Nicholls State University

PROGRAM OUTCOMES REPORT
CACREP VITAL STATISTICS DATA
2022-2023 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 2022, Spring 2023, and Summer 2023 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	76	16	100%	88%	100%	72
School Counseling	38	12	83%	100%	100%	24

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	1
Asian	N/A	N/A	N/A	N/A
Black	N/A	11	N/A	5
Hawaiian Native or Pacific Islander	N/A	N/A	N/A	N/A
Hispanic	1	2	N/A	N/A
Two or More	2	2	N/A	N/A
Unknown/Other	3	8	1	4
White	9	35	5	22

Core Faculty

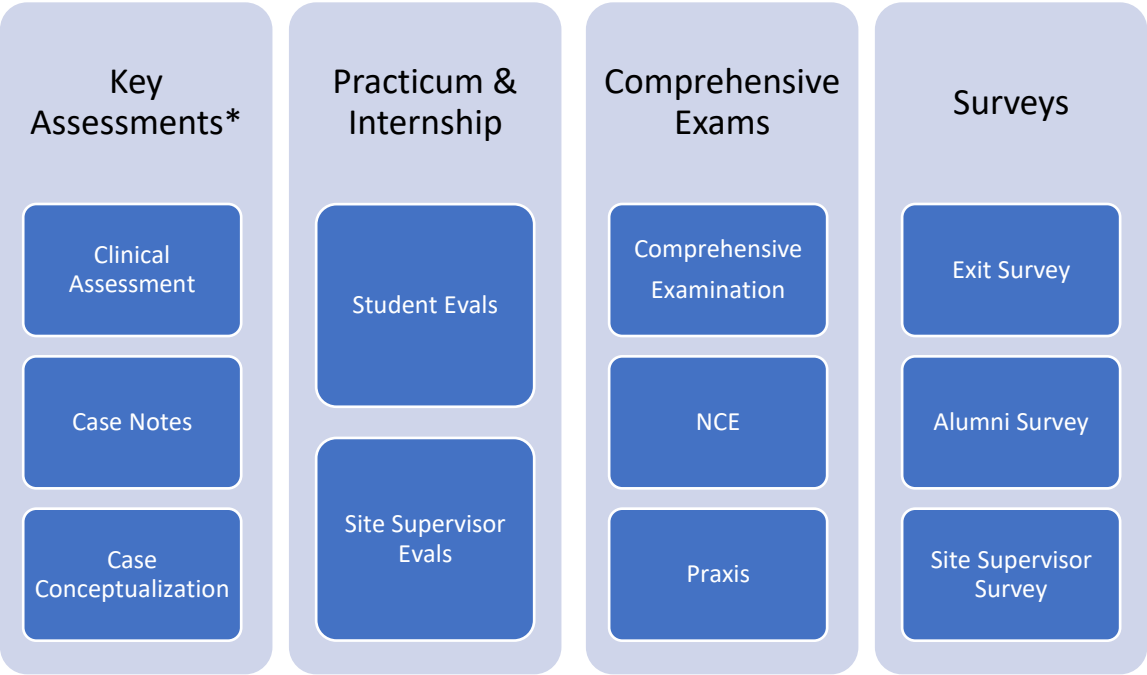
Core faculty for the Clinical Mental Health Counseling and School Counseling Program include:

- **Michelle de la Paz**, PhD, LPC-S, LMFT (Joined January 2023)
- **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. 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.

Table 3 – Program Enrollment

Semester	Clinical Mental Health & School Counseling Students	Full Time Equivalent Student to Faculty Ratio
Fall 2022	Part Time - 24 Full Time – 85 **Total - 109**	11:1
Spring 2023	Part Time – 22 Full Time – 80 **Total - 102**	12:1
Summer 2023	Part Time - 8 Full Time – 70 **Total – 78**	13:1

Program Objectives

Clinical Mental Health Program

- To develop and use the skills of counseling in a wide variety of settings and with a wide variety of diverse client populations.
- To develop an understanding of research skills and techniques and the ability to apply these skills in solving practical counseling problems.
- To conduct the practice of clinical mental health counseling in a manner consistent with the ethical standards of the field.
- To provide students with feedback on counseling skills and to facilitate a student's ability to apply and interpret this information so as to benefit themselves, their clients and those with whom they have interpersonal relationships.

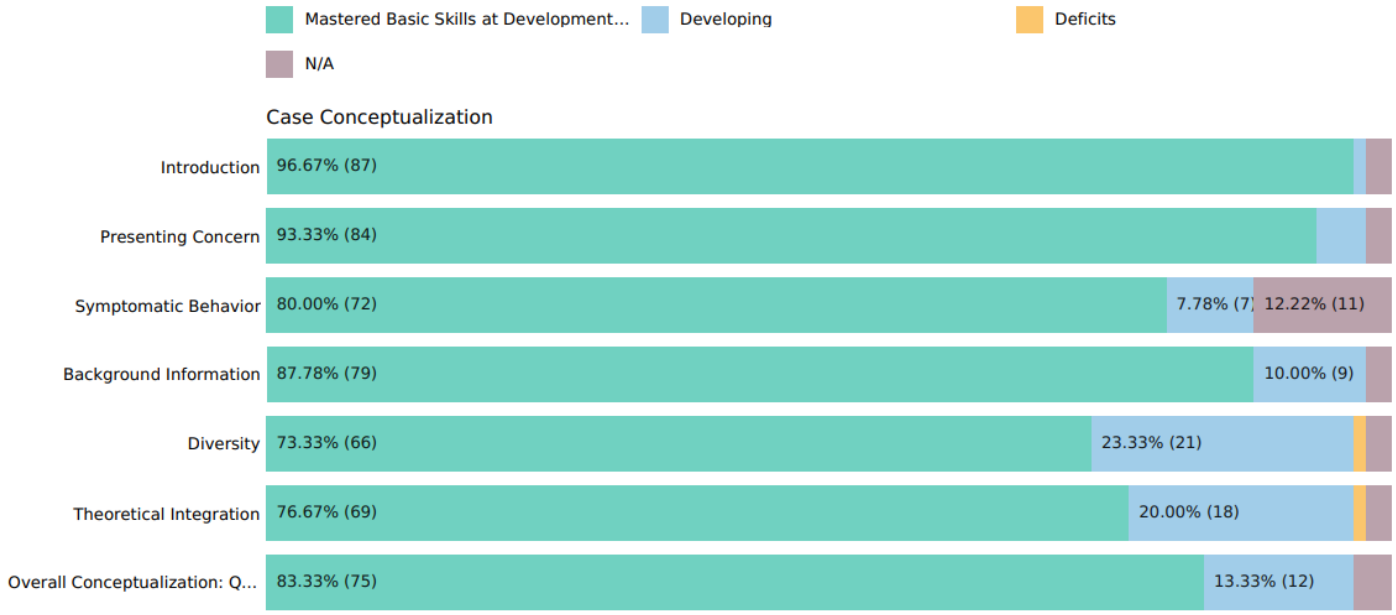
School Counseling Program

- Design, implement and lead a comprehensive developmental counseling program that addresses the academic, career, and personal and social development of all students.
- Provide effective counseling, guidance and consultation services in educational settings.
- Advocate for all students by implementing individual, group and school-wide interventions
- Coordinate and team with parents, teachers, administrators and other school personnel to facilitate the educational, career, and social development of students.
- Develop, articulate and advocate a clearly defined identity as a professional school counselor.
- Apply professional counseling ethical standards as well as federal and state law to ethical dilemmas encountered in the school setting.

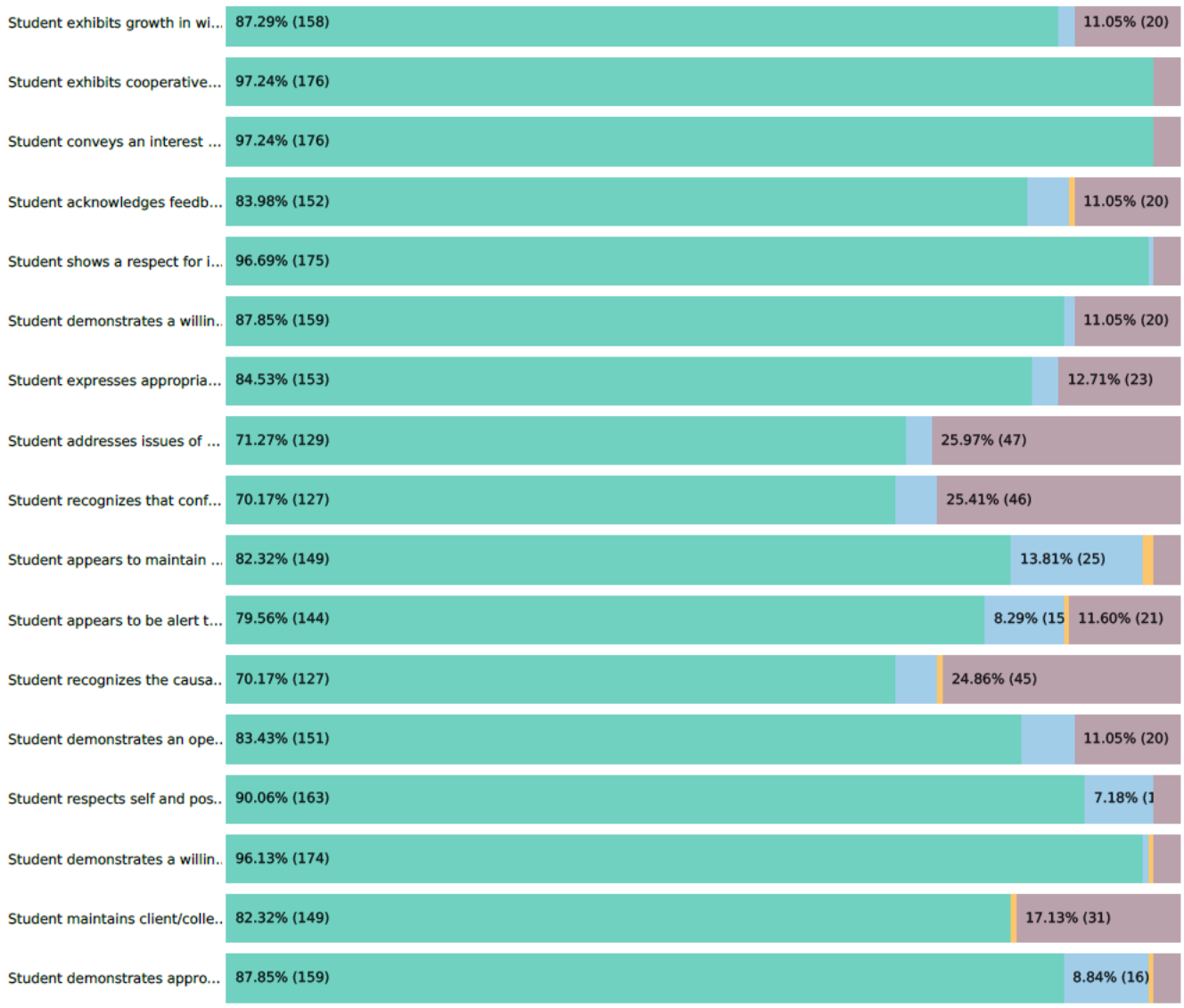
Program Outcomes Data

Key assessment data is used to measure student learning throughout the program. The charts below depict the outcomes for each key assessment from the Fall 2022, Spring 2023, and Summer 2023 semesters combined. Program goals require 80% or more ratings in the 'Mastered…' and 'Developing' categories. A legend is provided below to denote these categories.

Case Conceptualization - MET

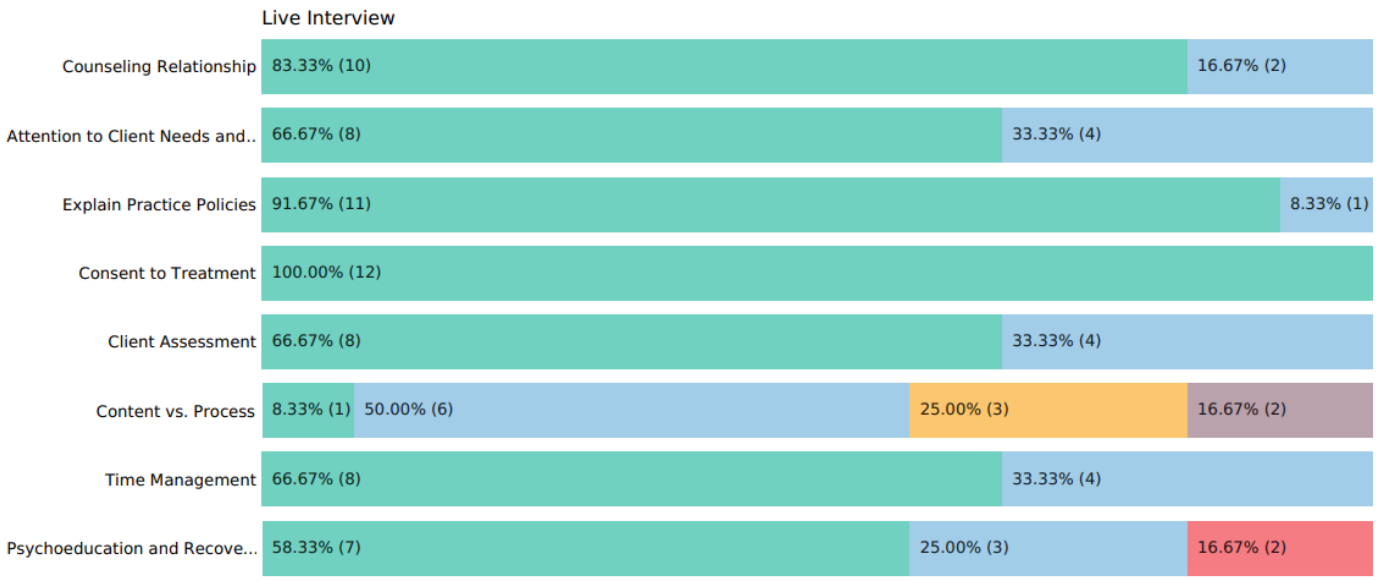


Professionalism - MET



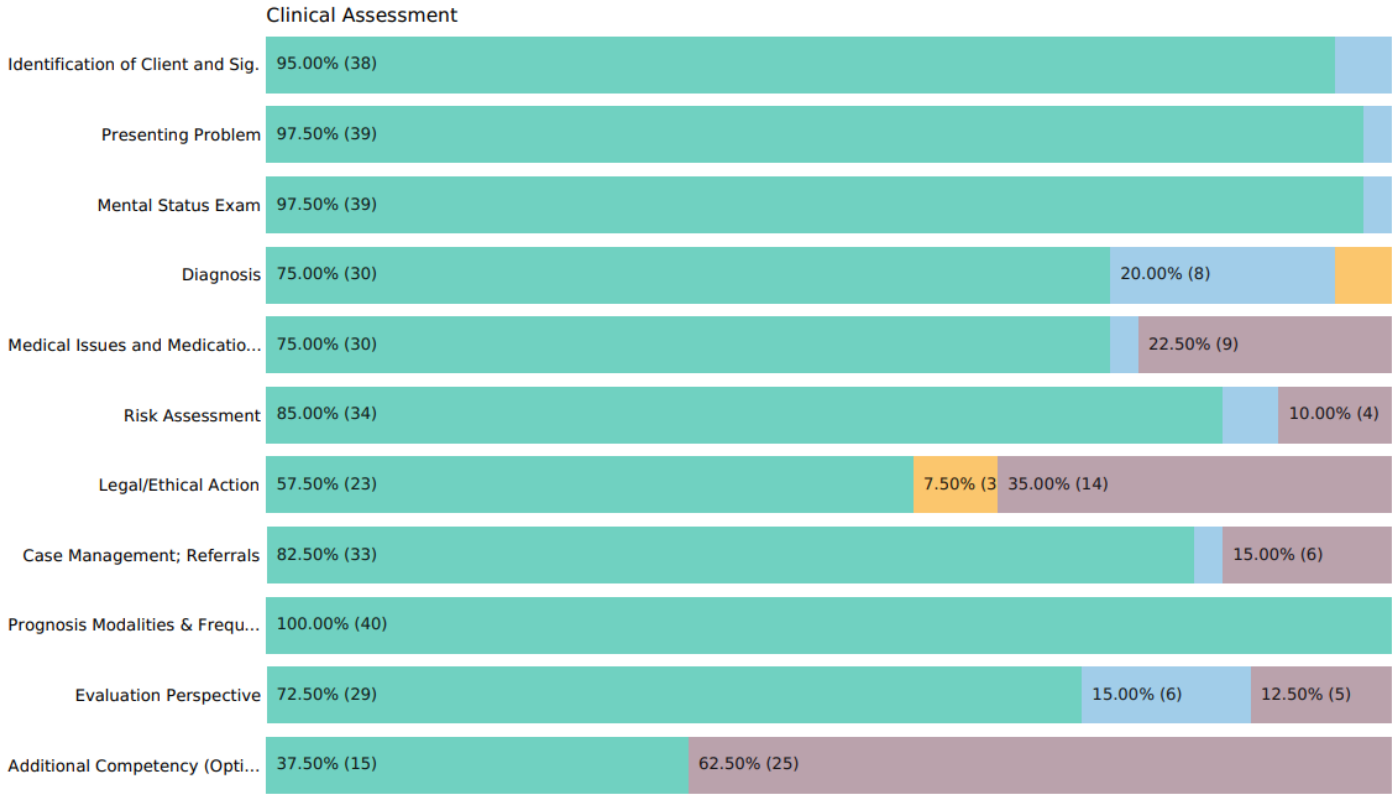
Progress Notes - MET

Live Interview - MET

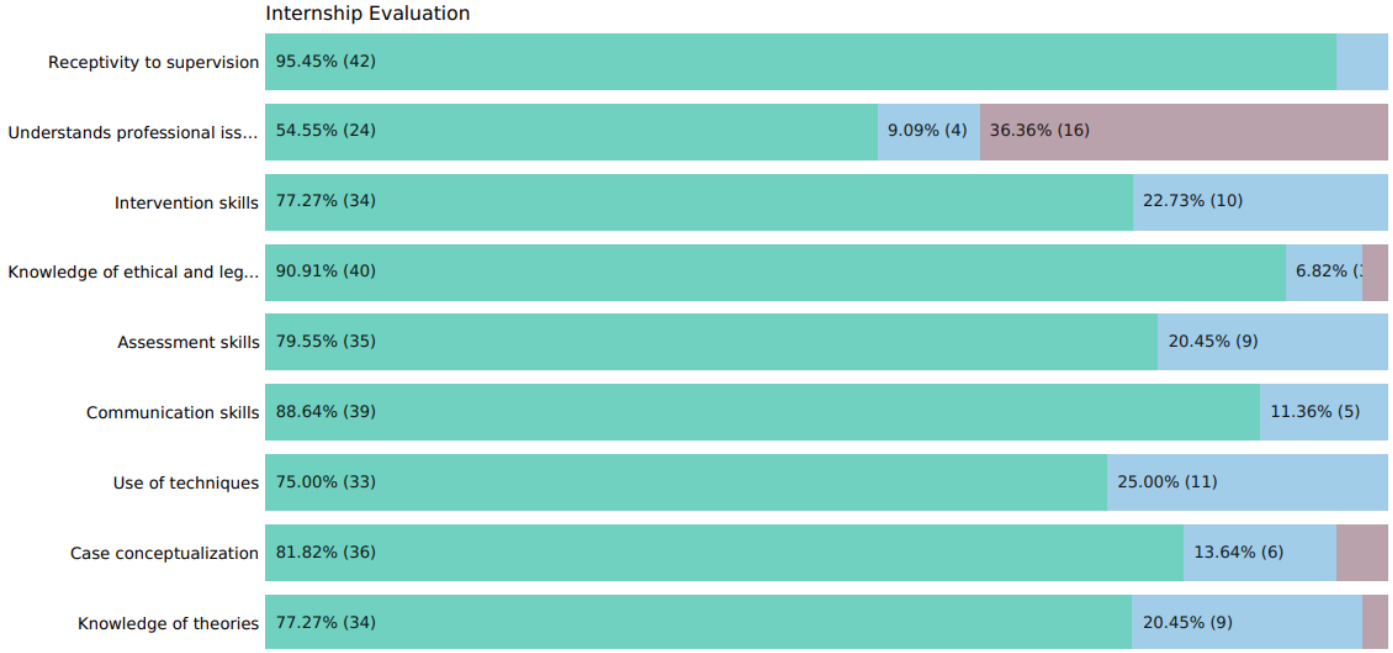


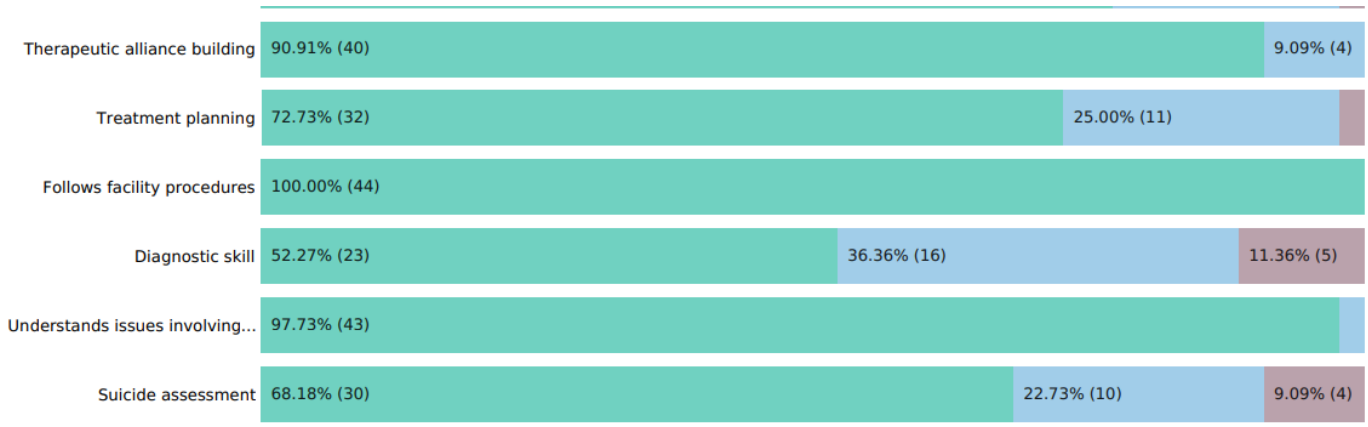
Treatment Plan - MET

Clinical Assessment - MET

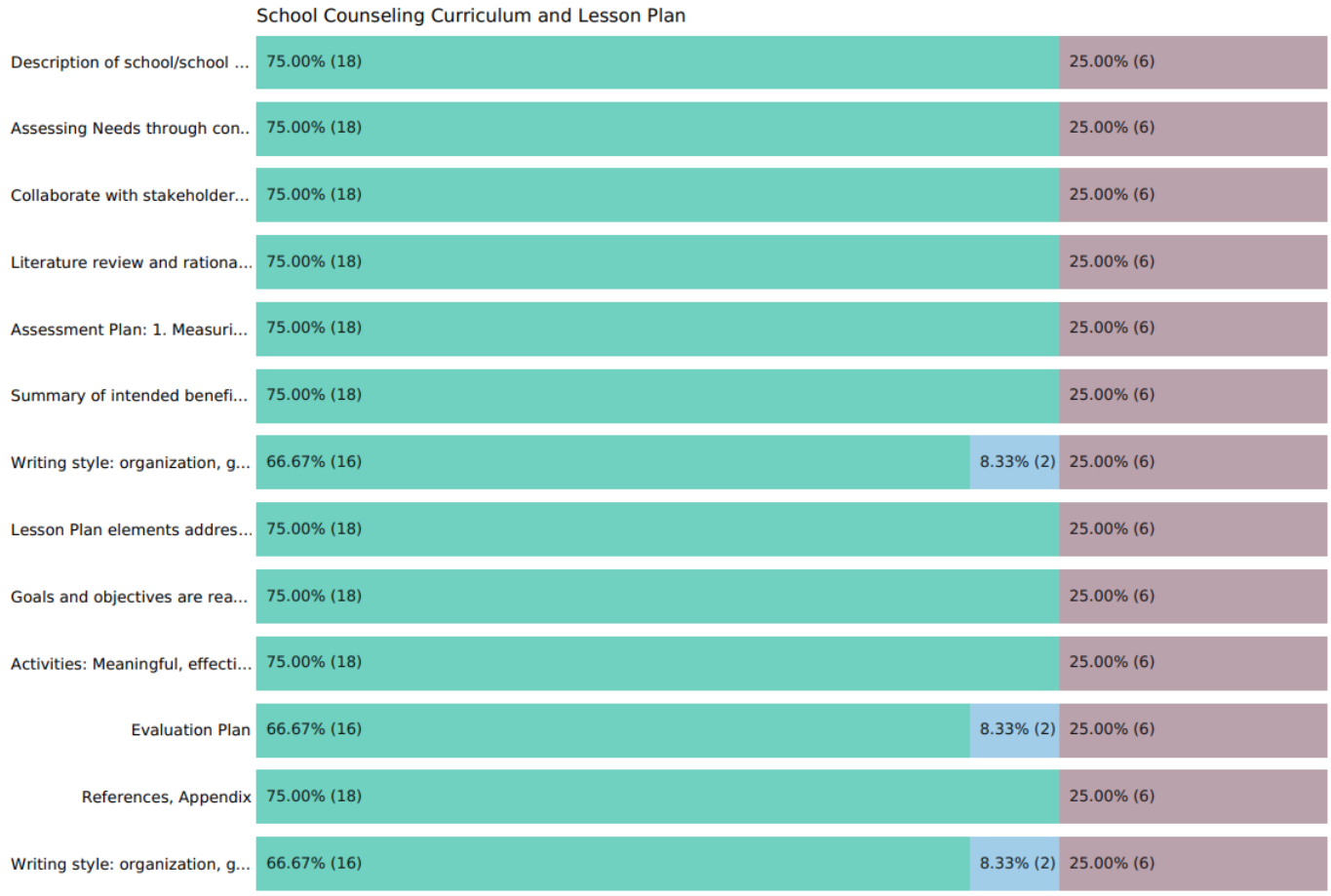


Internship Evaluation - MET

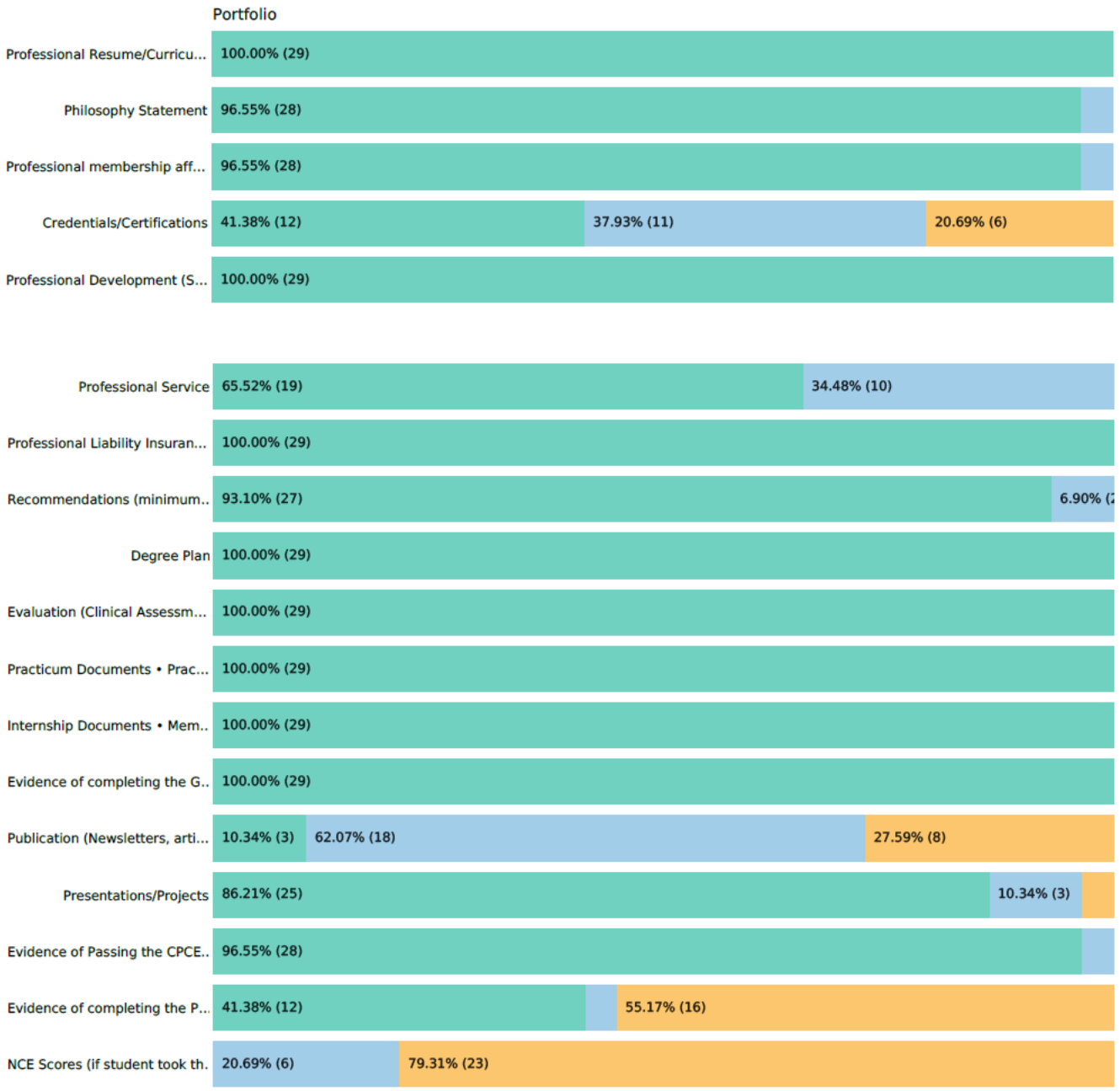




School Counseling Curriculum - MET



Portfolio Rating - MET



Comprehensive Examination Analysis

The Comprehensive Examination is administered to candidates of the MCMH and MESC degree during the final semester of the program. Candidates are tested on material from the 8 CACREP core areas and must earn a score of 70% or higher as a condition of graduation.

Table 4 illustrates the pass rate for each semester. The pass rate increased from 93% in the Fall 2022 semester to 100% in subsequent semesters.

Table 4 – Comprehensive Examination Data

Semester	# Candidates Tested	# Candidates Passed	Pass Rate	Overall Average
Fall 2022	15	14	93%	106.94

Spring 2023	10	10	100%	11.6
Summer 2023	4	4	100%	116.25

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 elect to take the National Counselor Examination (NCE) and share scores with Nicholls State University.

Table 5 shows the results of scores reported by semester and program. The highest pass rates are among CMHC candidates with a 100% pass rate for Fall 2022 and Spring 2023. The CMHC pass rate exceeded the national NCE pass rate by 21%.

Table 5 – NCE Data

Program	Semester	Students Taking NCE	Students Passed NCE	Nicholls Total Pass Rate	National NCE Pass Rate
CMHC	Fall 2022	5	5	100%	79%
SC	Fall 2022	3	2	67%	79%
CMHC	Spring 2023	5	5	100%	81%
SC	Spring 2023	3	2	67%	81%

Praxis

In addition to the Comprehensive Examination, candidates in the School Counseling program must attempt the Praxis exam as a condition of graduation. Table 6 illustrates the Fall 2022 and Spring 2023 results. There were no school counseling graduates for the Summer 2023 semester.

Table 6 – Praxis Results

Semester	# Candidates Tested	# Candidates Passed	Pass Rate
Fall 2022	8	7	88%
Spring 2023	4	3	75%
Summer 2023	N/A	N/A	N/A

Exit Survey

The Graduate Exit Survey is administered to CMHC 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 collect demographic information and to assess the student's experience in the program. Survey data was collected via an anonymous Qualtrics survey disseminated by the test proctor before the comprehensive examination.

Chart 1 – Type of Counseling Responses reflect student satisfaction with their ability to conduct individual, group, and family counseling.

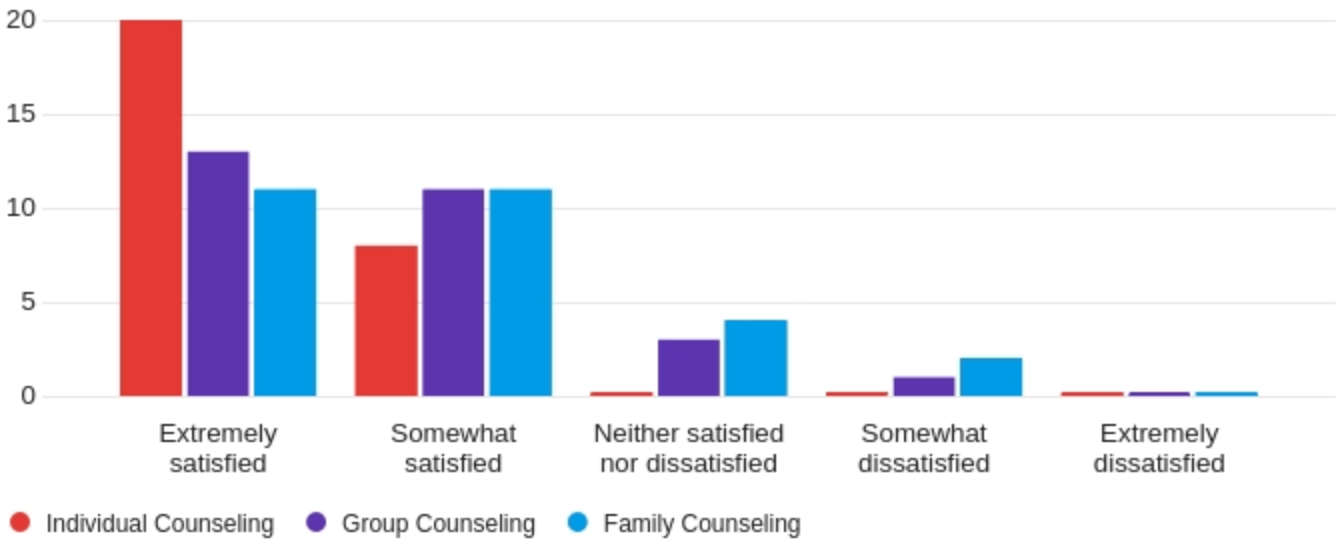


Table 7 – Confidence in Counseling Skills Responses reflect student confidence in their ability perform specific counseling skills.

Counseling Skill	Completely Confident	Fairly Confident	Somewhat Confident	Slightly Confident	Not At All Confident
Use of Assessments/Evaluations	4	12	9	3	
Applying Counseling Interventions	16	9	3		
Developing Treatment/Intervention Plans	14	10	4		
Writing Progress/Case Notes	18	8	2		
Collaborating with Colleagues	19	6	2		
Collaborating with Clients' Support Systems	17	7	4		
Seeking Assistance from Supervisors	21	6	1		
Seeking Professional Development Opportunities	20	7	1		
Using Evidence (Research) & Informed Practice	10	12	6		
Working with Clients' Belief Systems	20	6	2		
Abiding by Ethical & Legal Standards	21	6	1		

Chart 2 – Awareness/Disposition Self-Assessment Responses reflect a student self-assessment of awareness/disposition.

Table 8 – Comfort Participating/Expressing Opinions Responses reflect the student's degree of comfortability in CACREP's 8 core areas.

Core Area	Extremely comfortable	Somewhat comfortable	Neither comfortable nor uncomfortable	Somewhat uncomfortable	Extremely uncomfortable
Human Growth & Development	15	11	1	1	
Counseling & Helping Relationships	21	5	2		
Social & Cultural Diversity	18	8	2		
Group Counseling & Group Work	14	10	2	2	
Career Development	15	9	4		
Professional Counseling Orientation & Ethical Practice	19	8	1		
Research & Program Evaluation	11	11	4	2	
Assessment & Testing	11	11	4	2	

Table 9 – Satisfaction with Course Quality Responses reflect student satisfaction with course quality.

Course	Excellent	Good	Average	Poor	Very Poor
COUN 500. Basic Facilitative Skills	23	3	2		
COUN 501. Introduction to School Counseling	11	9	3		
COUN 502. Introduction to Clinical Mental Health Counseling	15	9	4		

COUN 504. Adult & Child Psychopathology and Diagnosis	13	10	5		
COUN 505. Analysis of the Individual	11	10	6	1	
COUN 509. Clinical Sexuality for Mental Health Professionals	10	12	4		1
COUN 510. Theory and Procedures in Group Counseling	10	9	4	4	1
COUN 511. Theories of Counseling & Psychotherapy	11	9	4	3	1
COUN 512. Cognitive-Behavior Therapy & Applications	12	11	4		1
COUN 513. Applied Psychopharmacology for Mental Health Counselors	9	9	5		1
COUN 519. Advanced Lifespan Developmental Psychology	14	7	6		1
COUN 520. Introduction to Counseling Practicum	16	6	5	1	
COUN 521. Counseling Practicum	16	6	5	1	
COUN 522. Interventions for Diverse Needs	14	7	3	1	
COUN 523. School Counseling Practicum	12	6	4		1
PSYC 523. Crisis Prevention & Intervention	16	7	5		
COUN 526. Introduction to Marriage & Family Therapy	12	11	3	2	
COUN 527. Career & Lifestyle Development	14	7	6	1	
COUN 530. Counseling Strategies with Children & Adolescents	13	7	4	1	1
COUN 534. School Counseling Internship I	13	5	4		
COUN 535, School Counseling Internship II	14	4	3	1	
COUN 537. Substance Abuse Counseling	12	8	5		
COUN 538. Theory & Practice of Play Therapy in Counseling	13	5	4		
COUN 541. Cross Cultural Counseling	10	8	7	1	
COUN 545. Counseling Internship I	16	6	4		
COUN 546. Counseling Internship II	15	7	4		
COUN 549. Professional Issues & Ethics in Counseling	14	8	5		
COUN 550. Special Topics in Counseling	11	8	2		
COUN 551. Applied Theories	13	10	5		
COUN 595. Master's School Counseling Comprehensive Portfolio	12	6	5	1	
COUN 596. Master's in Clinical Mental Health Counseling Comprehensive Portfolio	12	5	6		1

When asked to describe how prepared students felt by core faculty, responses varied from ‘very well’ to ‘not very prepared’. Students expressed concerns about faculty turnover, lack of structure, disorganization, and a greater focus on clinical mental health than school counseling. Students reported that they benefited from courses designed around experiential learning and supportive professors.

Students identified program strengths in a number of similar areas. Supportive faculty, the quality of the internship experience, and the hybrid structure of courses.

Program areas for improvement included lack of organization, faculty turnover, interest in more school counseling courses.

Alumni Survey

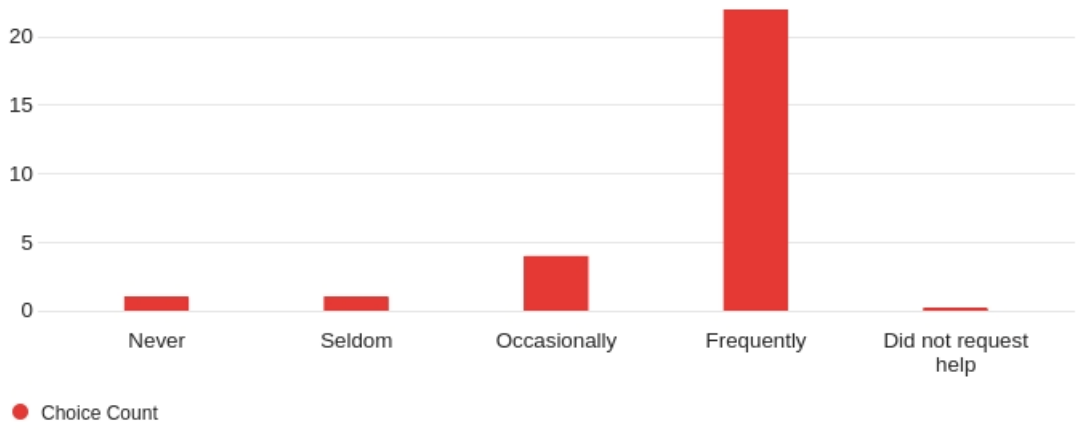
The Alumni Survey is disseminated to all Nicholls State University graduates to obtain feedback about the graduate experience and graduate outcomes. Survey data was collected via a known survey disseminated by the test proctor before the comprehensive examination.

Survey results are reflected below:

Plans after graduation - All respondents expressed an interest in working in the field of counseling. Respondents planned to remain at their internship sites, start a doctoral program, and/or prepare for licensure.

Professor availability to students outside of class - Of 28 responses, 22 reported that professors were frequently available outside of class as depicted in Chart 3 below.

Chart 3



Preparation for Career – Of 28 responses, 5 respondents rated the program as excellent in preparing the student for a career in the field. Sixteen respondents rated the program as good as depicted in Chart 4 below.

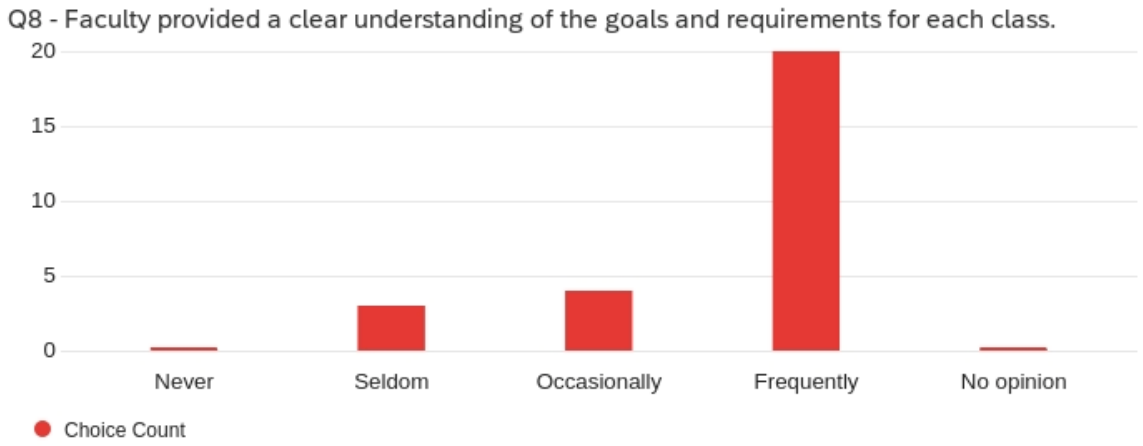
Chart 4

Overall Program Quality – Of 28 responses, 5 respondents rated the program as excellent. Thirteen respondents rated the program as good as depicted in Chart 5 below.

Chart 5

Understanding of Goals & Requirements – Of 28 responses, 20 respondents rated frequently and 4 responded occasionally. See Chart 6 below.

Chart 6



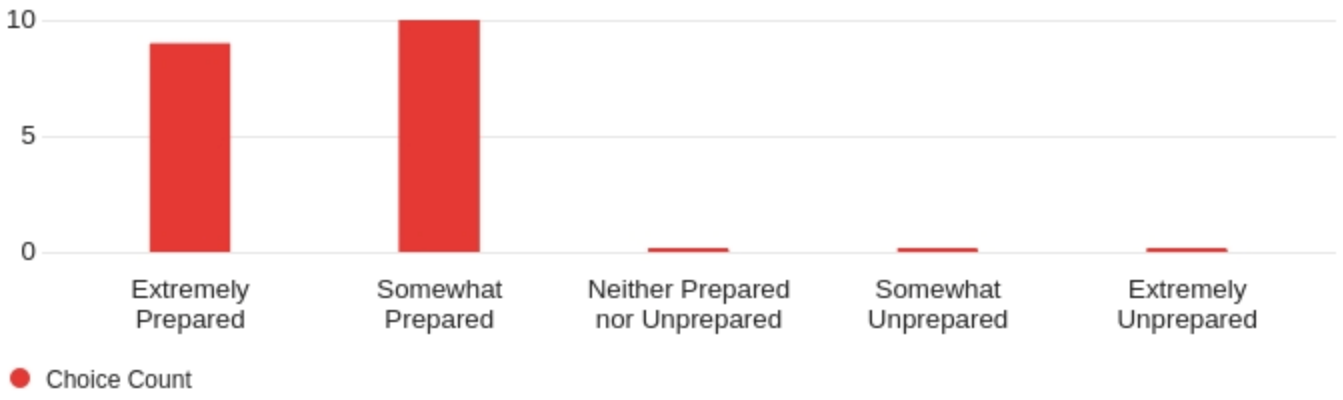
Additional Comments/Suggestions – In summary, students expressed a desire for more structure, consistent and frequent information about the comprehensive examination and portfolio, and an interest in more classes specific to school counselors.

Site Supervisor Survey

The Site Supervisor Survey is disseminated to practicum and internship site supervisors for the Clinical Mental Health and School Counseling programs. The survey is used to gather demographic information and measure site supervisor perception of program effectiveness. Site supervisors received an email invitation to complete the survey in Qualtrics anonymously. A total of 17 responses were received. Results are reflected below.

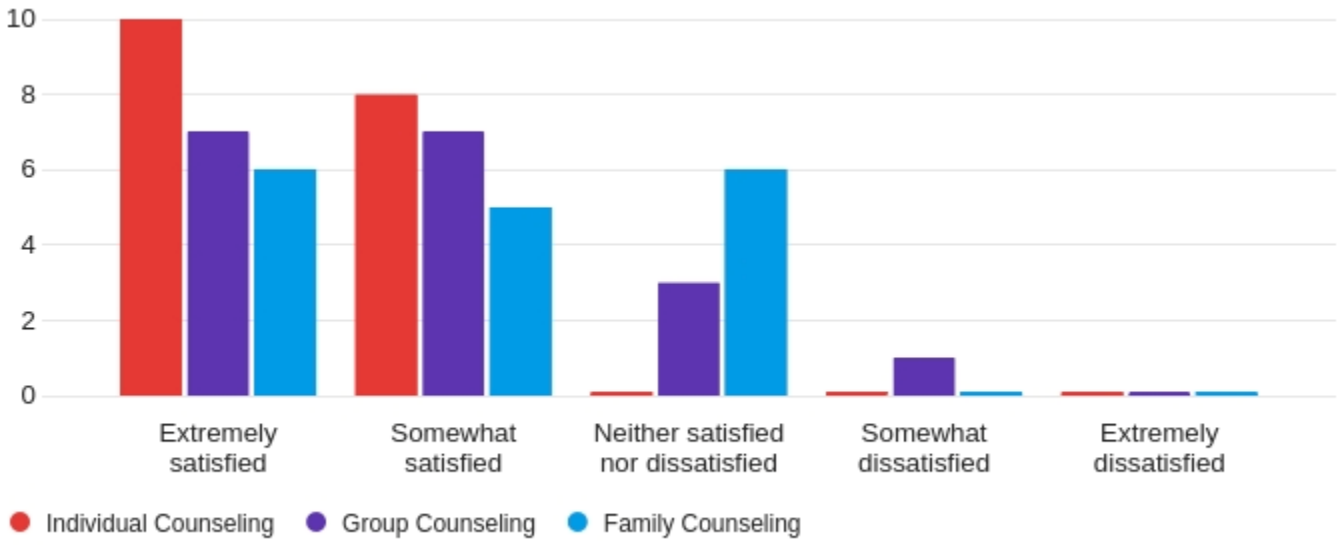
Nicholls State University Student Preparation – Site supervisors rated NSU student preparation compared to other counseling programs. Fifty-two percent of respondents rated students as 'somewhat prepared' and 47% 'extremely prepared' as reflected in Chart 7 below.

Chart 7



Site Supervisor Satisfaction with Graduate Ability – Site supervisors rated level of satisfaction with student ability in individual, group, and family counseling. Across all three measures individual counseling rated higher than group and family counseling as reflected in Chart 8 below. Fifty-six percent of respondents were 'extremely satisfied' with student's individual counseling skills and 39% were 'somewhat satisfied'.

Chart 8



Site Supervisor Satisfaction with Specific Skill Areas – Site supervisors rated level of satisfaction with specific counseling skill areas. Students were rated highest 'extremely satisfied' in 'seeking assistance from supervisors' and abiding by ethical and legal standards'.

Table 10

Skill Areas	Extremely satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Extremely dissatisfied
Use of Assessments/Evaluations	6	8	4		
Applying Counseling Interventions	10	8			

Developing Treatment/Intervention Plans	6	6	5	1	
Writing Progress/Case Notes	8	8	2		
Collaborating with Colleagues	13	5			
Collaborating with Clients' Support Systems	10	4	3	1	
Seeking Assistance from Supervisors	15	3			
Seeking Professional Development Opportunities	9	5	4		
Using Evidence (Research) and Informed Practice	9	3	5	1	
Working with Clients' Belief Systems	12	5	1		
Abiding by Ethical and Legal Standards	15	1	1	1	

Site Supervisor Satisfaction with 8 Core Areas – Site supervisors rated level of satisfaction with student knowledge in CACREP's 8 core areas. Results are reflected in Table 11 below.

Table 11

Core Area	Extremely satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Extremely dissatisfied
Human Growth and Development	7	10	1		
Counseling and Helping Relationships	12	6			
Social and Cultural Diversity	12	4	2		
Group Counseling and Group Work	9	4	4	1	
Career Development	10	6	2		
Professional Counseling Orientation and Ethical Practice	14	2	2		
Research and Program Evaluation	9	6	3		
Assessment and Testing	8	6	4		

Site Supervisor Satisfaction with Awareness and Disposition– Site supervisors rated level of satisfaction with student awareness and disposition. Results are reflected in Table 12 below.

Table 12

Awareness/Disposition Areas	Extremely satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Extremely dissatisfied
Appreciate Individual Differences	12	3	1		
Recognize the Importance of Client Advocacy and Serving as a Change Agent	10	7			
Use Supervision Effectively	15	2			
Commitment to Professional Growth and Development	12	3	2		
Value Engaging Clients' Support System	10	4	2	1	
Recognize the Importance of Supervision and Case Consultation	15	2			
Appreciate Learning and Cultural Differences	12	5			
Recognize the Importance of Self-awareness/Reflection	13	4			
Value the Integration of Culture, Race, Sexual Orientation, Gender, Abilities/Disabilities/, Socioeconomic Status, and Spirituality into Counseling	12	3	2		

Respondents were also asked to describe the strengths of the Nicholls State University Counseling Program. Overall, site supervisors commented on student's broad knowledgebase of theories and interventions and appreciated that students are receptive to feedback. Recommended areas for improvements included: improving documentation skills, understanding how to apply ethical standards as a school counselor versus a clinical mental health counselor, understanding of mandated reporting responsibilities, and understanding of other aspects of counseling besides private practice.

Recommended Program Improvements

- The Advisory Committee Recommendations:
  - Offer continuing education opportunities for PLPCs and LPCs in the local community to build and strengthen relationships with potential site supervisors and employers.
  - Increase clinical mental health representation on the committee. Currently, the committee consists of 5 members (2 clinical mental health counselors, 3 school counselors).
  - Gather program specific student feedback to delineate between school counseling and clinical mental health student recommendations.
- Program faculty Program Improvements:
  - Incorporate more school counseling specific assignments in core courses.
  - Increase efforts to recruit and retain diverse students by working with affinity groups on campus and creating opportunities for further support and mentorship.
  - Evaluate the summer ratio calculation to assess the rationale and efficacy of the calculation.