Previous 5 Year Enrollment Numbers

The following table reflects enrollment, as reported by the institution, for the previous five years (FA20-FA24).

Program	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Clinical Mental Health Counseling	25	25	33	40	55
School Counseling	21	22	18	17	19

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 (FA20-FA24).

Program	2020	2021	2022	2023	2024
CMHC	90% (9/10)	80% (8/10)	80% (16/20)	94.4% (17/18)	90.5% (19/21)
SC	84.6% (11/13)	100% (7/7)	71.4% (5/7)	88.9% (8/9)	66.7% (4/6)

Previous 5 Year Graduation Numbers

The following table reflects graduation numbers for the previous five calendar years (2020-2024) for both CMHC and SC programs.

Program	2020	2021	2022	2023	2024
CMHC	15	8	6	7	3
SC	6	5	6	5	3

The completion rate benchmark for our master's programs has been 2-3 years, however, some students may have elected to prolong their program of study. Some students during this time frame changed their course sequencing for various reasons. Starting in the Fall of 2022, new program sequencing standardized 3-year completion for full-time students in both counseling programs. Total graduation numbers increased significantly for CY 2025 and will be reflected in the AY25-26 Annual Report.

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 (2017-2020, 2018-2021, 2019-2022, 2020-2023, 2021-2024) for both CMHC and SC programs.

Program	2017-2020	2018-2021	2019-2022	2020-2023	2021-2024
CMHC	63.6%	40%	57.1%	70%	70%
SC	66.7%	100%	66.3%	61.5%	85.7%

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, some students may have elected to prolong their program of study. Some students during this time frame changed their course sequencing for various reasons. Starting in the Fall of 2022, new program sequencing standardized 3-year completion for full-time students in both counseling programs.

AY2024-2025 Current Student Demographics

The following table reflects student demographics for both CMHC and SC programs during AY2024-2025. 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	1	0
Black	6	27	0
Hawaiian Native or Pacific Islander	0	0	0
Hispanic	0	4	0
Two or More	0	4	0
Unknown/Other	0	0	0
White	3	29	1
International Student	0	0	0
Active-Duty Military	0	0	0
Veteran	2	2	0
With a Disability	0	0	0

AY2024-2025 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 AY2024-2025. Passing rates were determined by utilizing the CPCE's standard setting. The total first attempt pass rate for the CPCE during AY2024-2025 was 89.5%.

Program	Fall 2024	Spring 2025	Overall 2025
Clinical Mental Health and School Counseling	88.9% (n=18)	100% (n=1)	89.5%

Performance Level	Percentage
Emerging	0%
Satisfactory	10.5%
Proficient	52.6%
Advanced	36.8%

AY2024-2025 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 first-time completion examination results.

Program	Fall 2024 – Summer 2025 Licensure/Certification Exam Pass Rates
Clinical Mental Health Counseling	92%
School Counseling	100%

Supervisor, Employer, and Alumni 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 2023-Summer 2025.

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 demonstrate strong motivation and initiative in their learning, and exhibit maturity, professionalism, and an openness to feedback. Additionally, they are compassionate, caring, ethically grounded, and are committed to professional standards and expectations. Their eagerness to grow through study and practice, along with their developing clinical skills, reflects dedication to becoming effective counseling professionals. **Recommendations/Suggestions:** Supervisors encouraged increased attention to (i) the development in applying academic knowledge to real-world practice, (ii) gaining experience and confidence in clinical settings, (iii) strengthening

foundational skills such as treatment planning and documentation, and (iv) broadening competence in working with diverse populations to ensure strong site compatibility.

School Counseling Strengths: School counseling supervisors/employers noted students from CSU demonstrate professionalism, initiative, and eagerness to learn. Students exhibit a strong ability to apply theory to practice while working effectively with students, collaborating as team players, and serving as valuable assets to school counseling programming. **Recommendations/Suggestions:** Supervisors encouraged increased attention to (i) increasing confidence in actively engaging in counseling duties, (ii) further developing classroom management skills, (iii) attention to professional presentation, and (iv) maximizing their practicum/internship experience by participating in the full scope of the school day.

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	100% strong or very strong

Confidence related to research and program evaluation	100% strong or very strong
Classes involved interaction with other students (e.g., group projects, discussion groups, etc.)	100% strong or very strong
Degree requirements were explained clearly	80% 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

Overall Summary and Comments

Alumni Identified Program Strengths: Alumni identified the following as strengths of the program: *faculty support and expertise* (faculty were described as accessible, knowledgeable, and willing to share personal career experiences); *practical training* (internship experiences were viewed as highly valuable, allowing students to apply learning and prepare for real-world counseling); *collaborative learning* (group projects and professional involvement opportunities helped students build teamwork and professional identity; and *skill development* (specific areas like assessment and diagnosis, group counseling, and applied practice were highlighted as strong

components of the program). **Alumni Recommendations/Suggestions:** Alumni encouraged increased attention/provided suggestions related the following areas: *coursework load management* (recommended lightening coursework during practicum and internship semesters to balance academic and clinical responsibilities); *scheduling and structure* (suggested better alignment of coursework timing for smoother transition to fieldwork); and *cultural and social justice issues* (suggested more integration throughout the curriculum).

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*
	COUN 6405/6415: CMHC/School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	*Evaluations indicated 58% of students exceeded expectations, while 42% met expectations*
	CPCE Exit Exam	CPCE Content Area 1 (K)	Test	*90% 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 96% of students met targeted competencies*
	COUN 6405/6415: CMHC/School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	*Evaluations indicated 25% of students exceeded expectations, while 75% met expectations*
	CPCE Exit Exam	CPCE Content Area 2 (K)	Test	*90% 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 100% of students met targeted competencies*
	COUN 6405/6415:	Supervisor Evaluation During Practicum	Supervisor Final Evaluation	*Evaluations indicated 63%*

Key Performance Indicator	Assessment Point	Key Assessment	Assessment Form	Outcome
	CMHC/School Practicum	(S)		*of students exceeded expectations, while 37% met expectations*
	CPCE Exit Exam	CPCE Content Area 3 (K)	Test	*86% 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 100% of students met targeted competencies*
	COUN 6405/6415: CMHC/School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	*Evaluations indicated 38% of students exceeded expectations, while 62% met expectations*
	CPCE Exit Exam	CPCE Content Area 4 (K)	Test	*90% 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 100% of students met targeted competencies*
	COUN 6405/6415: CMHC/School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	*Evaluations indicated 21% of students exceeded expectations, while 79% met expectations*
	CPCE Exit Exam	CPCE Content Area 5 (K)	Test	*90% 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 and theories, experience the group process, and apply skills needed to conduct group counseling. (CACREP II.F.6)	COUN 6265: Group Techniques and Procedures	Psychoeducational Sessions (S)	Assignment Rubric	*Rubric indicated 100% of students met targeted competencies*

				Evaluations indicated 25% of students exceeded expectations, while 75% met expectations
	COUN 6405/6415: CMHC/School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	
	CPCE Exit Exam	CPCE Content Area 6 (K)	Test	*100% 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 100% of students met targeted competencies*
	COUN 6405/6415: CMHC/School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	*Evaluations indicated 42% of students exceeded expectations, while 58% met expectations*
	CPCE Exit Exam	CPCE Content Area 7 (K)	Test	*95% 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 100% of students met targeted competencies*
	COUN 6405/6415: CMHC/School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	*Evaluations indicated 42% of students exceeded expectations, while 58% met expectations*
	CPCE Exit Exam	CPCE Content Area 8 (K)	Test	*100% 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	COUN 6225: Counseling Skills	Final Skills Recording	Assignment Rubric	*Rubric indicated 95% of students met*

Key Performance Indicator	Assessment Point	Key Assessment	Assessment Form	Outcome
appropriate prevention and treatment techniques for clinical practice.				*targeted competencies*
	COUN 6405: CMHC Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	*Evaluations indicated 61% of students exceeded expectations, while 39% met expectations*
	COUN 6698: CMHC Counseling Internship	Supervisor Evaluation During Internship (S)	Supervisor Final Evaluation	*Evaluations indicated 93% 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 93% of students met targeted competencies*
	COUN 6415: School Practicum	Supervisor Evaluation During Practicum (S)	Supervisor Final Evaluation	*Evaluations indicated 50% of students exceeded expectations, while 50% met expectations*

	COUN 6697: School Counseling Internship	Supervisor Evaluation During Internship (S)	Supervisor Final Evaluation	*Evaluations indicated 100% of students met targeted competencies*
Professional Dispositions				
Key Performance Indicator	**Assessment Point**	**Key Assessment**	**Assessment Form**	**Outcome**
Dispositional areas include legal and ethical conduct; positive interactions with others; reliability; professional appearance and demeanor; commitment to student/client learning/development; commitment to improvement; professional responsibility; and cultural sensitivity	Biannual Evaluation of Students	Professional Disposition Assessment	Disposition Rubric	*Rubric indicated 92% of students met or exceeded dispositional expectations*

Program Modifications:
- Based on data collected from supervisors, employers, and alumni, program faculty made the following modifications:
  - Curriculum and instruction – transitioned syllabi to reflect newer academic standards and expectations, updated course content, refined learning outcomes, and reinforced critical content areas across the counseling curriculum.
  - Clinical training – improved practicum and internship processes, expanded internship site availability, and increased collaboration with community agencies and school districts outside of Muscogee County.
  - Community and partnerships – established new partnerships with community groups (e.g., local elementary school as part of the College's Professional Development Lab School), invited more guests into student training experiences with relevant professional experiences and backgrounds, and expanded philanthropic and community advancement efforts.

- o Student support and exam preparation – examined CPCE results to identify content areas for improvement, provided additional online and in-person academic resources for students, and provided structured reinforcement of critical knowledge and skill-based development areas throughout the curriculum.

- Based on assessment data and missed benchmarks from the previous academic year, program faculty made the following modifications:
    - o Increased attention to content addressed with counselor trainees in the *Human Growth and Development* course; this along with other efforts resulted in 100% of students meeting the first measurement point benchmark for KPI 3 (up from 63%) and 86% of students meeting the third measurement point benchmark for KPI 3 (up from 75%).
    - o Increased attention to content addressed with counselor trainees in the *Counseling Theories* and *Skills* courses; this along with other efforts resulted in 90% of students meeting the third measurement point benchmark for KPI 5 (up from 75%).
    - o Increased attention to content addressed with counselor trainees in the *Assessment in Counseling* course; this along with other efforts resulted in 100% of students meeting the first measurement point benchmark for KPI 7 (up from 65%).
    - o Increased attention to content addressed with counselor trainees in the *Research and Program Evaluation* course; this along with other efforts resulted in 100% of students meeting the third measurement point benchmark for KPI 8 (up from 75%).

Program Goals:
- Program enhancements
    - o Program faculty aim to build on existing compliant practices to maintain CACREP accreditation while also working to transition programmatic processes to be compliant with newer 2024 CACREP standards.
    - o Program faculty aim to revise practicum and internship evaluation items and processes to better capture skill development, appropriate for the time of collection, specifically as it relates to the areas of lifespan development, career development, and group counseling/group work.
    - o Program faculty aim to improve alumni data collection processes, specifically as it relates to data collected on employment, further graduate studies, program strength identification, and recommendations for meaningful program enhancement.
    - o Program faculty aims to improve employer data collection processes and procedures.

- 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 continue engaging in ongoing discussion to address benchmarks not met but also with the intention of further improving assessment processes and counselor training.