



MASTER'S CLINICAL MENTAL HEALTH COUNSELING PROGRAM

Annual Assessment and Vital Statistics Report 2022-2023

Indiana University Southeast

4201 Grant Line Road
New Albany, IN 47150

Phone: 812-941-2013
Email: pnwillia@iu.edu

Masters Mental Health Counseling Program Vital Statistics Report

Masters Mental Health Counseling Program Overview

The Masters of Mental Health Counseling (MCMHC) program has been in existence since the Fall of 2018. The program is one of 12 graduate programs offered within the Graduate School at Indiana University Southeast. The MCMHC program is part of the School of Social Sciences and is housed within the Psychology Department. It is one of two graduate programs offered by the School of Social Sciences. The MCMHC program is a 60-credit-hour degree that is designed to provide quality educational and clinical experiences for students in order to become licensed mental health counselors (LMHC).

The MCMHC program has changed since its inception in 2018. Prior to 2020, the MCMHC Program was an integrated program with the other Indiana University system regional campus counseling program. In 2019, the faculty decided to pursue CACREP accreditation to better serve the needs of students who live in southern Indiana and northern Kentucky. Indiana University Southeast is located on the state border between Indiana and Kentucky. Students desire to become licensed in both Indiana and Kentucky. Currently, Kentucky counseling licensing requires that applicants graduate from a CACREP accredited program. As a result of this decision, the MCMHC program was created and became a stand-alone counseling program which was no longer an integrated program with the other regional campuses as those campus counseling programs did not desire to pursue accreditation. In the Fall of 2020, the new MCMHC Program was approved.

Program Statistics

Program graduates

2020	2022	2023
13	18	16

- The MCMHC program has graduated three cohorts. In 2020, the program graduated 13 students and in 2022 the program graduated 18 students and in 2023 the program graduated 16 students.
- All 2018 cohort graduates are now either LMCHAs or LPCAs. Ten of the 2018 cohort graduates are licensed in the state of Indiana, one is licensed in Kentucky and Ohio, and one is licensed in the state of Washington.
- All the 2018 cohort graduates have successfully passed the National Counselor Exam (NCE) which is required for initial licensure in Indiana, Kentucky, and Washington.
- Eleven (84%) of the 2020 cohort have passed the NCE and have attained an LMHCA license.
- Twelve of the 2021 Cohort has a temporary counseling license in Indiana. One has taken and passed the NCE and is an LMHCA. Graduates, in the state of Indiana, have up to 1 year under a temporary counseling license to take and pass the NCE and attain their Associates license.
- Graduates of the 2018 cohort are 100% employed and are employed in counseling centers, private practice, and counseling group practices.
- Graduates of the 2020 cohort that chose to practice are 100% employed as counselors. Two graduates are pursuing Ph.D. degrees.
- Of the graduates of the 2021 cohort that chose to practice 13 (81%) are employed as counselors in various counseling agencies and private practices. One graduate has chosen to pursue a Ph.D.
- Masters Mental Health Counseling student rates of completion of the program for both the 2020 and the 2021 cohorts are 86% and 75%, respectively. The persistence rate for Cohort 2022 is 64%.

Summary Of Program Evaluation Results

The first annual MCMHC Program Assessment report was completed for Fall of 2020 to Fall of 2021. The program engages in systematic assessment of program students to ensure program objectives as well as CACREP standards are being met. Assessment also ensures students are learning the content necessary to pass state licensing exams such as the NCE and the National Clinical Mental Health Counseling Exam (NCMHCE).

The following Broad Areas of Counseling Knowledge and Practice (BACKP) were assessed and reported in the MCMHC Program Annual Assessment Report:

Program Objectives

1. Provide a quality graduate level education in mental health counseling through the provision of a curriculum infused with critical thinking skills, multicultural competencies, ethics, and professionalism.
2. Prepare graduates to advocate for the needs of diverse persons and work to promote social justice for the communities and individuals they serve.
3. Provide a practice-oriented program which provides an educational experience that encourages applied, theoretical knowledge while supporting students in the development of professional and clinical practice.
4. Foster an environment that educates and empowers professional counselors to become leaders and advocates for the profession and the greater community.
5. Provide an educational environment that upholds a wellness perspective and encourages wellness based personal and professional practices.
6. Provide specialized instruction, training, and supervision in clinical mental health counseling skills to prepare students to work in a variety of mental health settings.

Broad Areas of Assessment of Counseling Knowledge and Practices

Assessment data collected in the MCMHC 2022-2023 Annual Assessment Report details student learning and achievement of the Broad Areas of Assessment of Counseling Knowledge and Practices areas identified below.

Assessment Results

The initial annual assessment cycle provides initial data of Year 1 of the first cohort group of the MCMHC Program. Results suggest that the following Learning Objectives were met or partially met by program students:

Assessment Area A: Professionalism, advocacy, and ethical practices

Student Learning Outcome 1: Students will identify with the clinical mental health counseling profession, apply counseling ethics, and demonstrate a working knowledge of the history, theoretical concepts, advocacy, and practice skills required of entry level mental health counseling professionals.

Student Learning Outcome 1 was met during this assessment cycle.

Assessment Area B: Theoretically based, culturally sensitive clinical practices.

Student Learning Outcome 2: Students will demonstrate the ability to integrate knowledge of the theoretical models of counseling and multiculturally sensitive evidenced based interventions with professional practice skills to effectively counsel clients.

Student Learning Outcome 2 was not met during this assessment cycle.

Assessment Area C: Application of assessment and research practices

Student Learning Outcome 3: Students will demonstrate the ability to apply assessment skills and counseling research evidence to provide effective counseling treatment.

Student Learning Outcome 3 was not met during this assessment cycle.

Assessment Area D: Counseling and helping relationships.

Student Learning Outcome 4: Students will demonstrate the application of wellness concepts to professional counseling practice.

Student Learning Outcome 4 was met during this assessment cycle.

Student Learning Outcome 5: Students will demonstrate the counseling skills, counseling relationship development skills, the use of evidenced based practices, treatment plan development and documentation skills expected of an entry-level counselor.

Student Learning Outcome 5 was partially met during this assessment cycle.

Action Plan

During the 2023-2024 assessment cycle:

1. The faculty will continue to revise key course assignments to improve student learning in COUN C520 Research in Counseling and COUN C537 Program Evaluation to determine if adjustments to course content or course assignments are warranted to improve student learning and skill in this area. **Date: Fall 2024.**
2. The faculty will continue to revise counseling skills courses to determine if changes are needed to improve student counseling skills in several areas and in application of counseling theory to clients. Both COUN C600 and COUN C601 will include additional student skill practice to address the skill weaknesses identified in this assessment cycle. **Date: Spring 2024 and Summer 2024.**
3. The faculty will continue to ensure that all CACREP accreditation standards continue to be met in all MCMHC courses.
4. The faculty will revise COUN C501 Multicultural Counseling course by adoption a new textbook written by a person of color, revise key assignments in the course to address pedagogical deficits such as addressing the impact of multiculturalism on mental health. Additionally, faculty will evaluate if the introduction and use of the Culture Informed Interview protocol will improve students' multicultural counseling competencies resulting in improved ratings by both faculty and site supervisors. **Date: Spring 2024, Summer 2024 and Fall 2024.**

5. Faculty will collect data from students through the deployment of a Qualtrics survey to determine students' and graduates' perceptions of the program and ways in which the MCMHC program can better support student retentions and success. **Date: Spring 2024.**
6. The faculty will continue to collect data about MCMHC graduates, specifically their rate of employment and passing rates on counselor licensing exams such as the NCE and NCMHCE.
7. The faculty will continue to review retention data for students in the MCMCH program to determine procedures to reduce student attrition, particularly for students of color and other marginalized students who may be particularly vulnerable to withdrawing from the program **Date: Spring and Fall 2024.**
8. The faculty will continue to collect rating data from site supervisors regarding practicum and internship students to determine if program practicum and internship students are performing above average on all counseling knowledge and skill areas that are assessed.
9. The faculty will continue to survey employers of the MCMHC graduates to determine if graduates are rated 4 or above on all survey domains. **Date: Summer 2024.**

Program Changes Based on 2021-2022 Assessment Results:

The following program changes were made during this assessment cycle based on the action plan detailed in the previous 2021-2022 Assessment Report:

1. A full-time faculty was hired to teach the COUN C520 Research in Counseling course. The key performance assignments that assess research related SLOs. The Research proposal in the COUN C520 Research in Counseling course was revised to be a more comprehensive assignment than it was in previous semesters. The Needs Assessment assignment in COUN C527 Program Evaluation was also revised to improve student learning.
2. COUN C601 Counseling Techniques: Affective/Humanistic Interventions course was revised. Additional skill practice was included in that course to strengthen students' counseling skills of reflection, advanced reflection, and confrontation. The CCS-R was used to assess student skill in this course which is the same rubric that is used by faculty and site supervisors to evaluate student counseling skills. Additional skill practice has also been added to COUN C600 Counseling Techniques Cognitive Behavioral Interventions.
3. The Advocacy Project assignment in COUN C563 Foundation of Mental Health Counseling was revised with clearer instructions and a revised rubric to better evaluate student learning.
4. The Cultural Foundation Interview protocol was added to the COUN C624 Principles of Psychopathology and COUN C669 Assessment in Counseling to improve student multicultural counseling skills.
5. Specific interventions were enacted during the assessment cycle to address issues of student retention. During the Fall 2023 semester, the faculty identified points within the program where students were vulnerable to withdrawing from the program. Advisors intentionally contacted students during these times to determine if additional support was needed and to offer resources to assist students and increase the likelihood that students would remain in the program. A fall social event was also added to encourage cohort community and to build faculty and student bonds.

Substantive Program Changes

A substantive program change that occurred during the 2022-2023 assessment period was that approval was granted by IUS, IUB and ICHE to change the name of the program from the Master of Arts Mental Health Counseling program to Master of Arts Clinical Mental Health Counseling program. This name change was required for accreditation purposes and to align the program with employment trends and state licensure requirements.