OUR MISSION

Our mission is to prepare competent professional counselors in the areas of addictions, clinical mental health, and school counseling for northeastern Oklahoma and beyond. Graduates of our counseling program should demonstrate the necessary knowledge, skills, identity, and scholarship required to secure positions within the profession. The department emphasizes overall competency and diversity as well as professional development of the developing professional.

Plan for Continuous Improvement

In facilitating a continuous plan for programmatic improvement, Student Learning Outcomes (SLOs) and individual CACREP standards are assessed strategically across core classes as well as in courses for the Clinical Mental Health Counseling, Addiction Counseling, and School Counseling emphasis areas. The strategic assessment process involves first identifying the content area in which students scored lowest using data from the CPCE Exit Exam. Second, quantitative and qualitative feedback from the stakeholder evaluations are then used to identify a second content area to address. From triangulating these data sources, a targeted assessment of SLOs and standards for those two content areas is conducted to identify student learning trends as well as areas for improvements within those content areas. The section below relays findings from this data review and highlights our plan for improvement in the 2016-2017 academic year.

Data Results from the CPCE

The CPCE Exit Exam data from Fall 2015 and Spring 2016 reflected that students scored lowest in Career Development. Northeastern State University students scored an average of 8.79 ($SD = 2.34$), as compared to the national average of 9.31 ($SD = 2.73$) in the Spring 2016 semester and scored an average of 8.78 ($SD = 2.30$), as compared to the national average of 9.31 ($SD = 2.73$) in the Fall 2015 semester. For both semesters, the Career Development CPCE scores were the lowest average score for the NSU student cohort. To assess trends in learning, data from Summer 2015 were used to analyze standards and SLOs for Career Development (COUN 5283), the core curriculum course used to address many of the career standards set forth by CACREP.

Students enrolled in this course ($N = 60$) in Summer 2015 demonstrated basic competence on 3 of the 5 SLOs, including Group Theory Presentation (SLO1; $M = 3.00$), Career Development Program Proposal (SLO3; $M = 3.00$), and Special Populations Vignette (SLO4; $M = 3.00$). Students scored below average on 2 of the 5 SLOs, including Career Technology Resource Evaluation (SLO2; $M = 2.94$) and My Career Autobiography (SLO5; $M = 2.94$). Given that no SLOs demonstrated above average competence, the course will be reviewed in the 2016-2017 academic year and will have updated activities and grading rubrics reflecting the newest 2016 CACREP standards for strategic and continuous plans for improvement (see below).
Plan for Improvement:

1. Instructors for Career Development (COUN 5283) will convene in the Spring 2017 semester to create continuity in learning experiences and to review current SLOs needing modification for the Summer 2017 semester.
2. Career standards will be imbedded across suitable courses to help reinforce learning of Career Development standards beyond the core course.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Average Score (1-5 scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Theory Presentation (SLO1)</td>
<td>$M = 3.00$</td>
</tr>
<tr>
<td>Career Technology Resource Evaluation (SLO2)</td>
<td>$M = 2.94$</td>
</tr>
<tr>
<td>Career Development Program Proposal (SLO3)</td>
<td>$M = 3.00$</td>
</tr>
<tr>
<td>Special Populations Vignette (SLO4)</td>
<td>$M = 3.00$</td>
</tr>
<tr>
<td>My Career Autobiography (SLO5)</td>
<td>$M = 2.94$</td>
</tr>
</tbody>
</table>

**Data Results from Stakeholders**

Stakeholder evaluations are an additional source of data for continuous improvement for the Master of Science in Counseling program at NSU. The available data from stakeholders pertained to the school counseling emphasis area. Accordingly, in the School Counseling Internship course (COUN 5843) qualitatively communicated that students needed targeted improvements in working with exceptional children, IEPs, and other assessment related training. Currently, all students in all emphasis areas receive assessment training through selected assessment courses within their degree plan. That said, given the recent changes to the 2016 CACREP standards, all assessment courses will be reviewed and revised to demonstrate up-to-date standards in training to help address this need. Furthermore, while course structuring can be challenging to address, the faculty will also review the option of moving Childhood Assessment and Appraisal (COUN 5523) to an earlier point in the school counseling students’ degree plan. It is important to note that at the time of data collection from the stakeholders, students had not completed COUN 5523, a counseling course designed to help prepare students for counseling and assisting students/children with all levels of ability.

Plan for Improvement:

1. Instructors for all assessment courses will convene in the 2016-2017 academic year to review current SLOs needing modification for the Summer 2017 semester.
2. Faculty will review course rotation to discuss option of moving COUN 5523 to an earlier point in the school counseling students’ degree plan.
Each year, programmatic data is collected and analyzed in order to understand the recruitment, retention, and graduation/employment trends of our graduate counseling students. For 2015-2016, the following trends were identified in the data:

1. Number of graduates for 2015 academic year – 42 students.
2. Graduation rates for student cohort – 100%
3. Job placement rates for graduates – 100%

To provide context to this report, we provide our statement of purpose from the Masters of Science in Counseling program at Northeastern State University.

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**OUR PURPOSE**

We believe that a well prepared counselor is involved in and committed to the process of intentional growth that promotes pro-social autonomy, lifelong learning, and ethical behavior. These ideals are fostered within a dynamic and multi-modal learning setting in which diversity, critical thinking, self-in-context, scholarship, and the creation and integrated knowledge are celebrated.

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For questions, feel free to email Dr. Bea Keller-Dupree at kellere@nsuok.edu.