throughout the program. These standards are assessed using the KPI assignments as listed above, the Counseling Skills Assessment or CSA (used in COUN 5123, COUN 5513, COUN 5313, COUN 5843/53), the Site Supervisor Evaluations used in Practicum and Internship, the Capstone Portfolio Project submitted during Internship II (COUN 5853), and the Graduate/Alumni Survey.

Abbreviated Results of the 2018-2019 AY Program Evaluation are shown below:

	Measure	Met/Not Met
Counseling Orientation and Professional Practice	COUN 5123: Paper- Traits of An Effective Counselor	Not Met; 11/16 (68%) made a "B" or better
	COUN 5123: Counseling Skills Assessment	Not Assessed
	COUN 5213: Final Project: Paper on Self Care, Wellness, and a Colleague in Crisis	Not Met; 9/11 (82%) made a "B" or better
	COUN 5413: Family Shadow Box Project	Met; 13/14 (92%) scored a "B" or better
	Capstone Portfolio	Partially Met; 100% of portfolio documents passed; 11/12 completed interview

	Site Supervisor Final Evaluations of Intern (practicum/internship)	Met; 50/50 (100%)
Social and Cultural Diversity	COUN 5513: Power Point Project	Not Met; 21/25 (84%) made a "B" or better
	COUN 5513: Counseling Skills Assessment	Not Met; 10/13 (77%) evaluated their skills with a "5" or better on the CSA
	Capstone Portfolio	Partially Met; 100% of portfolio documents passed; 11/12 completed interview
	Site Supervisor Final Evaluations of Intern (practicum/internship)	Met; 50/50 (100%)
Human Growth and Development	COUN 5203: Final Project on Learning Domains	Met; 18/19 (95%) made a "B" or better
	COUN 5423: Special Topics Project	Not Met; 7/9 (78%) made a "B" or better
	Capstone Portfolio	Partially Met; 100% of portfolio documents passed; 11/12 completed interview
	Site Supervisor Final Evaluations of Intern (practicum/internship)	Met; 50/50 (100%)
Career Development	COUN 5103: Career Battery Assessment Paper	Not Met; 26/33 (79%) made a "B" or better
	Capstone Portfolio	Partially Met; 100% of portfolio documents passed; 11/12 completed interview
	Site Supervisor Final Evaluations of Intern (practicum/internship)	Met; 50/50 (100%)
Counseling and Helping Relationships	COUN 5323: Major Theory Paper	Not Met; 7/12 (58%) made a "B" or better
	COUN 5313: Paper on Empathy	Met; 28/29 (96%) made a "B" or better
	COUN 5313: Counseling Skills Assessment	Met; 26/26 (100%) of students evaluated their skills with a "5" or better on the CSA
	COUN 5833: Counseling Skills Assessment Videos 1 & 2	Met; 10/10 students evaluated their skills with a "5" or better on the CSA

	COUN 5843/5853: Counseling Skills Assessment Videos 1 & 2	Met; 34/34 students evaluated their skills with a "5" or better on the CSA
	Capstone Portfolio	Partially Met; 100% of portfolio documents passed; 11/12 completed interview
	Site Supervisor Final Evaluations of Intern (practicum/internship)	Met; 50/50 (100%)
Group Counseling and Group Work	COUN 5403: Paper- Effective Leadership in a Group	Met; 25/26 (96%) made a "B" or better
	Capstone Portfolio	Partially Met; 100% of portfolio documents passed; 11/12 completed interview
	Site Supervisor Final Evaluations of Intern (practicum/internship)	Met; 50/50 (100%)
Assessment and Testing	COUN 5463: Test Review and Critique	Met; 5/5 (100%) made a "B" or better
	Capstone Portfolio	Partially Met; 100% of portfolio documents passed; 11/12 completed interview
	Site Supervisor Final Evaluations of Intern (practicum/internship)	Met; 50/50 (100%)
Research and Program Evaluation	COUN 5523: Program Evaluation Project	No data
	Capstone Portfolio	Partially Met; 100% of portfolio documents passed; 11/12 completed interview
	Site Supervisor Final Evaluations of Intern (practicum/internship)	Met; 50/50 (100%)
Clinical Mental Health Counseling (Section 5)	COUN 5553: Paper: Trauma, Disabilities, and Disorders and their Correlations to Addictions	Met; 33/37 (89%) made a "B" or better
	COUN 5453: Case Conceptualization Paper	Met; 33/34 (97%) made a "B" or better
	COUN 5543: Case Studies; Average of all six	Met; 3/3 (100%) made a "B" or better

	Capstone Portfolio	Partially Met; 100% of portfolio documents passed; 11/12 completed interview
	Site Supervisor Final Evaluations of Intern (practicum/internship)	Met; 50/50 (100%)
Other desired standards not already correlating with CACREP standards	Graduate/ Alumni Survey	Not Met; 3/4 (75%) of respondents passed
		Not Assessed
		Not Met; 7/11 (64%) of respondents are not working as counselors
	Site Supervisor Survey	Not Assessed
	Professional Dispositions Rating Scale	Not Assessed

An area of particular concern when assessing CMHC students is that of the acquisition and demonstration of professional counseling dispositions. While informal assessment of dispositions has always been done, moving forward, students will also be evaluated annually using the Professional Disposition Rating Scale.

Program Vital Statistics

Demographics:

National advertising campaigns are used as the primary method of recruiting students from across the nation. Counseling faculty also help to recruit diverse students by attending national, regional and state conferences where they represent USW’s CMHC program.

Gender	Total	Declined	Hispanic	White	Asian	Black	Native American
Male	18	0	4	7	1	6	0
Female	58	3	5	27	1	21	1
Total	76	3	9	34	2	27	1

From the chart above it can easily be seen that USW’s CMHC student population during the 2018-19 AY program was predominantly female. This is consistent with the counseling profession as a whole. Of greater interest however, is the reported ethnicity of our program’s students. While national campaigns are designed to attract a diverse group of potential students, the diversity of our program is predominantly White, with the second most represented group reporting as Black. Hispanic students represented the third highest group, and the least represented ethnic groups were Asians and Native Americans.

University of the Southwest is located in southeastern New Mexico, a state with a predominantly Hispanic population. There is also a large Native American population in our state. It is somewhat surprising that USW’s CMHC program is not better represented by the latter two groups. This may indicate that while the university advertises nationally, that statewide efforts should be stepped up so as to attract a higher number of state residents, more representative of the diversity of our state’s population.

Enrollment Data:

Enrollment in the CMHC program has seen a slight decline over the 2018-19 AY. This was anticipated due to the national trend toward requiring/preferring a CACREP accredited master’s degree for professional counselor licensing in an increasing number of states. Being online, USW’s CMHC program serves students from many different states. Maintaining a program like ours requires that we stay current with licensing requirements from state to state. More programs are attaining CACREP accreditation and it is our desire to remain competitive in this area. Reports from our EC’S (Enrollment Counselors) over the past 2 years have indicated a strong shift in desire among prospective students to enroll in a CACREP accredited program for the Clinical Mental Health Counseling degree.

The CACREP accreditation review process averages approximately 18 months from the submission of the Program Self Study/application, to the Addendum Request, to the Site Visit phase and lastly to the granting of accreditation status. Our program submitted the Self Study/application at the end of March 2019, and responded/submitted the Addendum requested in early December 2019. At the time of this report we are awaiting a response as to our next step in the process. We have been in the actual accreditation application process for nine months and are certain that we can complete the final steps needed in more than a timely manner.

Below are the enrollments number for Fall 2018- Summer 2019.

Fall A 2018	Fall B 2018	Spring A 2019	Spring B 2019	Summer A 2019	Summer B 2019
56	55	63	62	55	48

Retention Data:

Retaining students in any graduate program is crucial to its' overall success. Students admitted to the CMHC program are committing themselves to a 60 credit hour degree program, but one that will fully prepare them for professional mental health counseling licensing in their state. This program requires at least full time attendance over a 2 1/2 year period. Many students indicate they are working full time and part time while going to school and maintaining a family. As a result, sometimes students encounter obstacles that interrupt their program of study and they must take a break or withdraw due to life's demands.

Over the past few years USW has been working hard to increase its' overall retention rates among undergraduate as well as graduate students. The "At Risk" program identifies students in our graduate 8 week terms every two weeks whose status is showing as below course expectations. The Director of Graduate Admissions in the School of Arts and Sciences then contacts each student in an effort to intervene and provide guidance that will positively impact the student's overall success in the course. Fewer poor grades equals fewer students on academic probation, and decreased numbers of students who withdraw due to discouragement at lackluster academic performance.

As can be seen in the chart below, the CMHC's retention of students over the course of the 2018-19 AY averaged 95.7% across all six, 8 week terms. This is a strong indicator that during this reported AY, the CMHC student population remained quite stable in terms of the students actively enrolled in the program.

The following data is offered regarding retention and completion of students in the CMHC program during the 2018-19 AY by eight week term and the year's averages:

CMHC Enrollment, Retention and Persistence AY 2018-19

Term	New Students	Continuing Students	Total Heads	Credits	FTE	Completions	Retention Rate
FA A 18	8	68	56	246	41	1	85.7%
FA B 18	1	75	55	264	44	3	98.2%
SP A 19	4	73	63	264	44	4	112.7%
SP B 19	4	73	62	258	43	8	98.4%
SU A 19	5	65	55	225	38	1	93.5

Term	New Students	Continuing Students	Total Heads	Credits	FTE	Completions	Retention Rate
SU B 19	2	69	48	189	32	4	85.5%
Mean	4	71	57	241	40	4	95.7%

Completion Rates:

From the figures in the table provided, it can be seen that the decline in numbers of students over the AY 2018-19 has not been consistent across eight week terms. The greatest enrollment of new students occurred in the Fall A 18 term. This is typically the time of highest new student university enrollment. The total number of program completions or students who completed the program and graduated was 21. The program admitted a total of 24 new students so essentially, what we lost to graduates, we more than “replaced” with new enrollees.

The number of students or “total heads” in SU B 19 was the lowest of the AY. This could be due to students taking a summer term off for vacations, students with school-aged children clearing their schedules for the start of the approaching public school’s Fall term, or the like. Regardless of the reason(s) for the drop in number of “total heads” enrolled in SU B 19, it cannot be ignored. Though it could be connected to the gradually decreasing numbers of students due to the rise in CACREP accredited programs, further study will be needed if this decline continues, or if this number does not stabilize once the anticipated CACREP accreditation is received.

Moving forward, the CMHC faculty plan to use the data presented in this report to adjust and strengthen our program to meet the needs of our students and the demands of the counseling field. The faculty are committed to providing the very best education for our students as we continue to grow and advance our program.

Submitted by: Carol Brennan, Program Coordinator