



PROGRAM OUTCOMES REPORT CACREP VITAL STATISTICS DATA 2021-2022 Academic Year

The Master of Arts in Clinical Mental Health Counseling (CMHC) and Master of Education in School Counseling Graduate Program (SC) at Nicholls State University are housed in the Department of Psychology, Counseling, and Family Studies within the College of Education.

The scope for this report includes the Fall 2021, Spring 2022, and Summer 2022 semesters. Basic CACREP vital statistics information for the period is included below in Table 1 and Table 2.

Table 1 – Vital Statistics by Program

Program	Students Enrolled	Graduates	Pass Rate on Credentialing Exams	Job Placement Rate	Completion Rate*	Applications Received
Clinical Mental Health Counseling	85	22	70%	77%	97%	65
School Counseling	45	10		90%		20

*Completion rate was calculated for Spring 2022 and Summer 2022 semesters. Data was not available for Fall 2021.

Table 2 – Vital Statistics (Race Ethnicity by Gender)

Race/Ethnicity	Clinical Mental Health Counseling		School Counseling	
	Male	Female	Male	Female
American Indian or Native Alaskan	1	2	N/A	2
Asian	N/A	N/A	N/A	N/A
Black	1	8	N/A	7
Hawaiian Native or Pacific Islander	N/A	N/A	N/A	N/A
Hispanic	N/A	1	N/A	N/A
Two or More	1	3	N/A	N/A
Unknown/Other	2	9	1	9
White	10	34	4	22

Core Faculty

During this academic year there has been significant transition in the core faculty for the Clinical Mental Health and School Counseling programs. In the Fall 2021 semester three core faculty members transitioned out of the program and were replaced in the Fall 2021 and Spring 2022 semesters. Additionally, two core faculty positions were created for compliance with CACREP Faculty to Student Equivalent (FTE) ratio requirements.

Core faculty now include:

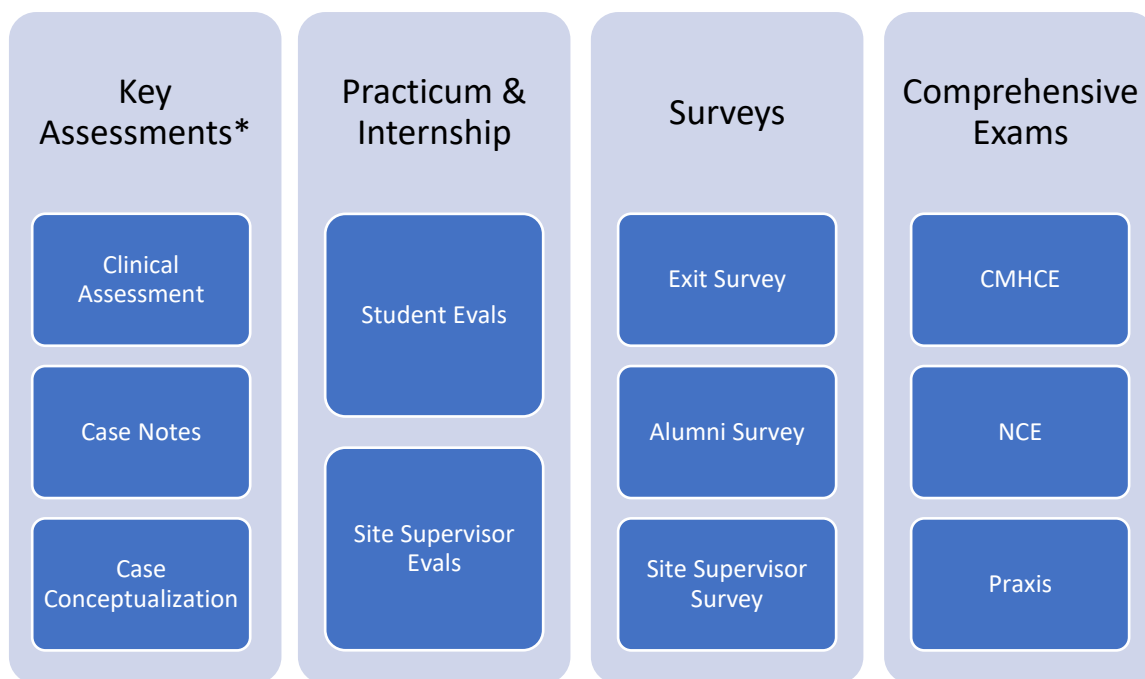
- **Mary Kathryn Gastinel**, Ph.D., LPC, NCC, Coordinator, Clinical Mental Health Counseling Program (Joined January 2022)
- **Walt Hammerli**, Ph.D., LPC-S – Practicum & Internship Coordinator (Joined Fall 2021)
- **Tiffany Henderson**, Ph.D., LPC, NCC – Data Manager (Joined January 2022)
- **Chantrelle, Varnado-Johnson**, Ph.D., LPC-S, BC-TMH, RPT, NCC, Coordinator, School Counseling Program (Joined Fall 2018)

Evaluative Measures

Evaluation is critical to the process of assessing program effectiveness. A combination of formative and summative assessments are used to evaluate the effectiveness of the CMHC and SC programs. Formative assessments measure student learning throughout the program while summative assessments measure student learning at program completion.

Formative assessment data include key assessment evaluations and practicum/internship evaluations. Key assessment data is not available for this period due to faculty transitions and technical challenges with the Watermark assessment software. The focus of this report is summative assessments which include an analysis of surveys (exit surveys, alumni surveys) and comprehensive exams. Site supervisor surveys were disseminated each semester; however, supervisors did not respond to the survey. Diagram 1 below provides an illustration of the components of each evaluative measure.

Diagram 1 – Evaluative Measures



*A complete list of key assessments can be found in the Program Evaluation Plan. This list is an example of key assessments that are common across multiple skills-based courses.

Program Enrollment

Table 3 is a detailed view of program enrollment data by semester including full time equivalent student to faculty ratio information. The CACREP full time equivalent student to faculty ratio should not exceed 12:1. Due to faculty transition in the Spring 2022 semester, there was an increase in the Summer 2022 semester FTE ratio.

Table 3 – Program Enrollment

Semester	Clinical Mental Health & School Counseling Students	Full Time Equivalent Student to Faculty Ratio
Fall 2021	Part Time - 35 Full Time – 73 Total - 108	11:1
Spring 2022	Part Time – 42 Full Time – 72 Total - 114	11:1
Summer 2022	Part Time - 18 Full Time – 52 Total - 70	13:1

Counselor Preparation Comprehensive Examination (CPCE) Analysis

The Counselor Preparation Comprehensive Examination (CPCE) is a national test that assesses core counseling knowledge. Candidates of the Clinical Mental Health and School Counseling programs must take the CPCE during the final semester as a condition of graduation. Each university that administers the CPCE exam determines the CPCE passing score. Nicholls calculates the passing score as one standard deviation from the National Mean on the CPCE.

Table 4 shows the CPCE pass rate for each semester. The Fall 2021 semester had the highest pass rate at 100% of students tested. The Summer 2022 semester had the lowest pass rate with 17% of candidates passing the CPCE exam.

Table 4 – CPCE Data

Semester	# of Candidates Tested	# Candidates Passed	% Candidates Passed	Nicholls Mean
Fall 2021	4	4	100%	80
Spring 2022	14	13	93%	105.43
Summer 2022	6	1	17%	94.83

National Counselor Examination (NCE)

In the state of Louisiana, the NCE or NCMHCE is used to gain licensure to become a Licensed Professional Counselor. Students may volunteer to take the National Counselor Examination (NCE).

Results in Table 5 show that the highest pass rates are among School Counseling students. The School Counseling pass rate exceeded the national NCE pass rate by 1% in Fall 2021 and 37% in Spring 2022. The Clinical Mental Health Counseling pass rate exceeded the national NCE pass rate in Spring 2022 by 4% and fell below the national NCE pass rate in Fall 2021 by 24%.

Table 5 – NCE Data

Program	Semester	Students Taking NCE	Students Passed NCE	Nicholls Total Pass Rate	National NCE Pass Rate
CMHC	Fall 2021	2	1	50%	74%
SC	Fall 2021	4	3	75%	74%
CMHC	Spring 2022	3	2	67%	63%
SC	Spring 2022	2	2	100%	63%

Praxis

Candidates in the School Counseling program take the Praxis exam in addition to the CPCE. Table 6 and Table 7 are the Spring 2022 and Summer 2022 results for candidates that elected to take the Praxis exam.

In the Spring 2022 semester, three students submitted Praxis results and all 3 students passed. Detailed results were only available for 2 of 3 students and are reflected in Table 6. In every category, students scored at or above average. Both students scored above average in the *Delivery of Services* and *Accountability* categories.

Table 6 – Spring 2022 Praxis Results

Test Category	Student 1	Student 2	Average Performance Range
Foundations	16 out of 19	18 out of 19	15-17
Delivery of Services	45 out of 50	43 out of 50	35-42
Management	12 out of 17	17 out of 17	12-14
Accountability	19 out of 24	20 out of 24	14-18

One student submitted Praxis results for the Summer 2022 semester and passed. The student performed within the average performance range in each category.

Table 7 – Summer 2022 Praxis Results

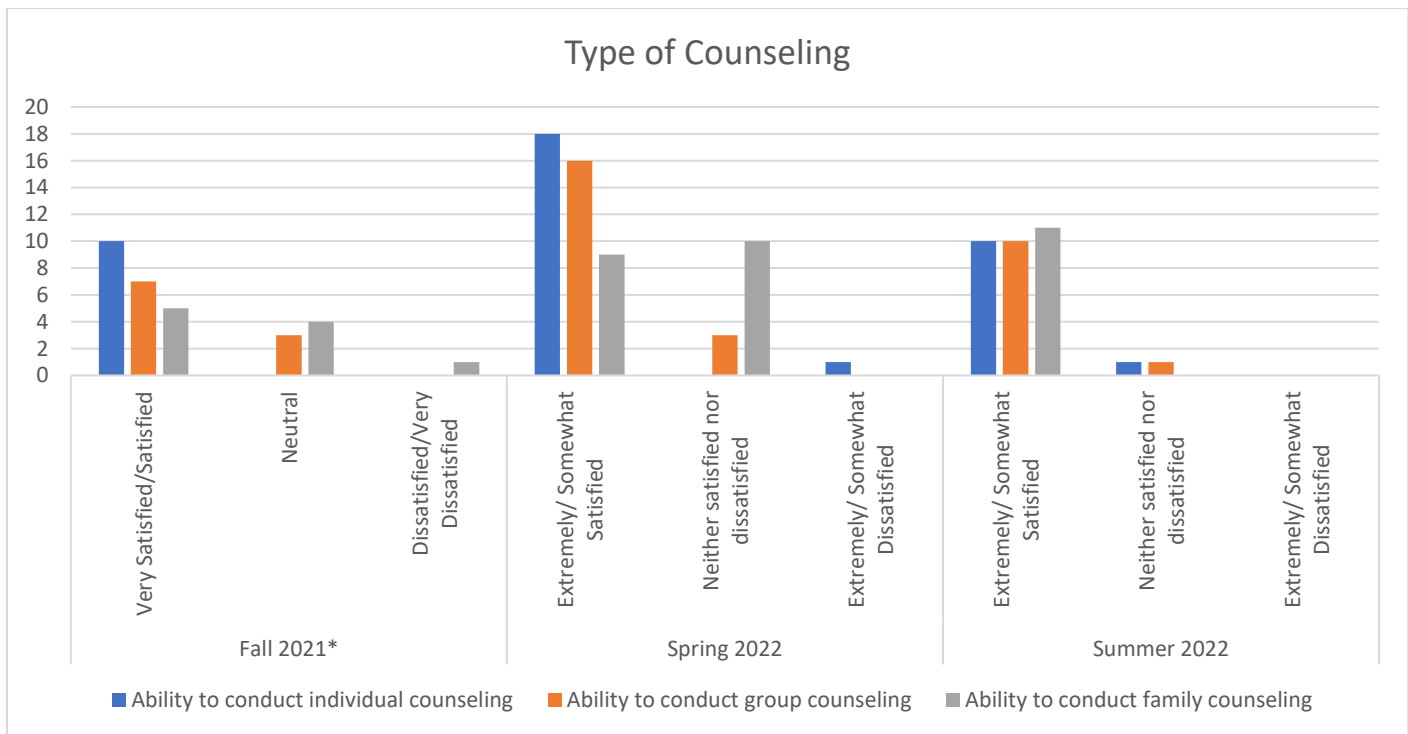
Test Category	Student 1	Average Performance Range
Foundations	15 out of 20	15-17
Delivery of Services	38 out of 50	34-41
Management	12 out of 16	10-13
Accountability	18 out of 23	15-19

Exit Survey

The Graduate Exit Survey is administered to CMH and SC students during the COUN 595 (Master’s Comprehensive Examination) and COUN 596 (Clinical Mental Health Master’s Comprehensive Exam) courses each semester. The survey is used to gather feedback from students approaching graduation to collect demographic information for graduating students.

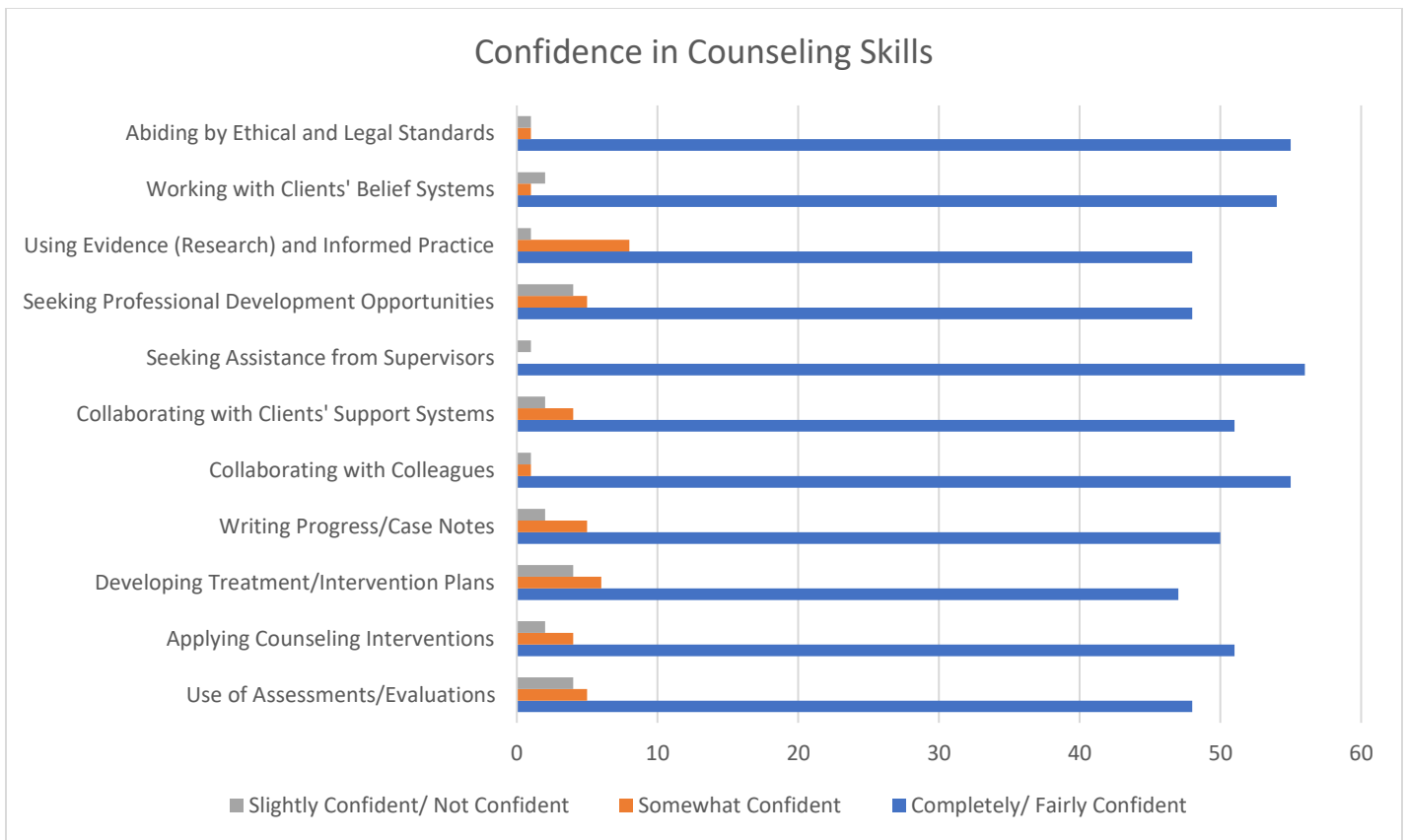
The charts below depict student confidence/satisfaction in their abilities related to the following areas: type of counseling (Chart 1), specific counseling skills (Chart 2), and awareness/disposition (Chart 3).

Chart 1 – Type of Counseling



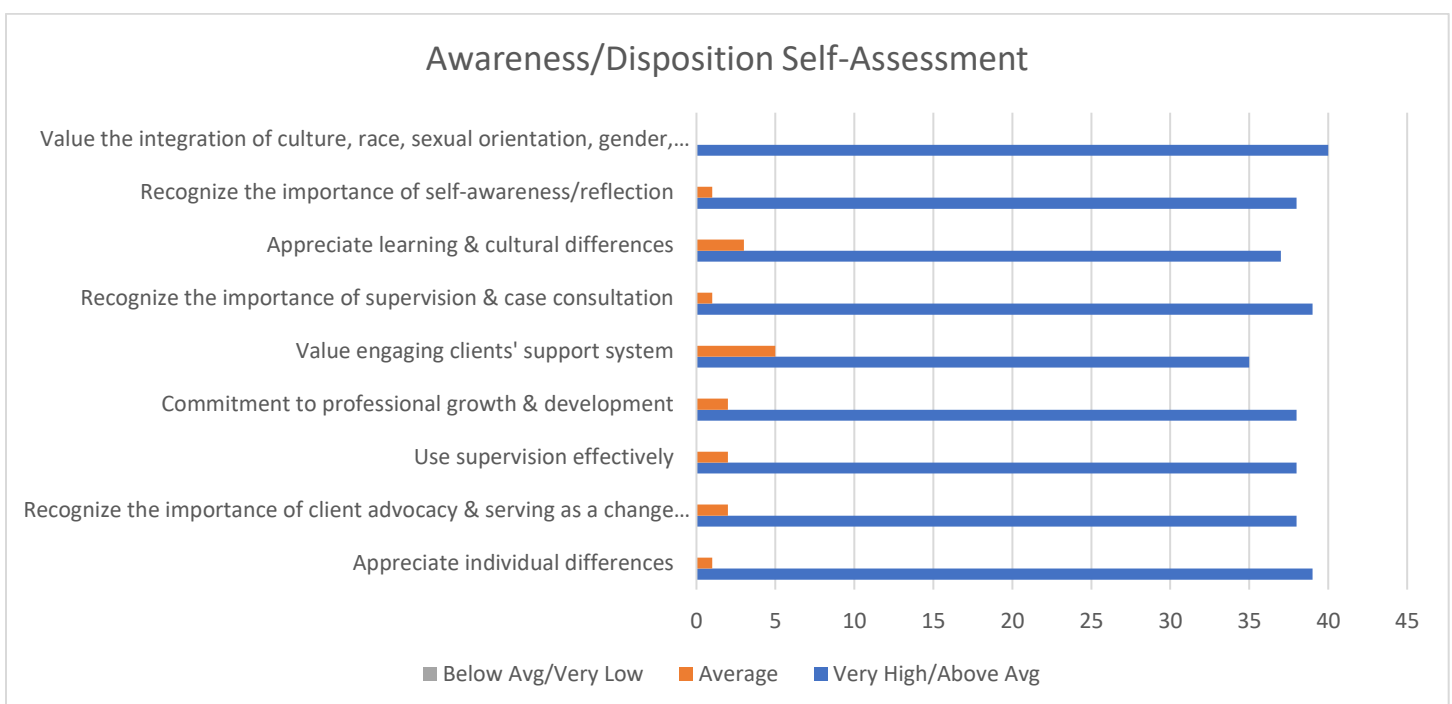
In the Fall 2021 and Spring 2022 semesters, students rated a greater level of satisfaction in their ability to conduct individual counseling and satisfied to a lesser degree in their ability to conduct group counseling and family counseling.

Chart 2 – Confidence in Counseling Skills



In terms of confidence in counseling skills, students reported high levels of confidence overall. The greatest areas of confidence were in *abiding by ethical and legal standards, working with client belief systems, seeking assistance from supervisors, and collaborating with colleagues*. Students reported less confidence *using evidence (research) and informed practice, seeking professional development opportunities, collaborating with client support systems, writing progress/case notes, developing treatment/intervention plans, and using assessments/evaluations*.

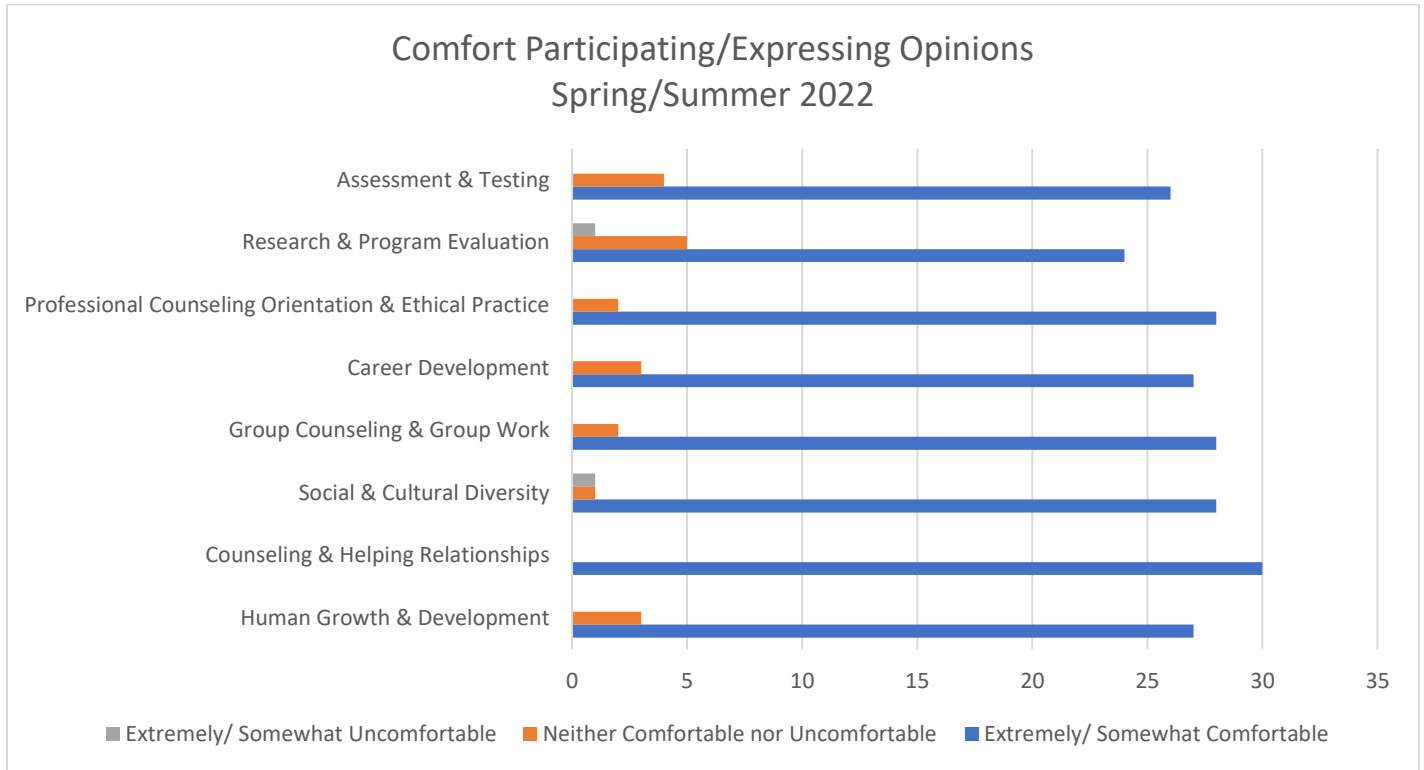
Chart 3 – Awareness/Disposition



In terms of awareness and disposition, *value the integration of culture, race, sexual orientation, gender...* was the area of greatest confidence.

Students were also asked to rate their comfort level in expressing opinions or asking questions in specific courses. The results can be found below in Chart 4. This question was added in the Spring 2022 survey. Fall 2021 data is not available.

Chart 4 – Comfort Participating/Expressing Opinions



Students reported the greatest level of comfort in *counseling & helping relationships, professional counseling orientation & ethical practice, group counseling & group work, and social & cultural diversity.*

Students were asked to rate the level of satisfaction with the quality of the courses. Results are listed below in Chart 6 Satisfaction with Course Quality (Fall 2021), Chart 7 Satisfaction with Course Quality (Spring 2022), and Chart 8 (Satisfaction with Course Quality (Summer 2022)).

Chart 6 – Satisfaction with Course Quality (Fall 2021)

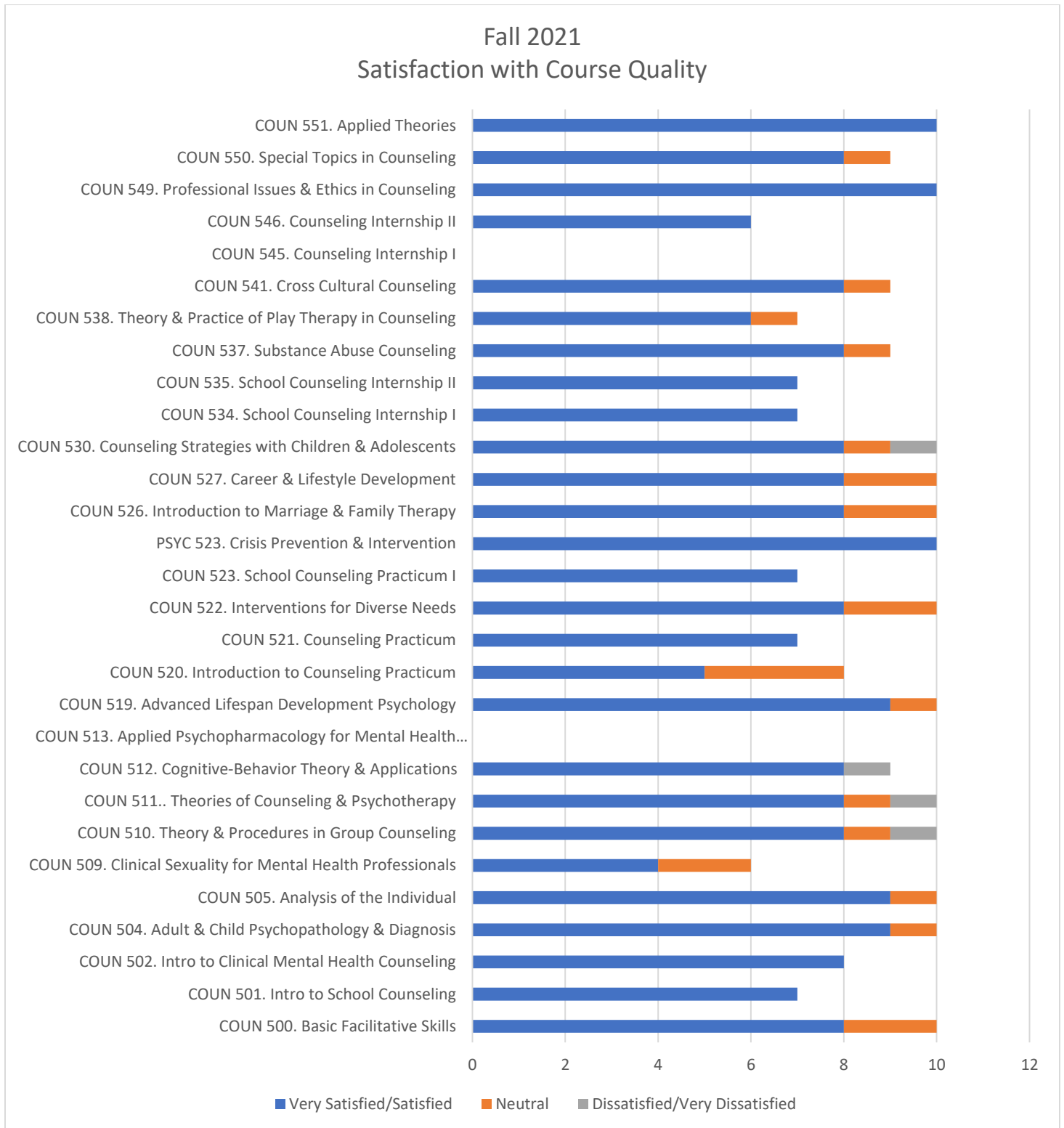


Chart 7 – Satisfaction with Course Quality (Spring 2022)

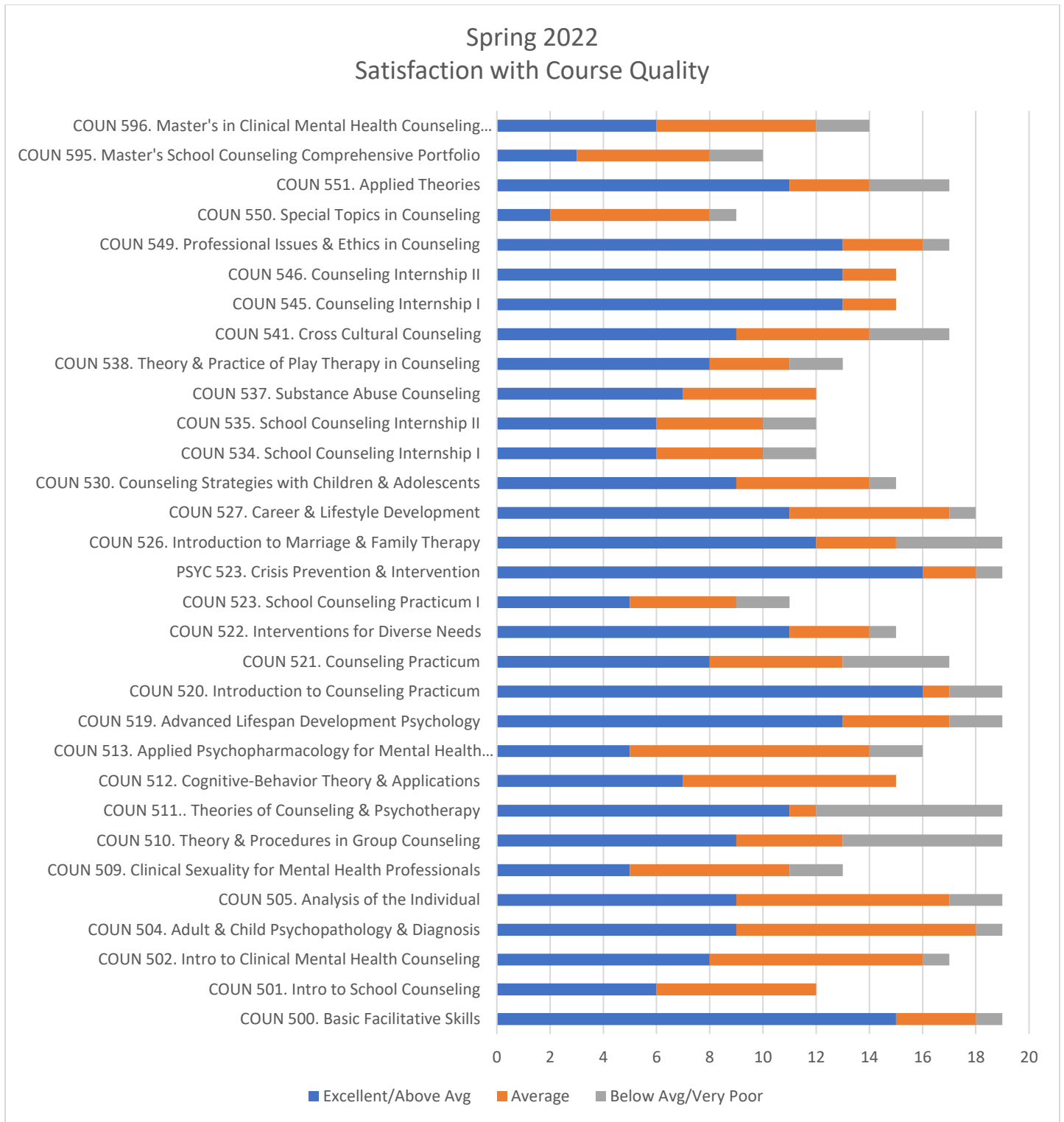
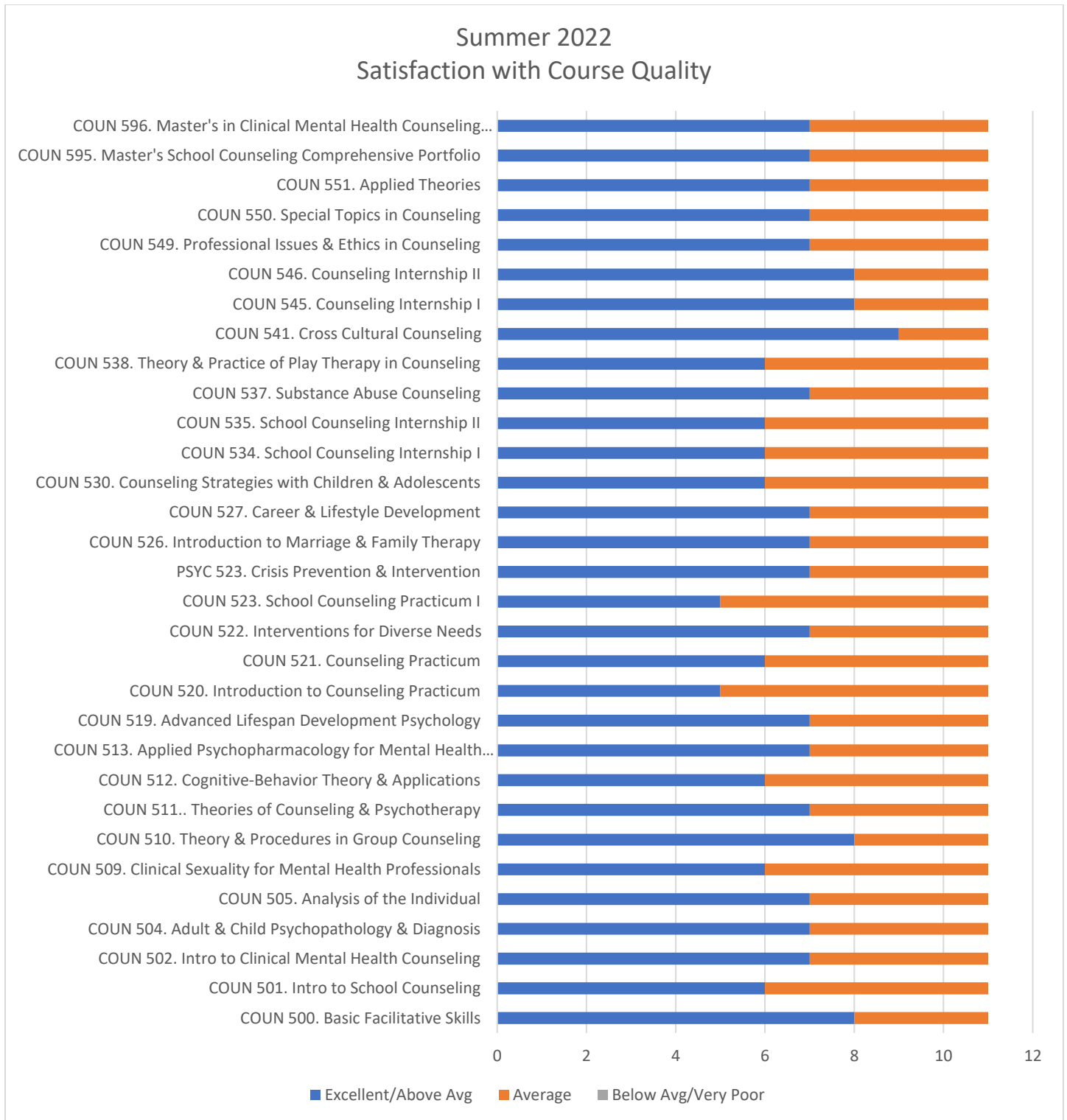


Chart 8 – Satisfaction with Course Quality (Summer 2022)



The highest rated courses varied across semesters. In the Fall 2021 semester, the highest ratings were in: COUN 551, COUN 549, and PSYC 523. In Spring 2022 the highest ratings were in: PSYC 523 and COUN 520. In the Summer 2022 semester the highest ratings were in: COUN 541, COUN 546, COUN 545, COUN 510, COUN 500.

Areas for growth in the Fall 2021 semester include: COUN 509, COUN 520, COUN 538, and COUN 546. Areas for growth in the Spring 2022 semester include: COUN 550, COUN 595, COUN 523, COUN 513, and COUN 509. Areas for growth in the Summer 2022 semester include: COUN 523, COUN 520.

Program strengths were identified by students in a number of similar areas across the semesters.

- Supportive and genuine faculty and staff
- Comradery among students
- Knowledgeable and experienced professors
- Resourceful faculty
- Online/Hybrid classes
- Useful coursework
- Course variety
- CACREP accreditation
- Faculty flexibility with deadlines
- Small classes
- Good facilities
- Professional organizations
- Research opportunities

Program areas for improvement included:

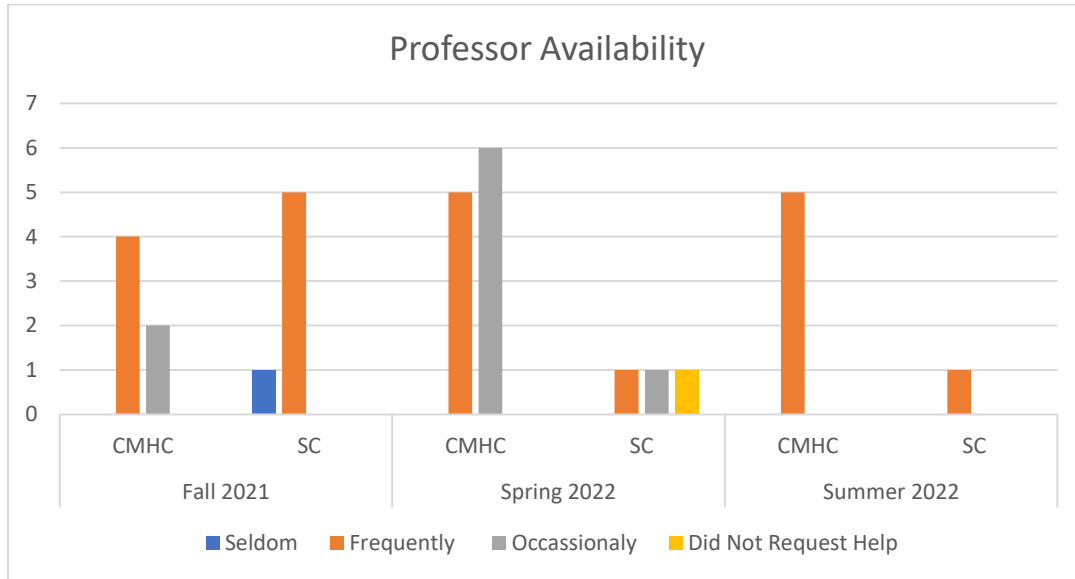
- Lack of faculty cohesion
- Disorganized faculty
- Frequent changes
- Unclear expectations
- Limited personal interactions with instructors & students
- Little emphasis on theories
- Course sequence issues
- Faculty retention
- More skills based courses
- Streamline Practicum & Internship paperwork
- Lack of consistency in completion of key assessments
- Timely grading & feedback on assignments
- Need more in class discussions on purpose of assignment and usefulness to future in profession
- Help finding internship sites

Alumni Survey

The Alumni Survey is disseminated to Nicholls State University graduates to obtain feedback about the graduate experience and graduate outcomes. Results of the surveys are compiled below in Charts 9 - 12.

How often were professors available to help you outside of class?

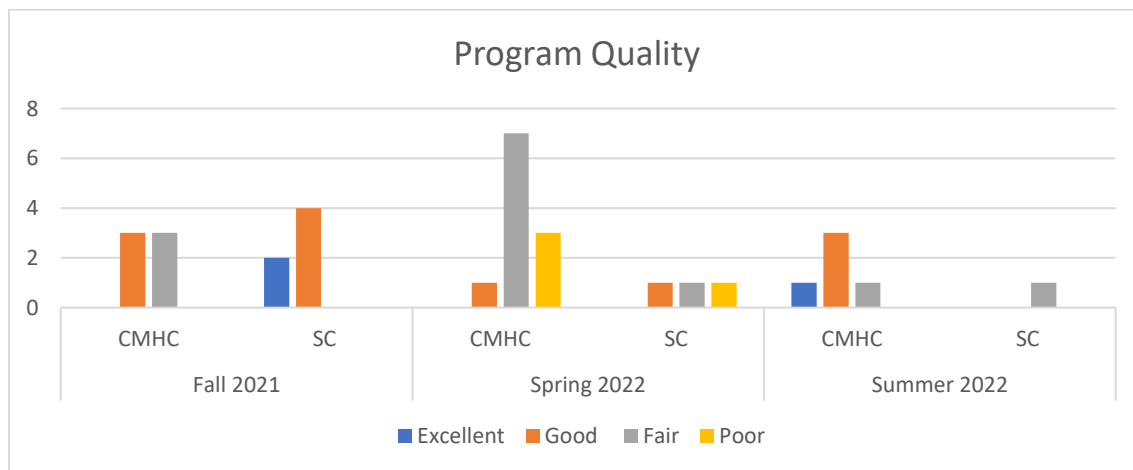
Chart 9 – Professor Availability



In the Fall 2021 and Summer 2022 semesters, most CMHC students reported that professors were *frequently* available. In the Spring 2022 semester professor, *occasionally* was the leading rating among CMHC students. School Counseling student responses varied across semesters. In Fall 2021 the leading rating was *frequently* for professor availability. In the Spring 2022 and Summer 2022 semesters professor availability varied to include *frequently*, *occasionally*, and *did not request help*.

Overall quality of program

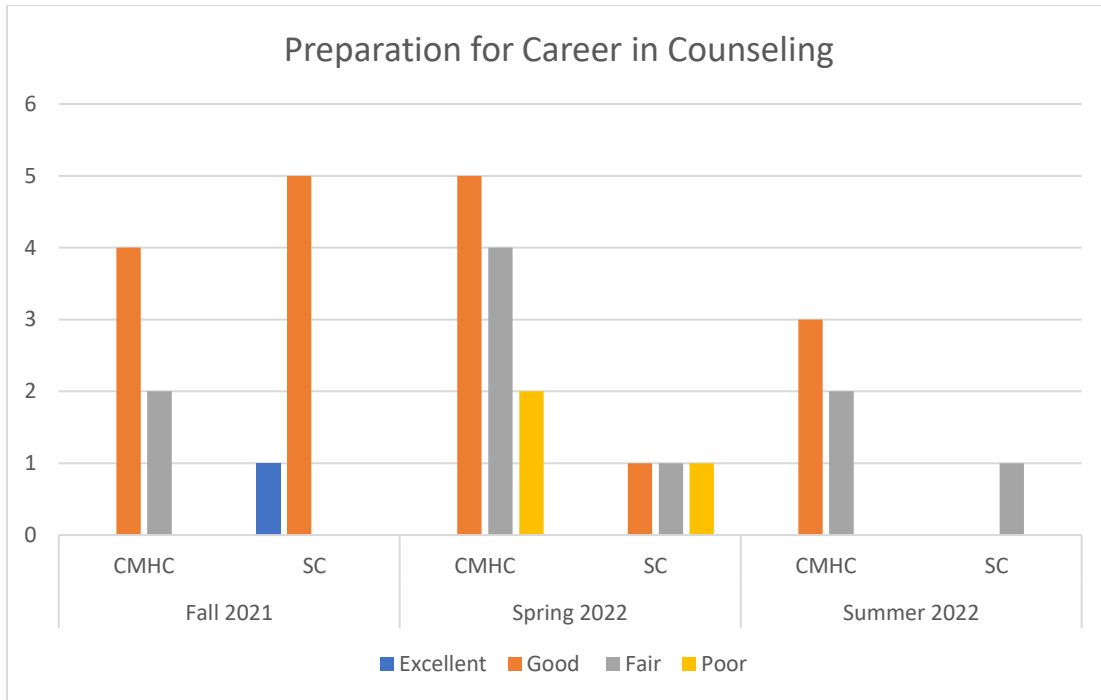
Chart 10 – Program Quality



In terms of program quality in the Clinical Mental Health program, the Fall 2021 semester shows students rated the program *Good* or *Fair*. In the Spring 2022 semester, *Fair* was the leading rating among these students. School Counseling program ratings varied from *Excellent* to *Good* and dropped to *Fair* in the Summer 2022 semester.

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

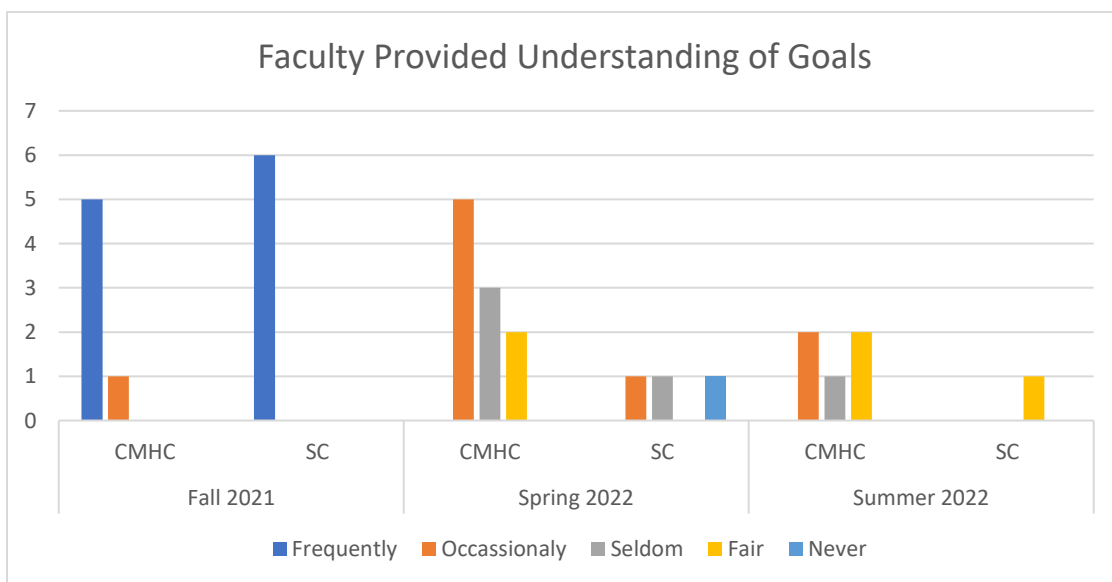
Chart 11 – Preparation for Career in Counseling



In the area of career preparation, most CMHC students rated their career preparation as *Good* in each semester. School Counseling program ratings varied from *Excellent* to *Good* and dropped to *Fair* in the Summer 2022 semester.

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

Chart 12 – Faculty Provided Understanding of Goals



In the Fall 2021 semester *frequently* was the highest response among school counseling and clinical mental health students when asked how often faculty provided a clear understanding of goals and requirements. In the Spring 2022 semester, ratings dropped to *occasionally*, *seldom*, and *fair* for both programs.

Plans After Graduation

Fall 2021	Spring 2022	Summer 2022
My plans after graduation will be to obtain employment in a nearby parish as a Professional School Counselor, as well as begin collecting hours toward my LPC licensure	work for Magnolia Family Services as a PLPC	Moving to Baton Rouge & working at The Maples
I am not sure of set plans yet. I would like to grow as a counselor where I am currently working, but if that is not an option, I plan to work at a counseling agency where I can grow and learn. I enjoy working with different demographics, but my favorite is adolescents. I plan to one day have my own agency in the future that aids clients in a full well-begin approach to help them in many facets of their lives. I also plan to be an advocate for the counseling and mental health field to continue working at removing the stigma that has surrounded this field in the past.	I will be working at Start Corporation in Functional Family Therapy-Child Welfare. I will be collecting PLPC hours.	pursue a career in telehealth
Continue working at Terrerbonne Parish School District with migrant and McKinney-Bento programs until a suitable position becomes available as a school counselor in this or a neighboring district.	pursuring career in counseling	Employed as a professional school counselor at Lakewood Elementary
Continue teaching, persue license @ Fairview Treatment Center	I will apply for my PLPC and work to get my LPC. I would like to get a job in an university counseling center.	to work towards obtaining an LPC license
Earn my LPC and eventually work towards a LPC-S with a focus on counseling theories	Get my PLPC and eventually LPC	apply for PLPC
I intend to teach throughout the remainder of the year, then try to land a counseling position for the beginning of the 2022-2023 school year	working in a high school	continue my current position at Fletcher & start private practice
Licensure	Make money and get licensed..Also start a successful small business	
Licensure, Doctoral Studies, Substance-Use Counseling	work & persue PLPC/LPC	
Working in a school in NOLA public schools as a guidance counselor.	I will teach until a school counseling position becomes available	
To find a job	I plan to continue working towards my licensure at Start Corporation as a MST therapist.	
Working	I will begin to obtain hours needed to become a LPC	
Purshing a position as a school counselor and applying for the plpc.	acquire license and work in the mental health field	

	pursue employment as a school counselor	
	get a job. Sorry, I'm nervous	

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

Fall 2021	Spring 2022	Summer 2022
I think it would be better if I followed a specific order. I think this is what is being worked towards not but was not my experience as I was taking entry level classes in my last semesters.	The program lacked clear communication of goals and requirements. Professors were often crass and I did not feel comfortable asking for clarification.	better practicum sites
I enjoyed the content of the program and have learned so much. I hope that I am able to apply skills learned with ease and confidence.	Major improvements need to be made. There needs to be clear set rules that are easy to follow.	
Difficult for working parents to attend 03:00PM classes	Scheduling needs to be addressed	
More structured classes; COVID has hurt interactions in person.		