

**Columbus State University  
Counselor Education Program  
AY2022-2023 Annual Report**

**Previous 5 Year Enrollment Numbers**

The following table reflects enrollment, as reported by the institution, for the previous five years (FA18-FA22).

<b>Program</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
Clinical Mental Health Counseling	31	22	25	25	33
School Counseling	21	17	21	22	18

**Previous 5 Year One-Year Retention Rates**

The following table reflects one-year retention (i.e., students returned year 2), as reported by the institution, for the previous five years (FA18-FA22).

<b>Program</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
CMHC	40% (2/5)	71.4% (5/7)	90% (9/10)	80% (8/10)	80% (16/20)
SC	100% (5/5)	100% (3/3)	84.6% (11/13)	100% (7/7)	71.4% (5/7)

**Previous 5 Year Graduation Numbers**

The following table reflects graduation numbers for the previous five years (2018-2022) for both CMHC and SC programs.

<b>Program</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
CMHC	22	17	15	8	6
SC	9	6	6	5	6

*\* The completion rate benchmark for our master’s programs has been 2-3 years, however, many students may elect to prolong their program of study. In addition, many students during this time frame were impacted by COVID-19 and changed their course sequencing accordingly. Starting in the Fall of 2022, new program sequencing standardized 3-year completion for full-time students in both counseling programs. It is anticipated that graduation total numbers will increase significantly for CY 2025.*

**AY2022-2023 Current Student Demographics**

The following table reflects student demographics for both CMHC and SC programs during AY2022-2023. Demographic categories reported are based on CACREP categories requested each year during Vital Statistic reporting.

	<b>Male</b>	<b>Female</b>	<b>Non-Binary</b>
<b>American Indian or Alaska Native</b>	0	0	0
<b>Asian</b>	1	0	0
<b>Black</b>	6	23	0
<b>Hawaiian Native or Pacific Islander</b>	0	0	0
<b>Hispanic</b>	0	0	0
<b>Two or More</b>	0	2	0
<b>Unknown/Other</b>	0	0	0
<b>White</b>	2	22	1
<b>International Student</b>	0	0	0
<b>Active-Duty Military</b>	0	0	0
<b>Veteran</b>	1	0	0
<b>With a Disability</b>	0	0	0

### **AY2022-2023 Exit Exam Results**

The Counselor Preparation Comprehensive Examination (CPCE) is used as the exit exam for both CMHC and SC students. The following table reflects first attempt passing rates for each semester students sat for the CPCE during AY2022-2023. Passing rates are determined by examining 1SD below the national mean. The total first attempt pass rate for the CPCE during AY2022-2023 was 93.8%.

<b>Program</b>	<b>Fall 2022</b>	<b>Spring 2023</b>	<b>Summer 2023</b>
Clinical Mental Health and School Counseling	100% (n=3)	91.7% (n=12)	100% (n=1)

### **AY2022-2023 Licensure and Certification Exam Results**

For licensure and certification examinations, Clinical Mental Health Counseling students complete the National Counselor Examination (NCE) and School Counseling students complete the Georgia Department of Education (GACE) examination. Students provide the program their examination results.

<b>Program</b>	<b>Fall 2022 – Summer 2023 Licensure/Certification Exam Pass Rates</b>
Clinical Mental Health Counseling	100%
School Counseling	100%

## Alumni, Supervisor, and Employer Survey Results (2-year cycle)

Survey results from alumni, supervisors, and employers are reported in a two-year cycle. The tables below reflect data from alumni, supervisors, and employers from Fall 2021-Summer 2023.

Supervisor/Employer Area of Evaluation	Clinical Mental Health Counseling	School Counseling
Counselors-in-training counsel clients/students in an ethical manner	100% met or exceeded expectations	100% met or exceeded expectations
Counselors-in-training counsel clients/students in a socially and culturally sensitive manner	100% met or exceeded expectations	100% met or exceeded expectations
Counselors-in-training demonstrate competencies as it relates to career development and success	100% met or exceeded expectations	100% met or exceeded expectations
Counselors-in-training demonstrate competencies as it relates to counseling skills, goal setting, and client/student conceptualization	100% met or exceeded expectations	100% met or exceeded expectations
Counselors-in-training demonstrate competencies as it relates to counseling clients/students in group settings	100% met or exceeded expectations	100% met or exceeded expectations
Counselors-in-training demonstrate competencies as it relates to assessment procedures	100% met or exceeded expectations	100% met or exceeded expectations
Counselors-in-training are up to date with counseling practices and concepts as it relates to their professional identity	100% met or exceeded expectations	100% met or exceeded expectations

### Overall Summary and Comments

**Clinical Mental Health Counseling Strengths:** Clinical mental health counseling supervisors/employers noted students from CSU are equipped with strong foundational knowledge in key areas of the counseling profession. Students are eager to learn, motivated, and

enthusiastic. Clinical mental health counseling students have exhibited caring, open, and respectful attitudes toward their clients. Furthermore, supervisors noted that the program is very involved with practicum and internship processes.

**Recommendations/Suggestions:** Supervisors encouraged increased attention to (i) students transitioning from the classroom to the workplace, (ii) counselor trainee self-efficacy, (iii) boundary-setting, and (iv) encouraging inquisitiveness at site during early stages of practicum and internship experiences.

**School Counseling Strengths:** School counseling supervisors/employers noted students from CSU are equipped with strong helping skills and are able to counsel students in an ethical manner. Students have demonstrated the ability to work well with colleagues, parents/guardians, and students. CSU school counseling students are “visible, personable, eager to learn, helpful, driven, and kind.” Furthermore, supervisors identified organized communication between the site, student, and institution as a strength.

**Recommendations/Suggestions:** Supervisors encouraged increased attention to the development of student conceptualization skills. Furthermore, supervisors commented on (i) the importance of splitting school counselor-in-training internship experiences into two separate 300-hour semesters (this is being implemented fall 2024), (ii) increased virtual contact between sites and institution, and (iii) more training related to styles of supervision.

Alumni Area of Evaluation	Alumni Response
Confidence related to ethical practice	100% strong or very strong
Confidence related to social and cultural diversity	100% strong or very strong
Confidence related to human growth and development	100% strong or very strong
Confidence related to career development	100% strong or very strong
Confidence related to counseling and helping relationships	100% strong or very strong

Confidence related to group work	100% strong or very strong
Confidence related to assessment and testing	88% strong or very strong
Confidence related to research and program evaluation	88% strong or very strong
Classes involved interaction with other students (e.g., group projects, discussion groups, etc.)	88% strong or very strong
Degree requirements were explained clearly	100% strong or very strong
Practicum and internship requirements were explained clearly	100% strong or very strong
Practicum and internship prepared students for a career as a counselor	100% strong or very strong
Program encouraged academic and/or engagement with other students and community members	100% strong or very strong
Support from faculty advisor throughout the program	100% strong or very strong
Program prepared student for career as a counselor	100% strong or very strong

**Alumni Identified Program Strengths:** Alumni identified the following as significant strength of the program: the role of practicum and internship in development as a new counselor; the role of quality supervision in development as a new counselor; skill development and reinforcement throughout the program; focus on multicultural issues and cultural perspectives; faculty knowledge and expertise; access to faculty and sufficient faculty response time; integration of ethical practice throughout the curriculum. **Alumni Recommendations/Suggestions:** Alumni encouraged increased attention/provided suggestions related the following areas: cultural and social justice issues integrated throughout the curriculum; offering a larger variety of elective courses; increased diversity throughout the program; increased opportunities for professional development and experiential growth outside of the classroom; increased support for faculty to decrease faculty burnout; increased support for licensure examination preparation

**Columbus State University Key Performance Indicators (KPI) Assessment Data**

<b>I. Professional Orientation and Ethical Practice</b>				
<b>Key Performance Indicator</b>	<b>Assessment Point</b>	<b>Key Assessment</b>	<b>Assessment Form</b>	<b>Outcome</b>
<b><u>KPI 1:</u></b> Students will demonstrate knowledge of professional counseling standards, apply ethical and legal standards to practice, and develop an identity within the counseling profession. (CACREP II.F.1)	COUN 6115: Ethics and Professional Issues in Counseling	Ethical Decision-Making Project (K)	Assignment Rubric	<i>Rubric indicated 100% of students met targeted competencies</i>
	COUN 6405/6415: CMHC/School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	<i>Evaluations indicated 88% of students met targeted competencies</i>
	CPCE Exit Exam	CPCE Content Area 1 (K)	Test	<i>94% of students met targeted competencies</i>

<b>II. Social and Cultural Diversity</b>				
<b>Key Performance Indicator</b>	<b>Assessment Point</b>	<b>Key Assessment</b>	<b>Assessment Form</b>	<b>Outcome</b>
<b>KPI 2:</b> Students will demonstrate knowledge of multicultural theories, counseling practices, and strategies for identifying and interrupting oppressive and discriminatory processes and will apply this knowledge to counseling practice. (CACREP II.F.2)	COUN 6175: Cultural Perspectives in Counseling	Cultural Presentation (K)	Assignment Rubric	<i>Rubric indicated 100% of students met targeted competencies</i>
	COUN 6405/6415: CMHC/School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	<i>Evaluations indicated 88% of students met targeted competencies</i>
	CPCE Exit Exam	CPCE Content Area 2 (K)	Test	<i>69% of students met targeted competencies</i>
<b>III. Human Growth and Development</b>				
<b>Key Performance Indicator</b>	<b>Assessment Point</b>	<b>Key Assessment</b>	<b>Assessment Form</b>	<b>Outcome</b>
<b>KPI 3:</b> Students will demonstrate knowledge of human growth and development across the lifespan and apply this knowledge to counseling practice. (CACREP II.F.3)	COUN 6119: Human Growth and Development	Theory of Development Analysis Paper	Assignment Rubric	<i>Rubric indicated 58% of students met targeted competencies</i>
	COUN 6405/6415:	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	<i>Evaluations indicated 88% of students met</i>



	CMHC/School Practicum			<i>targeted competencies</i>
	CPCE Exit Exam	CPCE Content Area 3 (K)	Test	<i>88% of students met targeted competencies</i>
<b>IV. Career Development</b>				
<b>Key Performance Indicator</b>	<b>Assessment Point</b>	<b>Key Assessment</b>	<b>Assessment Form</b>	<b>Outcome</b>
<b><u>KPI 4:</u></b> Students will demonstrate knowledge of career counseling theories and interventions and apply career assessment and planning principles to facilitate client career development. (CACREP II.F.4)	COUN 6118: Career Development	Career Program Development Project (K)	Assignment Rubric	<i>Rubric indicated 92% of students met targeted competencies</i>
	COUN 6405/6415: CMHC/School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	<i>Evaluations indicated 88% of students met targeted competencies</i>
	CPCE Exit Exam	CPCE Content Area 4 (K)	Test	<i>81% of students met targeted competencies</i>
<b>V. Counseling and Helping Relationships</b>				
<b>Key Performance Indicator</b>	<b>Assessment Point</b>	<b>Key Assessment</b>	<b>Assessment Form</b>	<b>Outcome</b>
<b><u>KPI 5:</u></b> Students will demonstrate knowledge and skills necessary to be an	COUN 6155: Counseling Theory	Case Conceptualization Paper (K)	Assignment Rubric	<i>Rubric indicated 100% of</i>

effective counselor while applying a theoretical framework. (CACREP II.F.5)				<i>students met targeted competencies</i>
	COUN 6405/6415: CMHC/School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	<i>Evaluations indicated 88% of students met targeted competencies</i>
	CPCE Exit Exam	CPCE Content Area 5 (K)	Test	<i>94% of students met targeted competencies</i>
<b>VI. Group Counseling and Group Work</b>				
<b>Key Performance Indicator</b>	<b>Assessment Point</b>	<b>Key Assessment</b>	<b>Assessment Form</b>	<b>Outcome</b>
<b>KPI 6:</b> Students will demonstrate knowledge of group counseling models and theories, experience the group process, and apply skills needed to conduct group counseling. (CACREP II.F.6)	COUN 6265: Group Techniques and Procedures	Co-Led Psychoeducational Sessions (S)	Assignment Rubric	<i>Rubric indicated 87% of students met targeted competencies</i>
	COUN 6405/6415: CMHC/School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	<i>Evaluations indicated 88% of students met targeted competencies</i>
	CPCE Exit Exam	CPCE Content Area 6 (K)	Test	<i>88% of students met targeted competencies</i>

<b>VII. Assessment and Testing</b>				
<b>Key Performance Indicator</b>	<b>Assessment Point</b>	<b>Key Assessment</b>	<b>Assessment Form</b>	<b>Outcome</b>
<b>KPI 7:</b> Students will demonstrate knowledge of assessment and testing including the appropriate use of assessment tools. (CACREP II.F.7)	COUN 6245: Individual Analysis	Client Assessment Report (S)	Assignment Rubric	<i>Rubric indicated 79% of students met targeted competencies</i>
	COUN 6405/6415: CMHC/School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	<i>Evaluations indicated 88% of students met targeted competencies</i>
	CPCE Exit Exam	CPCE Content Area 7 (K)	Test	<i>94% of students met targeted competencies</i>
<b>VIII. Research and Program Evaluation</b>				
<b>Key Performance Indicator</b>	<b>Assessment Point</b>	<b>Key Assessment</b>	<b>Assessment Form</b>	<b>Outcome</b>
<b>KPI 8:</b> Students will demonstrate knowledge of program evaluation and the use of research to inform counseling practice. (CACREP II.F.8)	COUN 6110: Research Methods and Design in Counseling	Comprehensive Research Proposal (S)	Assignment Rubric	<i>Rubric indicated 83% of students met targeted competencies</i>
	COUN 6405/6415: CMHC/School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	<i>Evaluations indicated 88% of students met</i>

				<i>targeted competencies</i>
	CPCE Exit Exam	CPCE Content Area 8 (K)	Test	<i>94% of students met targeted competencies</i>
<b>IX. Clinical Mental Health Counseling</b>				
<b>Key Performance Indicator</b>	<b>Assessment Point</b>	<b>Key Assessment</b>	<b>Assessment Form</b>	<b>Outcome</b>
<b>KPI 9:</b> Students will demonstrate knowledge of the clinical mental health counseling discipline including appropriate prevention and treatment techniques for clinical practice.	COUN 6225: Counseling Skills	Final Skills Recording	Assignment Rubric	<i>Rubric indicated 100% of students met targeted competencies</i>
	COUN 6405/6415: CMHC/School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	<i>Evaluations indicated 88% of students met targeted competencies</i>
	COUN 6698: CMHC Counseling Internship	Supervisor Evaluation During Internship (S)	Supervisor Final Evaluation	<i>Evaluations indicated 100% of students met targeted competencies</i>
<b>X. School Counseling</b>				
<b>Key Performance Indicator</b>	<b>Assessment Point</b>	<b>Key Assessment</b>	<b>Assessment Form</b>	<b>Outcome</b>

<p><b>KPI 10:</b> Students will demonstrate knowledge of the school counseling discipline including design and assessment of school counseling programming and strategies to promote educational equity.</p>	<p>COUN 6187: School Counseling Services</p>	<p>ASCA Model Implementation Project (K)</p>	<p>Assignment Rubric</p>	<p><i>Rubric indicated 100% of students met targeted competencies</i></p>
	<p>COUN 6405/6415: CMHC/School Practicum</p>	<p>Supervisor Evaluation During Practicum (S)</p>	<p>Supervisor Final Evaluation</p>	<p><i>Evaluations indicated 88% of students met targeted competencies</i></p>
	<p>COUN 6697: School Counseling Internship</p>	<p>Supervisor Evaluation During Internship (S)</p>	<p>Supervisor Final Evaluation</p>	<p><i>Evaluations indicated 100% of students met targeted competencies</i></p>
<p><b>Professional Dispositions</b></p>				
<p><b>Key Performance Indicator</b></p>	<p><b>Assessment Point</b></p>	<p><b>Key Assessment</b></p>	<p><b>Assessment Form</b></p>	<p><b>Outcome</b></p>
<p>Dispositional areas include ethical and professional behavior; interactions with others; respect and open-mindedness; multicultural ability; problem-solving skills; receptivity to feedback; enthusiasm and initiative; self-monitoring; professional appearance; confidentiality; preparation; meeting deadlines; and honesty</p>	<p>Biannual Evaluation of Students</p>	<p>Professional Disposition Assessment</p>	<p>Disposition Rubric</p>	<p><i>Rubric indicated 93% of students met or exceeded dispositional expectations</i></p>

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**Program Modifications:**

- Program faculty identified need for fourth full-time faculty member, of whom will have a school counseling background.
  - Prior to AY 2023-24, the counselor education program filled a previously identified need for fourth full-time faculty member, of whom has an extensive background in school counseling.
  
- Program faculty identified need to improve assessment processes.
  - New methods were developed during AY2022-23 focused on the assessment of key performance indicators; the new assessment process will begin at the start of AY2023-24.
  
- Program faculty identified need to continue improving preadmissions processes.
  - Program faculty have revised applicant review processes and implemented procedures that allow for increased applicant engagement.
  
- Program faculty identified the need for increased attention to and reinforcement of specific counseling training prior to practicum and internship experiences
  - The counselor education program is in the second year of the newly launched degree plan referenced in the previous annual report. The second year included revisions and improvements to select courses (e.g., crisis and trauma counseling), as well as the creation of a new course, Advanced Counseling Skills. These changes were based on student and supervisor/employer feedback from previous academic years.

**Program Goals:**

- Program enhancements
  - Program faculty aims to move comprehensive assessment processes to Tk20, similarly to practicum and internship assessment practices. Program faculty will collaborate with appropriate administration and staff to accomplish this task.

- Program faculty have identified the need for a more consistent and higher quality web presence. Faculty will collaborate with appropriate administration and staff to strengthen web presence, allowing for more effective recruitment and alumni/supervisor/current student engagement.
- Program faculty have reviewed comprehensive data and will discuss changes to address benchmarks not met but also with the intention of further improving assessment processes and counselor training.
- Program faculty have reviewed comprehensive data and will work to make improvements based on the data collected from supervisors, employers, and alumni.