

COMPREHENSIVE PROGRAM REVIEW

COLLEGE OF EDUCATION

**DEPARTMENT OF COUNSELING, EDUCATIONAL LEADERSHIP, AND
PROFESSIONAL STUDIES**

**M.S., COMMUNITY COUNSELING
SELF-STUDY**

EXECUTIVE SUMMARY FOR M.S., COMMUNITY COUNSELING

Major Findings of the Program's Quality and Productivity

Program Quality: Very Strong

The **MS program in Community Counseling** has received national accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) since 1994 and is accredited through 2009. The program is designed to prepare individuals to function as professional counselors in a variety of community settings including mental health centers, community agencies, hospitals, residential treatment centers, correctional facilities, or other helping or human service oriented programs. Course work in the Community Counseling program prepares graduates for licensure as a professional counselor in the State of Georgia. A specialization in marriage and family therapy is also offered in the program with course work available to assist students in meeting requirements for state licensure as a Marriage and Family Therapist. An additional specialty track in pastoral counseling is offered in collaboration with the Pastoral Institute, Columbus, Georgia. All counseling programs require a practicum and internship totaling 700 hours at an appropriate placement site for developing skills as a professional counselor.

All potential candidates for the program are required to complete a departmental screening process that includes an interview prior to admission to the program. Interviews are conducted after potential candidates have applied for admission to Columbus State University. Prospective students for all programs must obtain and complete a departmental application in addition to applying to the university.

Program Productivity: Strong

Productivity in the Community Counseling program remains strong. The majority of graduates of this program continue toward licensure at the state level, and 97% of the graduates go on to become employed in local, regional and national settings. The average enrollment of the program from 2001-2005 is 40.25 with an average of 18 degrees conferred annually. Over the past two years an increasing number of graduates have gone on to doctoral programs in counseling psychology and counselor education. The students in the Community Counseling program are active in professional development and organizations at the local, state and national level. The faculty are among the most published faculty members in the College of Education. Faculty also maintain membership and officer status in national organizations and on editorial boards in professional publications in the field of professional counseling.

The Journal of Technology in Counseling, published in the department, provides additional national and international recognition. As a result, students, through their work as professional helpers, have made significant contributions at the local, state, regional, and national levels. Also, through the Community Counseling US Army chaplain training program, students provide counseling services throughout the world.

Finally, this program is directly responsible for training professional helpers that, upon graduation and during their internship experience, provide immeasurable care for the children, adolescents, adults, and families of this community and beyond.

List of Recommendations for Improving Program Quality

Though the program quality is very strong, we continue to look for ways to make improvements. Current initiatives include:

- The professional counseling faculty should continue to meet on a regular basis to review program issues and make recommendations for improving program quality.
- The program faculty continue to assess students in both formative and summative staffing evaluations each semester. Students receive assessment data from the faculty in written form.
- Informal discussions by faculty, including collaboration regarding teaching techniques and approaches are conducted.
- Faculty provide opportunities for students to engage in research activities leading to publications and presentations at regional and national conferences.

List of Recommendations for Improving Program Productivity

The faculty works to improve the curriculum, courses, and resources offered to students. Recommendations to improve program productivity are:

- Continue to monitor Student Results on the National Counselor Examination. Results are provided to the faculty of students taking this examination twice yearly. It compares our student results with other CACREP programs and provides a breakdown of core areas designed into our curriculum.
- Continue to maintain close working relationships in the community with those who provide additional supervision and training for our students during practicum and internship.
- Continue recruiting initiatives to increase the numbers of students in the program. Market the newly-approved introductory counseling course for all majors at CSU.
- Continue to maintain and further develop the program website as a source for information for new and current students.

Conclusion about the Program's Viability at CSU

The M. S. in Community Counseling provides high-quality training for its students and leads to licensure at the state level and to the national certification of its graduates. The program meets a need in the immediate service area and the region and, in the case of some graduates, to service in national and international arenas. Applications to the program remain high. Community clinics, organizations and hospitals work closely with the Community Counseling program, and their support is reflected in their willingness to partner in our training efforts.

Program Improvement Plan

In response to the findings of the Comprehensive Program Review, the faculty members and administrators of the M.S. in Community Counseling propose the strategies outlined below to improve the quality, productivity, and viability of the program. These strategies will be facilitated by the Community Counseling Program Advisory Committee (PAC).

<i>Departmental Plans and Priorities</i>	<i>CPR Indicator</i>	<i>Projected Timeline</i>
1. Refine the College of Education Recruitment Plan to focus on specific methods for recruiting Community Counseling graduate students from diverse backgrounds	Productivity Viability	2006-2007
2. Explore various funding sources to provide scholarships for students seeking advanced degrees in Community Counseling	Productivity Viability	2006-Ongoing
3. Involve graduate students in professional development activities, including presentations, publications, conference attendance, and journals	Quality Productivity Viability	2006-Ongoing
4. Strengthen the use of technology as a program emphasis in work with students	Quality	2006-Ongoing
5. Provide assessment data that shows the program’s viability and accomplishments through the use of data gathering instruments, such as the NCE results, community and in-house survey results and other assessment instruments designed for this purpose and, where warranted, to make program changes based on data	Quality Productivity Viability	2006-Ongoing

The Interim Dean and the Vice President for Academic Affairs have reviewed the plan and will commit financial and personnel resources to accomplish priorities 1, 3, 4, and 5 for program improvement. Resources from external funding will be necessary to support priority 2. The Program Coordinator will communicate additional resource requests as needed to the appropriate administrator within the College of Education at Columbus State University.

Summary Recommendation and Supporting Rationale

Recommendation: *Maintain and Strengthen the Program*

It is the recommendation of the faculty that the program be maintained and strengthened. The program has been evaluated by the CACREP and determined to be extremely strong among programs of similar size.

CSU should continue to support this viable and important program that maintains the highest level of quality and graduates committed professionals who go on to help others.

Faculty members in the community counseling program are working closely with community agencies, professional counseling organizations, and other professionals in order to train counselors who provide the very best of care to those in need.

COMMUNITY COUNSELING SELF-STUDY

I. COMMUNITY COUNSELING OVERVIEW

The MS program in Community Counseling has received national accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) since 1994). The program is designed to prepare persons to function as professional counselors in a variety of community settings including mental health centers, community agencies, hospitals, residential treatment centers, correctional facilities, and other helping or human service oriented programs. Course work in the Community Counseling program prepares graduates for licensure as professional counselors in the state of Georgia. A specialization in marriage and family therapy is offered in the program with course work available to assist students in meeting requirements for state licensure as Marriage and Family Therapists. An additional specialty track in pastoral counseling is offered in collaboration with the Pastoral Institute located in Columbus, Georgia. All counseling programs require a total of 700 hours of practicum and internship at an appropriate placement site for developing skills as a professional counselor.

All potential candidates for the program are required to complete a departmental screening process that includes an interview prior to admission to the program. Interviews are conducted after potential candidates have applied for admission to Columbus State University. Prospective students for all programs must obtain and complete a departmental application in addition to applying to the university.

Evaluation of a student's performance is continuous and involves consideration of the student's academic performance in all course work and clinically-related experiences. A required student portfolio is one means of achieving this continuous evaluation of students. An exit examination is also required.

The MS Program in Community Counseling is a growing, vigorous, diverse program that is valuable to students and the region. The major strengths of the program are its flexibility in accommodating a wide range of students, faculty expertise and quality teaching, outstanding research, counseling laboratory facilities, and service to the university and community. Students go on to become licensed at the state level to practice professional counseling in a wide variety positions and service areas.

II. SUMMARY FINDINGS OF THE PROGRAM'S OVERALL QUALITY

The program has received national accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) since 1994 and is accredited through 2009. This summary condenses and summarizes the findings. From the CACREP website on the accreditation process: "The CACREP Board meets semiannually to make decisions on applicant programs that have completed the review process. In making its decisions, the Board uses the self-study documents and application, the on-site team's report, and the institution's response to the team report."

Accredited status is granted to programs for an eight year period when all the standards are satisfactorily met.

Columbus State University's Community Counseling program has met all standards and is now fully accredited. General categories or sections that are considered in the accreditation process are the following:

Institution

- II. Program Objectives and Curriculum
- II. Clinical Instruction
- IV. Faculty and Staff
- V. Organization and Administration
- VI. Evaluating the Program
Standards for Individual Programs

Sections I, IV, V, and VI: All criteria MET.

Section II: All criteria MET with the exception of:

Core Curriculum: Human Growth and Development, Individual and Family Development, Learning and Personality Development, Facilitating Development, and Ethical Considerations

Career and Lifestyle Development Program Planning: Interrelationships, Career and Educational Placement, Processes, Techniques, and Resources, and Ethical Considerations

(Author's Note: These two content areas were originally combined into one course by program faculty. The CACREP team's recommendation was to separate the two, which reflects the current curriculum. Thus, these standards were met shortly after the site team's visit.)

Section III: All criteria MET with the exception of Practica - 100 clock hours, minimum 40 hours direct; and Individual Supervision - Not Met

(Author's Note: The CACREP Team noted that the practicum experience for students was provided by non-Full Time Faculty at times. This standard was met shortly after the site team's visit.)

Summary:

The CSU Community Counseling program was successful in meeting ALL standards reviewed by the CACREP site team. In addition, the program was cited for its outstanding commitment to the use of technology in teaching; the counseling labs as a "state of the art" training facility; and that "...documentation of the practicum and internship experience is both comprehensive and thorough. It provides students with excellent developmental feedback."

Further details are contained in the complete report available in the Department.

III. SUMMARY FINDINGS OF THE PROGRAM'S OVERALL PRODUCTIVITY

The M.S. in Community Counseling is a very productive program. Currently the program has 47 students, and graduation rate has grown to approximately 20 students per academic year. These graduation statistics are superior to many traditional majors at CSU. The curriculum is very efficient and transparent and facilitates the movement of students successfully to graduation. The program is among four nationally accredited Community Counseling programs in the University System of Georgia. The program is consistent with the mission of the University and is responsive to the needs of the students and the community.

III. A. ENROLLMENT OF STUDENTS IN THE PROGRAM

The enrollment of community counseling students has remained strong. Over the past five years, the reduction of faculty members in the counseling program may have contributed to a decrease in students during a midpoint in those five years. The community counseling program continues to recruit students throughout the United States. Students from outside the region continue to pursue admission to the program.

The community counseling program continues to enjoy a stable number of admissions each term. This can be attributed to a positive reputation and a strong final result in the employment of our graduates.

This table shows the total enrollment in all Masters programs housed in the College of Education at CSU. The numbers indicate that enrollment in the M.S. Community Counseling program has been comparable to the enrollment in most other education programs.

Number of Declared Majors in COE M.Ed. Programs – Fall Semester

Program	2001-2002	2002-2003	2003-2004	2004-2005
Community Counseling	40	41	33	47
Early Childhood Education	26	25	24	22
Educational Leadership	50	52	51	36
Health & Physical Education	10	13	11	11
Middle Grades Education	29	50	53	58
School Counseling	39	30	24	36
Secondary English	9	24	33	27
Secondary Mathematics	12	13	21	20
Secondary Science	13	22	20	17
Secondary Social Science	7	19	22	15
Special Education – Behavioral Disorders	15	15	18	16
Special Education – Learning Disabilities	22	33	28	31
Special Education – Mental Retardation	10	17	8	8

Program Improvement. At this point, the program can manage with an increase in numbers provided a fifth faculty position can be restored and filled.

Rating: Very Strong

III. B. ANNUAL DEGREE PRODUCTIVITY OF THE PROGRAM

This table indicates that the number of M.S. degrees conferred each year in Community Counseling is comparable to most other graduate programs in the College of Education.

Number of Degrees Conferred – Fiscal Year

Program	2001-2002	2002-2003	2003-2004	2004-2005
Community Counseling	21	19	13	12
Early Childhood Education	12	9	11	11
Educational Leadership	9	28	16	37
Health & Physical Education	1	3	6	6
Middle Grades Education	10	10	10	26
School Counseling	16	8	4	8
Secondary English	7	3	6	16
Secondary Mathematics	5	1	4	3
Secondary Science	1	4	6	10
Secondary Social Science	1	4	5	2
Special Education – Behavioral Disorders	7	5	8	3
Special Education – Learning Disabilities	10	8	13	7
Special Education – Mental Retardation	3	3	1	3

CSU Enrollment and Degrees Conferred Data														
Code	Degree	CIP Code	Major Program	Fall Enrollment				Degrees Conferred (FY)				Review Year		
				2002	2003	2004	Average	2002	2003	2004	Average			
													3-Year	
MS		13110101	Community Counseling	41	33	47	40	21	19	13	18		2006	
			<i>Counseling Masters Total</i>	71	57	83	70	37	27	17	27			

Community Counseling is a highly productive graduate program within the College of Education at Columbus State University. Almost all master’s programs in the College of Education require 36 semester hours. The M.S. in Community Counseling requires 48

semester hours, given the CACREP accreditation. Degree numbers are comparable with similar size programs across the United States.

Program Improvement. The absolute number and growth of degrees awarded is appropriate.

Rating: Very Strong

III. C. PROGRAM COMPLETION EFFICIENCY AND GRADUATION RATE

Program completion for graduate students entering the community counseling program is very strong. The counseling faculty supports the notion that our admission procedure, perhaps the strongest among programs at Columbus State University, is a factor in the overall high program completion statistic. Quantitative and qualitative evaluation of potential student success in the community counseling program is directly connected to the completion rate.

This table shows the graduation rates for all Masters programs housed in the College of Education at CSU.

Graduation Rate

Program	2001-2002	2002-2003	2003-2004	2004-2005
Community Counseling	53%	46%	39%	26%
Early Childhood Education	46%	36%	46%	50%
Educational Leadership	18%	54%	31%	103%
Health & Physical Education	10%	23%	55%	55%
Middle Grades Education	34%	20%	19%	45%
School Counseling	41%	27%	17%	22%
Secondary English	78%	13%	18%	59%
Secondary Mathematics	42%	8%	19%	15%
Secondary Science	8%	18%	30%	59%
Secondary Social Science	14%	21%	23%	13%
Special Education – Behavioral Disorders	47%	33%	44%	19%
Special Education – Learning Disabilities	45%	24%	46%	23%
Special Education – Mental Retardation	30%	18%	13%	38%

Program Improvement. Faculty should continue to monitor and to improve the successful admission procedures in place to assure continuing program completion.

Rating: Very Strong

III. D. EFFICIENCY AND CLARITY OF THE PROGRAM'S COURSE REQUIREMENTS.

The core and major requirements for all majors are available on department's web site, in the CSU Catalog and in the CSU Catalog on-line. In addition, the Degree Evaluation Report is available on-line, and a Community Counseling degree progress sheet showing all requirements and all courses applied to the degree is provided to students. Program of study handout:

"...To Achieve Excellence by Guiding Individuals as they Develop the Proficiency, Expertise, and Leadership Consistent with their Professional Roles as Teachers, Counselors, and Leaders..."

M.S. Community Counseling
Department of Counseling, Ed Leadership and Professional Studies
Degree Progress Evaluation Sheet

Name: _____ Soc. Sec. No: _____ - _____ - _____ Home Phone () _____

Area 1: Professional Core (9 Hrs)	Hrs	Hrs	Course Substitution	Sem/Yr	Grade
COUN 6115 Ethics and Professional Issues in Counseling	3				
COUN 6225 Counseling Skills	3				
EDUF 6116 Research Methods: Action Research	3				
Area 2: Concentration (34 Hrs.)	Hrs	Hrs		Sem/Yr	Grade
COUN 6117 Diagnosis in Counseling	3				
COUN 6118 Career Development	3				
COUN 6119 Human Growth and Development	3				
COUN 6155 Counseling Theory	3				
COUN 6175 Cultural Perspectives in Counseling	3				
COUN 6785 Seminar in Community Counseling	3				
COUN 6245 Individual Analysis	3				
COUN 6265 Group Techniques and Procedures	3				
COUN 6405 Applied Practicum in Community Counseling	3				
COUN 6698 Internship in Community Counseling	3				
COUN 6698 Internship in Community Counseling	3				
COUN 6000 Portfolio/ Exit Exam	0				
Area 3: Electives (5 Hrs.)	Hrs	Hrs		Sem/Yr	Grade
COUN 6105 Psy Aspects of Substance Abuse	3				
COUN 6185 Gender Issues in Counseling	3				
COUN 6255 Play Therapy	3				
COUN 6899 Independent Study	3				
COUN 7165 Counseling Children	3				
COUN 7786 Seminar in School Counseling	3				
COUN 7215 Family Therapy Process and Practice	3				
COUN 7286 Marriage Systems Theory and Therapy	3				
COUN 7275 Adv. Techniques in MFT	3				
Other:					
TOTAL HOURS: 48	48				

Community Counseling faculty have an open-door policy throughout the academic year should there be a need to resolve problems or clarify requirements.

Core courses and electives have been approved by the American Counseling Association.

Program Improvement. The community counseling program will continue to maintain accreditation of its curriculum through CACREP.

Rating: Very Strong

III. E. FREQUENCY AND SEQUENCING OF COURSE OFFERINGS REQUIRED FOR PROGRAM COMPLETION

All required Community Counseling courses are offered at least once annually in a fixed sequence (see below). Demand for specific courses is monitored by the program coordinator, and courses may be offered during an additional semester (often the summer) if demand warrants.

This table displays course offerings from Fall, 2001, through Fall, 2005. The courses are listed in alphabetical and numerical order. Suggested sequencing of courses and prerequisites for field experiences will be noted separately in this section.

Frequency of Course Offerings

Course ID	Number of Sections Per Semester												
	F O 1	S P O	S P O	F O 2	S P O	S P O	F O 3	S P O	S P O	F O 4	S P O	S P O	F O 5
COUN 6000	1	1	1	1	1	1	1	1	1	1	1	1	1
COUN 6105		1			1			1			1		
COUN 6115	1		1	1		1	1	1	1	1		1	1
COUN 6117		1			1	1		1		1		1	
COUN 6118						1	1		1	1		1	1
COUN 6119					1		1			1			1
COUN 6155	1	1		1	1			1			1		
COUN 6175		1	1		1			1			1		
COUN 6187	1		1	1		1		1			2		
COUN 6225	1	1	1	1		1	1			1		1	1
COUN 6245	1	1		1		1	1		1	1		1	1
COUN 6255	1			1			1			1			1
COUN 6265		1	1	1	1		1	1		1	1		1
COUN 6405	4	2	6	1	1	3			4			4	
COUN 6415	5	2		2	1		1	3		2	1		2
COUN 6555	1	1		1			1			1	1		1
COUN 6555		1			1			1			1		
COUN 6555			1			1			1			1	
COUN 6555	2	1	2	2	2	1	1		1	2			1
COUN 6697	5	4		3	3		1	1		2	4		3
COUN 6698	6	6		4	4		3	2		4	3		4
COUN 6785	1	1		1	1			1			1		
COUN 6786	1			1	1		1			1			1
COUN 6899	1	1	1	1	1					1	1		1
COUN 7165		1			1			1			1		
COUN 7175			1		1					1			
COUN 7185			1			1				1		1	
COUN7215			1			1				1		1	
COUN 7275		1	1										
COUN 7275	1			1			1			1			1
COUN 7285	1			1			1			1			1
COUN 7286			1			1				1		1	
COUN 7698	2												
EDUF 6116	3	7	6	7	4	5	4	5	5	2	4	3	2
EDUF 6795										1	1	1	1

In AY 2002-2003, the program of study was modified in order to reduce the number of sections of courses offered annually. This revision was made to create more of a “cohort” structure, encouraging students to take certain classes at more predictable times, and to reduce the number of adjunct faculty required. Further exploration of a more structured cohort model is currently underway.

From our website, the chart of when courses are typically offered follows:

Counseling Program Course Offerings

Course ID	Course Title	Fall	Spring	Summer
COUN 6115	Ethics/Professional Issues in Counseling	X		X
COUN 6225	Counseling Skills I	X		X
EDUF 6116	Research Methods	VR	VR	VR
COUN 6119	Human Growth and Development	X		
COUN 6118	Career Development	X		X
COUN 6245	Individual Analysis	X		X
COUN 6155	Counseling Theory		X	
COUN 6265	Group Techniques and Procedures	X	X	
COUN 6175	Cultural Perspectives in Counseling		X	
COUN 6187	School Counseling Services		X	
COUN 6117	Diagnosis in Counseling		X	X
COUN 6785	Seminar in Community Counseling		X	
COUN 6786	Seminar in School Counseling	X		
COUN 6405	Applied Practice in Community Counseling			X
COUN 6415	Applied Practice in School Counseling	X		
COUN 6698	Internship in Community Counseling	X	X	
COUN 6697	Internship in School Counseling	X	X	
COUN 6255	Play Therapy	X		
COUN 7698	Internship in Counseling Supervision			
COUN 7165	Counseling Children		X	
COUN 6555	Human Sexuality		X	
COUN 6185	Gender Issues in Counseling			
COUN 6105	Psychological Aspects of Substance Abuse		X	
COUN 7215	Family Therapy Process/Practice			X
COUN 7275	Advanced Techniques in MFT	X		
COUN 7185	Family Psychopathology			X
COUN 7285	Marriage and Family Assessment	X		
COUN 7286	Marriage Systems Theory/Therapy			X
COUN 7175	Counseling Supervision Theories & Techniques		Odd Years Only	
COUN 6555	Ethics in MFT	X		
COUN 6555	MFT Supervision/Family Life Education			X

Program Improvement. The faculty should work with administrators to improve course offerings in the summer. It is important to point out that often at Columbus State University class enrollment is based on undergraduate standards and is not an accurate assessment of the numbers of students enrolled in graduate classes.

The National Counseling Examination given twice yearly, which our students are encouraged to take, provides aggregate data on how well our students fair against other CACREP programs, Non-CACREP programs and all counseling programs across the nation. These results indicate, and are a measure of how our course content and delivery of courses impact student learning. The results are sent to all counseling faculty and reviewed in program meetings for the purpose of program improvement.

Rating: Very Strong

III.F. ENROLLMENT IN THE PROGRAM’S REQUIRED COURSES.

Required Course Enrollment. Course enrollment has been good when assessed by graduate, and not undergraduate, classroom enrollment standards. Core courses in the community counseling program are required for national accreditation and fulfill Georgia requirements necessary for the licensing process for professional counselors. Electives in the community counseling curriculum allow students to specialize in content areas specific to their professional goals. Low enrollment has occurred during summer sessions when undergraduate standards for enrollment are used to determine the course viability.

This table shows the average enrollment in required courses.

Average Enrollment in the Program’s Required Courses

Average Enrollment Per Section														
Course ID	F 01	S P 02	S U 02	F 02	S P 03	S U 03	F 03	S P 04	S U 04	F 04	S P 05	S U 05	F 05	
COUN 6115	17		10	14		8	19	10	12	17		10	12	
COUN 6117		15			13	8		10	14		12	18		
COUN 6118						7	6		14	15		16	13	
COUN 6119					5		15			24			28	
COUN 6155	5	10		11	11			17			29			
COUN 6175		21	8		13			21			27			
COUN 6187	4		5	8		8		10			9			
COUN 6225	12	5	13	9		11	17			25		14	15	
COUN 6245	15	7		6		12	5		16	3		17	12	
COUN 6265	9	12		15	9		12	12		19	18		18	
COUN 6405	5	3		5	5		3	5		5	2		4.5	
COUN 6698	3.4	4		3.7	2.3		5	3		5	5		3.7	
COUN 6786	9			9	6		10			10			12	
EDUF 6116	25	8.8	12.2	7	13	16	13.5	19	18	25.5	14.7	17	21	
EDUF 6795										35	12	16	65	

Elective Course Enrollment. Elective course enrollments are at expected levels.

Program Improvement. The focus of Community Counseling is on meeting the needs of students in preparation for licensing and professional certification. Faculty should continue to assess the program of study for community counseling students and adjust the schedule as needed.

Rating: Very Strong

III G. DIVERSITY OF THE PROGRAM’S MAJORS AND GRADUATES

Diversity, Multiculturalism, International Perspective.

The community counseling program has been the first among College of Education curriculum to incorporate a required course in multicultural studies. This required course provides students with the opportunity to pursue the understanding and the importance of diversity in their professional work. The student body of the community counseling program has the opportunity to interact with diverse populations, especially those associated with our training program at Fort Benning. Effectiveness and professional counseling is based on a full understanding of the diversity of the client population professional counselors see in their practice.

Ethnic Origin				
MS in Community counseling				
International Students	0	0	0	0
Asian	0	0	0	0
Black	8	13	11	15
Hispanic	0	0	0	0
American Indian	0	0	0	0
Multi-Racial	0	0	1	3
White	32	28	21	29
<i>Total</i>	40	41	33	47

Ethnic origin is shown in the above table for community counseling student population.

Gender				
MS in Community counseling				
Female	27	32	27	37
Male	13	9	6	10
<i>Total</i>	40	41	33	47

Graduate students in the community counseling program range from 21 to 60 years of age. This age diversity provides a unique dimension to the community counseling program that enables our graduates to better work with a diverse population. This diversity is a strength of the program and reflects the ability of the faculty to provide learning consistent with diverse student needs. Our work may serve as a model for other graduate programs.

	2001-02	2002-03	2003-04	2004-05
Age				
MS in Community Counseling				
Under 21	0	0	0	0
21 - 25	7	8	8	12
26 - 30	6	11	9	9
31 - 40	13	13	3	7
41 - 50	11	7	10	13
51 - 60	3	1	2	5
Over 60	0	1	1	1
<i>Total</i>	40	41	33	47
<i>Average</i>	36.5	34.2	35.5	36.9

The program has had success in enrolling and graduating minority students and continues to strive for a diverse student population and to exposure students to a diverse client population. Students continue to promote the counseling program within minority communities.

Program Improvement. The Community Counseling program is on-track in regard to diversity goals.

Rating: Very strong

III. H. COST-EFFECTIVENESS OF INSTRUCTIONAL DELIVERY IN THE PROGRAM'S HOME DEPARTMENT

Counseling, Educational Leadership and Professional Studies (CELPS) tends to be a higher cost department (\$214.00 per credit hour versus \$162.15 per credit hour) than the University average. This is due in large part to the higher cost of graduate instruction. Smaller classes demanded by accreditation standards in Counseling tend to drive up the cost. In addition, CELPS does not offer undergraduate service classes, courses that tend to carry high enrollment and low per unit cost.

Community Counseling instruction is less expensive when viewed from a per-student or per-credit hour perspective. As such, it contributes to the cost-effectiveness of the overall unit.

As shown below in the following tables, the budget for the Department Counseling, Educational Leadership, and Professional Studies represented approximately 4% of the total instructional costs for Columbus State University (CSU) from 2001 to 2004.

For the graduate programs in Educational Leadership and Counseling, the cost per major averaged \$3,456.00 from 2001-2005. During the same period, the average per capita cost for the university as \$3,744.57. In 2004-2005, the cost per credit was \$260.00 compared to \$162.15 for the institution. The higher cost per credit is due to the smaller number of students enrolled in graduate courses.

Instructional Costs for the Department of Counseling, Educational Leadership, and Professional Studies

	2001-2002	2002-2003	2003-2004	2004-2005
Department Budget	\$871,463	\$1,193,163	\$1,038,656	\$977,689
Cost Per Major (M.Ed. & Ed.S. Educational Leadership and Counseling) <i>(Pro-Rated Expenditures/Number of Declared Majors)</i>	\$1,823	\$5,029	\$2,686	\$4,286
Credit Hours Taught Fall and Spring (M.Ed. & Ed.S. Secondary Education majors)	1,047	867	792	1,203
Cost per Credit (M.Ed. & Ed.S. Educational Leadership and Counseling)	\$192	\$690	\$393	\$260

Total Instructional Costs at CSU

	2001-2002	2002-2003	2003-2004	2004-2005
Instructional Costs	\$23,311,457.76	\$23,963,598.65	\$23,784,544.59	\$25,240,030.43
Total Credit Hours	116,543	133,777	148,797	155,654
Cost per Credit	\$200.02	\$179.13	\$159.85	\$162.15

Program Improvement. While the budget is not under the direct control of faculty in the program, Community Counseling faculty are quite vocal on their needs for instructional support and will advocate for instructional materials, media, and classroom improvements. In addition, the graduate faculty are regularly conducting research and request funds for implementation of projects. Community Counseling faculty have no control over financial dynamics within CELPS.

Rating: Very Strong

III. I. PROGRAM'S RESPONSIVENESS TO STATE NEEDS AND EMPLOYER DEMAND FOR PROGRAM GRADUATES.

Community Counseling prepares students for a professional career position that requires licensure as part of job descriptions within hospital clinics and area agencies. Community counseling graduates are sought by local, regional, state, and national agencies due to their national accreditation training and expertise. Many students are hired as a result of the skills they demonstrate in practicum and internship. The program is highly effective in providing the community with well-trained professional helpers.

Community Counseling content is very appropriate for a wide range of mental health-related occupations and Community Counseling graduates have been embraced by professional organizations.

The Columbus, Georgia area and West Georgia region continue to need highly trained mental health professionals in numerous positions in area clinics, hospitals, and other organizations. Graduates of the community counseling program have had no difficulty in obtaining employment after graduation. As indicated previously, our graduates enjoy a 97% employment immediately following graduation. (This rate was taken from employer and student surveys conducted each year). In addition, data is collected from the three-year required surveys by CACREP.

Rating: Above Average

III. J. POSITION OF THE PROGRAM'S ANNUAL DEGREE PRODUCTIVITY AMONG COMPARABLE USG PROGRAMS.

Considering the number of graduate students within the four institutions of the university system of Georgia, Columbus State University's counseling program is comparable in program productivity, including graduation rates. Columbus State University was the third nationally accredited program in counseling for many years after the University of Georgia and Georgia State University.

The following table represents the School and Community Counseling degrees conferred by institution. CSU's program ranks fifth out of the ten universities that confer degrees in School and Community Counseling. CSU is the only Georgia university within 90 miles that offers these degrees.

School and Community Counseling Degrees Conferred by Institution

Institution	FY 2001	FY 2002	FY 2003	FY 2004	Average
State Universities					
Albany State University	16	13	15	19	15.75
Augusta State University	15	12	16	20	15.75
Columbus State University	25	37	27	17	26.5
Fort Valley State University	19	17	25	21	20.5
North GA College & State University	0	9	0	0	2.25
State University of West Georgia	48	29	40	28	36.25
Regional/Research Universities					
Georgia Southern University	29	26	30	26	27.75
Valdosta State University	6	9	13	13	10.25
Georgia State University	90	94	106	116	101.5
The University of Georgia	37	31	31	38	34.25

Program Improvement. Faculty should work to continue the strong reputation at the national level and continue to support state recognition and continue degree completion productivity.

Rating: Above Average

III.K. COMMUNITY COUNSELING’S CONTRIBUTION TO ACHIEVING CSU’S MISSION

The mission of the community counseling program closely aligns with Columbus State University's mission. Graduate education at Columbus State University is growing and is poised for tremendous growth in the near future. The community counseling program has already established itself as a strong graduate program making important contributions.

The community counseling program is nationally recognized, as mentioned in the CACREP accreditation report, as outstanding in the use of technology, in its teaching and learning methods, and its scholarly work. The infusion of technology blends well with the mission of Columbus State University.

The community counseling program has an excellent record of cultural diversity and was the first program in education to require a course in multicultural studies. The department has recently hired a minority faculty member in counseling, contributing further to Columbus State University’s goal of increasing diversity among faculty.

The community counseling program's research record and publication of the Journal of Technology in Counseling underscores the University's mission for high standards establishing a sound basis for further graduate studies at the University.

Further, the community counseling program is responsive to its students, faculty and community and dedicated to academic excellence. The faculty meet with service providers throughout the community to establish strong communication and collaboration to support the mission of Columbus State University.

Finally, the reputation of the community counseling program as a distinguished academic unit supports the reputation of the institution as one capable of holding research status. As CSU moves toward regional status, the Community Counseling faculty demonstrate a readiness for an increased emphasis on graduate studies and growth in that area through established lines of research and professional documentation. (see Appendix II)

Rating: Outstanding.

IV. Conclusion about the Program's Viability at CSU

The community counseling program fills a need in the immediate service area and in the region. The community counseling program leading to the Master of Science degree fills a need in the local and regional community by providing trained professional helpers that assist individuals and families during times of need. There is no doubt that the community counseling program graduates provide a much-needed resource to the community at large. The program is constructed to serve the mission of the University, its own mission of training outstanding professionals equipped to serve the community, and to meet the needs of its students in teaching, service and research.

Students and faculty associated with the community counseling program have earned an excellent reputation in the community. The viability of this program has been established through its national accreditation, community reputation and ultimately, on the strength of its final product, the professional counseling graduates.

It is expected that the community counseling program will continue its reputation in providing superior training to its students and continue its reputation in the College of Education as one of its outstanding programs. The program is constantly challenging itself to improve student learning and establish best practices in training professional counselors. The faculty of the community counseling program invites review and welcomes suggestions for program improvement.

V. Program Improvement Plan

The community counseling program will continue to serve its students through best practices in counselor education and training. Our program will continue its national accreditation and work toward "outstanding program" achievements as viewed by the professional organizations in counseling. The program will continue its strong affiliation with the U.S. Army Chaplain Training Program at Fort Benning, Georgia and support current and new relations with community partners.

The program is poised for growth as graduate education at Columbus State University becomes a stronger part of its mission. Our program's admission procedures stand as a model for other graduate programs and our orientation for students provides information necessary for students to successfully meet program requirements and to meet professional certification and licensure requirements upon graduation.

Finally, the program faculty will continue to be firm in their resolve to maintain excellence in our training practices and to serve our graduate students in the best possible manner.

Additional plans for program improvement include:

- To continue to provide assessment data that shows the program's viability and accomplishments through the use of data gathering instruments, such as the NCE results, community and in-house survey results and other assessment instruments designed for this purpose and, where warranted, to make program changes based on data.
- To continue to involve our graduate students in professional development activities, including presentations, publications, conference attendance, and journals.
- To continue to build strong community relationships with those stakeholders who can benefit our students and their training; continue to build internship sites and training opportunities for our graduate students.
- To consider a cohort structure for the current program of study.
- To strengthen the use of technology as a program emphasis in our work with students; to lead in this area for the College of Education and CSU through our work in creating examples of excellence using technology; in addition, to further develop the new multimedia production lab for faculty use in the College of Education.
- To increase recruiting efforts in order to maintain and enhance a diverse student base.
- To continue to emphasize clinical supervision as a program strength toward promoting the mission of the program and to serve our students.
- To maintain efficient program meetings that provide consideration of all information for program improvement.

The program is a dynamic entity that has at its core dedicated faculty focused on a mission to deliver the best possible training in the field. The documentation of program improvement is based on the history of growth that is well established. One only look to

the already established structure of a program that is being duplicated in the College of Education. Specifically, student orientation, entrance interviews, student dispositions evaluations have been adopted for use in other programs and at the College level. National accreditation and faculty and program recognition are proof of program viability. The future of the program and its overall viability to CSU can be readily seen by those reviewing the program close hand. Finally, the community counseling program is based on training individuals to build strong and healthy relationships with others and to help those in need. This mission aligns well with the mission of CSU.

VI. Summary Recommendation

Summary Recommendation and Supporting Rationale

Recommendation: Maintain and Strengthen the Program

It is the recommendation of the faculty that the program be maintained and strengthened.