Columbus State University
Counselor Education Program
AY2023-2024 Annual Report

Previous 5 Year Enrollment Numbers

The following table reflects enrollment, as reported by the institution, for the previous five years (FA19-FA23).

Program	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Clinical Mental Health Counseling	22	25	25	33	40
School Counseling	17	21	22	18	17

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 (FA19-FA23).

Program	2019	2020	2021	2022	2023
CMHC	71.4% (5/7)	90% (9/10)	80% (8/10)	80% (16/20)	94.4% (17/18)
SC	100% (3/3)	84.6% (11/13)	100% (7/7)	71.4% (5/7)	88.9% (8/9)

Previous 5 Year Graduation Numbers

The following table reflects graduation numbers for the previous five calendar years (2019-2023) for both CMHC and SC programs.

Program	2019	2020	2021	2022	2023

CMHC	17	15	8	6	7
SC	6	6	5	6	5

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.

Previous 5 Year 3-Year Graduation Rates

The following table reflects 3-year graduation rates, as reported by the institution, for the previous five years (2016-2019, 2017-2020, 2018-2021, 2019-2022, 2020-2023) for both CMHC and SC programs, as well total numbers per calendar year for the previous five years (2019-2023).

Program	2016-2019	2017-2020	2018-2021	2019-2022	2020-2023
CMHC	73.3% (n=11)	63.6% (n=7)	40% (n=2)	57.1% (n=4)	70% (n=7)
SC	60% (n=3)	66.7% (n=2)	100% (n=5)	66.3% (n=2)	61.5% (n=8)

Graduation rates reflect both full-time and part-time students. 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.

AY2023-2024 Current Student Demographics

The following table reflects student demographics for both CMHC and SC programs during AY2023-2024. Demographic categories reported are based on CACREP categories requested each year during Vital Statistic reporting.

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

AY2023-2024 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 AY2023-2024. Passing rates were determined by examining 1SD below the national mean. The total first attempt pass rate for the CPCE during AY2023-2024 was 100%.

Program	Fall 2023	Spring 2024	Summer 2024
Clinical Mental Health and School Counseling	100% (n=3)	100% (n=2)	100% (n=3)

AY2023-2024 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.

Program	Fall 2023 – Summer 2024 Licensure/Certification Exam Pass Rates
Clinical Mental Health Counseling	100%
School Counseling	100%

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

Survey results will be reported for Fall 2023-Summer 2025 as part of the AY2024-2025 Annual Report.

Columbus State University Key Performance Indicators (KPI) Assessment Data

I. Professional Orientation and Ethical Practice				
Key Performance Indicator	**Assessment Point**	**Key Assessment**	**Assessment Form**	**Outcome**
KPI 1: 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	*Rubric indicated 100% of students met targeted competencies*

	Assessment Point	Key Assessment	Assessment Form	Outcome
	COUN 6405/6415: CMHC/School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	*Evaluations indicated 100% of students met targeted competencies*
	CPCE Exit Exam	CPCE Content Area 1 (K)	Test	*100% of students met targeted competencies*

II. Social and Cultural Diversity				
Key Performance Indicator	**Assessment Point**	**Key Assessment**	**Assessment Form**	**Outcome**
KPI 2: 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	*Rubric indicated 92% of students met targeted competencies*
	COUN 6405/6415: CMHC/School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	*Evaluations indicated 100% of students met targeted competencies*
	CPCE Exit Exam	CPCE Content Area 2 (K)	Test	*100% of students met targeted competencies*

III. Human Growth and Development				

Key Performance Indicator	Assessment Point	Key Assessment	Assessment Form	Outcome
KPI 3: 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	*Rubric indicated 63% of students met targeted competencies*
	COUN 6405/6415: CMHC/School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	*Evaluations indicated 100% of students met targeted competencies*
	CPCE Exit Exam	CPCE Content Area 3 (K)	Test	*75% of students met targeted competencies*
IV. Career Development				
Key Performance Indicator	**Assessment Point**	**Key Assessment**	**Assessment Form**	**Outcome**
KPI 4: 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	*Rubric indicated 81% of students met targeted competencies*
	COUN 6405/6415: CMHC/School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	*Evaluations indicated 100% of students met*

Key Performance Indicator	Assessment Point	Key Assessment	Assessment Form	Outcome
				targeted competencies
	CPCE Exit Exam	CPCE Content Area 4 (K)	Test	*88% of students met targeted competencies*

V. Counseling and Helping Relationships				
Key Performance Indicator	**Assessment Point**	**Key Assessment**	**Assessment Form**	**Outcome**
KPI 5: Students will demonstrate knowledge and skills necessary to be an effective counselor while applying a theoretical framework. (CACREP II.F.5)	COUN 6155: Counseling Theory	Case Conceptualization Paper (K)	Assignment Rubric	*Rubric indicated 96% of students met targeted competencies*
	COUN 6405/6415: CMHC/School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	*Evaluations indicated 100% of students met targeted competencies*
	CPCE Exit Exam	CPCE Content Area 5 (K)	Test	*75% of students met targeted competencies*
VI. Group Counseling and Group Work				
Key Performance Indicator	**Assessment Point**	**Key Assessment**	**Assessment Form**	**Outcome**
KPI 6: Students will demonstrate knowledge of group counseling models	COUN 6265: Group	Co-Led Psychoeducational Sessions	Assignment Rubric	*Rubric indicated 96%*

		(S)		*of students met targeted competencies*
and theories, experience the group process, and apply skills needed to conduct group counseling. (CACREP II.F.6)	Techniques and Procedures	(S)		*of students met targeted competencies*
	COUN 6405/6415: CMHC/School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	*Evaluations indicated 100% of students met targeted competencies*
	CPCE Exit Exam	CPCE Content Area 6 (K)	Test	*88% of students met targeted competencies*

VII. Assessment and Testing				
Key Performance Indicator	**Assessment Point**	**Key Assessment**	**Assessment Form**	**Outcome**
KPI 7: 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	*Rubric indicated 65% of students met targeted competencies*
	COUN 6405/6415: CMHC/School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	*Evaluations indicated 100% of students met targeted competencies*
	CPCE Exit Exam	CPCE Content Area 7 (K)	Test	*88% of students met*

				targeted competencies
VIII. Research and Program Evaluation				
Key Performance Indicator	**Assessment Point**	**Key Assessment**	**Assessment Form**	**Outcome**
KPI 8: 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	*Rubric indicated 96% of students met targeted competencies*
	COUN 6405/6415: CMHC/School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	*Evaluations indicated 100% of students met targeted competencies*
	CPCE Exit Exam	CPCE Content Area 8 (K)	Test	*75% of students met targeted competencies*
IX. Clinical Mental Health Counseling				
Key Performance Indicator	**Assessment Point**	**Key Assessment**	**Assessment Form**	**Outcome**
KPI 9: 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	*Rubric indicated 93% of students met targeted competencies*

	COUN 6405/6415: CMHC/School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	*Evaluations indicated 100% of students met targeted competencies*
	COUN 6698: CMHC Counseling Internship	Supervisor Evaluation During Internship (S)	Supervisor Final Evaluation	*Evaluations indicated 100% of students met targeted competencies*

X. School Counseling				
Key Performance Indicator	**Assessment Point**	**Key Assessment**	**Assessment Form**	**Outcome**
KPI 10: Students will demonstrate knowledge of the school counseling discipline including design and assessment of school counseling programming and strategies to promote educational equity.	COUN 6187: School Counseling Services	ASCA Model Implementation Project (K)	Assignment Rubric	*Rubric indicated 100% of students met targeted competencies*
	COUN 6405/6415: CMHC/School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	*Evaluations indicated 100% of students met targeted competencies*
	COUN 6697: School	Supervisor Evaluation During Internship	Supervisor Final Evaluation	*Evaluations indicated*

	Counseling Internship	(S)		*100% of students met targeted competencies*
Professional Dispositions				
Key Performance Indicator	**Assessment Point**	**Key Assessment**	**Assessment Form**	**Outcome**
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	Biannual Evaluation of Students	Professional Disposition Assessment	Disposition Rubric	*Rubric indicated 88% of students met or exceeded dispositional expectations*

Program Modifications:
- Based on data collected from supervisors, employers, and alumni, program faculty made the following modifications:
    - Increased emphasis on consultation practices, the role of supervision throughout counseling training, and boundary setting in ethics courses; reinforced in practicum and internship experiences.
    - Split school counseling internship experiences into two separate 300-hour experiences, similar to clinical mental health counseling internship experiences; although this was feedback from school counseling supervisors, program faculty had already planned for this change to take effect Fall 2024.
    - Increased emphasis on training for models of supervision for both clinical and school counseling supervisors during Spring 2024 site supervisor training workshop.

- Increased integration of cultural and social justice concepts and practices throughout the counseling curriculum (i.e., additional attention in each course from what had already taken place).
- Additional professional development activities and opportunities through student organization activity (e.g., funding for scholarship to support student professional development, workshops hosted by professionals within the community, etc.).
- Additional resources provided to students in advance of *preparing* for CPCE; study sessions also hosted by counseling student organizations.

- Based on assessment data and missed benchmarks from the previous academic year, program faculty made the following modifications:
  - Increased attention to content addressed with counselor trainees in the *Cultural Perspectives in Counseling* course; this along with other efforts resulted in 100% of students meeting benchmark for the KPI 2 CPCE benchmark (up from 69%).
  - Examining and modifying aspects of the key assessment assignment and evaluation process in the *Human Growth and Development* course for the KPI 3 knowledge-based assessment point benchmark; this only resulted in a moderate change (63% met benchmark compared to previous year's 58%); as such, additional attention will be given to assessment processes and assignment revision for AY2024-25.
  - Examining and modifying aspects of the key assessment assignment and evaluation process in the *Individual Analysis* course for the KPI 7 knowledge-based assessment point benchmark; changes did not result in the desired outcome; as such, additional attention will be given to assessment processes and assignment revision for AY2024-25.

- Program faculty filled need for fourth full-time faculty member, of which has a school counseling background.

Program Goals:
- Program enhancements
  - Program faculty aim to build on existing compliant practices in order to renew/maintain CACREP accreditation while also working to transition programmatic processes to be compliant with newer 2024 CACREP standards.
  - Program faculty aims to increase community collaborations, providing more opportunities for counselor trainee involvement in both pre- and during practicum and internship experiences.

- 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.