



**NORTHEASTERN
STATE UNIVERSITY**

**Program Outcomes Report for
Continuous Improvement
2023-2024**

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 2023-2024 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 2022 and in April 2023 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 2022 and Spring 2023 semesters.

Table 1:

	Fall 2022 (N = 8)				Spring 2023 (N = 35)			
	NSU		National		NSU		National	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
C1: Human Growth and Development	12.38	2.34	9.54	2.33	8.40	2.07	9.48	2.32
C2: Social and Cultural Diversity	12.63	2.00	11.18	2.21	11.26	1.64	11.27	2.14
C3: Helping Relationships	11.13	3.18	9.9	2.73	7.89	2.76	9.87	2.71
C4: Group Work	10.5	2.18	9.61	2.34	9.09	1.50	9.67	2.33
C5: Career Development	11.38	2.39	10.08	2.56	8.89	2.39	10.09	2.55
C6: Assessment	8.25	2.44	8.19	2.51	7.23	1.87	8.12	2.49
C7: Research and Program Evaluation	8.25	2.17	7.64	2.76	6.29	2.26	7.58	2.75
C8: Professional Orientation and Ethical Practice	10.00	2.69	8.99	2.52	7.94	2.45	8.91	2.54
Overall	84.50	12.75	75.12	14.12	66.97	9.97	75.00	14.01

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

The program faculty found it interesting, though not alarming, that students scored below average on all 8 content areas. One working explanation for these outcomes is that on testing date, the University experienced technical difficulties which resulted in students having a delayed start time by nearly 90 minutes, an experience which students anecdotally remarked “contributed to increased anxiety” during the testing period. 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. Additionally, it should be noted that in the Fall 2022 semester, students scored above the National average on all 8 content areas.

Traditionally, counseling faculty members’ focus has been on targeting student achievement based on areas that fall below national average for two consecutive semesters. However, with the adoption of the 2024 CACREP standards, program faculty have voted to realign all courses, including student learning standards and outcomes, to the most updated student standards. This update serves as a program-level area of targeted improvement for 2023-2024.

Subsequent Program Modification:

1. Realigning all core and emphasis-specific course syllabi with 2024 CACREP learning standards
2. Revise Student Learning Standards crosswalks in all syllabi
3. Update Student Learning Outcomes (activities) in all syllabi
4. Update rubrics to align with Student Learning Outcomes (activities) in all syllabi

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 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 Practice	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i)	3.35
Social and Cultural Diversity	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (IIF2d)	3.48
Human Growth and Development	a general framework for understanding differing abilities and strategies for differentiated interventions (IIF3h)	3.46
	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (IIF3i)	3.59
Career Development	theories and models of career development, counseling, and decision making (IIF4a)	3.81
Counseling and Helping Relations	essential interviewing, counseling, and case conceptualization skills (IIF5g)	3.66
Group Counseling and Group Work	types of groups and other considerations that affect conducting groups in varied settings (IIF6f)	3.52
Assessment and Testing	use of assessments for diagnostic and intervention planning purposes (IIF7e)	3.28
Research and Program Evaluation	the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (IIF8a)	3.63
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)	3.34
Practice	strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders (AC:3e)	2.00

Clinical Mental Health Counseling Key Performance Indicators (KPIs)		
Foundations	theories and models related to clinical mental health counseling (CMHC:1b)	3.63
Practice	techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC:3b)	3.54
School Counseling Key Performance Indicators (KPIs)		
Foundations	models of school counseling programs (SC:1b)	3.34
Practice	design and evaluation of school counseling programs (SC:3b)	3.32

Programmatic evaluation of KPIs indicated all standards were met or exceeded, as evidenced by scores of 3 or higher on a 5 point scale. The exception was AC:3e in the Addiction emphasis area. The assessment of this standard may not be accurate due to missing data and insufficient data provided. Historical data of the AC:3e standard shows this standard was met or exceeded on the two previous continuous improvement reports (3.33 in 2022-2023 and 3.68 in 2021-2022). Counseling faculty will make efforts to improve data collection and reduce situations of missing data which affect accuracy of program evaluation.

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	<i>M</i> = 4.49	<ul style="list-style-type: none"> ● More information specific to LADC ● Crisis Management and Safety Planning ● Counseling children and young adolescents ● Comorbidity and differential diagnosis/symptomology ● Agency documentation and application (i.e. productivity, billing, treatment planning)
School Counseling	<i>M</i> = 4.56	<ul style="list-style-type: none"> ● Understanding of state testing requirements

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.	4.75	4.00	4.38
2. My supervisee understands the theory behind the counseling process.	4.85	4.33	4.59

3. My supervisee knows how to apply techniques to assist various types of clients.	4.65	4.00	4.33
4. My supervisee can use the DSM 5 to understand client presenting mental health concerns and make appropriate referrals.	4.70	3.67	4.19
5. My supervisee can apply the things learned in their counseling classes to their job.	4.85	4.33	4.59
6. My supervisee is prepared to work with clients in an individual and group settings.	4.70	4.33	4.52
7. My supervisee is able to prepare appropriate client paperwork (case notes, treatment plans, case conceptualizations, etc.)	4.35	4.00	4.18
8. My supervisee has garnered sufficient knowledge from his/her counseling classes to work with all types of clients.	4.65	3.67	4.16
9. My supervisee can apply principles of diversity to various counseling populations because of classes he/she took for this degree.	4.75	4.00	4.38
10. This degree will help my supervisee set his/her professional career goals.	4.74	4.33	4.54
11. My supervisee is a more congruent person because of the things they learned in their counseling courses.	4.75	4.00	4.38
12. The counseling program at NSU provides the educational and experiential experiences students need to be successful counselors.	4.70	4.33	4.52
13. The counseling program at NSU provides students with the skills needed to be successful counselors.	4.75	4.33	4.54

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.	4.67
2. Advocate for school policies, programs, and services that are equitable and responsive to cultural differences among students.	4.61

3. Advocate for rigorous academic preparation of all students to close the achievement gap among demographic groups.	4.22
4. Coordinate a school to career transition plan for each student.	4.12
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.	4.28
6. Use student data to facilitate student academic success and to show effectiveness of counselor-driven interventions.	4.28
7. Provide individual and group counseling that promotes academic success, social/emotional development, and career preparedness for all students.	4.61
8. Provide core curriculum that promotes academic success, social/emotional development, and career preparedness for all students.	4.53
9. Assess student needs and make appropriate referrals to school and/or community resources.	4.67
10. Collaborate with other professionals in the development of staff training, family support, and appropriate community initiatives that address student needs.	4.72
11. The counseling program at NSU provides the educational and experiential experiences students need to be successful school counselors.	4.67
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 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.	4.75	4.00	4.38
2. NSU counseling graduates understand the theory behind the counseling process.	4.92	5.00	4.96
3. NSU counseling graduates know how to apply techniques to assist various types of clients.	4.83	4.00	4.42

4. NSU counseling graduates can apply concepts of the DSM 5 to understand client presenting concerns.	4.92	4.00	4.46
5. NSU counseling graduates can apply the things learned in their counseling classes to their job.	4.75	5.00	4.88
6. NSU counseling graduates are prepared to work with clients in an individual and group setting.	4.67	5.00	4.84
7. NSU counseling graduates are able to prepare appropriate client paperwork (case notes, treatment plans, case conceptualizations, etc.)	4.50	4.00	4.25
8. I believe NSU counseling graduates have sufficient knowledge to work with all types of clients.	4.67	4.00	4.34
9. NSU counseling graduates can apply principles of diversity to various counseling populations.	4.83	5.00	4.92
10. NSU counseling graduates have set their professional career goals.	4.58	4.00	4.29
11. NSU counseling graduates seem to be more congruent persons because of the things they learned in their counseling courses.	4.75	5.00	4.88

Table 7:

Perception of Employee Competence for School Counselors	SC
1. The NSU master's program has increased students' social/emotional development.	4.54
2. The NSU master's program has increased students' career preparedness.	4.54
3. NSU school counseling graduates can advocate for school policies, programs, and services that are equitable and responsive to cultural differences among students.	4.58
4. NSU school counseling graduates can advocate for rigorous academic preparation of all students to close the achievement gap among demographic groups.	4.23
5. NSU school counseling graduates can coordinate a school to career transition plan for each student.	4.38
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.	4.54
7. NSU school counseling graduates can use student data to facilitate student academic success and to show effectiveness of counselor-driven interventions.	4.62

8. NSU school counseling graduates can provide individual counseling that promotes academic success, social/emotional development, and career preparedness for all students.	4.85
9. NSU school counseling graduates can provide core curriculum that promotes academic success, social/emotional development, and career preparedness for all students.	4.69
10. NSU school counseling graduates can provide group counseling that promotes academic success, social/emotional development, and career preparedness for all students.	4.62
11. NSU school counseling graduates can assess student needs and make appropriate referrals to school and/or community resources.	4.77
12. NSU school counseling graduates can make appropriate referrals to school and/or community resources.	4.77
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.	4.85

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	CMHC	AC	SC	Overall
1. This master's program has prepared me for the real world of counseling.	4.58	4.50	4.42	4.50
2. I understand the theory behind the counseling process.	4.73	4.50	4.42	4.55
3. I know how to apply techniques to assist various types of clients/students.	4.46	3.50	4.00	3.99
4. I can use the DSM-5.	4.73	5.00	4.37	4.70
5. I will be able to apply the things I have learned in my counseling classes to my job.	4.81	5.00	4.63	4.81
6. I am prepared to work with clients/students in an individual and/or group setting after completing my master's degree in counseling.	4.69	4.50	4.53	4.57

7. I am prepared to complete appropriate client/student paperwork (case notes, treatment plans, case conceptualizations, etc.)	4.54	4.50	3.68	4.24
8. I have garnered sufficient knowledge from my counseling classes to work with many types of clients/students.	4.73	4.50	4.42	4.55
9. I will be able to apply principles of diversity to various counseling populations because of the classes I took for this degree.	4.73	5.00	4.37	4.70
10. This degree will help me reach my professional career goals.	4.92	5.00	4.74	4.89
11. I am a more congruent person because of the things I have learned in my counseling courses.	4.88	5.00	4.63	4.84
12. The counseling program at NSU provides the educational and experiential experiences I need to be a successful counselor.	4.73	4.75	4.63	4.70
13. The counseling program at NSU provides the skills I need to be a successful counselor.	4.58	4.75	4.63	4.65

Table 9:

Advising Survey	CMHC	AC	SC	Total
1. I find a lot of helpful information about my counseling program and program requirements on the department website.	4.31	4.25	3.89	4.15
2. My advisor is knowledgeable and adequately answers my questions I have about my counseling program.	4.69	4.25	4.00	4.31
3. My advisor is available and accessible to answer any questions I have about my counseling program.	4.73	4.50	4.16	4.46
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.	4.54	4.75	4.16	4.48
5. I received a good orientation to the profession of counseling and to the counseling program at NSU.	4.65	4.75	4.26	4.55

Table 10:

Site and Supervision Evaluation	CMHC	AC	SC	Total
1. I am satisfied with the amount of on-site supervision I received.	4.73	4.50	4.63	4.62
2. I am satisfied with the quality and usefulness of on-site supervision.	4.80	4.50	4.74	4.68

3. I am satisfied with the usefulness and helpfulness of my clinical faculty/university supervisor.	4.84	4.50	4.53	4.62
4. My practicum/internship experience was relevant to my career goals.	4.77	4.50	4.53	4.60
5. I am satisfied with my exposure to an on-site supervisor's communication of school/agency goals.	4.69	4.25	4.63	4.52
6. I am satisfied with my exposure to an on-site supervisor's communication of school/agency procedures.	4.69	4.25	4.74	4.56
7. I am satisfied with my exposure to professional roles and functions within the school/agency.	4.81	4.25	4.58	4.55
8. I am satisfied with my exposure to information about community resources.	4.50	3.75	4.32	4.19
9. I am satisfied with my overall experience at my practicum/internship site.	4.92	4.25	4.68	4.62
For CMHC/AC students, please answer the following additional questions:				
10. I am satisfied with my screening experiences.	4.52	4.25	-	4.39
11. I am satisfied with my intake experiences.	4.54	4.50	-	4.52
12. I am satisfied with my orientation experiences.	4.50	4.25	-	4.38
13. I am satisfied with my assessment experiences.	4.24	4.00	-	4.12
14. I am satisfied with my treatment planning experiences.	4.35	4.25	-	4.30
15. I am satisfied with my counseling experiences.	4.88	4.50	-	4.69
16. I am satisfied with my case management experiences.	4.20	3.50	-	3.85
17. I am satisfied with my crisis intervention experiences.	4.27	4.00	-	4.14
18. I am satisfied with my client education experiences.	4.62	4.25	-	4.44
19. I am satisfied with my referral experiences.	4.42	3.75	-	4.09
20. I am satisfied with my record keeping experiences.	4.69	4.25	-	4.47
21. I am satisfied with my consultation experiences.	4.80	4.25	-	4.53
For SC students, please answer the following additional questions:				
22. I am satisfied with my core curriculum experiences.	-	-	4.53	4.53
23. I am satisfied with my small group counseling experiences.	-	-	4.32	4.32

24. I am satisfied with my individual counseling experiences.	-	-	4.84	4.84
25. I am satisfied with my consultation experiences.	-	-	4.42	4.42
26. I am satisfied with my assessment and student support experiences.	-	-	4.32	4.32
27. I am satisfied with my crisis intervention experiences.	-	-	3.95	3.95
28. I am satisfied with my collaboration with administration/personnel experiences.	-	-	4.47	4.47
29. I am satisfied with my data experiences.	-	-	4.05	4.05
30. I am satisfied in my experiences to utilize community resources/agencies to benefit students.	-	-	4.16	4.16
31. I am satisfied in my experiences to lead teams to identify interventions to help students academically and behaviorally.	-	-	4.16	4.16

Qualitative feedback for improvement (Tables 3-11):

- Recommendation for Crisis course
- Additional instruction for theory instruction and implementation
- Degree plan for course delivery options (online versus in-person, for example)
- Increased advising communication led by faculty

The final area of analysis for student outcomes is student skills and dispositions for the counseling profession, which are assessed each semester using the Fitness to Practice (FTP) evaluation. FTP is evaluated in the following courses: Professionalism and Ethics (COUN 5033), Counseling Theories (COUN 5163), Methods and Techniques (COUN 5413), Diversity Issues in Counseling (COUN 5443), Practicum I (COUN 5603), Group Process (COUN 5713), Practicum II for SC (COUN 5643), Practicum II for CMHC/AC (COUN 5733/5673), Internships in SC (COUN 5840), and Internship in CMHC/AC (COUN 5800/5820). Results from student FTP data are presented in Table 11.

Table 11.

Fitness to Practice	5033	5163	5413	5443	5603	5713	5643 5733 5673	5800 5820 5840
1. Follows ethical and legal considerations.	4.68	4.00	3.97	4.04	4.16	3.89	4.32	4.00
2. Displays multicultural competence.	4.57	3.85	3.74	4.01	4.18	3.85	4.19	3.94
3. Open to new ideas.	4.60	3.95	4.03	4.01	4.22	3.82	4.26	4.06
4. Aware of own impact on others.	4.54	3.85	3.84	3.96	4.12	3.76	4.17	3.87
5. Responsive, adaptable, and cooperative.	4.58	4.03	4.01	4.03	4.22	3.84	4.21	4.01
6. Receptive to and uses feedback.	4.65	3.97	4.07	4.09	4.26	3.84	4.26	4.00

7. Responds to conflict appropriately.	4.58	3.84	3.97	4.01	4.05	3.79	4.21	3.88
8. Accepts personal responsibility.	4.64	4.09	4.13	4.07	4.20	3.86	4.21	4.02
9. Expresses feelings effectively and appropriately.	4.56	3.90	3.92	4.01	4.07	3.76	4.25	3.98
10. Dependable in meeting obligations.	4.52	4.13	3.94	4.01	4.20	3.84	4.21	4.05
11. Promotes self-care practices.	4.53	3.90	3.88	4.12	3.89	3.78	4.25	3.90

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.	4.47	4.00	4.22	4.23
2. My practicum training met my needs.	4.63	4.00	4.44	4.36
3. My internship training met my needs.	4.77	4.50	4.56	4.61
4. My advising experiences met my needs.	4.37	4.00	3.44	3.94
5. I was able to find employment in a helping profession following completion of the M.S. in Counseling program.	4.80	5.00	4.75	4.85
6. I would recommend NSU's Counseling program to others.	4.77	5.00	4.33	4.70
I feel prepared in the following training areas:				
1. Professional counseling orientation and ethical practice	4.77	5.00	4.22	4.66
2. Social and cultural diversity	4.47	5.00	4.44	4.64
3. Human Growth and Development	4.57	4.50	4.67	4.58
4. Career Development	3.87	4.50	4.56	4.31
5. Counseling and helping relations	4.83	5.00	4.67	4.83
6. Group counseling and group work	4.00	5.00	4.44	4.48
7. Assessment and testing	3.87	4.00	3.56	3.81
8. Research and program evaluation	4.07	4.00	3.44	3.84

Qualitative feedback from alumni (Table 12):

- Program strengths: faculty, mentoring, relationships between faculty and students, relationships with faculty post-graduation, staff, cohort model, and hours of classes
- Program areas for improvement: scholarship opportunities, theory development, treatment planning, assisting with licensing requirements post graduation, objective teaching in research and assessment course, crisis and trauma, training in working with children and adolescents, less courses online, additional training on counseling intersectionality of client identities and multicultural training

Traditionally, faculty identifies areas to target for improvement within curricular experiences. However, with the recent release of the 2024 CACREP standards, the faculty have elected to address program improvement through the program realignment to the new standards. The realignment will address many of the identified program areas of improvement identified by stakeholders (e.g. crisis, intersectionality, child and adolescent). The following modification is detailed to address this area for targeted improvement:

Subsequent Program Modification:

1. Realigning course syllabi with 2024 CACREP standards which will update learning content and activities to content areas recommended by stakeholders and the newest CACREP standards

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 2023 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	142	3	2	26	109
	CMHC	AC	SC		
Emphasis	55	46	7		

Other Announcements

The NSU Graduate Counseling Program hosted the CACREP site visit. Due to the dedication of faculty members, and the extensive preparation of Dr. Bea Keller-Dupree, the program met all CACREP standards. Accreditation status has been extended through March 2024, with the final CACREP Board vote for reaccreditation being held in January 2024. Program faculty are committed to realigning all course syllabi and learning experiences to match the 2024 CACREP standards over the next academic year.

The Psychology and Counseling Department faculty are excited to announce many changes in leadership. Dr. Elizabeth Melles is the new Department Chair for Psychology and Counseling. The faculty greatly appreciate Dr. Johnny Mark Kirk's service and dedication to the department.

Dr. Alexandra Meyers-Ellett is the new Graduate Counseling Program Chair. The Graduate Counseling Program faculty greatly appreciate the heartfelt dedication Dr. Bea Keller-Dupree has shown while serving as Program Chair many years.

Dr. Cheri Mays is the new Clinical Coordinator for the Graduate Counseling Program, coordinating all of the student placements and community relationships to best connect students throughout their clinical experiences as well as job placement after graduation. Program faculty thank Dr. Paul Cooper for his dedication to the community and students he has shown in establishing such valuable relationships.

Dr. Amanda Stuckey is the new CACREP Liaison. She will be working diligently with other faculty members to align the program with the newly released 2024 CACREP standards and continue the standard of excellence we faculty have set for assessing student achievement.

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.