



PROGRAM OUTCOMES REPORT CACREP VITAL STATISTICS DATA 2023-2024 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 2023, Spring 2024, and Summer 2024 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	74	21	100%	86%	10%	77
School Counseling	24	12	42%	100%	92%	16

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	N/A	2	N/A	1
Asian	N/A	N/A	N/A	N/A
Black	N/A	12	N/A	3
Hawaiian Native or Pacific Islander	N/A	N/A	N/A	N/A
Hispanic	1	2	N/A	N/A
Two or More	3	1	N/A	N/A
Unknown/Other	4	8	1	2

White	7	34	2	15
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Core Faculty

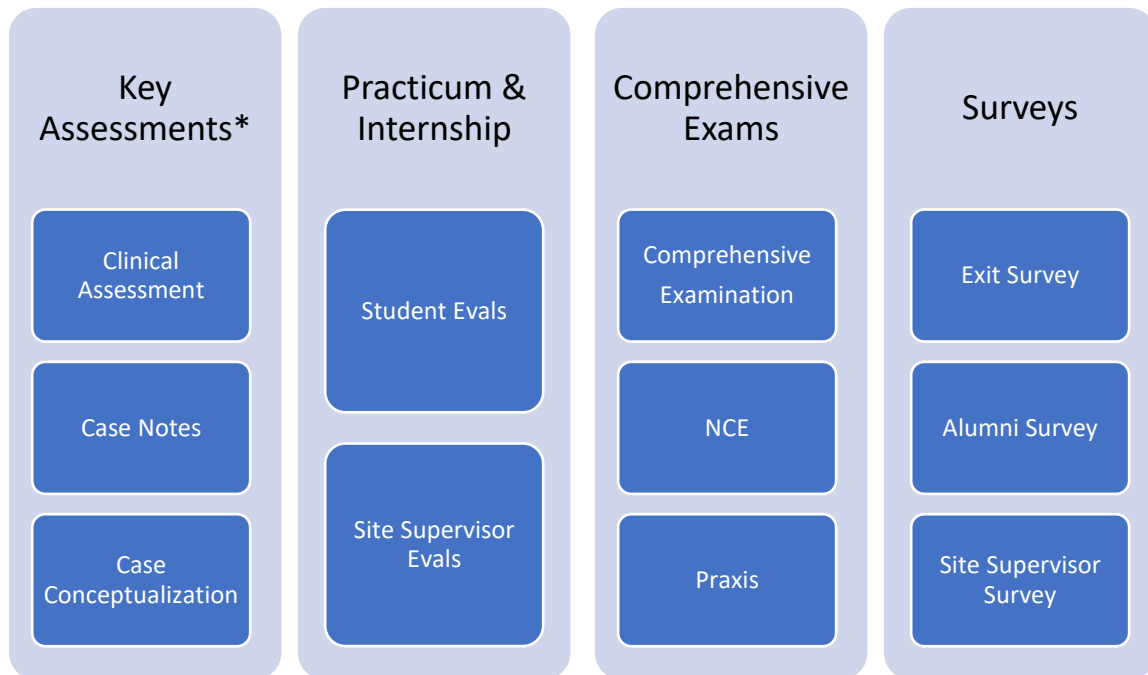
Core faculty for the Clinical Mental Health Counseling and School Counseling Program include:

- **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 2023	Part Time - 22 Full Time – 74 Total - 109	11:1
Spring 2024	Part Time – 27 Full Time – 70 Total - 102	11:1
Summer 2024	Part Time - 9 Full Time – 51 Total – 60	9:1

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 2023, Spring 2024, and Summer 2024 semesters combined. Program goals require 80% or more ratings in the ‘Mastered...’ and ‘Developing’ categories. A legend is provided below to denote these categories.

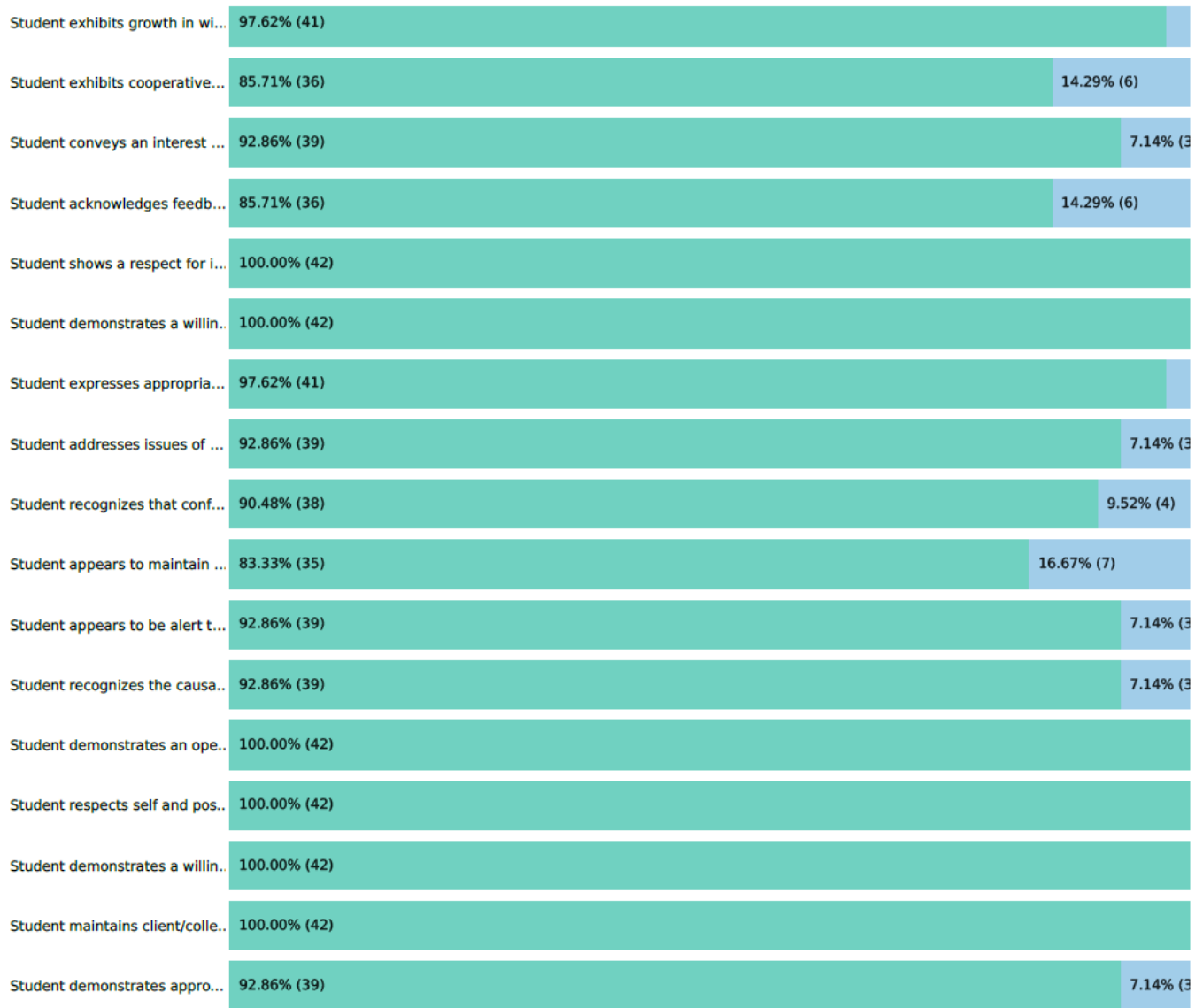


Case Conceptualization - MET

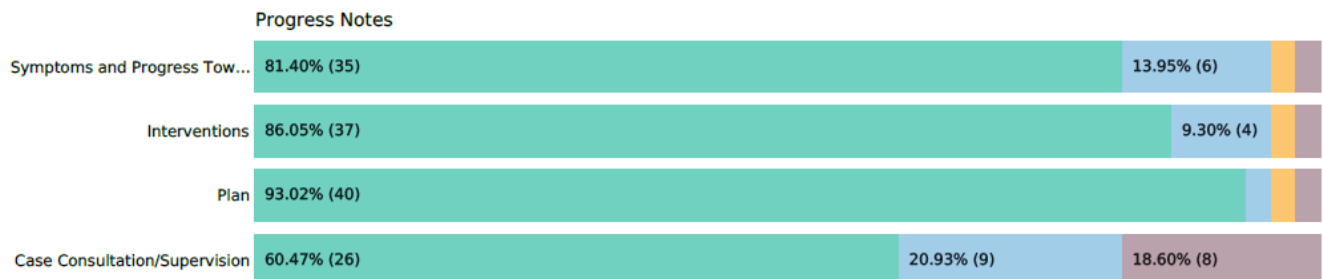


Professionalism - MET





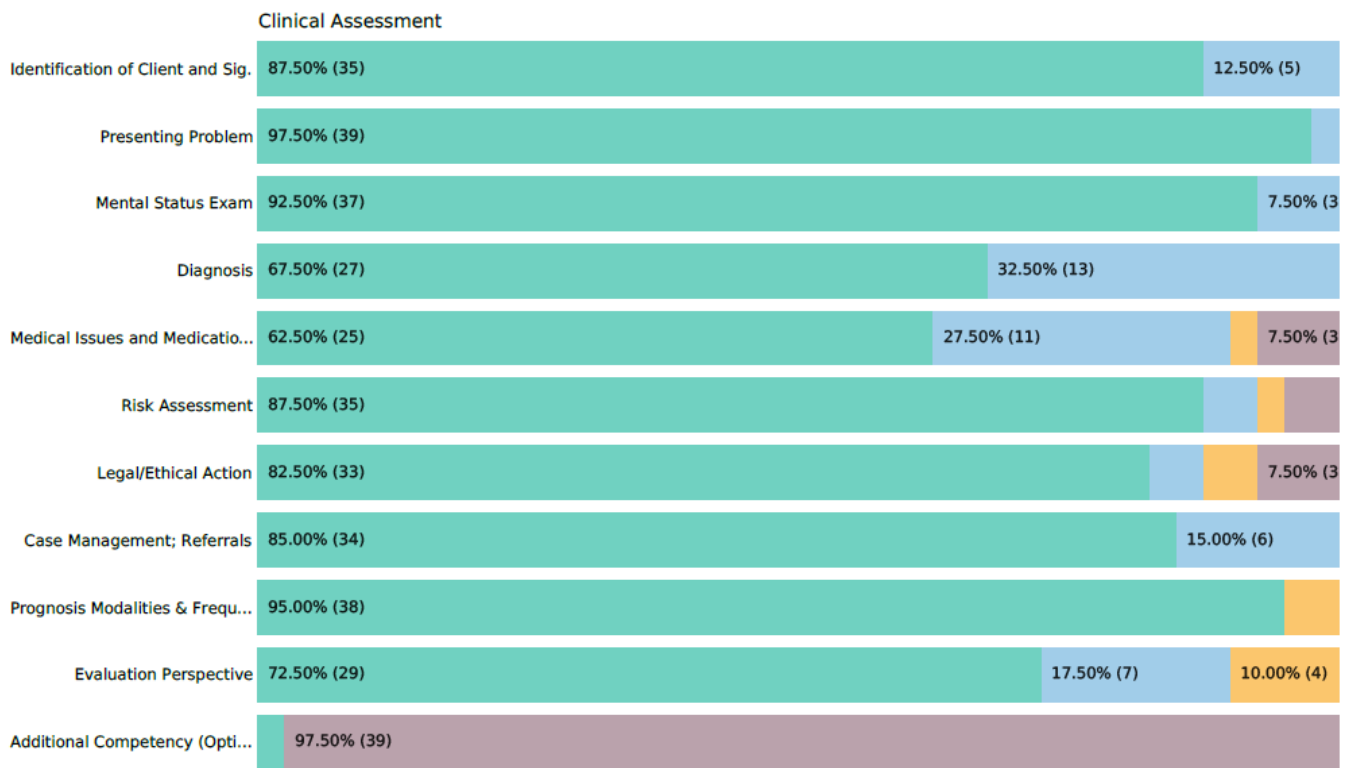
Progress Notes - MET



Treatment Plan - MET

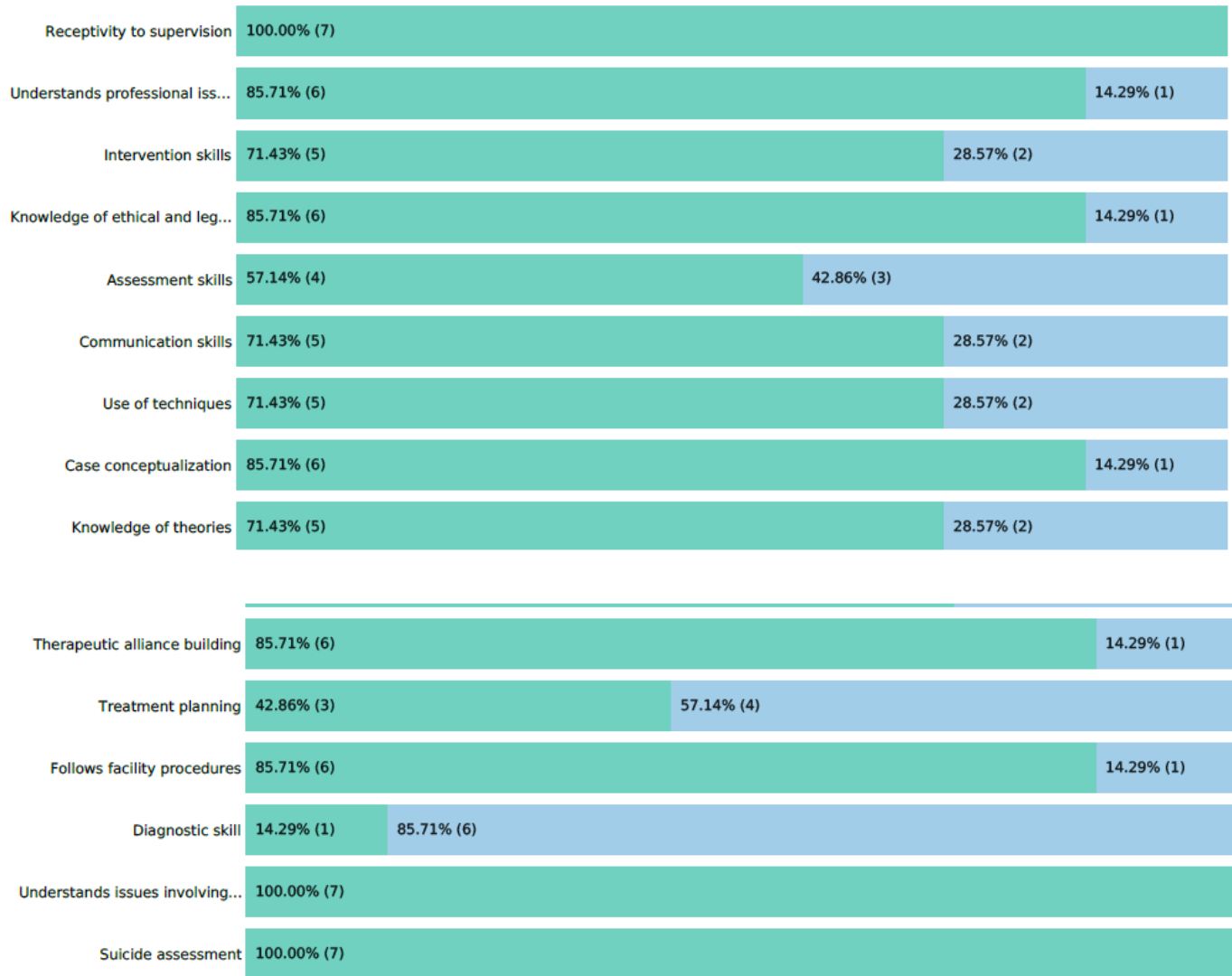


Clinical Assessment - MET



Internship Evaluation - MET

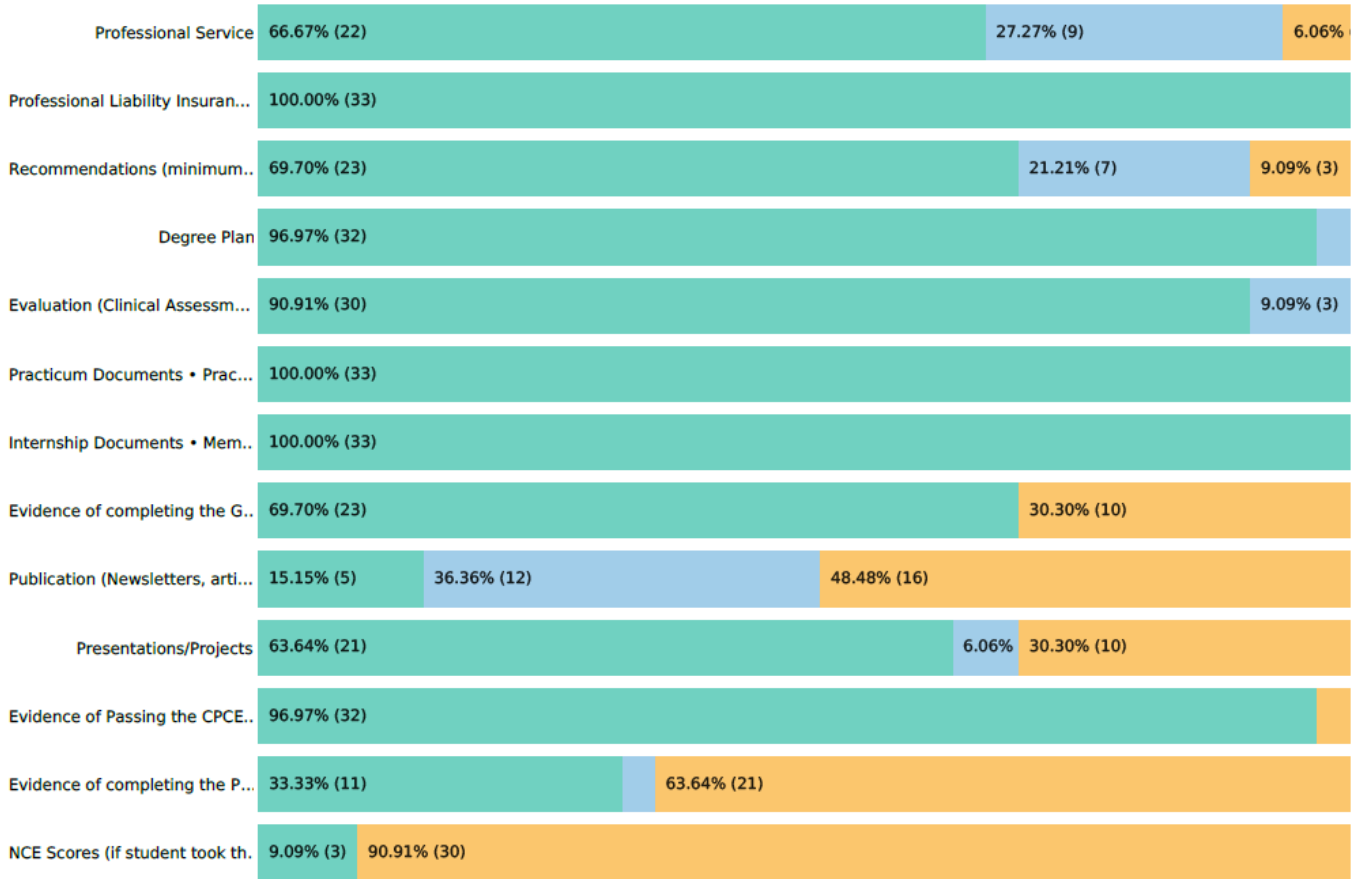
Internship Evaluation



Portfolio Rating - MET

Portfolio Rating





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 is 100% for all semesters.

Table 4 – Comprehensive Examination Data

Semester	# Candidates Tested	# Candidates Passed	Pass Rate	Overall Average
Fall 2023	9	9	100%	118.88
Spring 2024	15	15	100%	111.93
Summer 2024	9	9	100%	117.88

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. One hundred percent of students that took the NCE passed. The CMHC pass rate exceeded the national NCE pass rate by 8 to 9%.

Table 5 – NCE Data

Program	Semester	Students Taking NCE	Students Passed NCE	Nicholls Total Pass Rate	National NCE Pass Rate
CMHC	Fall 2023	2	2	100%	91%
SC	Fall 2023	-	-	-	-
CMHC	Spring 2024	2	2	100%	92%
SC	Spring 2024	1	1	100%	92%

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 2023	4	3	75%
Spring 2024	8	2	25%
Summer 2024	N/A	N/A	N/A

Practicum Survey Results

The Practicum Student Evaluation are used to provide a comprehensive assessment of the intern's performance, growth, and skill development throughout their practicum experience. This evaluation aims to offer constructive feedback that supports the intern's professional development, highlights areas of strength, and identifies opportunities for further improvement.

Evaluations are conducted at the end of the semester via a Qualtrics link, which is emailed directly to site supervisors. Site supervisors are encouraged to review the evaluation results with the student intern to support their ongoing development.

Site supervisors used the rating system below to evaluate the student's ability:

NA = Unable to measure with given data (do not use to indicate deficit)

1 = Deficits: Significant remediation needed; deficits in knowledge/skills

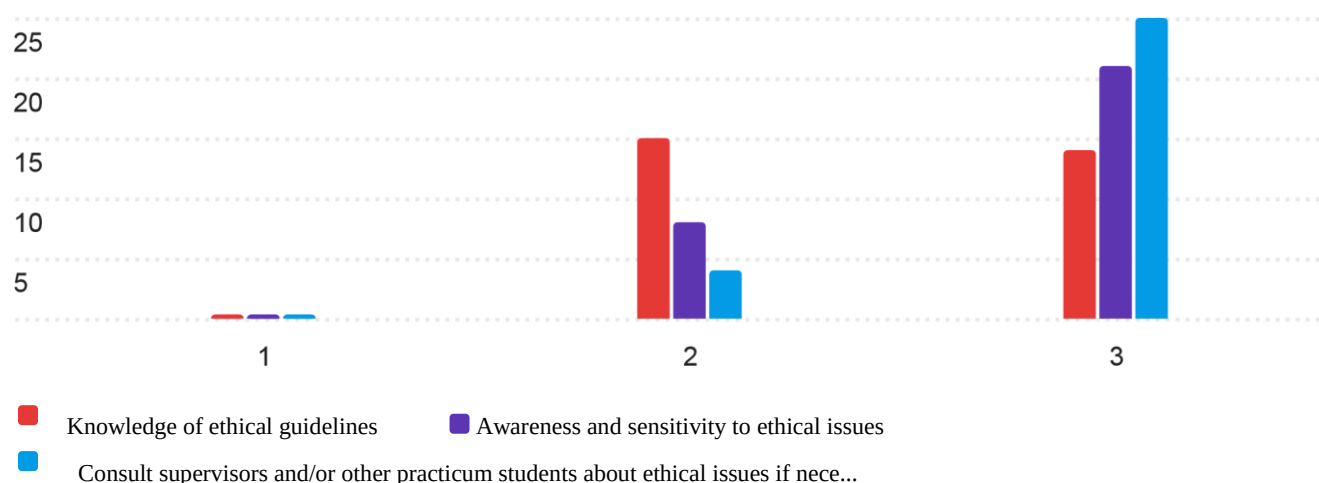
2 = Developing: Minor conceptual errors; in process of developing

3 = Mastered Basic Skills at Developmental Level: Understanding of concepts/skills evident

1. Professional Behavior Responses reflect professional behavior at the practicum site.

Field	1	2	3
Arrive on time consistently	0	5	24
Inform supervisor and make arrangements for absences	0	3	26
Reliably complete requested or assigned tasks on time	0	4	24
Responsive to norms about clothing language etc. on site	0	1	28
Exhibit the behaviors and attitudes of a competent and professional behavior	0	7	22

2. Ethical Awareness Responses reflect intern ethical awareness and conduct.



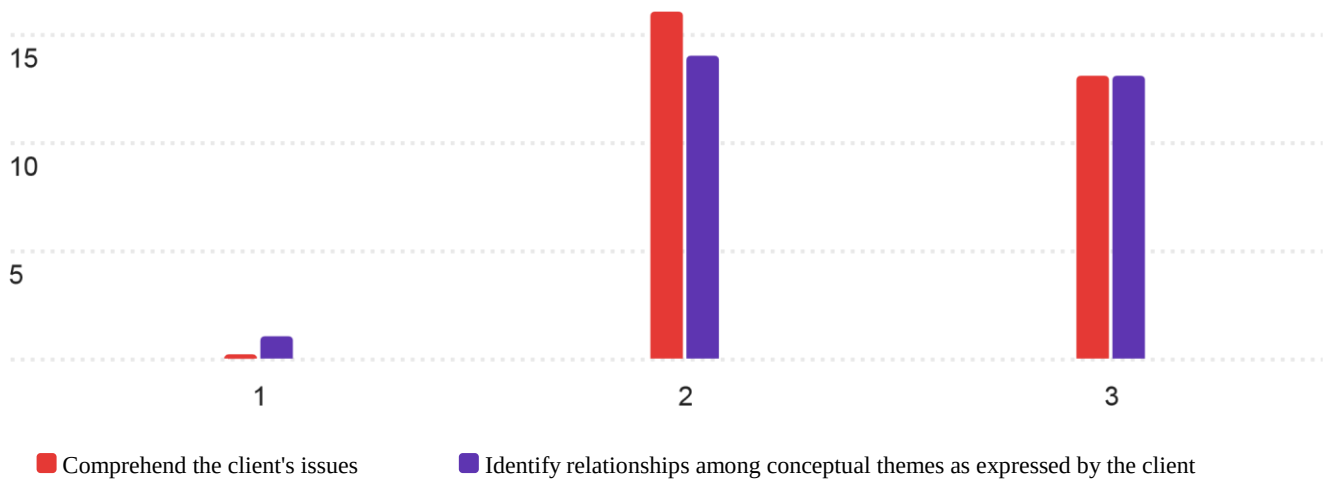
3. Supervision Responses reflect intern performance related to supervision.

Field	1	2	3
Actively seek supervision on a weekly basis	0	2	27
Receptive to feedback and suggestions from supervisors	0	3	26
Successfully implement suggestions from supervisors	0	8	21
Willing to explore personal strengths and weaknesses	0	5	24

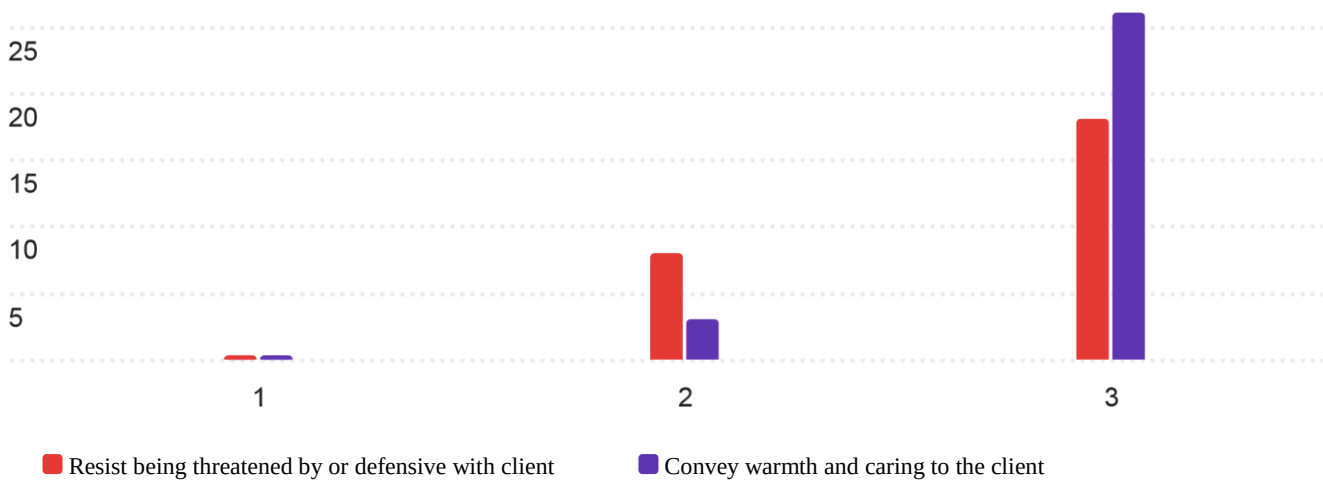
4. Process Skills Responses reflect intern performance related to the appropriateness of process skills with clients.

Field	1	2	3
Build rapport and respect with clients	0	8	21
Keep control of the therapy session	0	17	12
Respond to important developments in the session	0	13	16
Is sensitive and responsive to client's needs	0	6	23
Convey competence to the client	0	7	21

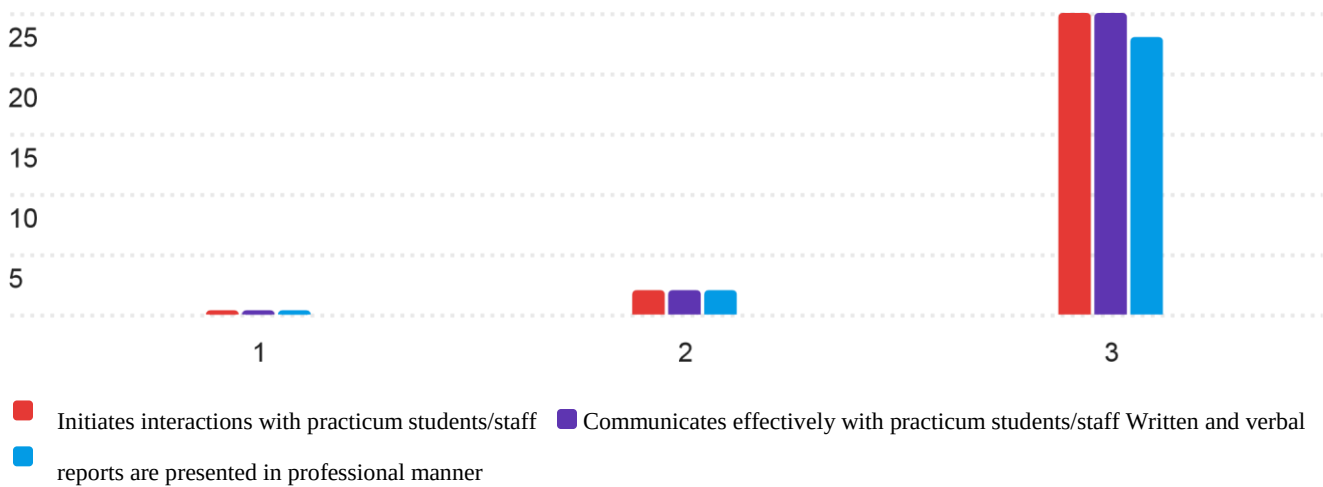
5. Conceptualization Skills Responses reflect assessment of intern conceptualization skills with clients.



6. Personalization Skills Responses below reflect strength of intern personalization skills with clients.



7. Interactions with Students and Staff Responses below reflect intern performance relative to interactions with others.



Additional Comments:

The feedback on student interns is overwhelmingly positive, highlighting their professionalism, eagerness to learn, and ability to build strong rapport with clients and colleagues. Many interns are recognized as valuable assets to their respective teams, showing growth in clinical skills, responsiveness to feedback, and a strong commitment to their roles. Specific mentions include progress in handling difficult situations, ethical decision-making, and developing counseling techniques. While some interns are still building confidence or gaining experience, supervisors are optimistic about their potential and future contributions to the field. Overall, the interns are praised for their dedication, adaptability, and positive impact on clients and the workplace.

Internship Survey Results

The Internship Student Evaluation is used to provide a comprehensive assessment of the intern's performance, growth, and skill development throughout their practicum experience. This evaluation aims to offer constructive feedback that supports the intern's professional development, highlights areas of strength, and identifies opportunities for further improvement.

Evaluations are conducted at the end of the semester via a Qualtrics link, which is emailed directly to site supervisors. Site supervisors are encouraged to review the evaluation results with the student intern to support their ongoing development. The following rating scale is used to evaluate student interns:

3 = Mastered Basic Skills at Developmental Level: Understanding of concepts/skills evident

2 = Developing: Minor conceptual and skill errors; in process of developing

1 = Deficits: Significant remediation needed; deficits in knowledge/skills

N/A = Unable to observe

Field	3	2	1	N/A
1. Receptivity to supervision [6.D.9]	94	2	0	0
2. Understands, professional issues (managed care, core provider, expert witness) [6.A.7, 6.B.1.]	63	27	0	5
3. Intervention skills [6.C.8.]	61	33	0	1
4. Knowledge of ethical and legal issues [6.A.2., 6.B.1.]	77	18	0	1
5. Assessment skills [6.H.2.]	55	37	0	2
6. Communication skills	88	6	1	0
7. Use of techniques	69	25	0	1
8. Case conceptualization [6.G.1.]	70	24	0	0
9. Knowledge of theories [6.A.5.]	69	24	0	2
10. Therapeutic alliance building [6.C.8]	84	11	0	0
11. Treatment planning [6.C.7, 6.D.7., 6.G.1)	53	38	0	3
12. Follows facility procedures	89	6	0	0
13. Diagnostic skill [6.C.2., 6.D.1, 6.L.2.]	49	38	0	8

14. Understands issues involving diversity [6.D.2.]	87	8	0	0
15. Suicide assessment [6.D.6.]	68	20	0	7

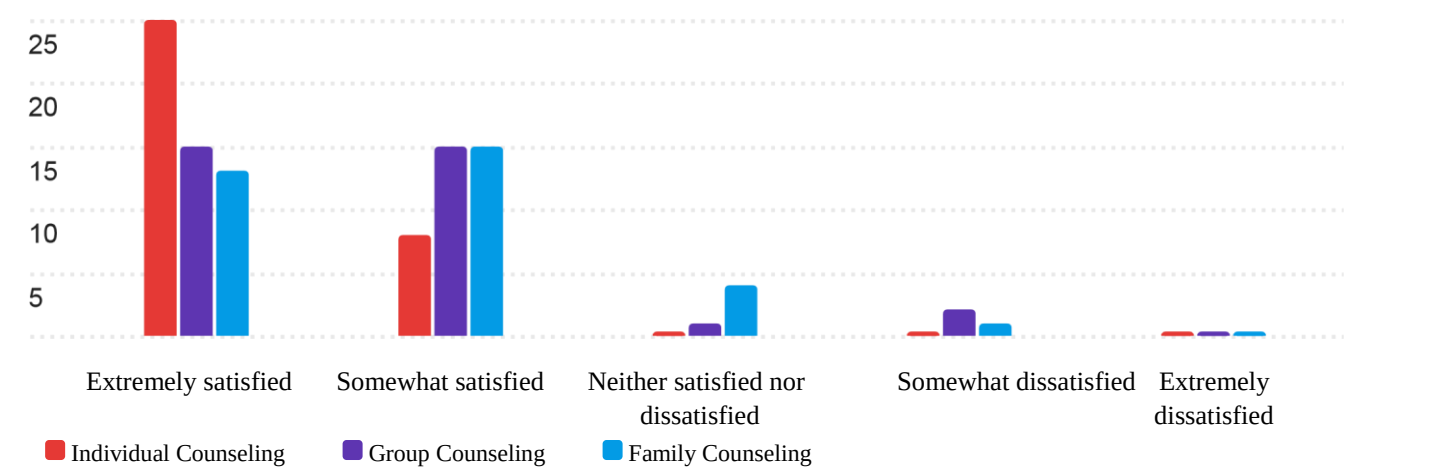
Comments:

The feedback on student interns is highly positive, highlighting their dedication, professionalism, and growth throughout their internships. Many interns are praised for their ability to build strong rapport with clients, receptiveness to feedback, and eagerness to learn. Several interns have shown significant progress in clinical skills, confidence, and professionalism, making them valuable assets to their teams. Supervisors note that interns are well-prepared to enter the counseling profession, with many expressing optimism about their future careers. Some specific areas for improvement include consistency in attendance, confidence-building, and further development in critical thinking and session management. Overall, the feedback reflects a strong appreciation for the interns' contributions and their potential to excel in the counseling field.

Exit Survey Results

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.

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



2. **Confidence in Counseling Skills** Responses reflect student confidence in their ability perform specific counseling skills.

	Completely	Fairly	Somewhat	Slightly	Not At All
Field					

	Confident	Confident	Confident	Confident	Confident
Use of Assessemnts/Evaluations	5	20	5	2	1
Applying Counseling Interventions	17	14	2	0	0
Developing Treatment/Intervention Plans	13	17	2	1	0
Writing Progress/Case Notes	19	11	3	0	0
Collaborating with Colleagues	26	5	1	1	0
Collaborating with Clients' Support Systems	22	9	1	1	0
Seeking Assistance from Supervisors	28	4	0	1	0
Seeking Professional Development Opportunities	21	10	1	0	1
Using Evidence (Research) & Informed Practice	18	9	4	1	1
Working with Clients' Belief Systems	19	13	1	0	0
Abiding by Ethical & Legal Standards	24	9	0	0	0

3. Awareness/Disposition Self-Assessment Responses reflect the student's self-assessment of awareness/disposition. Data has been depicted in a bar chart and data table for clarity and ease.

Field	Very High	High	Average	Low	Very Low
Appreciate Individual Differences	28	5	0	0	0
Recognize the Importance of Client Advocacy & Serving as a Change Agent	29	4	0	0	0
Use Supervision Effectively	28	5	0	0	0
Commitment to Professional Growth & Development	30	2	0	0	0
Value Engaging Clients' Support System	26	6	1	0	0

Recognize the Importance of Supervision & Case Consultation	31	2	0	0	0
Appreciate Learning & Cultural Differences	28	5	0	0	0
Recognize the Importance of Self-awareness/Reflection	30	3	0	0	0
Value the Integration of Culture, Race, Sexual Orientation, Gender, Abilities/Disabilities/, Socioeconomic Status, & Spirituality into Counseling	28	5	0	0	0

4. Comfort Participating/Expressing Opinions Responses reflect the student's degree of comfort in CACREP's 8 core areas.

Field	Extremely comfortable	Somewhat comfortable	Neither comfortable nor uncomfortable	Somewhat uncomfortable	Extremely uncomfortable
Human Growth & Development	22	10	1	0	0
Counseling & Helping Relationships	22	10	1	0	0
Social & Cultural Diversity	19	12	2	0	0
Group Counseling & Group Work	16	14	3	0	0
Career Development	16	14	3	0	0
Professional Counseling Orientation & Ethical Practice	23	9	1	0	0
Research & Program Evaluation	16	14	3	0	0
Assessment & Testing	16	13	4	0	0

5. Satisfaction with Course Quality Responses reflect student satisfaction with course quality.

Field	Excellent	Good	Average	Poor	Very Poor
COUN 500. Basic Facilitative Skills	28	4	1	0	0
COUN 501. Introduction to School Counseling	20	6	3	0	1
COUN 502. Introduction to Clinical Mental Health Counseling	24	5	1	0	0
COUN 504. Adult & Child Psychopathology and Diagnosis	23	5	2	3	0
COUN 505. Analysis of the Individual	22	6	4	1	0
COUN 509. Clinical Sexuality for Mental Health Professionals	16	7	2	0	2
COUN 510. Theory and Procedures in Group Counseling	20	5	5	1	0
COUN 511. Theories of Counseling & Psychotherapy	26	5	1	0	0
COUN 512. Cognitive-Behavior Therapy & Applications	21	6	2	0	1
COUN 513. Applied Psychopharmacology for Mental Health Counselors	20	7	1	1	0
COUN 519. Advanced Lifespan Developmental Psychology	26	5	1	0	1
COUN 520. Introduction to Counseling Practicum	24	6	2	1	0
COUN 521. Counseling Practicum	26	6	1	0	0
COUN 522. Interventions for Diverse Needs	18	7	3	1	2
COUN 523. School Counseling Practicum	19	8	1	0	1
PSYC 523. Crisis Prevention & Intervention	21	9	2	1	0
COUN 526. Introduction to Marriage & Family Therapy	26	6	1	0	0
COUN 527. Career & Lifestyle Development	22	7	1	2	0
COUN 530. Counseling Strategies with Children & Adolescents	22	6	2	0	1
COUN 534. School Counseling Internship I	16	9	3	0	1
COUN 535. School Counseling Internship II	17	8	3	0	1
COUN 537. Substance Abuse Counseling	18	6	4	0	0
COUN 538. Theory & Practice of Play Therapy in Counseling	21	6	1	0	1

COUN 541. Cross Cultural Counseling	22	3	2	1	0
COUN 545. Counseling Internship I	20	8	2	0	0
COUN 546. Counseling Internship II	19	8	3	1	0
COUN 549. Professional Issues & Ethics in Counseling	24	6	2	0	0
COUN 550. Special Topics in Counseling	19	6	1	0	1
COUN 551. Applied Theories	23	9	1	0	0
COUN 595. Master's School Counseling Comprehensive Portfolio	19	7	2	0	1
COUN 596. Master's in Clinical Mental Health Counseling Comprehensive Portfolio	17	10	1	1	0

Student Perception of Preparedness by Program Faculty: The survey responses reflect a diverse range of experiences and opinions regarding how prepared students feel by core faculty. Some graduates feel well-prepared, praising specific faculty members for their engaging teaching styles and the practical skills they gained. However, others express concerns about the program's structure, particularly the over-reliance on online and hybrid formats, which they believe led to insufficient interaction and a lack of in-depth discussion on critical topics. Some respondents also highlighted issues with cultural competency and professionalism within the program, feeling that important discussions were often overlooked. While there is appreciation for the intentions of the faculty, some graduates feel that the program fell short in adequately preparing them for the challenges of a counseling career, particularly in areas like psychopharmacology, crisis intervention, and cultural sensitivity.

Areas for Improvement: The survey responses indicate several areas where the counseling program could improve. Common themes include the need for better organization, particularly in advising and course scheduling, as well as improved communication between faculty and students. Many respondents expressed a desire for more in-depth training in specific areas like substance use disorders, autism spectrum disorder, and multicultural counseling. There is also a call for more research opportunities, better support in finding and managing internships, and increased focus on cultural competency. Some students suggested offering more online courses, diversifying faculty, and providing more practical insights into running a private practice and pursuing doctoral degrees. Additionally, several respondents noted the importance of addressing the turnover in faculty and ensuring professors are fully prepared to teach their courses. Overall, the feedback points to a need for greater structure, enhanced support for students, and a more comprehensive approach to critical topics in the field.

Strengths: The survey responses highlight several strengths of the counseling program. Key strengths include the accessibility, dedication, and empathy of the professors, who are seen as knowledgeable, supportive, and committed to student success. The small class sizes foster close relationships among peers and between students and faculty, creating a personalized and supportive learning environment. The program's flexibility, including lenient deadlines, virtual courses, and accommodating long-distance students, is also valued. Additionally, the program is praised for its hands-on, practical approach, offering real-world experience and emphasizing continuous education. Overall, the supportive atmosphere, strong faculty-student relationships, and practical focus are seen as major assets of the program.

Alumni Survey Results

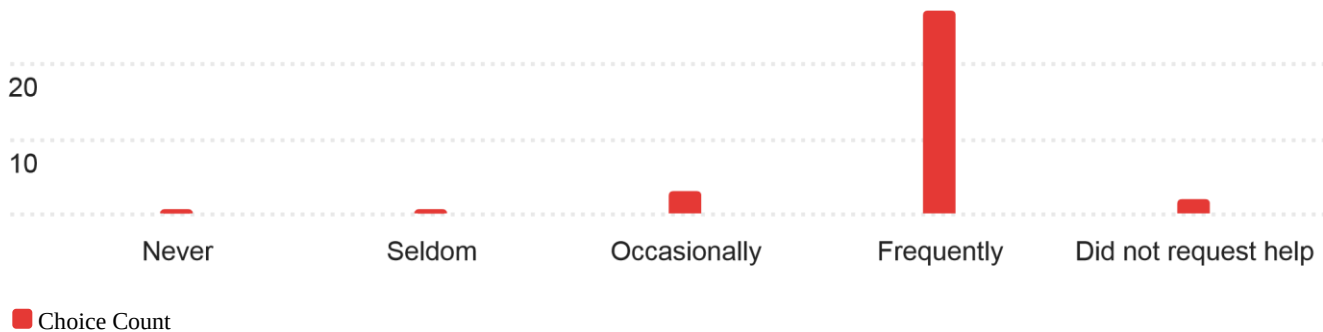
The Alumni Survey is disseminated to all Nicholls State University graduates to obtain feedback about the graduate experience and graduate outcomes. Survey data was collected via a known survey disseminated by the test proctor before the comprehensive examination.

Survey results are reflected below:

Plans after graduation - The survey responses reveal that graduates have diverse plans after graduation, with many aiming to work towards licensure as Licensed Professional Counselors (LPC) or Provisional Licensed Professional Counselors (PLPC). Several graduates plan to begin their careers in school counseling, while others intend to work in private practice, mental health clinics, or specific fields such as career counseling. Some graduates are considering further education, including pursuing a PhD, while others are planning to relocate, either within the U.S. or abroad, for work or mission activities. A few graduates mentioned plans to take the National Counselor Examination (NCE) and continue gaining professional experience to advance in their careers. Overall, the plans reflect a commitment to continuing their professional development and achieving their long-term career goals in counseling.

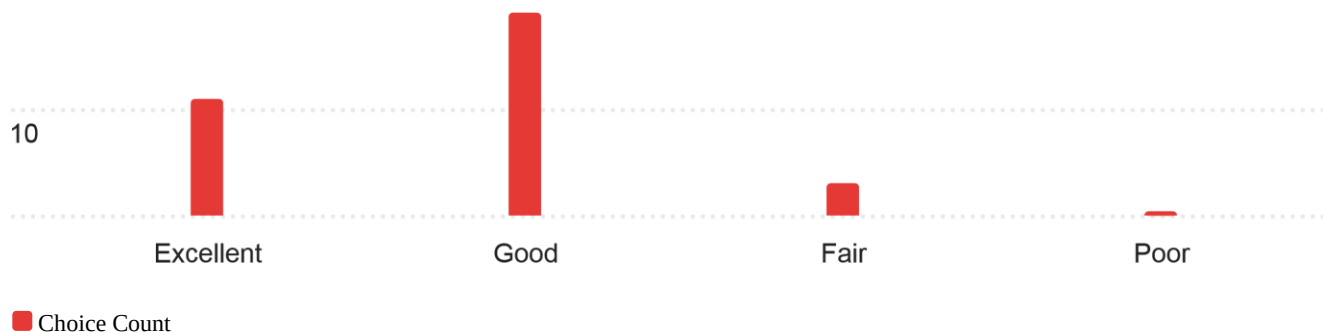
- 1. Professor availability to students outside of class** - Of 32 responses, 27 (84%) reported that professors were frequently available outside of class as depicted below.

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



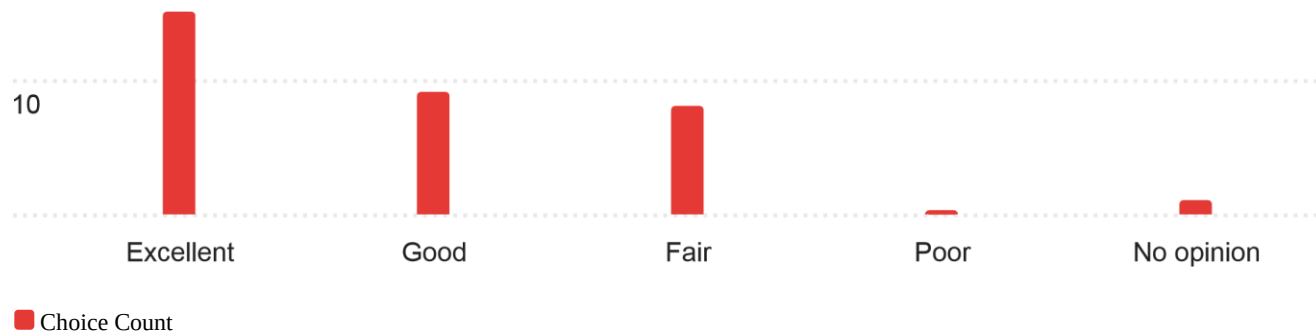
- 2. Preparation for Career** – Of 33 responses, 19 (58%) respondents rated the program as 'Good' in preparing the student for a career in the field. Eleven (33%) respondents rated the program as 'Excellent' as depicted below.

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



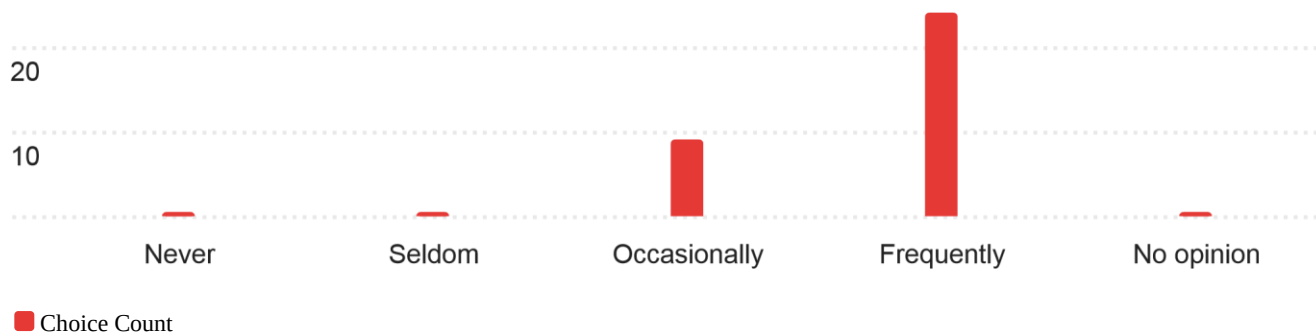
3. **Overall Program Quality** – Of 33 responses, 15 (45%) respondents rated the program as 'Excellent'. Nine (27%) respondents rated the program as 'Good' and 8 (24%) respondents rated the program as 'Fair' as depicted below.

Overall, the quality of my program is



4. **Understanding of Goals & Requirements** – Of 33 responses, 24 (73%) respondents rated 'Frequently' and 9 (27%) responded occasionally. See chart below.

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



Additional comments/suggestions:

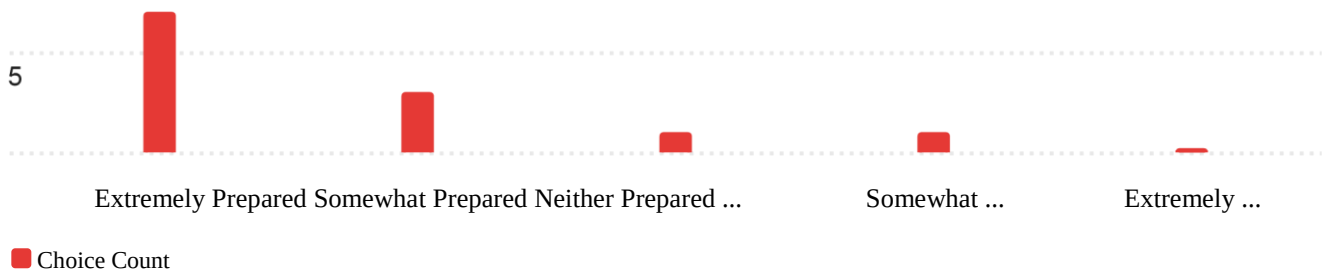
Survey responses reflect a generally positive experience for graduates in the counseling program, though there are areas for improvement. Graduates appreciated the supportive and understanding faculty, the program's ability to prepare future counselors, and the overall structure. However, they noted some issues with course organization, advising, and the need for better communication, particularly regarding internship and licensing requirements. The program experienced a significant amount of faculty turnover, which led to some miscommunication, but the staff worked to maintain program standards. Suggestions for improvement include better course sequencing, more in-person interactions, and opportunities for interns to gain experience in both clinical and school counseling fields. Overall, graduates felt they grew as counselors but see room for the program to enhance its structure and communication.

Site Supervisor Survey Results

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 13 responses were received. Results are reflected below.

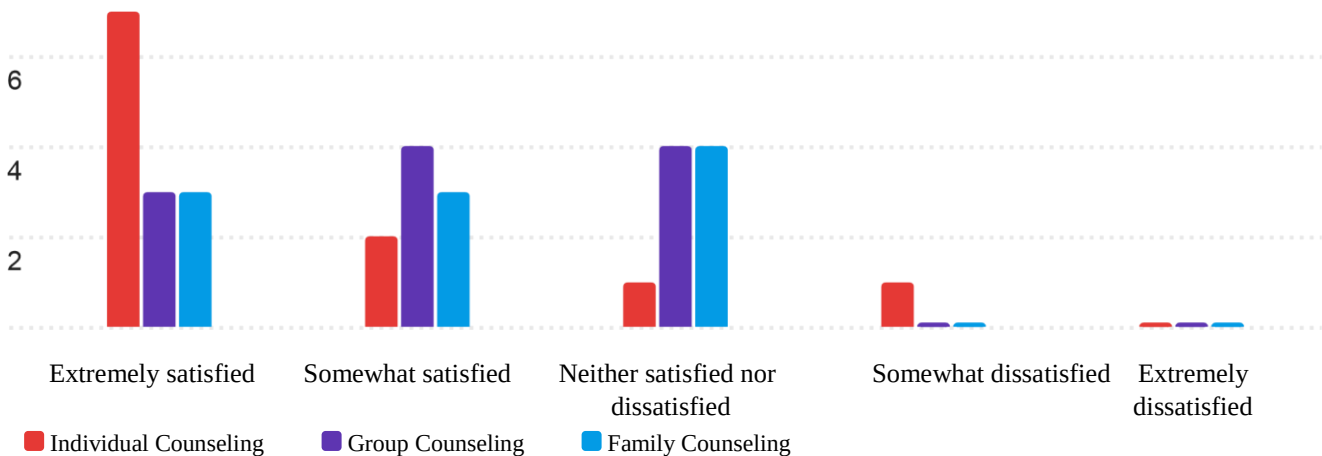
- 1. Nicholls State University Student Preparation** – Site supervisors rated NSU student preparation compared to other counseling programs. Fifty-eight percent of respondents rated students as ‘extremely prepared’ and 25% ‘somewhat prepared’ as reflected below.

How prepared is the Nicholls State University Counseling program graduate compared to graduates from other counseling programs?



- 2. Site Supervisor Satisfaction with Graduate Ability** – Site supervisors rated level of satisfaction with student ability in individual, group, and family counseling. Individual counseling rated higher than group and family counseling with 7 respondents rating 'Extremely Satisfied'.

How satisfied are you with the graduate's ability in the areas specified be...



- 3. 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 ‘Collaborating with Colleagues’ and ‘Seeking Assistance from Supervisors’.

Please rate how satisfied you are with the following Skill Areas demonstrat...

Field satisfied	Extremely satisfied	Somewhat nor dissatisfied	Neither satisfied dissatisfied	Somewhat dissatisfied	Extremely
Use of					
Assessments/Evaluations	4	3	1	2	0
Applying Counseling					
Interventions	5	5	0	1	0
Developing					
Treatment/Intervention Plans	5	3		3	0
Writing Progress/Case Notes	8	2		1	0
Collaborating with Colleagues	10	1		0	0
Collaborating with Clients'					
Support Systems	7	3		1	0
Seeking Assistance from					
Supervisors	10	0		0	1
Seeking Professional					
Development Opportunities	9	1		1	0
Using Evidence (Research) and					
Informed Practice	8	2		1	0
Working with Clients' Belief					
Systems	8	2		1	0
Abiding by Ethical and Legal					
Standards	9	1		1	0

4. 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 below.

Please rate how satisfied you are with the following knowledge areas demonstrated.

Field satisfied	Extremely satisfied	Somewhat nor dissatisfied	Neither satisfied dissatisfied	Somewhat dissatisfied	Extremely
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Human Growth and Development	5	6	0	0	0
Counseling and Helping Relationships	9	1	1	0	0
Social and Cultural Diversity	6	4	1	0	0
Group Counseling and Group Work	6	2	3	0	0
Career Development	4	3	4	0	0
Professional Counseling Orientation and Ethical Practice	8	3	0	0	0
Research and Program Evaluation	3	5	3	0	0
Assessment and Testing	5	1	5	0	0

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

Please rate how satisfied you are with the following Awareness/Disposition...

Field	Extremely satisfied	Somewhat satisfied	Neither dissatisfied	Somewhat dissatisfied	Extremely
Appreciate Individual Differences	9	2	0	0	0
Recognize the Importance of Client Advocacy and Serving as a Change Agent	7	4	0	0	0
Use Supervision Effectively	9	1	1	0	0
Commitment to Professional Growth and Development	10	0	1	0	0

Value Engaging Clients' Support System	8	3	0	0	0
Recognize the Importance of Supervision and Case Consultation	9	2	0	0	0
Appreciate Learning and Cultural Differences	9	2	0	0	0
Recognize the Importance of Selfawareness/Reflection	10	0	0	1	0
Value the Integration of Culture, Race, Sexual Orientation, Gender, Abilities/Disabilities/, Socioeconomic Status, and Spirituality into Counseling	9	2	0	0	0

Strengths: The survey responses indicate that graduates of the counseling program possess strong mental health counseling skills and are well-prepared for practicum and internship experiences. They are noted for being open to feedback, creative in implementing counseling techniques, and maintaining good relationships with both students and faculty. Communication with professors is described as easy, and the program's goals and expectations are seen as comprehensive. Graduates are recognized for their professionalism, sound knowledge base, and self-motivation. Additionally, the requirement for an internship is highlighted as a crucial component of their training. Overall, graduates are viewed as meeting the necessary requirements and being well-prepared for their roles in the counseling field.

Areas for Improvement: The survey responses suggest several areas for improvement in the counseling program. These include a stronger emphasis on the distinctions between the roles and responsibilities of school counselors versus mental health counselors, particularly regarding academic data and assessments. There is also a need for caution in promoting specific religious beliefs, such as Christianity, in public school settings to avoid alienating students of different faiths. Additionally, the program could improve its focus on personal boundaries, work ethic, and upholding counselor standards to better prepare graduates for professional practice.

Suggestions for Program Improvement: The survey responses suggest that the counseling program could be enhanced by incorporating more specific training related to the school system, including understanding school-specific terminology, data platforms, and the laws and rules governing school counseling. There is also a need to better prepare students for non-traditional counseling roles, such as those in criminal justice, and to explore alternative pathways to licensure that do not require traditional office settings. Additionally, the program could benefit from updating students on current counseling interventions and exposing them to real-life expectations of the profession. Concerns were also raised about the program's preparation for the Praxis exam, particularly in the school counseling track, as some students felt more prepared for mental health counseling and less connected to the specific needs of school counseling.

Advisory Board Review

Pending Advisory Board Meeting in November 2024.

Recommended Program Improvements

Pending Advisory Board Meeting in November 2024.