LOCK HAVEN UNIVERSITY
Annual Academic Program Report

REPORT DATE _______ MAY 10, 2021

DATA USED IN THIS REPORT ARE FROM THE PREVIOUS ACADEMIC YEAR

Clinical Mental Health

Program Name Counseling

Department Social Work and Counseling

Business, Information Technology, and Human Services

Degree MS College

Date of Last 5 Year Report

Accreditation Status (if any) active

Fully accredited

July 14, 2016 -

October 31,

Accrediting Agency CACREP Date of Last Accreditation 2024

I. Composition of Review Team

Program Director:
Dr. Kristin A. Vincennes

Faculty Members:
Dr. Lisa Weaver
Dr. Stephen Gitgona
Dr. Ashley A. Pechek
Dr. Leandrea Romero-Lucero
Dr. Matthew E. Sprong
Dr. Kellie Pytel

II. Signature of Department Chairperson __________________________
III. Progress Since Last Review

The number of faculty working in the program continues to increase as the program grows. During the 2019/2020 academic year, there were 2 tenured FT faculty (Weaver and Vincenzes), 2 tenure-track FT faculty (Gitonga and Pechek), 1 FT temporary faculty (Romero-Lucero), and 2 PT faculty (Sprong and Pytel).

The total enrollment for the 2019/2020 academic year was 141 students, which was an increase of 49 students from the previous year. In addition, the program reinstated a spring cohort of 20 students during the spring 2020 semester.

A. Student Learning Outcomes

Data is in NUVENTIVE IMPROVE ____X____

B. Program Outcomes

Check One: Data is in Nuventive Improve ____X____

C. General Education Learning Outcomes

Data is on attached worksheet(s) ____N/A____

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.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Initiative</th>
<th>*Resource amount/source</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>To receive CACREP accreditation for the CMHC Program</td>
<td>Annual Dues</td>
<td>$3,875</td>
<td>The program maintained its accreditation.</td>
</tr>
</tbody>
</table>

*If applicable

IV. Narrative Summary of Program Strengths and Weaknesses
A. Student Learning Outcomes:

Strength:

Despite a global pandemic due to COVID-19, our program was able to have 12 students graduate as scheduled. In addition, our students overall scored well on the National Counseling Exam (NCE). 10 students took the exam and 8 of them passed, which was a pass rate of 80%. Considering the challenges that many students experienced with scheduling, this was a successful pass rate for the 2019/2020 academic year.

In addition, students who completed their internship during 2019/2020 academic year, all 12 students received a 3 (meets expectations) or 4 (exceeds expectations) from their site supervisor on all of the learning objectives.

Weakness:

Due to the pandemic and agencies not able to take interns during this time, we had 7 students defer clinicals. Since practicum is only offered one time per year, students had to wait an entire year to be able to take the course again.

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: During the 2019/2020 academic year, there were 120 applications submitted by candidates to join the CMHC program. The files for 90 applicants were complete and all 90 applicants were interviewed. Out of 90 interviews, 82 (91.11% acceptance rate) were accepted into the program and 67 (81.7%) began the program.

Employment: Our graduates continue to maintain a high level of employability following graduation. For students who graduated during the 2019/2020 academic year, 100% of the alumni looking for employment obtained it within six months of graduation. Three of the alumni were moving; therefore, they were not currently looking for employment.

Weaknesses:

Retention: Our retention rate continues to improve. For the 2019/2020 academic year, our overall retention rate was 80.49% (70.83% for full-time and 94.12% for part-time). This was a slight increase from our previous year in which our retention rate was 80.00%; however, we would like to see our retention rate closer to 85%. We continue to strengthen our interview and orientation process to ensure applicants and new students understand the expectations and technology that will be used throughout the program. We also continue to strengthen the contact and communication between advisors and advisees. Finally, we continue to strengthen the CMHC club, which offers a social outlet as well as service and professional
development opportunities for interested students. It is our hope that by creating more connections outside of the academic classroom, that it stimulates a stronger affiliation and commitment to the program.

**Completion Rate:** Our completion rate continues to remain at 58% despite strengthening our retention rates each academic year. This is the same completion rate as the previous year. We continue to work at increasing our completion rate by: 1. facilitating individual and group interviews via synchronous technology and explain the expectations of the synchronous teaching modality, 2. inform students during the registration process each semester when synchronous classes will be held for the upcoming semester, 3. having faculty advisors ensure each student is properly registered for the correct courses, 4. strengthening the mentoring and advising processes, 5. encouraging students to share their experiences and support one another during CMHC club meetings, and 6. providing scholarship opportunities to students.

**NCE:** For the 2019/2020 academic year, the pass rate for the National Counselor Examination decreased from 87.5% (14/16) the previous year to 80% (8/10). While we believe that the decrease was a result of COVID-19 and not as many students taking the exam, we continue to address this goal. Program faculty will continue to provide additional study material to students prior to taking the exam, provide ongoing reminders to students throughout the last year of their program to complete the exam, and will require students to take the Counselor Education Comprehensive Examination (CECE) prior to graduation. The CECE allows students to adequately prepare for the NCE.

**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. During the 2019/2020 academic year, the program reinstated a spring cohort, which resulted in the first year that the program grew to over 100 enrolled students. The program enrollment at the conclusion of the academic year was 141 students. Additionally, Lock Haven University’s Master of Science in Clinical Mental Health Counseling was recognized by Human Services Education as one of the top 20 programs in the U.S. for 2019-20. Human Services Edu identified the top 20 programs in the country that have the highest proportion of online courses and the finest academic quality. The CMHC program at LHU was ranked ninth on the list. In addition, the program added two graduate certificates: Foundations of Trauma-Informed Care and Trauma-informed counseling.
Weakness:

**Faculty to student ratio:** CACREP requires a student to faculty ratio of 1:12. Our FTE ratio in fall 2019 was 1:11.65 and spring 2020 was 1:11.82 (which is a strength). While we maintain the required FTE ratio, we need to continue to be mindful to not grow the student enrollment without also growing the full-time tenure-track faculty numbers. With a program that has doubled its enrollment in two years (in 2017/2018 enrollment was 70), we have not doubled the number of faculty. Many faculty are teaching overload, which can result in burnout over time, thus decreasing the quality of the program. Furthermore, we want to maintain consistency by hiring tenure-track faculty who are more likely to remain invested in the program.

As the program continues to grow in enrollment, consideration should be made for the program director to receive additional release time as well as a 12-month contract to provide the required quality year-round leadership, which is both necessary for a larger program and required by CACREP. This is commensurate with another similar professional graduate program at LHU.

With the CMHC program continuing to accept spring cohorts, these areas need to be closely monitored and strongly considered.

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

A. **Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action Plan/Initiative</th>
<th>*Budget Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Benchmark met. Continue to monitor.</td>
<td></td>
</tr>
<tr>
<td>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 and the ICD-10, treatment, consultation, referral, and current record keeping.</td>
<td>Benchmark met. Continue to monitor.</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Goals</th>
<th>Strategic Plan Objective</th>
<th>Action Plan/Initiative</th>
<th>*Budget Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain accreditation by CACREP</td>
<td>1.6 The University will continue to assess student learning in curricular and co-curricular environments, use data to improve student learning, and share that information with constituents as appropriate.</td>
<td>Continue using assessment matrix following the CACREP Standards.</td>
<td>$3,875.00</td>
</tr>
</tbody>
</table>

CACREP annual maintenance fee.
| Balance student enrollment with commensurate year-round program leadership, to include adequate release time, as well as increase quantity of program faculty. | 3.1 Attract and retain a diverse faculty and staff committed to students. | Hire new faculty members to balance the student enrollment doubling. Core faculty need to follow CACREP standards, which requires faculty to have a doctorate in Counselor Education and Supervision, including appropriate licensure/certification. Increase release time and transition to a 12-month contract for the program director to provide year-round leadership required by CACREP. | ——— |
| Review and update policies and processes that reflect best practices for practicum and internship placement and update practicum, internship, and the CMHC graduate student handbook. | 1.1 Require each student to engage in real-world learning experiences such as internships, study abroad or service learning, and/or scholarship (presentation of research) exhibition or public performance. | All handbooks need to be continually reviewed and updated by faculty and Legal Counsel. The Program Director and Practicum/Internship Coordinator need to be aware of current best practices and incorporate them into the program policies and procedures | $1,500.00 |

C. General Education Learning Outcomes:

N/A

VI. Budget Planning
E. Please attach Budget Planning Document for the Next Academic Year

VII. Summary of Attached Documents (please check all that apply)

A. Program Outcomes Assessment Worksheet __X__
B. General Education Assessment Worksheet____
C. Institutional Program Data __X__
D. Budget Planning Document __X__
E. Additional Evidence of Program Quality: Student and Faculty Accomplishments____

VIII. Comments

Comments by Dean and/or Provost

IX. I have reviewed this report with the Dean of my college.

[Signatures and dates]

May 11, 2021

Department Chair

May 10, 2021

Program Coordinator

Program Review Chair

[Signature]

X. Provost’s Signature Date 12/13/21