

PROGRAM OUTCOMES REPORT FOR 2020-2021 ACADEMIC YEAR

CACREP Vital Statistics Data

Program Graduates for the 2020-2021 Academic Year

Masters of Clinical Mental Health Counseling (MCMH): 17

Masters of School Counseling (MESC): 10

Program Completion Rate for the 2020-2021 Academic Year

For the 2020-2021 Academic year the graduate programs (MESC/MCMH) had 67 total applicants.

The 17 students who graduated from the Clinical Mental Health Counseling and School Counseling programs during the 2020-2021 academic year had an 80% completion rate for MCMH students and a 90% completion rate for MESC. Program Graduate Job Placement for 2020-2021

The 17 graduates of the Clinical Mental Health Counseling Program were contacted to determine if they were able to secure employment in the profession. Of those who responded, there was an 85% job placement rate.

The 10 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 those who responded, there was an 85% job placement rate.

Program Enrollment Data

	Clinical Mental Health and School Counseling students	Faculty to Student Ratio
Summer 2020	Part Time - 12 Full time - 67	11.5 to 1
Fall 2020	Part time - 39 Full time - 71	11 to 1
Spring 2021	Part time - 33 Full time - 66	10.75 to 1

Fall, 2021

I. Counselor Preparation Comprehensive Examination (CPCE) Analysis

Varnado-Johnson

During the final semester or session, candidates for the M.E.S.C. or the M.C.M.H. degree must take the Counselor Preparation Comprehensive Examination (a written comprehensive examination and/or submit a comprehensive portfolio. If the student's performance on the CPCE examination is unsatisfactory, the student, at the committee's discretion, may be permitted to take a written examination at the next or a later scheduled examination. No candidate will be permitted a third examination. Reviewing CPCE administrations from Fall 2020 through Summer 2021 revealed that a total of 26 students have taken the CPCE examination. Overall, there was an average pass rate of 100%.

Beginning with the Spring 2021 semester, all candidates in the Master of Clinical Mental Health and School Counseling students at Nicholls State University were expected to pass the CPCE exam and submit a comprehensive portfolio for final review and feedback from program faculty in order to graduate from the program. All candidates have an opportunity to take the exam up to two times. No candidate will be permitted a third examination.

Analysis & Use of Results

Pass Rates: CPCE, NCE, & Praxis

Target 80% pass rate

CPCE Pass Rate

Semester	Pass Rate	# of Students Tested	Nicholls Mean	National Mean
Fall 2020	13	13	70.0	83.87
Spring 2021	11	11	72.0	84.1
Summer 2021	2	2	88.5	81.1

*Note: Each university that administers the CPCE exam determines the CPCE passing score. Nicholls calculates the passing score as within one standard deviation of the National Mean on the CPCE.

The CPCE exam data from Fall 2020 and Spring 2021 reflected that candidates in the clinical mental health counseling program and the school counseling program scored below the national average in several content areas. Table 1 indicates the overall Nicholls State University and

national average of CPCE scores for Fall 2021. Table 2 indicates the overall Nicholls State University and national average of CPCE scores for Spring 2022.

Table 1 Fall 2020

	Nicholls Mean	Nicholls Standard Deviation	CPCE National Mean	CPCE National Standard Deviation
C1: Human Growth and Development	10.1	1.8	10.3	2.3
C2: Social and Cultural Diversity	7.0	2.4	9.0	2.4
C3: Counseling and Helping Relationships	9.0	2.2	10.2	2.2
C4: Group Work	10.8	1.5	11.9	2.4
C5: Career Development	9.3	2.3	10.0	2.3
C6: Assessment	7.7	2.2	9.4	2.3
C7: Research and Program Evaluation	7.8	2.2	9.6	2.3
C8: Professional Orientation and Ethical Practice	10.1	1.8	10.2	2.1

Table 2: Spring 2021

	Nicholls Mean	Nicholls Standard Deviation	CPCE National Mean	CPCE National Standard Deviation
C1:	12.3	2.4	13.1	2.5

Professional Counseling Orientation and Ethical Practice				
C2: Social and Cultural Diversity	7.6	1.7	9.3	2.6
C3: Human Growth and Development	8.0	1.8	9.0	2.4
C4: Career Development	9.5	2.0	10.8	2.7
C5: Counseling and Helping Relationships	7.5	1.6	9.9	2.7
C6: Group Counseling and Group Work	10.5	2.7	11.8	2.6
C7: Assessment and Testing	7.3	2.0	9.4	2.7
C8: Research and Program Evaluation	9.4	2.5	10.7	2.7

During Fall 2020, 13 students in the clinical mental health counseling program and the school counseling program at Nicholls State University were assessed successfully using the Counselor Preparation Comprehensive Examination (CPCE).

During Spring 2021, twelve students were assessed using the Counselor Preparation Counselor Examination (CPCE). On April 21st, 2021 nine students sat for the CPCE examination. On April 22nd, 2021, two students sat for the CPCE examination*. Lastly, one student previously sat for the CPCE examination on November 4th, 2020**. The scores ranged from 59 to 86. The total points possible were 136.

In Summer 2021, there were a total of 2 graduates of the Nicholls State University Clinical Mental Health Counseling Program. These candidates took the CPCE examination in July 2021.

Table 3 indicates overall Nicholls State University and the national CPCE scores for the Summer 2021 semester.

Table 3: Summer 2021

	Nicholls Mean	Nicholls Standard Deviation	CPCE National Mean	CPCE National Standard Deviation
C1: Professional Counseling Orientation and Ethical Practice	15.5	2.1	12.9	2.5
C2: Social and Cultural Diversity	10.0	2.8	8.8	2.5
C3: Human Growth and Development	10.5	3.5	8.8	2.4
C4: Career Development	10.5	2.1	10.5	2.6
C5: Counseling and Helping Relationships	9.0	1.4	9.5	2.7
C6: Group Counseling and Group Work	11.0	2.8	11.3	2.8
C7: Assessment and Testing	10.0	5.7	8.9	2.7
C8: Research and Program Evaluation	12.0	4.2	10.3	2.8

In Fall 2021, there were 6 graduates of the Nicholls State University’s School Counseling program. 5 out of 6 graduates passed the Professional School Counselor test (83.33%).

In Spring 2021, there were 4 graduates of the Nicholls State University’s School Counseling program. Our graduates consistently achieve high pass rates on the school counselor certification

examinations. The pass rate for graduates taking the Professional School Counselor test 100% (4 of 4 passed).

II. Program Assessment Data Analysis

Professional Development Plan – A total of 45 students took this assessment during the 2020-2021 academic year. Of this number, 42 of our students scored a 3 or 2 on all criteria. Those scoring a 1 or who did not meet expectations are as follows:

- Advocacy and Promoting Equity 2
- APA Format 3
- Specialty Area 3
- Job/Vita 1
- Hours 3
- Monitor Personal Issues 2
- Pre license Status and/or Credentials 2
- Quality of Writing 2
- Self Care 1

School Counseling Practicum: During the 2020-2021 academic year, 13 students were enrolled in COUN 523 and evaluated by their onsite supervisor. Of this total, all students scored a 3 or 2 on all criteria.

CMH Practicum Evaluation - During the 2020-2021 academic year 28 students were enrolled in CMH Practicum (COUN 521). Of this total all students scored 3 or 2 except for 1 student who scored a 1 on ability to apply new information in clinical setting and ability relationship among conceptual conceptual themes as expressed by the client.

School Counseling Internship Evaluation – Nineteen students were enrolled in COUN 534 and 535 during the 2020-2021 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 criteria) or 3 (Superior).

CMH Counseling Internship Evaluation - During the 2020-2021 academic year, 29 students were enrolled in the CMH internship program and evaluated by their on site supervisor using the CMH Internship Evaluation. Of this total, all 29 students scored a 3 or 2 on all criteria on the assessment.

Progress Notes - The Progress Notes assessment was scored for 20 students enrolled in COUN 520 (Intro to Practicum) during the 2020-2021 Academic year. Of this total all 20 scored a 3 or 2 on all criteria on the assessment.

Live Interview and Live Interview Evaluation: During the 2020-2021 academic year, only 7 students were assessed on the Live Interview Assessment with all 7 scoring either in the mastery or developing rating.

School Counseling Classroom or Small Group Lesson Plans – 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) and COUN 534 and 535 (School Counseling Internship). During the 2020-2021 academic year, 5 students were assessed in COUN 501, 5 students were assessed in COUN 534 and 11 students were assessed in COUN 535. 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. All students scored either a 3 or 2 on all criteria in all 3 classes.

Clinical Assessment - During the 2020-2021 academic year, the clinical assessment was scored in COUN 505, COUN 520, COUN 523, COUN 534/535 (School Counseling Internship and COUN 545/546 (CMH Counseling Internship). Below is a breakdown of each course:

Course	Number	3 or 2	1
COUN 505	14	13	1
COUN 520	7	7	
COUN 534/535	9	9	
COUN 545/546	18	18	

Treatment Plan During the 2020-2021 academic year, the Treatment Plan was assessed in the following courses: 502, 521, 534/535 (School Counseling Internship) and 545/546 (CMH Internship). Below is a breakdown of results:

Course	Number	3 or 2	1
COUN 520	22	22	
COUN 521	16	16	
COUN 534/535	9	9	
COUN 545/546	10	10	

Case Conceptualization – During the 2020-2021 academic year, Case Conceptualization was assessed in COUN 520, 527, 521, 534/535 (School Internship) and 545/546 (CMH Internship). Below is a breakdown of results:

Course	Number	3 or 2	1
COUN 520	22	22	
COUN 527	23	23	
COUN 521	17	17	
COUN 534/535	8	8	
COUN 545/546	10	10	

III. Exit Survey Data

Graduate Student Surveys for the 2020-2021 Academic Year

Both the Nicholls State University Master of Arts in Clinical Mental Health Counseling Program and the Master of Education in School Counseling Program administers the Graduate Study Survey during the COUN 595 and COUN 596 courses each semester and then disaggregates the data for each program area.

Results of the Fall 2020 Graduate Student Survey

Of the five school counseling program graduates, 80% of the program graduates responding to surveys who are actively seeking employment as professional school counselors have been able to find employment within 6 months of graduation.

During Fall 2020, four graduates of the clinical mental health program and five graduates of the school counseling program completed the survey. Out of the nine participants, 33.3% (n=3) rated their level of satisfaction with the counseling program preparation as “Very Satisfied,” 44.4% (n=4) rated “Satisfied,” and 22.2% (n=2) rated “Dissatisfied.”

The following table provides information on satisfaction with learning experiences in the area of skill.

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	VS	S	N	D	VD	TOTAL
Use of Assessments/Evaluations	33.33% 3	55.56% 5	11.11% 1	0.00% 0	0.00% 0	9
Applying Counseling Interventions	33.33% 3	55.56% 5	11.11% 1	0.00% 0	0.00% 0	9
Developing Treatment/ Intervention plans	44.44% 4	55.56% 5	0.00% 0	0.00% 0	0.00% 0	9
Writing Progress/Case Notes	55.56% 5	44.44% 4	0.00% 0	0.00% 0	0.00% 0	9
Collaborating with Colleagues	44.44% 4	55.56% 5	0.00% 0	0.00% 0	0.00% 0	9
Collaborating with Clients' Support Systems	33.33% 3	66.67% 6	0.00% 0	0.00% 0	0.00% 0	9
Seeking Assistance from Supervisors	44.44% 4	55.56% 5	0.00% 0	0.00% 0	0.00% 0	9
Seeking Professional Development Opportunities	33.33% 3	55.56% 5	11.11% 1	0.00% 0	0.00% 0	9
Using Evidence (Research) and Informed Practice	33.33% 3	44.44% 4	22.22% 2	0.00% 0	0.00% 0	9
Working with Clients' Belief Systems	11.11% 1	88.89% 8	0.00% 0	0.00% 0	0.00% 0	9
Abiding by Ethical and Legal Standards	66.67% 6	33.33% 3	0.00% 0	0.00% 0	0.00% 0	9

Results of the Spring 2021 Graduate Student Survey

Exit surveys were forwarded to twelve candidates. Eleven out of twelve (91.6667%) candidates responded. The responses were provided below:

What are your plans following graduation?

Work towards licensure. Obtain a job.
To start working in my field and decide on law school or a PhD program
Continue working at Ascent Health until the end of the year, planning to move to Colorado, get hours for LPC, eventually open a holistic wellness center w/counseling, yoga, etc.
employment and work on PLPC
Being a school counselor in NOLA
employment
Continue teaching full-time, counsel part-time w/Magnolia start, etc. Eventually open a private practice

seeking employment
N/A
start working on my LPC and find a job in my field
I plan to continue working as a Mental Health Specialist, meanwhile, find a career in counseling.

How often were your professors available to help you outside of class? Approximately ten (83.3333%) students rated their professors as frequently available. 1 of the 11 (9.0909%) students reported their professors as being occasionally available.

Overall, the quality of my program is?

Two of the eleven students reported the quality of their program as excellent (18.1818%). Two of the students (18.1818%) reported the quality of the program as fair. Seven out of eleven (63.6364%) students reported that the quality of their program is good.

Please provide additional comments/suggestions concerning your NSU graduate program.

36.3636% of the students chose not to comment concerning the quality of the NSU graduate program. Below are the students responses in the table:

I wish there was a more consistent way for us to get courses every semester. Also, more consistent instruction among courses.
Great program; should have something in place for interns
Classes should be taken in a specific order. Professors assume we've done already or know what they're talking about.
Thank you! I feel prepared to work in the field.
N/A
all courses online
N/A
N/A
Good program! Just need some work.
N/A
I think more online courses, could help older adults (not hybrid)

Please provide following information for future alumni follow-up:

Nine of the eleven (81.8182%) students declined to respond.

Two of the eleven (18.1818%) students reported their plan for future alumni follow-up.

- Work in the field as early as possible.
- Start studying for NCE as early as possible.

How well did the program prepare you for a career in your field?

Three of the nine (27.2727%) students reported that the program provided “Excellent” preparation for a career in the field. Seven of the eleven (63.6364%) reported that the program provided “Good” preparation for a career in the field. One out of the 11 (9.0909%) students reported that the program provided “Fair” preparation for a career in the field.

Faculty provided a clear understanding of the goals and requirements for each class.

One out of the eleven (9.0909%) students declined to respond. Two out of the eleven students (18.1818%) reported occasionally the faculty provided a clear understanding of the goals and requirements for each class. Eight out of the eleven (72.72%) reported “Frequently” the faculty provided a clear explanation of the goals and requirements for each class.

What are your plans following graduations?

Eight out of the eleven students shared their plans post graduation. Below is a table indicative of the student’s responses:

Get a job and work towards licensure
Start to work in the field full-time
move to Colorado
Employment in education and work on PLPC
Becoming a school counselor!
Employment
n/A

Seeking Employment
I plan to continue to work at the Dept. of Children and Family of Services.
N/a
N/A

On-site Supervisor Exit Survey Data for the 2020-2021 Academic Year

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

5 of the 9 on-site supervisors reported being very satisfied with the disposition of Nicholls State University graduates.

The following table provides information on the rating provided by the on-site supervisor:

	VS	S	N	D	VD	TOTAL
Appreciates Individual Differences	71.43% 5	14.29% 1	14.29% 1	0.00% 0	0.00% 0	7
Recognizes the Importance of Client Advocacy and Serving as an Agent of Change	71.43% 5	28.57% 2	0.00% 0	0.00% 0	0.00% 0	7
Uses Supervision Effectively	57.14% 4	28.57% 2	14.29% 1	0.00% 0	0.00% 0	7
Is Committed to Professional Growth and Development	71.43% 5	14.29% 1	14.29% 1	0.00% 0	0.00% 0	7
Values Engaging Clients' Support Systems	57.14% 4	28.57% 2	14.29% 1	0.00% 0	0.00% 0	7
Recognizes the Importance of Supervision and Case Consultation	57.14% 4	42.86% 3	0.00% 0	0.00% 0	0.00% 0	7
Appreciates Learning and Cultural Differences	57.14% 4	28.57% 2	14.29% 1	0.00% 0	0.00% 0	7
Recognizes the Importance of Self-Awareness/Reflection	57.14% 4	28.57% 2	14.29% 1	0.00% 0	0.00% 0	7
Values the Integration of Culture, Race, Sexual Orientation, Gender, Abilities/Disabilities, Socio-Economic Status and Sprituality into Counseling	57.14% 4	28.57% 2	14.29% 1	0.00% 0	0.00% 0	7

On-site supervisor exit survey results for the 2020-2021 calendar year revealed the following strengths of Nicholls State University program graduates:

- Professional, culturally aware, and ethical
- you counselors are well trained in the counseling areas
- It is evident that the student genuinely cares about the students and actively seeks ways to improve the counseling process.
- The graduate is enthusiastic about their internship and very professional. The graduate is always prepared for their day and asks questions when needed. The graduate is a self starter. The graduate has a really great base of counseling knowledge which the graduate uses daily in their internship.
- Graduate was attentive to patient needs and honoring privacy and right to self-determination.
- The graduate is proactive in their approach with regard to learning and understanding new treatment modalities.
- The graduate made efforts to build rapport with the staff and students. The graduate took over the task of new student orientation.
- The student was professional and was able to form a rapport with survivors.

Q12: How satisfied are you with the graduate's ability to deliver the following: Please rate the graduate's ability on the following scale: VS-Very Satisfied, S-Satisfied, N-Neutral, D-Dissatisfied, VD-Very Dissatisfied

	VS	S	N	D	VD	TOTAL
Individual Counseling	70.59% 36	27.45% 14	1.96% 1	0.00% 0	0.00% 0	51
Group Counseling	47.06% 24	31.37% 16	17.65% 9	3.92% 2	0.00% 0	51
Family Counseling	31.37% 16	33.33% 17	31.37% 16	3.92% 2	0.00% 0	51

The most recent follow-up study of program graduates and employers was conducted during the Spring 2021 semester. 250 graduates who completed their programs within the past five years were asked to complete an online survey. Typically, our recent graduates have the smallest return rate of all surveyed groups. After a second request for feedback about our graduate programs, 51 (20.4%) had completed the survey. The graduates were asked to provide feedback about the program's effectiveness in preparing them for the career and job seeking process. Feedback from recent alumni was quite enthusiastic regarding the extent to which the program prepared them for their work as professional counselors. Alumni reported being employed in businesses and agencies ranging from mental health clinics, college counseling centers, public school districts, government agencies, legal systems, private practices, and hospitals. A summary of graduate's feedback about the program indicates that for the questions asked, the overwhelming majority of

responses were in the “very satisfied” category. The percentage of responses in each category follows the questions.

Alumni Survey (2020-2021)

How can counseling programs better prepare students for the career and job seeking process?

- I would like a separate class on trauma.
- More information about the licensure process at the beginning of the program.
- Information about starting a private practice.
- Taking classes around disaster mental health.
- Getting better guidance on preparing for the NCE.
- Needs work incorporating diversity issues.

What are your plans following graduation?

- I have accepted a position w/Start Corp in New Orleans. Plan to get my PhD next.
- Work toward licensure and pursue a doctorate..

How satisfied are you with your learning experiences in terms of its value or contribution in preparing you for the counseling profession: Please rate your experience using the following scale: VS-Very Satisfied, S-Satisfied, N-Neutral, D-Dissatisfied, VD-Very Dissatisfied.

	VS	S	N	D	VD	TOTAL
Human Growth	56.86% 29	35.29% 18	7.84% 4	0.00% 0	0.00% 0	51
Helping Relationships	58.82% 30	37.25% 19	3.92% 2	0.00% 0	0.00% 0	51
Social Foundations	50.98% 26	41.18% 21	7.84% 4	0.00% 0	0.00% 0	51
Group Counseling	43.14% 22	35.29% 18	17.65% 9	3.92% 2	0.00% 0	51
Career Development	29.41% 15	47.06% 24	21.57% 11	1.96% 1	0.00% 0	51
Professional Issues	52.94% 27	35.29% 18	11.76% 6	0.00% 0	0.00% 0	51
Research	31.37% 16	35.29% 18	31.37% 16	1.96% 1	0.00% 0	51
Appraisal	29.41% 15	39.22% 20	27.45% 14	3.92% 2	0.00% 0	51

How satisfied are you with your learning experiences in the area of Skill: Please rate your experience using the following scale: VS-Very Satisfied, S-Satisfied, N-Neutral, D-Dissatisfied, VD-Very Dissatisfied

	VS	S	N	D	VD	TOTAL
Use of Assessments/Evaluations	27.45% 14	39.22% 20	25.49% 13	5.88% 3	1.96% 1	51
Applying Counseling Interventions	56.86% 29	25.49% 13	13.73% 7	1.96% 1	1.96% 1	51
Developing Treatment/Intervention Plans	35.29% 18	39.22% 20	13.73% 7	9.80% 5	1.96% 1	51
Writing Process/Case Notes	43.14% 22	29.41% 15	17.65% 9	7.84% 4	1.96% 1	51
Collaborating with Clients' Support Systems	41.18% 21	43.14% 22	7.84% 4	5.88% 3	1.96% 1	51
Seeking Assistance from Supervisors	56.86% 29	35.29% 18	3.92% 2	1.96% 1	1.96% 1	51
Seeking Professional Development Opportunities	37.25% 19	50.98% 26	5.88% 3	3.92% 2	1.96% 1	51
Using Evidence (Research) and Informed Practice	37.25% 19	47.06% 24	11.76% 6	1.96% 1	1.96% 1	51
Working with Clients' Belief Systems	52.94% 27	43.14% 22	1.96% 1	0.00% 0	1.96% 1	51
Abiding by Ethical and Legal Standards	68.00% 34	26.00% 13	4.00% 2	2.00% 1	0.00% 0	50

How satisfied are you with your learning experiences in the area of Awareness/Disposition: Please rate your experience using the following scale: VS-Very Satisfied, S-Satisfied, N-Neutral, D-Dissatisfied, VD-Very Dissatisfied:

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	VS	S	N	D	VD	TOTAL
Appreciates Individual Differences	60.78% 31	35.29% 18	3.92% 2	0.00% 0	0.00% 0	51
Recognizes the Importance of Client Advocacy and Serving as an Agent of Change	58.00% 29	38.00% 19	4.00% 2	0.00% 0	0.00% 0	50
Uses Supervision Effectively	56.86% 29	35.29% 18	7.84% 4	0.00% 0	0.00% 0	51
Is Committed to Professional Growth and Development	62.75% 32	33.33% 17	3.92% 2	0.00% 0	0.00% 0	51
Values Engaging Clients' Support Systems	56.86% 29	37.25% 19	5.88% 3	0.00% 0	0.00% 0	51
Recognizes the Importance of Supervision and Case Consultation	58.82% 30	39.22% 20	1.96% 1	0.00% 0	0.00% 0	51
Appreciates Learning and Cultural Differences	52.94% 27	41.18% 21	3.92% 2	1.96% 1	0.00% 0	51
Recognizes the Importance of Self-Awareness/Reflection	60.78% 31	37.25% 19	1.96% 1	0.00% 0	0.00% 0	51
Values the Integration of Culture, Race, Sexual Orientation, Gender, Abilities/Disabilities, Socio-Economic Status and Spirituality into Counseling	54.90% 28	37.25% 19	5.88% 3	1.96% 1	0.00% 0	51

Please describe, in your own words, how well you believe you were prepared by the Nicholls State University Counseling program. Include 3 strengths and 3 weaknesses you would like to note, and/or any specific comments about faculty members or courses.

- Presenting in front of people was always a weakness of mine, but due to the information that I was taught in graduate school, I soon became very confident in my knowledge. It has helped me tremendously in classroom lessons.
- Dr Mathis and Dr Jay prepare me for the counseling world
- Due to the great amount of consultation with my classmates and professors, I feel that consulting with teachers and administration at my school is a strength of mine.
- It's always nerve racking to start with a new client, but due to the practice in the clinic I feel very prepared to start working with a new student regularly.
- Professors provided sufficient one-on-one training and access.
- The classes were small enough to allow peer support.
- The program can be successfully completed within a reasonable amount of time. Lack of preparation for the NCE.
- Lack of adequate courses in diagnosing.
- Lack of training in clinical notes and treatment planning.
- Nicholls state did a great job preparing me, but I feel it is needed regarding data analysis.
- good atmosphere, facilities, and staff Too much theory, need more practice and study cases
- Overall, I feel the program prepared me. The professors were extremely helpful and knowledgeable. Collaboration was encouraged among classmates which I enjoyed. The logistical scheduling of the program allowed me to work full time during most of my

time in graduate school which is a plus. However, my group counseling class was hybrid. I hated that. We didn't get a chance for enough in person practice. I also don't feel like I needed an entire class dedicated to psychopharmacology. While the information is important, I feel like it was way too detailed compared to what I actually needed for day to day counseling. A class on trauma would have been much more beneficial. Dr. Johns did an amazing job with preparing me for my professional responsibilities. She was always open to discuss real life examples and would share logistical information about her private practice and other career opportunities. She opened my eyes to the different roles that counselors can play.

- Confidence in knowing that all possible areas of psychology were covered. Accessible professors Kindness generally, especially for a foreign student. The only weakness to be mentioned occurred with particular personalities and has nothing to do with the university's program.
- Ethics , I was prepared. Multicultural counseling I still remember the groups well and I am able to adapt accordingly. Dr. Cortez thank you for accepting me into the program , a goal dream come true! Need more online courses for the out of towners. A better database for internship opportunities in Lafayette. Host a free NCE class.
- 1- ethics 2- cultural competencies 3- use of supervision (strengths) Weaknesses 1- assessing 2- real time dx 3- tx planning
- I believe I was prepared very well for NSU's counseling program. Three strengths of the program are the encouragement of collaboration with peers, open discussions with varied viewpoints, and the ability to continue to practice our counseling skills, while formulating or utilizing a theory that best fits the population we planned on treating and the style we prefer to use.
- I find that the rapport among students and teachers was a strength for the program. The ability to attend evening classes for individuals that are employed full time is another strength. The plethora of information I received during those two helps has helped me as a counselor. I did not find any weaknesses during the time that I attended.
- The strengths of Nicholls' program were closeness of faculty and students creating a lifelong support system, coursework regarding individual counseling of children, and abnormal psychology training. Weaknesses included group counseling instruction/practice, instruction about building relationships with stockholders in different settings (private school vs public school), and preparation for all the non-counseling related job duties that are required.
- Group helped tremendously. Facilitative skills gave great practice. Weakness being documentation and understanding what's necessary going into the field.
- A few years into the field I recognize there are areas I could have used additional practice in perhaps in the counseling clinic with more guidance. Strengths include excellent access to supportive faculty and the opportunity to establish relationships with established and up and coming professionals in the field. Weaknesses include limited faculty diversity (at the time I was in the program), limited ability to practice family and couples counseling in the counseling clinic, and lack of preparation for managing interactions with healthcare providers (example: defend services needed).

- Again, I loved the program but it's missing a major component for school counselors to align with the actual expectations of school counselors.
- The faculty's knowledge and willingness to help made such a huge difference in preparing me for the professional world. Also having a practicum course was a huge benefit.
- Strengths group therapy, techniques, & documentation
- I went for a semester at UNO and did the rest of the program at Nicholls. I think that Nicholls was far greater but I also only took basic classes at UNO. I think that the program could've been better still. I think it covered information from every aspect, but I wish we could've gone deeper into some specific things. I think that some classes could've changed. Theories I and II could have been together. I wished that we were able to learn more about how to apply a theory versus scratching the surface of it. I wished that we would've gotten a lot more resources, like assessments and tools to use with our clients. I loved that I was able to take a CBT class and I thought it was incredibly helpful. Really, all of how to apply a theory was what I learned and taught myself. Let's be honest, there's only so much you can cover in a graduate program like this. There are people who are cut out for this type of work and people who chose it because they didn't know what else to do and it sounded cool. I think a program like this requires you to do your own research and take advantage of learning opportunities. It is a learning profession for the rest of your life. You're either in it 100% and you keep getting continuing education or you fall into the group of they-should've-never-been-a-counselor of people. I wished that we were able to focus a lot more on trauma. I was not trauma informed at all and lost an opportunity for a position at the child advocacy center because it wasn't anything I ever studied up on. I also wished that we had more cultural diversity classes. Or a lot more discussion on things like race, ableism, LGBTQIA community, white privilege, etc. I think the problem with not going deeper into conversations like what I have mentioned above in the school counseling program is that not everyone becomes PLPC/LPC afterwards. In which case, if you are not becoming licensed, you aren't required by CEU's. And without continuing education, are you really going to read up and learn things on your own? Not likely. Some people go to school to be a paper pusher as a school counselor, and some go to school because they really want to make a difference for the well being of their students and our future-because they are our future. Okay, it's late and that's why I'm rambling.
- Strengths: importance of assessments, ethics, basic intervention skills, writing progress notes Weakness: how to implement theories such as CBT, DBT, Trauma interventions, Play therapy, marriage counseling etc, how to do case management and resources,
- Very prepared in terms of understanding research based evidence, statistics, and awareness of self. Would have welcomed more of a climate to encourage personal growth, understanding of minorities, and paperwork needed.
- Dr. Cortez prepared us for the real deal of counseling.
- I greatly appreciate the education I received in the Nicholls Counseling program. Strengths: 1. Small class size which means you don't get passed over, 2. The staff were very helpful and motivated in bringing out the best in us, 3. The in-house training clinic.

Weaknesses: 1. Needs more diverse discussion about different theoretical frameworks, 2. Not enough discussion on the case management aspects of counseling.

- Faculty supervisors gave little help with learning, saying “that sounds rough” or “you need to get on their level” With client difficulties without exploring how to get on the clients level or solve the problem, or even explore options.
- 3 strengths: I was fully confident and experienced in empathy and providing individual counseling; I was fully educated on my state’s ethics, rules, and regulations; I broke out of my shell. I was very shy and reserved. The counseling department helped me through role plays, etc...and now I’m a help to others. 3 weaknesses: Need more online classes for the masters degree as a lot of the students are working parents; need more settings for practice counseling; and honestly that’s it! I loved my program and instructors!
- Strengths: Ethics, cultural awareness, personal reflection/basis Weaknesses: interventions, case management, group practice.
- I felt very prepared after completing my masters program at Nicholls.
- The only negative thing I would say about my education at Nicholls is that we covered cultural issues as something important. However, when I was a student there, people often continued to hold their belief systems going into the program and were sometimes even validated. For example, some of my peers stated they would never work with a member of the LGBT community and were encouraged by professors to keep that standard. I understand that it is a complicated issue, because we should not work in an area that we can not see ourselves being effective. At the same time, I wished for something different than what occurred. It is hard to identify exactly what I would have liked to have seen. Dr. Rosenthal was absolutely amazing. I felt confident, prepared, and motivated to start my life and career when I left. I went to doctorate school immediately after and regret that decision
- Strengths-culturally competent, rapport building; embrace continuing education as a competent counselor Weakness- application of various CBT ; diagnosing, progressing in a therapy session from week to week by pulling the main theme in moving the client forward to obtain the goals
- I believe the counseling program prepared me to feel confident and competent providing counseling services to students. I found the field experience and skills building classes the most beneficial. All graduate faculty were extremely knowledgeable and experienced.

What suggestions do you have to improve the program?

- The program was beneficial overall. I think that it would be helpful to have professionals in the field talk to graduate students to let them know about the different positions available in the area.
- It would have been helpful to have more interaction with school counselors more regularly. Dr. Tanner brought in school counselors much later on in the program. I enjoyed their insight in the beginning stages of the program as well. Also there was only one class that focused on school counseling particularly. I’m not sure if it is possible, but more courses geared specifically to school counselors would have been great!!

- More classes that are geared specifically to mental health counseling and less classes that are shared with school counseling on topics like statistics and testing
- Incorporate courses in diagnosing, preparation for the NCE, multicultural courses, and training in clinical notes and treatment planning.
- Overall, please indicate your level of satisfaction with your counseling program's preparation at Nicholls State University:
- I would recommend this School Counseling Program at Nicholls to everyone! I felt prepared going into my 1st counseling job. I'm going into my 3rd year as a school counselor, and I still use so much of the advice from my professors at Nicholls.
- One of the best decisions I ever made.
- Thoroughly enjoyed my time at Nicholls, most importantly I enjoyed my professors!
- Overall, I was satisfied with the preparation I received from NSU. However, I believe the program should incorporate courses involving diagnosing, treatment planning, clinical notes, and NCE preparation.
- Less theory and more practice and study cases
- However, I feel like more emphasis should be put on treating clients with trauma histories. I also think there should be a class or two offered that concentrates on counseling children/adolescents. I also think there should be more emphasis put on how to write case notes and treatment plans.
- None. I was very happy with training and guidance
- More training on Administering assessments/evaluations
- More zoom online courses.
- A very good program
- practical applications and how to navigate insurance ppw or peer reviews
- The biggest suggestion I have for the program is possibly to encourage or create groups for new students no more than 4/5. In this group they'd be tasked to review each other's work, encourage professional development, and process different counseling styles. I believed the group I worked with helped tremendously and we were extremely different on all levels but as a collective we have all accomplished our goals of becoming an LPC.
- More thorough group counseling instruction, especially selection of students to participate and curriculum to follow.
- I'm not sure if this currently occurs but more emphasis should be put on completing assessments, tx plans, documentation/case notes, utilizing the DSM. I feel like I had to acquire all of these skills on the job.
- Add opportunities to run group, family, and couple's sessions to learn through application and supervision, explore inpatient challenges including balancing demands of the business aspects, recipient needs, ethics, and realistic available resources, and have a course dedicated to developing effective treatment plans, conduct a clinical review or defense of services requested, etc that meet the requirements of insurance companies including Medicaid and Medicare provider.
- My suggestion is that academic and career counseling should be more in depth. Transcript review, academic planning, parent communication, legal research, e.t.c.
- Nothing, I loved it!

- The program should educate the students on home and community based services.
- I think the program did just fine covering the basics of everything, I just wished there was more time or opportunities for things like applying specific theories we were interested in or cultural diversity. I enjoyed my professors. I think that the Theories I and II class could've been combined. I do not think that I got much of anything out of Basic Facilitative Skills. I would have to look at my transcript. I hated that we were only allowed 3 classes each semester. (You already know this Dr. Cortez :)) I liked that we had supervisors in Intro to Practicum, mine was very helpful.
- It would be nice to have had the opportunity to take classes on specific theories to get more information on how to actually apply it in counseling. I loved how Dr. Knight did Group Counseling where he treated us like we were in group therapy. He constantly pushed us to make us more self-aware and talked about the importance of it. I think if you all can somehow fit a way to talk more about applying theories, being trauma informed, and cultural diversity, it would be better. But also-again-this is a learning profession. Maybe encourage continuing education as part of indirect hours. I went to some when I interned and it was super helpful for my current position. Here's a start-look up "No Place For Hate" by the Anti-Defamation League. It was free and so worth sitting at a round table for a discussion that day. Reach out to me if you have any more questions.
- More focus on how to implement specific interventions
- A better appreciation of unique approaches to counseling and understanding of concerns regarding those approaches.
- Send interns to the River Parishes
- Could possibly teach more about how to obtain social service resources for clients (Case management)—to keep counselors equal in ability and employment opportunities with social workers.
- Supervisors learning how to not leave you questioning why your spending so much money on school
- I think that being a little more flexible as far as allowing students to complete their practicums in multiple settings. Also expanding marriage and family and group counseling exercises and/or courses.
- I feel like there could be more theory classes in order to help students explore each different theory and it's interventions.
- Exams should have more questions in the form of case studies rather than mostly multiple choice. Case studies help improve assessment, case conceptualization, and appraisal skills.
- More practice in classroom and social/professional networking
- To be honest I could not be more pleased as each professor was there for me to include Dr. Cortez, Dr. Folse and the late Dr. Stout. The improvement will never be questioned as far as I can foresee with Dr.Cortez being aboard.
- More practice when it comes to individual counseling and different scenarios that counselors could experience
- Nothing!
- Helping gain employment after graduation.

- More emphasis on assessment and diagnosis
- More communication from administration and administration being all on the same page

IV NCE Data

Students take the National Counselor Exam (NCE) during the final semester before graduation. In the state of Louisiana, the NCE or NCMHCE examination is used for the Licensed Professional Counselor (LPC).

Semester	Students taking the NCE	Passed NCE	Total Pass Rate
Fall 2020	8	6	75%
Spring 2021	9	7	77.77%

During the 2020-2021 academic year, 17 students enrolled in the clinical mental health program and the school counseling program, sat for the NCE examination. 76.47% of the candidates passed the examination. The areas for growth include: Social and Cultural Diversity, Group Counseling, Group Work, and Research and Program Evaluation.

The results for the academic year were as follows:

Content Area	Nicholls Mean	Nicholls SD	National Mean	National SD
Professional Counseling Orientation and Ethical Practice	14.00	0	10.27	2.15
Social and Cultural Diversity	6.00	0	4.75	0.96
Human Growth and Development	13.00	0	11.07	2.47
Career Development	11.00	0	10.44	2.08
Counseling and Helping	45.00	0	37.78	6.38

Relationships				
Group Counseling and Group Work	22.00	0	19.90	3.70
Assessment and Testing	17.00	0	11.94	2.76
Research and Program Evaluation	3.00	0	2.73	1.14
Score	131.00	0	108.89	16.78
Professional Practice and Ethics	17	0	10.60	2.79
Intake, Assessment and Diagnosis	11	0	11.85	2.43
Areas of Clinical Focus	35	0	33.07	5.11
Treatment Planning	13	0	10.24	1.91
Counseling Skills and Interventions	43	0	33.4	6.44
Core Counseling Attributes	12	0	9.69	1.99
Score	131.00	0	108.89	16.78

PROGRAM EVALUATION FOR 2020-2021 ACADEMIC YEAR

The Clinical Mental Health and School Counseling programs submitted a self-study to CACREP during the summer, 2021 semester to align to 2016 standards for re-accreditation. CACREP has received this self-study and has asked the programs to submit an addendum to the self-study for consideration prior to an on site visit. Program faculty will work on this Addendum during the Spring, 2022 semester.

DATA ASSESSMENT MEETINGS, FALL, 2021

Meeting date: December 1, 2021 Data Review for 2020-2021 Academic Year.

Present: Amanda Johns, Jessica Cortez, Chantrelle Varnado-Johnson, Mary Kathryn Gastinel, Walt Hammerlie

Agenda:

1. Annual data program review
2. Review Vital Statistics/ Programs Outcomes Report
3. Review Handbook Dismissal Policies based on the number of student success plans developed during this academic year
4. Other Business

Overall Analysis of Data and Program Changes

Based on the overall findings, Nicholls State University clinical mental health and school counseling student data reflects similar national-wide data with examinations such as CPCE and NCE. Accordingly, on-site supervisors valued the students' abilities to counsel ethically, ability to provide emotional support and concrete feedback in the event of a crisis, and ability to establish and build rapport. On the other hand, on-site supervisor evaluations offered recommendations for students to become well-trained in a particular theory to increase their confidence and competence to work with diverse populations, documentation and treatment planning, incorporating self-care practices that minimize or protect against fatigue and burnout, and utilizing specific interventions to help their groups develop fully. Program Assessments reveal all students are scoring adequately on clinical assessments. Consequently, the clinical mental health program and school counseling program faculty gauged a more

Program enhancements would include more comprehensive coverage of the content areas across the curriculum. In addition, students would garner more experience with gauging the reliability and validity of screening and evaluation mechanisms, more experiential learning to support group process and development, and enhance their ability to understand and apply social and cultural diversity.

Program Changes for the 2020-2021 Academic Year Based on Data Analysis and review:

1. All students scored a 3 or 2 on all assessments that were aligned to 2016 standards last year and used during this academic year. The university has transitioned from Portfolium platform to Watermark platform for assessments during the 2021-2022 academic year. Additionally, new faculty will need to be aware of the importance of this data for program evaluation.

2. Faculty for COUN 595/596 will continue to offer a variety of pretests and multiple choice questions similar to the same content on the CPCE.
3. Students will receive access to the e-book version of The Encyclopedia of Counseling. Plus, students will be told how to access flashcards and develop study guides to prepare them for the CPCE and improve their grades.
4. Faculty in COUN 535/COUN 545 will offer both NCE and CPCE study tips.
5. The faculty noted that COVID19 has impacted student performance during the 2020-2021 academic year which affected scores on assessment data and CPCE scores.
6. Assessment data reveals students are scoring either 3 or 2 on program assessments throughout the program.
7. Based on the number of students with academic deficits, the program faculty agreed to change the admission requirements for the CMH and School Counseling programs from 2.5 to 3.0. Program faculty will also add a personal statement to admission requirements. These changes will be submitted to the Graduate Council in Spring, 2022.
8. Program faculty will also change progression policies for the program to include the requirement that students must maintain a semester 3.0 GPA to continue in the program. If a student's GPA drops below this GPA for any semester, they will be brought before program faculty for consideration of dismissal from the program.
9. Program faculty will work Spring 2022 to complete the Addendum to the CACREP self-study.
10. Exit survey data about specific courses will be forwarded to faculty of record.