

## Counseling & Guidance Program Louisiana Tech University 2017 CACREP Program Outcomes Report

The following report summarizes program outcomes for the CACREP accredited concentrations of Clinical Mental Health Counseling and School Counseling in the Counseling & Guidance Program.

Specifically, the report addresses completion rates of students, pass rates on the NCE (National Counselor Exam), and job placement for students following degree completion. In addition, this report provides aggregate data of student performance on the comprehensive exam (Counselor Preparation Comprehensive Exam) and site supervisor evaluation of students in clinical settings.

	Number of Students Enrolled	Number of Graduates	Program Completion Rate	Credentialing Exam Pass Rate	Job Placement Rate
Clinical Mental Health Counseling	59	19	83%	87%	87%
School Counseling	13	8	90%	100%	96%

### Student Performance Outcomes:

1. Counseling and Guidance students will demonstrate knowledge in the eight common core curricular areas recognized by CACREP and the Louisiana Professional Counseling Board of Examiners.
2. Counseling and Guidance students will demonstrate proficiency in skill development at field placement settings.

### Means of Measurement:

#### Outcome # 1

##### Assessment Method:

Each Counseling and Guidance student takes a comprehensive exam (Counselor Preparation Comprehensive Exam) prior to entering their clinical portion of the degree program. The exam consists of the eight common

core curricular areas:

- 1) professional orientation and ethical practice
- 2) social and cultural diversity
- 3) human growth and development
- 4) career development

- 5) helping relationships
- 6) group work
- 7) assessment
- 8) research and program evaluation

Criteria for Success:

Counseling and Guidance student group scores will meet or exceed the national average across all sections of the CPCE.

**Outcome #2**

Assessment Method:

Each Counseling and Guidance student’s performance is rated by a site supervisor in his or her practicum and/or internship setting. Specific ratings range from a score of 1 to 6 on each criterion. Student proficiency is equated to student performance being rated as above average (4 or higher).

Criteria for Success:

80% of site supervisors will rate student performance as above average.

**Measurements of Results:**

**Outcome # 1-CPCE Results for 2017 AY**

Comparison of National Averages per content area and MACG student scores

	<b>National Average</b>	<b>MACG Student Average</b>
Human Growth & Development	10.33	10.52
Social & Cultural Diversity	9.84	10.89
Helping Relationships	11.40	12.01
Group Work	11.74	13.23
Career Development	10.31	10.9
Assessment	9.95	11.27
Research & Program Evaluation	10.57	12.17
Professional Orientation & Ethical Practice	11.23	13.62
<b>Total Score</b>	<b>85.36</b>	<b>94.61</b>

Outcome# 1 was met as MACG group averages met or exceeded the national average across all sections of the CPCE.

**Outcome #2-Student Performance Scores in Clinical Experience (Practicum and/or Internship)**

Upon review of practicum and internship portfolios for 2017, 18 of 20 students received scores of 4 or higher in each criterion of Forms B and C (site supervisor evaluation forms). Therefore, 90% of students received a score of 4 or higher in each criterion.

Outcome # 2 was met.

**Use of Results**

**Outcome #1:****Changes and Improvements:**

Faculty have revised courses, incorporating more research and evidenced-based practices. Faculty are utilizing the most up-to-date versions of textbooks and using additional assessment tools to enhance content area coverage in preparation for the CPCE and licensure exam (a requirement for CMHC students).

**Review/Reflections:**

Indicative of the positive student scores on the CPCE that meet or exceed the national average, we would conclude that the changes and improvements have been successful.

**Outcome #2:****Changes and Improvements:**

Faculty have incorporated additional case presentations from students in practicum to utilize both peer and faculty feedback on skill development. Doctoral student supervisors work in conjunction with the faculty instructor for internship to provide an additional layer of supervision of master's level students. Students continue to submit multiple tapes to faculty for skill development review and consultation. Core faculty continue to host an annual supervisors' meeting to discuss expectations of students while at a clinical setting, inclusive of skill development.

**Review/Reflections:**

As evidenced by the percentage of students scoring at 4 or higher on each criterion, we would conclude that the changes and improvements have been successful.

**Student Enrollment for Spring 2017****Gender:**

Male 13

Female 48

**Race:**

African-American 13

Asian-American/Indian 2

Caucasian 44

Hispanic/Latino 2

**Student Enrollment for Summer 2017**

**Gender:**

Male 45

Female 14

**Race:**

African-American 11

Asian-American/Indian 1

Caucasian 45

Hispanic/Latino 2

**Student Enrollment for Fall 2017**

**Gender:**

Male 11

Female 54

**Race:**

African-American 10

Asian-American/Indian 1

Caucasian 52

Hispanic/Latino 2