

LOCK HAVEN UNIVERSITY
Annual Academic Program Report

REPORT DATE: January 1, 2023

DATA USED IN THIS REPORT ARE FROM THE PREVIOUS ACADEMIC YEAR

Program Name	<u>Clinical Mental Health Counseling</u>	Department	<u>Counseling & Educational Leadership</u>
Degree	<u>MS</u>	College	<u>Education and Human Services</u>
Date of Last 5 Year Report	<u>NA</u>	Accreditation Status (if any)	<u>ACTIVE</u> Fully accredited July 14, 2016 – October 31, 2024
Accrediting Agency	<u>CACREP</u>	Date of Last Accreditation	<u>2024</u>

I. Composition of Review Team

Program Director: Dr. Kristin A. Vincenzes

Faculty Members:

Dr. Lisa Weaver
Dr. Stephen Gitgona
Dr. Ashley A. Pechek
Dr. Leandrea Romero-Lucero
Dr. Matthew E. Sprong
Dr. Kellie Pytel
Dr. Lis Tomlin
Dr. Steve Kuniak

II. Progress Since Last Review

The number of faculty working in the program continues to increase as the program grows. During the 2021/2022 academic year, there were 3 tenured faculty (Weaver, Vincenzes, & Gitgona), 3 tenure-track faculty (Pechek, Romero-Lucero, and Sprong), 2 FT temporary faculty (Tomlin and Kuniak), and 1 PT faculty (Pytel).

The total enrollment for the 2021/2022 academic year was 176 students, which was an increase of 41 students from the previous academic year (135 enrolled students).

A. Student Learning Outcomes

Data is in NUVENTIVE IMPROVE X

B. Program Outcomes

Data is in NUVENTIVE IMPROVE ___X___

C. General Education Learning Outcomes

Data is on attached worksheet(s) ___NA___

D. Special Initiatives: Use this chart to report outcomes of special initiatives for which funds were dedicated or that were included on your planning document for the most recent academic year.

Goal	Initiative	*Resource amount/ source	Outcomes
To receive CACREP accreditation for the CMHC Program	Annual Dues	\$3,385	The program maintained its accreditation.

***If applicable**

III. Narrative Summary of Program Strengths and Weaknesses

A. Student Learning Outcomes:

Strengths:

NCE: The NCE pass rate jumped significantly from the 2020/2021 academic year (80%) to 100% for the 2021/2022 academic year.

Site Supervisor Evaluations: The culminating experience in the CMHC program is the 600-hour internship. During the final site supervisor evaluation, all students are rated by their site supervisor on a 1-5 scale for each of the five different student learning outcomes. All 34 students earned a 4 (meets expectations) or 5 (exceeds expectations) on each learning objective with 83% of the objectives rated by site supervisors as exceeding expectations. Furthermore, 33/34 site supervisors stated that if a position was available, they would “definitely hire them [the student intern]” at their agency (one site supervisor stated that they would “likely” hire the student, if a position were to be available).

B. Program Outcomes:

Strengths:

Accreditation: The CMHC program maintained the Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation from July 14, 2016 to October 31, 2024. The program continued to meet the accreditation standards.

Enrollment: Despite the fact that COVID-19 had a significant impact on more CMHC programs offering online education, the program continued to see an increase in applications. During the 2021/2022 academic year, there were 241 applications submitted by candidates (up from 182 in the previous academic year). Of the 241 who initially applied, 155 individuals completed their application, met requirements and were thus interviewed by the CMHC faculty. Out of 155 interviewed, 114 (74% acceptance rate) were accepted into the program and 85 (75% of those accepted) began the program. These rates increased our overall student enrollment from 135 (2020/2021) to 176 (2021/2022).

Program Completion & Graduation: The program's completion rate continues to increase, which impacts the number of graduates. During the 2020/2021 academic year, the completion rate was 58% with 24 students who graduated. During the 2021/2022 academic year, the program completion rate rose to 66% with 34 graduates.

Employment: Our graduates continue to maintain a high level of employability following graduation. For students who graduated during the 2021/2022 academic year, 100% of the alumni looking for employment obtained it within six months of graduation.

Retention: Our retention rate continues to improve from 81% in 2020/2021 to 86% for 2021/2022.

Weaknesses:

Completion Rate: While our completion rate increased from the previous academic year, the program would like to see this rate commensurate with the program's retention rate. We continue to target our completion rate by: 1. facilitating individual and group applicant interviews via synchronous technology to explain the expectations of the synchronous teaching modality and describe the rigor of the academic program, 2. informing students prior to the registration process each semester when synchronous classes will be held for the upcoming semester, 3. ensuring each student is properly registered for the correct courses each semester, 4. strengthening the student-to-student mentoring processes as well as the faculty advising processes, 5. encouraging students to share their experiences and support one another during CMHC club meetings, and 6. providing scholarship opportunities to students.

C. General Education Outcomes - NA

D. Institutional Program Data

Strengths:

Enrollment: The program began in 2012 with 21 students and continues to increase each academic year. In Spring 2020, the program added a spring cohort, which resulted in the program growing from 102 to 135 enrolled students. In 2021, the program added a summer cohort, which resulted in another enrollment jump to 176 students. This growth could not be done without institutional support.

Faculty to student ratio: CACREP requires a faculty to student ratio of 1:12. The institutional leadership continues to support the program in maintaining this standard.

Weakness:

Faculty load: While the program is maintaining the FTE ratio, several faculty taught overload last year. In fall 2021, three faculty taught overload and in spring 2022, four faculty taught overload. In addition, it is important to recognize that the program runs year-round, thus there were 21 required courses offered during summer 2022. Thankfully, each faculty volunteered to teach 3 or 4 courses during the summer. With faculty teaching overload each semester and volunteering to teach every summer, this can result in burnout over time, thus decreasing the quality and stability of the program. In order to balance these concerns, the program wants to maintain consistency by transitioning the two full-time temporary faculty to tenure-track lines while maintaining one full-time and one part-time temporary line. This will support the continued growth of the program while also supporting the faculty who teach in it.

Finally, as the program continues to grow, responsibilities of the program director continue to expand. With that, the release time of the program director should be increased to compensate for the additional time needed to effectively lead the program.

IV. Action Plan for Next Academic Year (Based on Narrative Summary Above)

A. Student Learning Outcomes

Goal	Action Plan/Initiative	*Budget Details
Graduates will demonstrate a commitment to the counseling professional identity through active membership and participation in professional organizations, through ethical and professional behavior in their work with peers, faculty, clients, and other professionals, and a commitment to self-care.	Benchmark met. Continue to monitor.	
Graduates will demonstrate the knowledge, skills, and practices of effective culturally appropriate counseling skills to include: assessment, case conceptualization, diagnosis using both the DSM-5 TR and the ICD-10, treatment, consultation, referral, and current record keeping.	Benchmark met. Continue to monitor.	

Graduates will demonstrate knowledge, skills, and practices of effective culturally appropriate individual, group, couples and family, career counseling skills, and crisis intervention and treating trauma.	Benchmark met. Continue to monitor.	
Graduates will demonstrate knowledge, skills and practices to effectively counsel diverse populations, advocate for clients and the profession, understand how to influence policy to enhance the professional practice of counseling including prevention of mental and emotional disorders.	Benchmark met. Continue to monitor.	
Graduates will demonstrate current knowledge, skills, and practices to use relevant research findings to critically evaluate programs, inform practice, and determine the effectiveness of measurable outcomes in treatment and prevention.	Benchmark met. Continue to monitor.	

B. Program Outcomes

Goals	Strategic Plan Objective	Action Plan/Initiative	*Budget Details
Maintain accreditation by CACREP.	I. Academic Excellence Goal 1: Sustain, assess, and improve a supportive learner-centered environment including an array of curricular and co-curricular programs aligned with the university's mission and priorities.	Continue using the assessment matrix following the CACREP Standards.	\$3,385.00 CACREP annual maintenance fee.

<p>Balance student enrollment with the necessary program faculty and adequate program director release time.</p>	<p>I. Academic Excellence Goal 2: Attract, retain, and develop diverse, highly qualified, committed faculty and staff.</p> <p>III. Responsibility Goal 1: Foster an inclusive and welcoming environment that advances the rights, safety, dignity, and value of every individual.</p>	<p>Continue to hire new diverse faculty members to balance the growing student enrollment. Core faculty need to follow CACREP standards, which requires faculty to have a doctorate in Counselor Education and Supervision, including appropriate licensure/certification.</p> <p>Increase release time each semester for the program director to provide year-round leadership required by CACREP.</p>	
<p>Increase program completion rates to result in more graduates entering the workforce.</p>	<p>I. Academic Excellence Goal 3: Assure the development of creativity, responsible global citizenship, and employability of graduates.</p>	<p>Support faculty professional development to be aware of current best practices and incorporate them into the program policies, procedures, and curriculum.</p>	<p>\$2,700.00</p>

C. General Education Learning Outcomes:

N/A