

PROGRAM OUTCOMES REPORT FOR 2018-2019 ACADEMIC YEAR

CACREP Vital Statistics Data

Program Graduates for the 2018-2019 Academic Year

Masters of Clinical Mental Health Counseling (MCMH): 19

Masters of School Counseling (MESC): 12

Program Completion Rate for the 2018-2019 Academic Year

For the 2018-2019 Academic year the graduate programs (MESC/MCMH) had 55 total applicants.

The 31 students who graduated from the Clinical Mental Health Counseling and School Counseling programs during the 2018-2019 academic year there was a 60 % completion rate for MCMH students and a 48% completion rate for MESC. The lower number completion rate numbers, can in part, be attributed to an increase in the number of students working full time in attrition to attending courses.

In 2015 - 2016, the Clinical Mental Health Counseling program admitted 30 students into the program. This data suggests a 60% completion rate.

In 2015 - 2016, the School Counseling Program admitted 23 students into the program. This data suggests a 48% completion rate.

Program Graduate Job Placement for 2018-2019

The 19 graduates of the Clinical Mental Health Counseling Program were contacted to determine if they were able to secure employment in the profession. All 19 students were available for contact. Of those that responded, all were actively employed in the profession, suggesting a 100% job placement rate.

The 12 graduates of the School Counseling program were also contacted to determine if they were able to secure employment as a school counselor or counseling. Of this group, those that responded to our inquiry all were employed in their field. This data suggests a 100% job placement rate.

Exit surveys forwarded to program graduates indicated employment of Nicholls' Clinical Mental Health and School Counseling graduates at a variety of agencies and schools in the community to include the following: Magnolia Family Services, The Center for Children and Family, Terrebonne Parish School Board, St. John (Assumption Parish), Touchstone, Lighthouse Community Care, East Baton Rouge School Board, CADA, and LSU.

Program Enrollment Data

	Clinical Mental Health	School Counseling	Faculty to Student Ratio
Summer 2018	Part Time - 5 Full time - 33	Part time – 0 Full Time - 22	6.8 to 1
Fall 2018	Part time - 16 Full time - 25	Part time - 7 Full time - 14	6 to 1
Spring 2019	Part time - 23 Full time - 34	Part time - 10 Full time - 20	9.4 to 1

PROGRAM EVALUATION FOR 2018-2019 ACADEMIC YEAR

Following the July, 2016 Board of Directors of the Council of Accreditation of Counseling and Related Educational Programs (CACREP), the board accepted the programs' Interim Report and extended the accreditation status of the Clinical Mental Health and School Counseling Programs through the remainder of the eight-year cycle ending October 31, 2022. Both programs are happy to have received this accreditation and plan to maintain the standards of CACREP as aligned. CACREP Mid Cycle report was submitted September 2018. CACREP approval for Mid Cycle Report was received Spring, 2019

DATA ASSESSMENT MEETINGS, FALL, 2019

Meeting date: Sept 11, 2019 Data Review for 2018-2019 Academic Year.

Present: Dr. Jessica Cortez, Dr. Chantrelle Varnado-Johnson, Dr. Amanda Johns

Agenda:

1. Annual data program review
2. Review Vital Statistics/ Programs Outcomes Report
3. Review P/I form Dr. VJ
4. Review Live Text Evaluation Rubric Dr. Johns
5. Other Business

Action Items:

1. Dr. Cortez to review list of faculty data collection assignments on CACREP Moodle, re assess and upload to Moodle. This will include sections of annual program data to review. Date for program data review meeting Sept 18 1230 pm.
2. Dr. Johns to email CACREP to confirm graduation rate calculation is being completed correctly
3. Dr. VJ to modify forms for P/I to review and accept by end of Fall 2019 semester for Spring 2020.
4. Dr. VJ and Dr Johns to review P/I manuals and combine into one to review and approve for Spring 2020.
5. Dr. Knight and Dr. VJ to review Internship rubrics and align before midterm for MESC and MCMH.
6. Online courses (ethics, crisis, marriage and family; Intro to school and Intro to CMH) to stay hybrid; 25 percent shift in course delivery does not require a sub change form per Kevin at CACREP. Online course offerings voted and accepted on unanimously by those in attendance Follow up:

Meeting date: September 18, 2019 at 12 PM

Present: Dr. Jessica Fanguy Cortez, Dr. Amanda Johns, Dr. Brian Knight, Dr. Chantrelle Varnado-Johnson

Agenda:

1. Review of Live Text Data: *Scores*. Analysis of Live Text data revealed possible need to have the ability to compare *scores* across classes, semesters, and/or Instructors.
2. Analysis of current scores revealed the following components:
 - Average: Assessment

- Lowest: Case Conceptualization, Treatment Planning, Progress Notes
3. CPC Data: A review of the statistics, NSU Statistics compared to the National statistics, showed a slight variation in scores but on average 2017-2018 is comparable to the National Average.
 4. Exit Data: Nothing remarkable, satisfactory
 5. Program Overall doing well based on available data review: 1. Live Text, 2. CPC Data, 3. Exit Data
 6. Spring Schedule reviewed and assigned.

MEETING Sept 18, 2019 Minutes Data Review

MCMH and MESC Annual Data Review

Fall, 2019

I. Counselor Preparation Comprehensive Examination (CPCE) Analysis

Knight

A comparison of the Nicholls State University (NSU) CPCE mean scores for 2018-19 to the National mean scores was completed. NSU students completed exams in July 2018, November 2018, and April 2019. A composite mean for all 3 exam sessions was compared to the National mean. An overall trend of NSU scores was also completed. There is no statistical differences between the NSU scores and National scores within any Content Area as all are within 1 standard deviation. The NSU mean for Human Growth and Development was above the National mean. The NSU for all other areas of content was below the National mean.

Cortez

In the content areas of the CPCE exam, NSU scored within one standard deviation of the National Average. Human Growth and Development and Assessment was above. Content areas that scored below the National Average are Social and Cultural, Group, Career and Ethics.

Nicholls - National Mean Comparison

Human Growth and Development mean	NSU 10.97	National 9.99 (SD 2.36)
Social & Cultural Diversity mean	NSU 8.67	National 9.71 (SD 1.85)
Helping Relationships mean	NSU 10.33	National 10.81 (SD 2.02)
Group Work	NSU 9.87	National 10.39 (SD 2.49)
Career Development	NSU 8.70	National 10.52 (SD 2.1)
Assessment	NSU 9.83	National 10.88 (SD 2.2)
Research and Program Eval	NSU 10.17	National 10.92 (SD 2.11)
Prof Orient & Ethical Prac	NSU 10.13	National 11.51 (SD 1.97)

When evaluating the NSU scores over the 3 testing time periods there was generally improvement in most Content areas. The Human Growth and Development, Social & Cultural Diversity, Group Work, Career Development, Research and Program Eval, and Prof Orient & Ethical Prac areas had upper trends. The Helping Relationships content area had a lowering trend. Assessment area had no trend noted.

There is opportunity to increase our education and training in all areas of the CPCE examination, but the focus should be on those areas that are below the National Mean as noted above.

II. Program Assessment Data Analysis

Professional Development Plan – 23 students took this assessment during the 2018-2019 academic year. The mean for all criteria in this assessment was 3.5 and above which indicates most of our students are scoring either 3 or above for this assessment.

MidTerm School Site Supervisor Evaluation and Final School Site Supervisor Evaluation – 11 students were enrolled in COUN 534 and 535 during the 2018-2019 academic year. Students were evaluated on 12 Major Criteria, namely, Knowledge, Knowledge of Students, Developmental Guidance, Developmental School Counseling Curriculum, Individual Planning, Responsive Services, Professional Responsibilities, Maturity, School Counseling Program Development, School Counseling Program Organization and Delivery, Supervision and 57 subsections. All students scored at midterm and final at either 2 (meets criteris) or 3 (Superior).

Action Research Plan – 18 students completed the Action Research Plan in COUN 534 and 535 during the 2018-2019 academic year, which assessed their ability to do a needs assessment and collect data for a school and then implement that plan. All 18 students received 4's (Outstanding) in all criteria.

School Counseling Classroom or Small Group Lesson Plans – 8 students completed the School Counseling Classroom or Small Group Lesson Plan and School Counseling Curriculum and Lesson Plan assessment in COUN 501 (Introduction to School Counseling) during the 2018-2019 academic year. This assessment requires students to conduct a needs assessment and develop a counseling curriculum based on that research. Lesson plans for 3 group sessions are required. Of these 8, 7 scored a 4 (Outstanding) and 1 scored a 1 (Mastery).

Clinical Assessment - During the 2018-2019 academic year, a total of 16 students completed the clinical assessment in COUN 505, which reflected the appropriate level of competency for students in an introductory course. Students were assessed on the following categories of the clinical assessment: Identification of Client and Significant Others, Presenting Problem, Mental Status Exam, Diagnosis, Medical Issues and Medication Referrals, Risk Assessment, Legal/Ethical Action, Case Management; Referrals; Prognosis, Modalities, & Frequency, and Evaluation Perspective. On the clinical assessment, most students are scoring a 3, Mastered Basic Skills at Developmental Level: Understanding of concepts/skills evident. However, some students scored below the program expectations in the following categories: Diagnosis; Medical Issues and Medication Referral, Case Management, Referrals; Prognosis, Modalities, & Frequency, and Evaluation Perspective. For instance, three students scored a 2 or below in diagnosis. Two students received a score of 2 for: case management; referrals; Prognosis, Modalities, & Frequency; and Evaluation Perspective. Lastly, one student received a score of 2 in the following categories: Medical Issues and Medication Referral and Risk Assessment. As a result, faculty will provide more instruction on administration of the clinical assessment.

School Counseling Student Assessment - For the 2018-2019, a total of 2 students were assessed using the school counseling student assessment. Students were assessed on the following categories of the school counseling assessment student rubric: Identification of Client and Significant Others, Presenting Problem, Mental Status Exam, Diagnosis, Medical Issues and Medication Referrals, Risk Assessment, Legal/Ethical Action, Case Management; Referrals; Prognosis, Modalities, & Frequency, Evaluation Perspective, and Additional Competency. All students received a score of 3 (Mastered Basic Skills at Developmental Level: Understanding of concepts/skills evident). Thus, faculty will work on consistency and standardization of forms.

Case Conceptualization – During the 2018-2019 Case Conceptualization was assessment in COUN 527 – Career Lifestyle and Development. Below is a comparison chart:

	Tanner, Zoe	Varnado- Johnson, Chantrelle	Mean	St dev
Introduction	4	3	3.5	0.707
Presenting Concern	3.9	3	3.45	0.636
Symptomatic Behavior	3.8	3	3.4	0.566
Background Information	4	3	3.5	0.707
Diversity	4	3	3.5	0.707
Theoretical Integration	N/A	3	3	0
Overall Conceptualization: Quality of Assessment	3.7	3	3.5	0.495

Practicum Assessment - For the 2018-2019 school year 20 students in MCMH program were assessed in COUN 521 Practicum. Students were assessed with a Mid Term Evaluation, Final Evaluation, Progress Notes, Live Interview Evaluation, Live Interview, and Clinical Assessment. Across all assessments except Mid term Evaluation students scored majority 3 and 4 on likert scale assessment rubrics (1 to 4), with the average mean score per question being 3.667. On the Midterm Evaluation, also likert scale assessment questions (1 to 4), students scored primarily 2 and 3's with the average mean score per question as 2.750. This is to be expected as students are expected to grow and progress in clinical skills from Midterm Evaluation to Final Evaluation during the semester.

III. Exit Survey Data

Program Graduates for the 2018-2019 Academic Year

Six graduates of the Nicholls State University CACREP-accredited counseling program responded to our survey link.

Four graduates of the clinical mental health program were contacted to determine if they were able to secure employment in the counseling profession. Two graduates of the school counseling program were contacted to determine if they were able to secure employment in the counseling profession. Of these six graduates, five of the graduates were actively employed in the counseling profession, suggesting an 83% job placement rate. One graduate indicated unemployment and actively searching for a counseling position.

Exited surveys forwarded to program graduates indicated employment of Nicholls' Clinical Mental Health Program and the School Counseling graduates at: SCLHSA Lafourche Behavioral Health,

Nicholls State University Counseling Center, START Corporation, Ascent Health, and Keys for Sober Living.

On-site Supervisor Exit Survey Data for the 2018-2019 Academic Year

Exit surveys were forwarded to twelve on-site supervisors. All twelve of the on-site supervisors responded.

On-site supervisor exit survey results for the 2018-2019 calendar year revealed the following strengths of Nicholls State University program graduates:

- Concept of unconditional positive regard.
- I believe that our interns were open to supervisory feedback, although they often made it seem like just another box to check as opposed to enthusiastically seeking help whenever needed.
- Able to recognize her internship as a learning opportunity and took every opportunity to learn
- The student is an asset to our Functional Family Therapy-Child Welfare team. She goes above and beyond for her families, especially when developing an individualized behavior change phase plan to address risk factors for the family. She is prepared for sessions and supervision and views her family with a relational focus. She assists with assessments and diagnosis and has played an important role in our staffings.
- Building rapport, willingness to learn, adaptability, and awareness
- dependable

On-site supervisor exit survey results for the 2018-2019 calendar year revealed the following areas of growth of the Nicholls State University program graduates:

- CBT specific interventions
- One of our interns was severely lacking in initiative and often only did the minimum required. I sensed a lack of enthusiasm for all tasks required that were not related to actual counseling work.
- No doubt if she continues to strive to learn in her profession, she will make an outstanding clinician.
- With the busy internship schedule, the graduate could benefit from implementing more self-care to ensure she is not getting burned out.
- Learning to meet people where they are.
- comfortable with large groups of children

On-site supervisor exit survey results for the 2018-2019 calendar year revealed the following elements of the Nicholls State University Counseling program could be enhanced to better prepare counselors:

- Clinical assessment & diagnosis; psychopathology
- More discussion on professional development and growth. Basic professional etiquette education.
- None noted through provision of services to intern
- N/A
- Site visits to learn about the work environments they may be in.
- supervision observations
- a small stipend to professionals willing to supervise an intern

IV NCE Data

The Nicholls State University CMHC administered the National Counselors Examination (NCE) In Spring 2018 to 6 students. Five of the six students passed at the minimum criteria level of 94.

In all domains of testing the mean University Results were within the standard deviation for Overall Results mean and thus not statistically different. The University Results means were slightly above the Overall Results in the areas of Social & Cultural Diversity, Helping Relationships, and Group Work. The areas showing the largest deficits below the Overall Mean results, and offering the largest potential for improvement are: Assessment, Research & Program Evaluation, Professional Orientation & Ethical Practices, Diagnostic and Assessment Services, and Professional Practice. However, as previously stated all areas are within the standard deviation of the Overall Results.

IV. Overall Analysis of Data and Program Changes

NSU CMH and School Counseling graduate students are competitive national-wide with examinations such as CPCE and NCE. Feedback from on-site supervisors indicate our students are open to feedback, flexible and prepared. Areas for growth are more preparation on specific interventions and dispositions and work on self-care, group guidance, Clinical Assessment, Professional Development and Supervision. Program Assessments reveal all students are scoring adequately on clinical assessments.

Program Changes for the 2019-2020 Academic Year Based on Data Analysis and review:

1. Clinical Assessment and Internship Evaluation will be the same assessment for both CMH and School Counseling programs.
2. All assessments were changed from a 1-4 rating to a 1-3 rating, 1 (deficit), 2 (develop) 3 (mastery) with students being required to score 2 or 3 on all assessment.
3. All assessments were aligned to the 2016 CACREP standards in anticipation of the 2016 self-study
4. While the mean of our students is within one standard deviation of the national average, instructors for Ethics and Career plan to add more role-play and experiential activities to increase critical thinking skills.
5. COMPS exam will be re-structured to establish a minimum score for students with a written exam option available for those students who do not meet the minimum score.