



NORTHEASTERN
STATE UNIVERSITY

Program Outcomes Report for Continuous Improvement 2025-2026

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 2.E.1-4.). 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 2025-2026 academic year.

Data Results from CPCE

The Counselor Preparation Comprehensive Examination (CPCE) is used to assess student learning across all CACREP core content areas. Table 1 indicates overall NSU and National CPCE scores for the Fall 2024 and Spring 2025 semesters.

Table 1

	Fall 2024 (N = 11)				Spring 2025 (N = 52)			
	NSU		National		NSU		National	
Section	Mean	SD	Mean	SD	Mean	SD	Mean	SD
C1: Professional Orientation and Ethical Practice	11.65	1.21	12.30	1.93	12.35	1.74	11.80	2.09
C2: Social and Cultural Identities and Experiences	9.79	2.28	10.66	2.06	10.28	2.25	10.27	2.35
C3: Lifespan Development	10.79	1.95	11.69	2.23	11.85	1.91	11.54	2.50
C4: Career Development	11.30	2.40	12.80	2.16	11.22	2.02	11.01	2.25
C5: Counseling and Helping Relationships	10.92	1.72	11.15	2.19	11.26	2.28	10.77	2.44
C6: Group Counseling and Group Work	12.34	1.41	12.75	2.29	12.24	1.96	12.51	2.35
C7: Assessment and Testing	11.61	2.01	11.79	2.36	9.89	2.25	10.06	2.61
C8: Research and Program Evaluation	11.08	2.96	12.39	2.73	9.38	2.44	9.70	2.83
Overall	89.56	12.35	95.54	12.74	88.40	11.96	87.64	14.27

**Content in yellow indicates NSU students scored below the national average.*

The program faculty were surprised to see that, overall, students scored below National average on every section in the fall. In the spring of 2025, students only scored below the National average on Group Counseling and Group Work, Assessment and Testing, and Research and Program Evaluation. However, all areas where students scored below the National average, scores remained within one standard deviation of the National average. The same is true for the scores that fell below National average in the spring 2025 testing semester. Traditionally, counseling faculty members' focus has been on targeting student achievement based on areas that fall below national average for two consecutive semesters. However, due to the realignment of Student Learning Objectives (SLOs) and implementation of the 2024 CACREP standards, faculty will await updated data before making additional changes to Group Counseling and Group Work, Assessment and Testing, and Research and Program Evaluation sections. Consistent with previous continuous improvement plans, the counseling program faculty will closely monitor NSU student outcomes on the CPCE compared to National data when targeting curriculum improvements in the upcoming school year.

Subsequent Program Modification:

1. Implement realigned course syllabi with 2024 CACREP learning standards
2. Implement updated Student Learning Outcomes (activities/assignments) for all courses.
3. Implement data collection through Watermark – Student Learning and Licensure
4. Discuss scoring below the national average in the several areas.

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 identities and experiences; (c) lifespan development; (d) career development; (e) counseling practice and relationships; (f) group counseling and group work; (g) assessment and diagnostic processes; 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 2 offers outcome data for each KPI (core and emphasis-specific).

Table 2

Core Key Performance Indicators (KPIs) – measured on a 5-point scale		
Professional Counseling Orientation and Ethical Practice	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas (3.A.10.)	3.38
Social and Cultural Identities and Experiences	the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews (3.B.2.)	3.83
	the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients (3.B.5.)	3.91
Lifespan Development	biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness (3.C.10.)	4.19
Career Development	approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors (3.D.2.)	3.85
	developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities (3.D.7.)	4.15
Counseling Practice and Relationships	counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships (3.E.8.)	3.35
Group Counseling and Group Work	therapeutic factors of group work and how they contribute to group effectiveness (3.F.3.)	3.73
Assessment and Diagnostic Processes	ethical and legal considerations for selecting, administering, and interpreting assessments (3.G.6.)	3.85
	procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders (3.G.16.)	3.68
Research and Program Evaluation	the importance of research in advancing the counseling profession, including the use of research to inform counseling practice (3.H.1.)	4.19
Addiction Counseling Key Performance Indicators (KPIs) – measured on a 5-point scale		
	evaluating and identifying individualized strategies and treatment modalities relative to substance use disorder severity, stages of change, or recovery (5.A.6.)	3.68

Clinical Mental Health Counseling Key Performance Indicators (KPIs)		
	techniques and interventions for prevention and treatment of a broad range of mental health issues (5.C.5.)	3.31
School Counseling Key Performance Indicators (KPIs)		
	school counselor roles as leaders, advocates, and systems change agents in PK-12 schools (5.H.6.)	4.04

Programmatic evaluation of KPIs indicated all standards were met or exceeded, as evidenced by scores of 3 or higher on a 5-point scale.

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 3 indicates 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 4 and 5, respectively.

Table 3

Emphasis Area	Overall Performance (1-5 scale)	Identified Areas for Improvement
Clinical Mental Health/ Addiction Counseling	$M = 4.43$	• More practice with treatment planning through case vignettes • Understanding insurance and specific billing requirements
School Counseling	$M = 4.54$	• Understanding of state school counselor requirements and duties (ex: role in testing) • More crisis intervention and triage training

Table 4

Perception of Supervisee Competence for Clinical Mental Health and Addiction Counselors:	CMHC	AC	Overall
1. This master's program has prepared my supervisee for the real world of counseling.	4.23	—	4.23
2. My supervisee understands the theory behind the counseling process.	4.46	—	4.46
3. My supervisee knows how to apply techniques to assist various types of clients.	4.38	—	4.38
4. My supervisee can use the DSM 5 to understand client presenting mental health concerns and make appropriate referrals.	4.31	—	4.31
5. My supervisee can apply the things learned in their counseling classes to their job.	4.54	—	4.54

6. My supervisee is prepared to work with clients in an individual and group settings.	4.38	—	4.38
7. My supervisee is able to prepare appropriate client paperwork (case notes, treatment plans, case conceptualizations, etc.)	4.15	—	4.15
8. My supervisee has garnered sufficient knowledge from his/her counseling classes to work with all types of clients.	4.15	—	4.15
9. My supervisee can apply principles of diversity to various counseling populations because of classes he/she took for this degree.	4.46	—	4.46
10. This degree will help my supervisee set his/her professional career goals.	4.77	—	4.77
11. My supervisee is a more congruent person because of the things they learned in their counseling courses.	4.61	—	4.61
12. The counseling program at NSU provides the educational and experiential experiences students need to be successful counselors.	4.69	—	4.69
13. The counseling program at NSU provides students with the skills needed to be successful counselors.	4.69	—	4.69

Table 5

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.	4.80
2. Advocate for school policies, programs, and services that are equitable and responsive to cultural differences among students.	4.60
3. Advocate for rigorous academic preparation of all students to close the achievement gap among demographic groups.	4.40
4. Coordinate a school to career transition plan for each student.	3.90
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.	4.50
6. Use student data to facilitate student academic success and to show effectiveness of counselor-driven interventions.	4.60

7. Provide individual and group counseling that promotes academic success, social/emotional development, and career preparedness for all students.	4.89
8. Provide core curriculum that promotes academic success, social/emotional development, and career preparedness for all students.	4.70
9. Assess student needs and make appropriate referrals to school and/or community resources.	4.50
10. Collaborate with other professionals in the development of staff training, family support, and appropriate community initiatives that address student needs.	4.56
11. The counseling program at NSU provides the educational and experiential experiences students need to be successful school counselors.	4.60
12. The counseling program at NSU provides students with the skills needed to be successful school counselors.	4.50

Stakeholder evaluations are also collected from employers to understand trends in competence for Clinical Mental Health, Addiction, and School Counseling graduates from NSU. Table 6 presents findings for Clinical Mental Health and Addiction Counseling graduates who are then employed, and Table 7 presents findings for School Counseling graduates.

Table 6

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.	4.67	—	4.67
2. NSU counseling graduates understand the theory behind the counseling process.	4.89	—	4.89
3. NSU counseling graduates know how to apply techniques to assist various types of clients.	4.78	—	4.78
4. NSU counseling graduates can apply concepts of the DSM 5 to understand client presenting concerns.	4.87	—	4.87
5. NSU counseling graduates can apply the things learned in their counseling classes to their job.	4.89	—	4.89
6. NSU counseling graduates are prepared to work with clients in an individual and group setting.	4.56	—	4.56
7. NSU counseling graduates are able to prepare appropriate client paperwork (case notes, treatment plans, case conceptualizations, etc.)	4.56	—	4.56

8. I believe NSU counseling graduates have sufficient knowledge to work with all types of clients.	4.87	—	4.87
9. NSU counseling graduates can apply principles of diversity to various counseling populations.	4.89	—	4.89
10. NSU counseling graduates have set their professional career goals.	5.00	—	5.00
11. NSU counseling graduates seem to be more congruent persons because of the things they learned in their counseling courses.	5.00	—	5.00

Table 7

Perception of Employee Competence for School Counselors	SC
1. The NSU master's program has increased students' social/emotional development.	4.40
2. The NSU master's program has increased students' career preparedness.	4.67
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.	4.40
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.	4.50
7. NSU school counseling graduates can use student data to facilitate student academic success and to show effectiveness of counselor-driven interventions.	4.67
8. NSU school counseling graduates can provide individual counseling that promotes academic success, social/emotional development, and career preparedness for all students.	4.83
9. NSU school counseling graduates can provide core curriculum that promotes academic success, social/emotional development, and career preparedness for all students.	4.33
10. NSU school counseling graduates can provide group counseling that promotes academic success, social/emotional development, and career preparedness for all students.	4.50
11. NSU school counseling graduates can assess student needs and make appropriate referrals to school and/or community resources.	4.67

12. NSU school counseling graduates can make appropriate referrals to school and/or community resources.	4.33
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.	4.50

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 8, 9, and 10 present findings from Student Perception of Learning, Advising, and Site/Supervision Experiences, respectively.

Table 8

Student Perception of Learning	AC	CMHC	SC	Overall
1. This master's program has prepared me for the real world of counseling.	___	4.5	4.47	4.48
2. I understand the theory behind the counseling process.	___	4.17	4.33	4.29
3. I know how to apply techniques to assist various types of clients/students.	___	3.83	4.13	4.05
4. I can use the DSM-5.	___	4.50	4.53	4.52
5. I will be able to apply the things I have learned in my counseling classes to my job.	___	4.83	4.73	4.76
6. I am prepared to work with clients/students in an individual and/or group setting after completing my master's degree in counseling.	___	4.33	4.40	4.38
7. I am prepared to complete appropriate client/student paperwork (case notes, treatment plans, case conceptualizations, etc.)	___	3.33	4.13	3.90
8. I have garnered sufficient knowledge from my counseling classes to work with many types of clients/students.	___	4.17	4.33	4.29
9. I will be able to apply principles of diversity to various counseling populations because of the classes I took for this degree.	___	4.67	4.53	4.57
10. This degree will help me reach my professional career goals.	___	4.83	4.67	4.71

11. I am a more congruent person because of the things I have learned in my counseling courses.	_____	4.33	4.60	4.52
12. The counseling program at NSU provides the educational and experiential experiences I need to be a successful counselor.	_____	4.50	4.67	4.62
13. The counseling program at NSU provides the skills I need to be a successful counselor.	_____	4.50	4.53	4.52

Table 9

Advising Survey	AC	CMHC	SC	Total
1. I find a lot of helpful information about my counseling program and program requirements on the department website.	_____	4.33	3.87	4.00
2. My advisor is knowledgeable and adequately answers my questions I have about my counseling program.	_____	4.67	4.27	4.38
3. My advisor is available and accessible to answer any questions I have about my counseling program.	_____	4.67	4.40	4.48
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.	_____	4.67	4.33	4.43
5. I received a good orientation to the profession of counseling and to the counseling program at NSU.	_____	4.33	4.47	4.43

Table 10

Site and Supervision Evaluation	AC	CMHC	SC	Total
1. I am satisfied with the amount of on-site supervision I received.	_____	4.67	4.53	4.57
2. I am satisfied with the quality and usefulness of on-site supervision.	_____	4.33	4.33	4.33
3. I am satisfied with the usefulness and helpfulness of my clinical faculty/university supervisor.	_____	4.83	4.80	4.81
4. My practicum/internship experience was relevant to my career goals.	_____	4.83	4.67	4.71
5. I am satisfied with my exposure to an on-site supervisor's communication of school/agency goals.	_____	4.33	4.47	4.43
6. I am satisfied with my exposure to an on-site supervisor's communication of school/agency procedures.	_____	4.17	4.60	4.48

7. I am satisfied with my exposure to professional roles and functions within the school/agency.	_____	3.67	4.47	4.24
8. I am satisfied with my exposure to information about community resources.	_____	3.50	3.67	3.62
9. I am satisfied with my overall experience at my practicum/internship site.	_____	3.67	4.33	4.14
For CMHC/AC students, please answer the following additional questions:				
10. I am satisfied with my screening experiences.	_____	3.17	-	3.17
11. I am satisfied with my intake experiences.	_____	3.33	-	3.33
12. I am satisfied with my orientation experiences.	_____	4.17	-	4.17
13. I am satisfied with my assessment experiences.	_____	3.00	-	3.00
14. I am satisfied with my treatment planning experiences.	_____	3.17	-	3.17
15. I am satisfied with my counseling experiences.	_____	3.83	-	3.83
16. I am satisfied with my case management experiences.	_____	3.33	-	3.33
17. I am satisfied with my crisis intervention experiences.	_____	4.00	-	4.00
18. I am satisfied with my client education experiences.	_____	4.00	-	4.00
19. I am satisfied with my referral experiences.	_____	3.50	-	3.50
20. I am satisfied with my record keeping experiences.	_____	3.67	-	3.67
21. I am satisfied with my consultation experiences.	-----	4.00	-	4.00
For SC students, please answer the following additional questions:				
22. I am satisfied with my core curriculum experiences.	-	-	4.40	4.40
23. I am satisfied with my small group counseling experiences.	-	-	4.53	4.53
24. I am satisfied with my individual counseling experiences.	-	-	4.47	4.47
25. I am satisfied with my consultation experiences.	-	-	4.27	4.27
26. I am satisfied with my assessment and student support experiences.	-	-	4.00	4.00
27. I am satisfied with my crisis intervention experiences.	-	-	3.73	3.73
28. I am satisfied with my collaboration with administration/personnel experiences.	-	-	4.40	4.40

29. I am satisfied with my data experiences.	-	-	4.13	4.13
30. I am satisfied in my experiences to utilize community resources/agencies to benefit students.	-	-	3.80	3.80
31. I am satisfied in my experiences to lead teams to identify interventions to help students academically and behaviorally.	-	-	3.87	3.87

Qualitative feedback for improvement (Tables 8-10):

- More broad applications to clinical setting for students on the school track, since they will also be able to pursue LPC licensure, they have to select a side and would like to have both
- Praised support of faculty throughout the program

Characteristics of Program Applicants

To better facilitate recruitment and retention of qualified students to the M.S. in Counseling program at NSU, each year, applicant data is collected and analyzed. Table 11 details applicant information for students entering the Fall 2025 cohort. Please note that when detailing demographic data, any cell count less than five (5) for graduate students is collapsed into an "Other" category, to maintain student anonymity within the program.

Table 11

Characteristics of Program Applicants					
	Total	Moved Entry Term	Withdrew	Incomplete	Admitted
Applications to Graduate College for Counseling	129	7	18	5	71
	CMHC	AC	SC		
Emphasis	106	12	11		
	New Master's student from NSU	New Master's Student Not from NSU	Returning to the Program		
Student Status	78	47	4		
	Female	Male			
Gender	95	34			
	American Indian/Alaskan Native	White	Hispanic/Latino	Two or More Races	Other

Race/Ethnicity	16	62	10	35	6
	CMHC	AC	SC	Total	
Newly Admitted for Fall 2025 and enrolled	58	6	7	71	

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 2024-2025, the following trends were identified in the data, as reported in Table 12.

Table 12

	Summer / Fall 2024			Spring 2025		
Student Outcome Data	CMHC	AC	SC	CMHC	AC	SC
Number of Graduates	30	6	7	0	0	0
Completion/Graduation Rates (based on 4 year average of full time Counseling students)	Clinical Mental Health Counseling - 100% Addiction Counseling - 100% School Counseling - 100%					
CPCE Examination Pass Rate (*Not disaggregated by emphasis)	10/11			51/51		
NCE Examination Pass Rate (*Not disaggregated by emphasis)	26/27			7/7		
OSAT Examination Pass Rate for School Counselors	1/1			2/5		
Job Placement Rate of Graduates	100%	100%	100%	100%	100%	100%

Other Announcements

The Counseling program faculty are pleased to introduce **Ms. Veronica Clyburn** as a Core CACREP faculty member on the Tahlequah campus. Ms. Clyburn is finishing up her PhD in Counselor Education and Supervision at Waldon University, a CACREP accredited Counseling program. She earned her Master's degree in Counseling from Northeastern State University. In addition to teaching as an adjunct for us over the past few years, she also works in private practice as an LPC in the State of Oklahoma and a Registered Play Therapist, providing services in both English and Spanish.

Our undergraduate Psychology department added two new faculty members as well with a wealth of knowledge and experience. **Dr. John Sassin** brings with him many years of teaching experience specific to Rehabilitation Counseling and Social Justice and Community Leadership. **Dr. Jean-Baptiste Quillien** brings a wealth of knowledge related to Artificial Intelligence (AI) and cognitive reasoning through his teaching and research experience.

Dr. Rachel Olienyk worked to ensure the Play Therapy Lab in Tahlequah was stocked with all necessary supplies and ready for students to utilize this summer. Our Counseling program now has Play Therapy Labs on both the Broken Arrow and Tahlequah campuses, where students can see clients and obtain supervision specifically for Play Therapy.

Lastly, all courses are now utilizing Watermark-Student Learning & Licensure to collect program evaluation data and corresponding artifacts. A big thank you to all of the faculty for embracing change!

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. Amanda Stuckey at stucke02@nsuok.edu.