



**NORTHEASTERN
STATE UNIVERSITY**

**Program Outcomes Report for
Continuous Improvement
2021-2022**

----- **OUR MISSION** -----

The NSU counseling program is dedicated to positively influencing the regional and global impact of the counseling field through professional stewardship. This commitment will be achieved through the recruitment and retention of diverse professionals who demonstrate a willingness to engage in personal struggle, tolerate ambiguity, seek feedback, and grow alongside all counselors-in-training (CITs) and viewpoints.

The faculty seek to create a culture of learning where CITs feel supported to deconstruct preconceived ideas of the self and the world in which they live leading to a knowledgeable, skillful, and ethical counseling practice. These experiences will be facilitated through open-minded discourse with differentiated learning experiences.

Throughout the course of the program CITs will be challenged to apply their knowledge, skills, and dispositions to promote social justice and ethical conduct, thus enhancing self-actualization and sound mental health in self, clients, and systems they encounter.

The culmination of the program will result in counselors focused on self and client betterment who emerge as dedicated change agents, positively impacting the greater society in which they will serve.

Plan for Continuous Improvement

This report serves as the annual Program Evaluation Outcomes Report (POR; Standard 4.D). 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. **First**, the strategic assessment process involves identifying the content area(s) in which students scored lowest using data from the CPCE Exit Exam. If a content area is “below national average” for two consecutive semesters, that content area is then identified as the course for continuous improvement in the upcoming academic year. **Second**, Key Performance Indicator (KPI) outcome data is assessed for all program objectives. **Third**, quantitative and qualitative feedback from the stakeholder evaluations are then used to identify additional programmatic improvements for improvement. By triangulating these data sources, a targeted assessment of SLOs and standards for content areas is conducted to identify student learning trends as well as areas for improvements within those content areas. Curricular and program

modifications are then made based on data. The section below relays findings from this data review and highlights our plan for improvement in the 2021-2022 academic year.

Data Results from CPCE

The Counselor Preparation Comprehensive Examination (CPCE) is used to assess student learning across all CACREP core content areas. Due to COVID-19, students completed the Counselor Education Preparation Exam (CECE) online in November 2020 and in April 2021 in lieu of the CPCE. The CECE tests the same eight core content areas. Table 1 indicates overall NSU and national exit-exam CECE scores for the Fall 2020 and Spring 2021 semesters.

Table 1:

	Fall 2020 (N = 7)				Spring 2021 (N = 32)			
	NSU		National		NSU		National	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
C1: Human Growth and Development	8.8	1.8	9.4	2.3	10.2	2.1	9.4	2.3
C2: Social and Cultural Diversity	11.5	2.2	11.0	2.0	12.3	1.7	11.1	2.1
C3: Helping Relationships	10.0	2.0	9.7	2.8	11.7	2.1	9.8	2.6
C4: Group Work	9.8	2.0	9.3	2.4	9.9	1.9	9.4	2.4
C5: Career Development	9.1	1.6	9.7	2.7	11.2	2.1	9.8	2.6
C6: Assessment	7.0	1.3	8.0	2.6	8.3	2.7	8.1	2.5
C7: Research and Program Evaluation	8.5	1.5	7.3	2.8	8.2	2.0	7.4	2.9
C8: Professional Orientation and Ethical Practice	8.5	2.8	8.7	2.6	10.0	2.0	8.8	2.1

Yellow indicates "scored below the national mean"

In the Fall 2020 semester, NSU students scored below the national average in 4 content areas, including Human Growth and Development, Career Development, Assessment, and Professional Orientation and Ethical Practice. Although the NSU Counseling students showed the greatest difference from the national mean in Assessment (difference in $M = 1.00$), two core content areas (Human Growth and Development and Professional Orientation and Ethical Practice) were below the national mean in repeated semesters (Fall 2019, Spring 2020, and Fall 2020). When reviewing NSU averages versus the national average in both content areas across the two academic years (2019-2020 and 2020-2021), Human Growth and Development was identified as the core content area most in need of continuous improvement.

Next, Student Learning Outcome (SLO) data for Advanced Lifespan (COUN 5653) were reviewed to determine student competency of core and emphasis-specific learning standards in this course. Advanced Lifespan is a core Counseling class which is directly relevant to the Human Growth and Development content area within the CPCE, CECE, and NCE. It is also a core Counseling course in which all students enroll during their program of study. Table 2 identifies SLO data outcomes for this course in 2020-2021.

Table 2: SLO Data for Advanced Lifespan (COUN 5653)

Student Learning Outcome	Activity	Mean

SLO1	Interview and Application Paper	3.30
SLO2	Impact of Trauma Research Paper	3.82

Because SLO outcome data (Table 2) and Key Performance Indicator (KPI) data for Human Growth and Development (Table 3) were above 3 out of 5 for 2020-2021, the faculty determined not to target this course for an area of continued improvement in 2021-2022.

For the first time in over a decade, NSU Counseling students scored above the national average in all 8 core content areas of the CECE in the Spring 2021 semester (see Table 1). In last year's Continuous Improvement report, faculty sought to increase mindfulness and stress-reduction lessons in Practicum II to improve students' CECE test taking anxiety. This year for Continuous Improvement, the faculty seek to formalize a test preparation experience by creating a sample CECE exam which will be available to all NSU Counseling students via Blackboard. The exam will include 80 test questions, 10 from each of the 8 content areas. Questions will be generated by Core faculty who teach in the Counseling courses which most comprehensively prepare students for the 8 content areas. Next year, faculty will compare yearly and semester data for the CECE to see how students fared compared to the national average (and compared to other NSU students in previous years/semesters) to determine if the practice test helps improve CECE outcomes.

Subsequent Program Modification:

1. Creation of CECE online practice test for Practicum II students.

Data Results from Key Performance Indicators (KPIs)

NSU masters-level graduates will possess mastery in the following areas: (a) professional counseling orientation and ethical practice; (b) social and cultural diversity; (c) human growth and development; (d) career development; (e) counseling and helping relationships; (f) group counseling and group work; (g) assessment and testing; and (h) research and program evaluation. Each program objective will be measured through student learning outcomes (SLOs) and Key Performance Indicators (KPIs) throughout their program of study coursework. Table 3 offers outcome data for each KPI (core and emphasis-specific).

Table 3:

Core Key Performance Indicators (KPIs) – measured on a 5-point scale		
Professional Counseling Orientation and Practice	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i)	3.55
Social and Cultural Diversity	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (IIF2d)	3.34
Human Growth and Development	a general framework for understanding differing abilities and strategies for differentiated interventions (IIF3h)	3.37
		3.35

	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (IIF3i)	
Career Development	theories and models of career development, counseling, and decision making (IIF4a)	3.50
Counseling and Helping Relations	essential interviewing, counseling, and case conceptualization skills (IIF5g)	3.40
Group Counseling and Group Work	types of groups and other considerations that affect conducting groups in varied settings (IIF6f)	3.17
Assessment and Testing	use of assessments for diagnostic and intervention planning purposes (IIF7e)	3.54
Research and Program Evaluation	the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (IIF8a)	3.67
Addiction Counseling Key Performance Indicators (KPIs) – measured on a 5-point scale		
Foundations	theories and models of addiction related to substance use as well as behavioral and process addictions (AC:1b)	3.41
Practice	strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders (AC:3e)	3.68
Clinical Mental Health Counseling Key Performance Indicators (KPIs)		
Foundations	theories and models related to clinical mental health counseling (CMHC:1b)	3.09
Practice	techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC:3b)	3.14
School Counseling Key Performance Indicators (KPIs)		
Foundations	models of school counseling programs (SC:1b)	3.95
Practice	design and evaluation of school counseling programs (SC:3b)	3.00

Data Results from Stakeholders

Stakeholder evaluations offer important sources of data for continuous improvement for the M.S. in Counseling program at NSU. The available data collected annually includes quantitative and qualitative Perception of Supervisee Competence in the Clinical Mental Health, Addiction Counseling, and School Counseling Internship emphasis areas. Table 4 indicates *overall* quantitative and qualitative outcomes on these measures. Next, findings are disaggregated for Perception of Supervisee Competence for Clinical Mental Health and Addiction Counseling as well as School Counseling in Tables 5 and 6, respectively.

Table 4:

Emphasis Area	Overall Performance (1-5 scale)	Identified Areas for Improvement
Clinical Mental Health/ Addiction Counseling	$M = 4.78$	<ul style="list-style-type: none"> ● Diagnosing, DMS use, and treatment planning, ● Licensing exams ● Cultural diversity ● Translating counseling theory into counseling practice

		<ul style="list-style-type: none"> ● Evidence-based interventions (CBT, DBT, ACT, etc.) ● More work with children and groups
School Counseling	<i>M</i> = 4.38	<ul style="list-style-type: none"> ● IEP/504s and testing procedures

Table 5:

Perception of Supervisee Competence for Clinical Mental Health and Addiction Counselors:	CMHC	AC	Total
1. This master's program has prepared my supervisee for the real world of counseling.	4.42	5.00	4.71
2. My supervisee understands the theory behind the counseling process.	4.62	5.0	4.81
3. My supervisee knows how to apply techniques to assist various types of clients.	4.54	5.00	4.77
4. My supervisee can use the DSM 5 to understand client presenting mental health concerns and make appropriate referrals.	4.35	5.00	4.67
5. My supervisee can apply the things learned in their counseling classes to their job.	4.65	5.00	4.83
6. My supervisee is prepared to work with clients in an individual and group settings.	4.62	5.0	4.81
7. My supervisee is able to prepare appropriate client paperwork (case notes, treatment plans, case conceptualizations, etc.)	4.65	5.00	4.83
8. My supervisee has garnered sufficient knowledge from his/her counseling classes to work with all types of clients.	4.42	5.00	4.71
9. My supervisee can apply principles of diversity to various counseling populations because of classes he/she took for this degree.	4.46	5.00	4.73
10. This degree will help my supervisee set his/her professional career goals.	4.96	5.00	4.98

11. My supervisee is a more congruent person because of the things they learned in their counseling courses.	4.54	5.00	4.77
12. The counseling program at NSU provides the educational and experiential experiences students need to be successful counselors.	4.58	5.00	4.79
13. The counseling program at NSU provides students with the skills needed to be successful counselors.	4.58	5.00	4.79

Table 6:

Perception of Supervisee Competence for School Counselors:	SC
<i>The practicum/internship students that I have supervised demonstrate the knowledge, skills, and dispositions to:</i>	
1. Increase students' social/emotional development and career preparedness.	4.50
2. Advocate for school policies programs, and services that are equitable and responsive to cultural differences among students.	4.33
3. Advocate for rigorous academic preparation of all students to close the achievement gap among demographic groups.	4.17
4. Coordinate a school to career transition plan for each student.	4.00
5. Provide leadership in the development, implementation, evaluation, and revision of a comprehensive school counseling plan that contributes to school renewal by promoting increased academic success, career preparedness, and social/emotional development for all students.	4.00
6. Use student data to facilitate student academic success and to show effectiveness of counselor-driven interventions.	4.33
7. Provide individual and group counseling that promotes academic success, social/emotional development, and career preparedness for all students.	4.50

8. Provide core curriculum that promotes academic success, social/emotional development, and career preparedness for all students.	4.00
9. Assess student needs and make appropriate referrals to school and/or community resources.	4.83
10. Collaborate with other professionals in the development of staff training, family support, and appropriate community initiatives that address student needs.	4.67
11. The counseling program at NSU provides the educational and experiential experiences students need to be successful school counselors.	4.50
12. The counseling program at NSU provides students with the skills needed to be successful school counselors.	4.67

Stakeholder evaluations are also collected from employers to understand trends in competence for Clinical Mental Health, Addiction, and School Counseling graduates from NSU. Table 7 presents findings for Clinical Mental Health and Addiction Counseling graduates who are then employed, and Table 8 presents findings for School Counseling graduates.

Table 7:

Perception of Employee Competence for Clinical Mental Health and Addiction Counselors	CMHC	AC	Total
1. The NSU master's program has prepared my employee for the real world of counseling.	4.68	5.00	4.84
2. NSU counseling graduates understand the theory behind the counseling process.	4.54	5.00	4.77
3. NSU counseling graduates know how to apply techniques to assist various types of clients.	4.74	5.00	4.87
4. NSU counseling graduates can apply concepts of the DSM 5 to understand client presenting concerns.	4.50	5.00	4,75
5. NSU counseling graduates can apply the things learned in their counseling classes to their job.	4.37	5.00	4.68

6. NSU counseling graduates are prepared to work with clients in an individual and group setting.	4.68	5.00	4.84
7. NSU counseling graduates are able to prepare appropriate client paperwork (case notes, treatment plans, case conceptualizations, etc.)	4.63	5.00	4.82
8. I believe NSU counseling graduates have sufficient knowledge to work with all types of clients.	4.42	5.00	4.71
9. NSU counseling graduates can apply principles of diversity to various counseling populations.	4.58	5.00	4.79
10. NSU counseling graduates have set their professional career goals.	4.79	5.00	4.89
11. NSU counseling graduates seem to be more congruent persons because of the things they learned in their counseling courses.	4.63	5.00	4.82

Table 8:

Perception of Employee Competence for School Counselors	SC
1. The NSU master's program has increased students' social/emotional development.	4.75
2. The NSU master's program has increased students' career preparedness.	4.50
3. NSU school counseling graduates can advocate for school policies, programs, and services that are equitable and responsive to cultural differences among students.	4.50
4. NSU school counseling graduates can advocate for rigorous academic preparation of all students to close the achievement gap among demographic groups.	4.50
5. NSU school counseling graduates can coordinate a school to career transition plan for each student.	4.00
6. NSU school counseling graduates can provide leadership in the development, implementation, evaluation, and revision of a comprehensive school counseling plan that contributes to school renewal by promoting increased academic success, career preparedness, and social/emotional development for all students.	4.25

7. NSU school counseling graduates can use student data to facilitate student academic success and to show effectiveness of counselor-driven interventions.	4.25
8. NSU school counseling graduates can provide individual counseling that promotes academic success, social/emotional development, and career preparedness for all students.	4.50
9. NSU school counseling graduates can provide core curriculum that promotes academic success, social/emotional development, and career preparedness for all students.	4,25
10. NSU school counseling graduates can provide group counseling that promotes academic success, social/emotional development, and career preparedness for all students.	4.75
11. NSU school counseling graduates can assess student needs and make appropriate referrals to school and/or community resources.	5.00
12. NSU school counseling graduates can make appropriate referrals to school and/or community resources.	4.75
13. NSU school counseling graduates can collaborate with other professionals in the development of staff training, family support, and appropriate community initiatives that address student needs.	5.00

Data Results from Students

Data collected from NSU Counseling students allow program faculty to better understand the nuances of the students' experiences. The Student Perception of Learning, Advising, and Site/Supervisor Experiences are all critical data sources for continuous improvement, and accordingly, collected annually. Tables 9, 10, and 11 present findings from Student Perception of Learning, Advising, and Site/Supervision Experiences, respectively.

Table 9:

Student Perception of Learning	CMHC	AC	SC	Overall
1. This master's program has prepared me for the real world of counseling.	4.45	4.67	5.00	4.71
2. I understand the theory behind the counseling process.	4.65	4.33	4.33	4.44

3. I know how to apply techniques to assist various types of clients/students.	4.30	4.67	4.67	4.54
4. I can use the DSM-5.	4.90	4.67	4.33	4.63
5. I will be able to apply the things I have learned in my counseling classes to my job.	4.70	4.33	4.67	4.57
6. I am prepared to work with clients/students in an individual and/or group setting after completing my master's degree in counseling.	4.60	4.67	4.67	4.64
7. I am prepared to complete appropriate client/student paperwork (case notes, treatment plans, case conceptualizations, etc.)	4.53	4.67	4.33	4.51
8. I have garnered sufficient knowledge from my counseling classes to work with many types of clients/students.	4.43	4.33	4.67	4.48
9. I will be able to apply principles of diversity to various counseling populations because of the classes I took for this degree.	4.48	4.00	4.67	4.41
10. This degree will help me reach my professional career goals.	4.83	5.00	5.00	4.94
11. I am a more congruent person because of the things I have learned in my counseling courses.	4.93	5.00	5.00	4.98
12. The counseling program at NSU provides the educational and experiential experiences I need to be a successful counselor.	4.74	4.67	4.67	4.69
13. The counseling program at NSU provides the skills I need to be a successful counselor.	4.73	4.67	4.67	4.69

Table 10:

Advising Survey	CMHC	AC	SC	Total
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1. I find a lot of helpful information about my counseling program and program requirements on the department website.	4.1	3.33	3.67	3,70
2. My advisor is knowledgeable and adequately answers my questions I have about my counseling program.	4.45	3.33	5.00	4.26
3. My advisor is available and accessible to answer any questions I have about my counseling program.	4.43	3.67	5.00	4.36
4. I know where to find help about administrative issues such as academic policies, Fitness to Practice policies and procedures, and application processes for graduation.	4.35	4.00	4.67	4.34
5. I received a good orientation to the profession of counseling and to the counseling program at NSU.	4.45	4.00	4.67	4.37

Table 11:

Site and Supervision Evaluation	CMHC	AC	SC	Total
1. I am satisfied with the amount of on-site supervision I received.	4.58	5.00	5.00	4.86
2. I am satisfied with the quality and usefulness of on-site supervision.	4,45	5.00	5.00	4.82
3. I am satisfied with the usefulness and helpfulness of my clinical faculty/university supervisor.	4.33	5.00	5.00	4.78
4. My practicum/internship experience was relevant to my career goals.	4.62	5.00	5.00	4.87
5. I am satisfied with my exposure to an on-site supervisor's communication of school/agency goals.	4.55	5.00	5.00	4.85
6. I am satisfied with my exposure to an on-site supervisor's communication of school/agency procedures.	4.53	5.00	5.00	4.84

7. I am satisfied with my exposure to professional roles and functions within the school/agency.	4.51	4.33	5.00	4.62
8. I am satisfied with my exposure to information about community resources.	4.33	4.33	5.00	4.55
9. I am satisfied with my overall experience at my practicum/internship site.	4.75	5.00	5.00	4.92
For CMHC/AC students, please answer the following additional questions:				
10. I am satisfied with my screening experiences.	4.30	4.67	-	4.48
11. I am satisfied with my intake experiences.	4.40	4.67	-	4.53
12. I am satisfied with my orientation experiences.	4.35	4.00	-	4.18
13. I am satisfied with my assessment experiences.	4.10	4.33	-	4.14
14. I am satisfied with my treatment planning experiences.	4.10	4.67	-	4.38
15. I am satisfied with my counseling experiences.	4.70	4.67	-	4.68
16. I am satisfied with my case management experiences.	4.22	4.33	-	4.28
17. I am satisfied with my crisis intervention experiences.	4.03	4.67	-	4.35
18. I am satisfied with my client education experiences.	4.44	5.00	-	4.72
19. I am satisfied with my referral experiences.	4.10	4.33	-	4.22
20. I am satisfied with my record keeping experiences.	4.40	4.67	-	4.53

21. I am satisfied with my consultation experiences.	4.50	5.00	-	4.75
For SC students, please answer the following additional questions:				
22. I am satisfied with my core curriculum experiences.	-	-	4.67	4.67
23. I am satisfied with my small group counseling experiences.	-	-	5.00	5.00
24. I am satisfied with my individual counseling experiences.	-	-	5.00	5.00
25. I am satisfied with my consultation experiences.	-	-	4.67	4.67
26. I am satisfied with my assessment and student support experiences.	-	-	4.67	4.67
27. I am satisfied with my crisis intervention experiences.	-	-	4.67	4.67
28. I am satisfied with my collaboration with administration/personnel experiences.	-	-	4.67	4.67
29. I am satisfied with my data experiences.	-	-	4.67	4.67
30. I am satisfied in my experiences to utilize community resources/agencies to benefit students.	-	-	4.33	4.33
31. I am satisfied in my experiences to lead teams to identify interventions to help students academically and behaviorally.	-	-	4.67	4.67

Qualitative feedback for improvement:

- more feedback on tapes
- more preparation for licensure experiences post-graduation
- more theoretical exposure in practicum experiences
- shorter papers that better prepare for the type of paperwork that LPCs and LADCs will actually do in the field (progress notes, intakes, etc.)
- more diversity in the faculty
- more LADC licensure preparation

Data Results from Alumni

Alumni data offers another glimpse into the program experience, and accordingly, alumni data is collected annually for continuous improvement. Findings are presented from NSU Alumni in Table 12.

Table 12.

Alumni Survey	CMHC	AC	SC	Total
1. As a result of my training experiences, I feel prepared in my role as a counselor.	4.00	3.50	4.00	3.83
2. My practicum training met my needs.	4.50	4.00	3.00	3.83
3. My internship training met my needs.	4.50	4.00	4.00	4.17
4. My advising experiences met my needs.	4.00	4.00	4.00	4.3
5. I was able to find employment in a helping profession following completion of the M.S. in Counseling program.	4.83	5.00	5.00	4.94
6. I would recommend NSU's Counseling program to others.	3.83	3.50	5.00	4.11
I feel prepared in the following training areas:				
1. Professional counseling orientation and ethical practice	4.00	4.00	3.00	3.67
2. Social and cultural diversity	3.83	4.00	3.50	3.78
3. Human Growth and Development	3.33	4.00	3.50	3.61
4. Career Development	4.17	4.00	4.50	4.22
5. Counseling and helping relations	3.67	3.50	4.50	3.89
6. Group counseling and group work	3.67	3.50	4.50	3.89

7. Assessment and testing	3.67	3.00	2.50	3.06
8. Research and program evaluation	3.17	3.50	3.0	3.22

From the overall findings (Tables 4-12), the faculty elected to address stakeholder suggestions for targeted focus on clinical preparation in the form of paperwork. This feedback is consistent with previous years in which both students and supervisors alike have commented that students could benefit from a better understanding of case conceptualization, intake documentation, and treatment planning (including goals and objectives). Although the nuance to clinical documentation differs across sites, the general understanding of how intake interviews impact case conceptualization which influence treatment planning could be more formalized. The following modifications were detailed to address this area for targeted improvement:

Subsequent Program Modification:

1. Cases conceptualization will be integrated into group and individual/triadic supervision in all clinical courses.
2. Practice with treatment planning, including detailing client goals and objectives will be integrated into all clinical classes.
3. Discussion about interview characteristics and experiences that influence case conceptualizations will be facilitated in all clinical courses.

Characteristics of Program Applicants

To better facilitate recruitment and retention of diverse students to the M.S. in Counseling program at NSU, each year, applicant data is collected and analyzed. Table 13 details applicant information for students entering the Fall 2021 cohort. Please note that when detailing demographic data, any cell count less than five (5) for graduate students will be collapsed into an "Other" category, to maintain student anonymity within the program.

Table 13:

Characteristics of Program Applicants					
	Total	Moved Entry Term	Withdrew	Incomplete	Admitted
Applications to Graduate College for Counseling	114	0	6	13	95
	CMHC	AC	SC		
Emphasis	46	33	16		

	New Master's student from NSU	New Master's Student Not from NSU	Returning to the Program	Returning for 2nd Master's	
Student Status	61	33	1	0	
	Female	Male			
Gender	83	12			
	American Indian/Alaskan Native	Hispanic/Latino	White	Two or More Races	Other
Race/Ethnicity	16	5	56	10	8
	CMHC	AC	SC	Total	
Newly Admitted for Fall 2021 and enrolled	20	12	6	38	

Other Programmatic Data -- Vital Statistics

Each year, programmatic data is collected and analyzed in order to understand the recruitment, retention, graduation/employment trends, as well as testing outcomes of our graduate counseling students. For 2020-2021, the following trends were identified in the data, as reported in Table 14.

Table 14:

Student Outcome Data	Fall 2020			Spring 2021		
	CMHC	AC	SC	CMHC	AC	SC
Number of Graduates	22	4	9	1	4	4
Completion/Graduation Rates (based on 4 year average of full time Counseling students)	CMHC - 93.1% AC - 84.6% SC - 71.4%					
CPCE Examination Pass Rate (**not disaggregated by emphasis area) <i>note: The CECE was used for the comprehensive examination in 2020-2021 due to COVID-19</i>	6/7			32/32		

OSAT Examination Pass Rate for School Counselors	1/1			4/6		
Job Placement Rate of Graduates	100%	100%	100%	100%	100%	100%

Other Announcements

The Counseling program faculty are excited to introduce Dr. Timothy (TJ) Schoonover to the Tahlequah campus as a Core CACREP faculty member. Dr. Schoonover earned his Ph.D. in Counselor Education and Supervision from the University of Arkansas, and is a Licensed Professional Counselor (LPC) and Nationally Certified Counselor (NCC). Dr. Schoonover has counseled in both agency and school settings and has maintained an active research agenda, presenting and publishing on topics such as child- and play-based counseling interventions.

On the Broken Arrow campus, the Counseling program faculty are pleased to introduce Dr. Michael Paz as a Core CACREP faculty member. Dr. Paz is a bilingual (Spanish-English) certified school counselor and Licensed Professional Counselor. He earned his Ph.D. in Counselor Education and Supervision from the University of North Texas, and has counseled in both agency and school settings. Dr. Paz brings rich clinical and teaching experiences to the Counseling program. Welcome!

Lastly, the Counseling program celebrates Dr. Cheri Mays' successful defense of her dissertation. Dr. Mays, we continue to be so thankful for the gifts you bring to this program!

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

OUR GOALS

We believe that a well-prepared counselor is actively involved and committed to the process of intentional growth that promotes prosocial autonomy, lifelong learning, as well as ethical and professional behavior. Further, we strive to prepare student knowledge and commitment to the ethics of the profession and demonstration of application with multicultural and diverse populations. We strive to foster student growth within a dynamic and multi-modal learning setting in which diversity, critical thinking, self-in-context, scholarship, and creation and integration of knowledge are celebrated.

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