

2016	1	1/1	83	100%	100%
2017	4	4/4			

3. At least two semesters of COUN 6071: 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 5point scale on each standard assessed through the final Internship Evaluation.

3. 100%:
_____ : 1/1 students gained required client contact hours and received a performance level of 3+. _____ : 3/3 students gained required client contact hours and received a performance level of 3+. _____ : 3/3 students gained required client contact hours and received a

<p>in COUN 5001, as evidenced by receiving a performance level of 3 on a 5-point scale on each requirement/standard assessed through the assignment.</p>	<p>received a performance level of 3+. <u> </u>: 3/3 students received a performance level of 3+. <u> </u> 5/5 students received a performance level of 3+. <u> </u> 1/1 students received a performance level of 3+. <u> </u> 4/4 students received a performance level of 3+.</p>
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2. Comprehensive School Counseling Program Plan, inclusive of Consultative Experience Project in COUN 5063, as evidenced by receiving a performance level of 3 on a 5-point scale on each requirement/standard assessed through the assignment.

2. 100%: : 8/8 students

Alumni survey results from 2017 were extremely encouraging and participation was particularly high. The vast majority of alumni responded that their experience was positive, that they were either prepared or well prepared in all of the core areas, and that the counseling mission statement accurately or very accurately reflected their training program.

The 2017 version of the alumni survey was sent out to 2016 and 2017 graduates in the fall of 2017. Similar to the 2015 aggregated data, the majority (over 71%) of respondents indicated satisfaction with the program and curriculum and 67% indicated that the mission statement either accurately or very accurately reflected their training. Some students suggested that the program place more of an emphasis on research. Since fall of 2017, the counseling program has begun offering its own research course rather than having students 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 counseling students have become actively involved in faculty members' research with students having been (or are) involved in the following research projects: performance enhancement for distance athletes, existential supervision, spirituality issues in counselor education, and family addiction issues in the development of binge eating disorders. All counseling faculty are making additional efforts to involve students in their research activities.

Other areas in which students suggested the program make improvements include: academic advisement and the career counseling course. Academic advisement has been dispersed such that all faculty members have relatively equal advisement loads, which was not the case when this feedback was received. During the fall 2017 faculty retreat, it was determined that the career counseling course would be taught by counseling faculty and not adjuncts.

Positive feedback that was received from the 2017 alumni survey was regarding the program's transition to a predominantly online teaching format and the rigor of the online courses. This was also reflected in the results of the current student survey (see below).

The next alumni survey will be sent out in the fall semester of 2019. The survey will be offered to 2018 and 2019 graduates. Results will be presented in the 2019 annual report.

Current Student Surveys

The current student survey is sent out every other fall in order to gain feedback from students on their experience in the program and also their evaluation of the program's curriculum relative to the core areas of professional identity, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation. Demographic data is also collected through the current student survey.

In Fall 2017, the majority of students indicated positive experiences in the program, satisfaction with program content and curriculum, and as being prepared and/or well prepared with core areas (90%). Suggested improvements were academic advisement and the career counseling course. These suggestions mirrored the results of the alumni survey. It should be noted that current student satisfaction in the area of advising improved significantly over the alumni survey with 70% of current students reporting they were satisfied with program advising. The alumni survey reported a 41% satisfaction rate for program advising. Please see alumni survey section for how these suggestions were handled by the faculty/program.

Particular areas of strength indicated included:

- Flexibility of the online teaching format
- The summer workshop
- In-class practice sessions made possible by the summer workshop and hybrid courses

These comments suggest student satisfaction with the program modifications made to transition from a face-to-face teaching format to a predominantly online one. The program's substantive change request in r 50 77b(pr) -5 -2 (n /TT2 1 Tf [(s)cm BT 50 Tm/T81246 0 0 46 326

practice of counseling, ability to implement the role of the counselor to meet the needs of diverse clients, and the overall level of training provided to the intern. A second of the sixteen student's supervisors responded that they agree with the student's abilities to demonstrate all of the above skills, except for their ability to develop adequate skills in the diagnosis, assessment, note taking, and treatment of clients. One supervisor commented that their intern was a "very ethical and professional individual." Another noted that they regarded the ULM Counseling program to be "well designed and structured." The overall results of this study indicate that the ULM Counseling Program effectively trains well-rounded counseling students.

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.

Faculty/Administrative Input

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:

http://ulm.edu/counseling/counseling_cmhc.html

http://ulm.edu/counseling/counseling_school_counseling.html

Minor program improvements that have been made since our last Annual report, include:

- There were several personnel changes made. Two faculty members resigned during 2017, and two new faculty members were hired during the Fall 2017 semester to begin teaching Spring 2018, Dr. Cyndi Matthews and Dr. Julius Austin.
- 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