



Counseling Department 2023-2024

CACREP Annual Report



**FORT VALLEY
STATE UNIVERSITY**

COUNSELING
College of Education
and Professional Studies

2023-2024 Annual Report

Introduction

The Fort Valley State University (FVSU) Counseling Department is housed under the College of Education and Professional Studies. The department has three Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited programs: Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counselor Education. The purpose of the annual report is to provide a yearly program evaluation outcome, statistical data, and any program changes implemented between the 2023- 2024 year.

Through the support of administration, the department was able to hire an Administrative Assistant in July 2023. The Administrative Assistant has been able to assist with registration and recruitment as well as updating the website, graduate catalog, counseling handbook, and the field experience manual. A rehabilitation counseling faculty member resigned in fall of 2023. The position was advertised; however, no candidate was selected at that time. A School Counseling faculty member with the LPC and CRC credentials was transferred to the Rehabilitation Counseling program. There are two vacancies in the School Counselor Education program and a search is underway to hire the two new faculty.

Counseling Program Student Outcomes

Counseling Program Student Outcomes and Vital Statistics for the Counseling Department are uploaded annually to CACREP. The data below reflect the vital statistics reported to CACREP on December 6, 2024.

Program Applicants

The Clinical Mental Counseling had 23 applicants and 17 (73%) were admitted. Rehabilitation Counseling had 19 applicants and 11 were admitted. Of the 41 applicants who applied to the master’s program for 2024 admission, 28 (58%) were accepted to the program.

Counseling Program Enrollment

In the 2023-24 school year, the counseling program had 126 master’s students enrolled amongst three program areas. The overall enrollment for the counseling program has varied. There has been a decline since COVID. The rate of students being dismissed from programs has decreased during the past several years. Enrollment is monitored by the Program Coordinators and Department Chair to stay within the 12:1 faculty/student FTE ratio required by CACREP. The following table reflects enrollment, as reported by the institution, for the previous year.

Enrollment		
Program	Fall 2023	Fall 2024
Clinical Mental Health	46	78
School Counselor Education	36	31
Rehabilitation Counseling	43	56

Faculty: Student Ratio

INSTRUCTOR NAME	Spring 2023	Summer 2023	Fall 2023	Spring 2024	Summer 2024
Allen-Joyner, Crystal	1	0.7	1	0	0.3
Davis, Pamela	0.3	0.3	0.3	0.3	0.3
Doughty, Fulani	0.7	1	1	1	0.3
Everett, Otha	1	1	1	1	1
Fast, Juanita	0.7	0.3	0.7	0.7	0.3
Faucher, Amanda	1	1	0.8	1	0.7
Highe, Nicholas	0.7	1	0.8	1	1
Holyfield-Moss, Bridget	1	0.7	1	1	0.7
Howard, Anissa	1	0.7	0.7	1	0.7
Monroe, Kimberle	0.1	0	0	0	0
Newton, James	1	1	1	1	1
Payne, Tamara	0.4	1	1	0.3	0.7
Reyes, Silvio	1	0.3	1	0.1	0
White, Adrienne	1	0.7	0.8	1	0.3
TOTAL FTE	10.9	9.7	11	9.4	7.3

Completion Rate

Across all three master’s program areas, in 2024 completion rate was 91% for Clinical Mental Health Counseling students, 85% for Rehabilitation Counseling students, and 90% for School Counselor Education students. The School Counselor Education program is delivered through a cohort model.

Graduation Rates

In 2024, the FVSU Counseling Department graduated 34 master’s students’ The master’s graduates were in the following program areas:

- School Counselor Education—14 graduates
- Rehabilitation Counseling—9 graduates
- Clinical Mental Health Counseling— 11 graduates

The following table reflects graduation numbers for 2023-2024 year for CLMH, SCE, and RC programs. Students can graduate in the summer, spring, and fall semesters. The fall and spring graduates are about the same number. Very few students graduate in the summer semester.

Number of graduates per year

Program	2024	2023
CLMH	11	9
SCE	14	15
RC	9	11

AY2023-2024 Current Student Demographics

The demographic information for graduate students was not captured through Institutional Research. The values were collected through an identifier in the learning management system (LMS). The following table reflects student demographics for CLMH and RC programs during AY2023-2024.

	Male	Female	Non-Binary
American Indian or Alaska Native	0	0	0
Asian	0	0	0

Black	16	53	
Hawaiian Native or Pacific Islander	0	1	0
Hispanic	0	0	0
Two or More	0	0	0
Unknown/Other	0	0	0
White	2	2	
International Student	0	0	0
Active-Duty Military	0	0	0
Veteran	1	1	0
With a Disability	1	4	0

AY2023-2024 Exit Exam Results

The Clinical Mental Health students take the Counselor Preparation Comprehensive Examination (CPCE) for their exit exam. The School Counseling Education program uses the GACE. The Rehabilitation Counseling program faculty created a 150-multiple choice question comprehensive exam based on the domains of the CRCC exam. The following table reflects first attempt passing rates for each semester students sat for the CPCE during 2023-2024 academic year.

Program	Summer 2023	Fall 2023	Spring 2024
Clinical Mental Health	100%	75%	80%

School Counseling Education	100%	100%	100%
Rehabilitation Counseling	33%	100%	50%

Job Placement Rate of Students/Graduates

Job placement rate for School Counseling Education graduates was 100%. They were hired within a school system as school counselors. Of the 85.7% of CMHC graduates who sought employment in a counseling related field, 100%. The remaining CMHC graduate is employed outside of the counseling industry. The placement rate of Rehabilitation Counseling graduates was 88.9%.

Licensure or Certification Examination Pass Rate

Three graduates from the Clinical Mental Health program took the National Counselor Exam (NCE), two passed, and obtain licensure in the state of Georgia. All School Counseling graduates (100%) became certified school counselors after taking the GACE within six months of graduating from the program. The Rehabilitation Counseling program did not have any students who took the CRC exam, however there was one student that took the NCE and passed.

Program	Summer 2023 – Fall 2024 Licensure/Certification Exam Pass Rates
----------------	--------------------------------------------------------------------------------

Clinical Mental Health	67%
School Counselor Education	100%
Rehabilitation Counseling	100%

KPI Data

The department has established 16 KPIs which are associated with departmental objectives and student learning outcomes that are either skills based, or knowledge based. Below you will find an excerpt of sample data collected for Fall 2022. The summative data collected for Fall 2022-Summer 2024 in relation to departmental objectives, KPIs, results, and use of such results can be found in the table below:

Fall 2022-Summer 2024						
	Outcome		Data Collection			
Department Objectives	Key Performance Indicator	Course where outcome can be achieved	Key Assignment	Results of Assessment	When Assessed	How results are used for improvement
DO4: Graduates embody a strong counselor identity, and are committed to ethical and legal practice as professional counselors	KPI 1: Graduates will be able to develop an ethical decision-making paradigm focused on ethical and legal considerations in regard to the counseling profession. (K)	RCCM 5413 Intro to Case Management	Ethical Dilemma Assignment N= 28	99.76% Target met	Fall 2022	Faculty noted that students met the target for both semesters which suggested knowledge of ethical and legal practice as identified in DO4. Students demonstrated knowledge and skill in relation to ethical and legal decision making as noted in KPIs 1 and 2. Faculty discussed and considered ways to incorporate ethics throughout the curriculum.
		RCCM 5403 Intro to Rehabilitation Counseling		N= 39	80% Target met	
		MLHC 5422 Seminar in Professional Orientation and Ethical Practice				
	KPI 2: Graduates will be able to	EDSC 5133 Ethics and Law				

	demonstrate proven methods to identify and solve ethical and cultural dilemmas (S)	EDSC 5123 Introduction to School Counseling				
DO1: Graduates will be able to effectively counsel diverse groups, including race, ethnicity, gender, sexual orientation, religious/spiritual, and age groups. They are culturally responsive and competent; and advocate for those who have been historically marginalized	KPI 3: Graduates will be able to demonstrate ability to identify the possible multicultural aspects of persons in need of counseling services (K) KPI 4: Graduates will be able to conduct self-exploration to their personal cultural competency. (S)	COUN 5553 Multicultural Counseling	Cultural Analysis Paper N= 13 N= 24	93.41% Target met 91.11% Target met	Spring 2023 Spring 2024	Faculty regarded student scores as an indicator of student understanding of multicultural concepts as they related to DO1, KPI 3 and KPI 4. Special emphasis was noted on student performance in relation to KPI 4. Faculty will retain use of the assignment and will discuss more ways to further address KPI 3. Faculty opted to analyze aspects of the curriculum and programming that contributed to student success on this key assignment. The department contemplated a course offering change however, it now believes that this course occurs at the right time in the degree programming sequence.
DO2: Graduates are able to effectively apply counseling theories, techniques, and frameworks (including career/vocational theories) in individual and group settings	KPI 5: Graduate will be able to apply developmental theories of counseling to individuals across the entire lifespan. (K) KPI 6: Graduates will be able to identify internal, external, and systematic factors that affect	COUN 5463 Human Growth and Development	Developmental Stages Paper N= 14 N= 14	90.25% Target met 88.2% Target met	Spring of 2022/ Fall 2022 Spring 2023	Scores on the key assignment suggest that graduates are aligned with DO2 as it relates to the application of counseling theories and techniques required by the assignment. Students performance on this assignment also indicated an overall mastery of KPI 5 and 6. The department noted that the course offering was different for programs due to program modifications and course needs of students. While the target was met, faculty believed it was necessary to explore how the related student outcomes could be measured in courses taken later in the program such as Practicum and Internship.

	human development, functioning, and behavior. (K)					
DO2 Graduates are able to effectively apply counseling theories, techniques, and frameworks (including career/vocational theories) in individual and group settings	KPI 7 Graduates will be able to apply theories of career development, counseling, decision making, and its role in case conceptualization. (K) KPI 8 Graduates will be able to understand career assessment tools used for career counseling and planning. (K)	COUN 5443 Career & Lifestyle Development	Personal Case Study N= 12 N= 5 N= 21	88.40% Target met 93.44% Target met 91.09% Target met	Spring 2023 Spring 2024 Summer 2024	Scores indicate mastery of KPI 7 and KPI 8 as well as DO3. Faculty desire for students to have more applied experience in the use of knowledge as it relates to career counseling and have anticipated modifications to the current assignment to include more opportunities to apply course knowledge and or develop skills.
DO1 Graduates will be able to effectively counsel diverse groups, including race, ethnicity, gender, sexual orientation, religious/spiritual, and age groups. They are culturally responsive and competent; and advocate for those who have been historically marginalized DO2 Graduates are able to	KPI 9 Graduates will be able to apply theories and techniques of counseling including treatment planning. (K) KPI 10 Graduates will be able to apply interviewing and counseling skills to facilitate the counseling process. (S)	COUN 5623 Counseling Theories and Process	Theoretical Orientation Paper N= 39 N= 32	90% Target met 93.44% Target met	Summer/ Fall 2022 Fall 2023	Faculty will continue the use of this measure to assess student ability to apply theories as to indicate mastery of DO1, DO2, KPI 9 and KPI 10. Discussions were raised on how faculty could increase opportunities for students to apply interviewing and counseling skills as referenced in KPI 10. Faculty believe that the program modification of introducing counseling skills and techniques will address this concern.

effectively apply counseling theories, techniques, and frameworks (including career/vocational theories) in individual and group settings						
DO2 Graduates are able to effectively apply counseling theories, techniques, and frameworks (including career/vocational theories) in individual and group settings	<p>KPI 11 Graduates will be able to identify the theoretical foundations of group counseling and group work. (K)</p> <p>KPI 12 Graduates will be able to demonstrate the characteristics and functions of effective group leaders and the therapeutic factors for group effectiveness. (S)</p>	COUN 5633 Group Theory and Process	<p>Group Observation Critique N= 37</p> <p>N= 32</p>	<p>89.86% Target met</p> <p>90.82% Target Met</p>	<p>Spring 2023</p> <p>Spring 2024</p>	While student scores indicated having met DO2, KPI 11, and KPI 12, faculty discussions of the group observation critique raised concerns about KPI 11. Specifically, faculty discussed if the assignment could be revised to provide more of a clear opportunity for students to demonstrate knowledge of theoretical foundations.
DO3 Graduates are able to utilize and conduct research, assessment, and evaluation in the counseling process	<p>KPI 13 Graduates will be able to select, administer, score, and interpret various assessments for diagnostic and treatment planning. (S)</p> <p>KPI 14</p>	COUN 5733 Psychological Test and Evaluation	<p>Instrument Review and Presentation N=32</p> <p>N=10</p>	<p>86.89 Target met</p> <p>94.1% Target met</p>	<p>Fall 2022</p> <p>Fall 2023</p>	Student averages suggested master of DO3. Faculty discussed that the assignment should be modified to more adequately address KPI 14 which addresses preparation for the initial intake assessment.

	Graduates will understand effective methods used to prepare and conduct initial assessment intake. (K)					
DO3 Graduates are able to utilize and conduct research, assessment, and evaluation in the counseling process	KPI 15 Graduates will be able to identify similarities and differences in research design methods. (K) KPI 16 Graduates will be able to advance the counseling profession by evaluating evidence-based practices. (S)	COUN 5543 Research and Program Evaluation	Research and Program Evaluation N= 35 N= 18	89.52% Target Met 95.21% Target Met	Fall 2022 Fall 2023	Key assignment is believed to adequately address DO3, KPI 15, and KPI 16. Faculty will continue to retain use of the assignment and will revisit other ways to integrate knowledge and skills training opportunities across the curriculum. Such integration may involve program modifications with new electives.

Summary and Forecast for 2024

This report provides a comprehensive overview of the program evaluation and quality improvement action steps undertaken by the FVSU Counseling Department from 2022 to 2024. As we have successfully addressed all the concerns raised in the previous student survey, we are now prepared to conduct a follow-up survey of our students during the Spring semester of 2025. This upcoming survey will allow us to gather valuable feedback on recent changes and enhancements made to our programs.

The effective delivery of our counseling academic programs relies heavily on the collaborative support of our university, the local community, and our dedicated community partners. We extend our heartfelt gratitude to the field experience sites, collaborative

partners, and key stakeholders whose contributions are instrumental in our students' training. Our site supervisors play a critical role in preparing students to become competent and compassionate counselors, providing them with real-world experiences that are essential for their professional development.

Within the Counseling Department, our faculty and staff work cohesively to create a dynamic and stimulating learning environment for students across all programs. We are committed to fostering an educational atmosphere that encourages growth, exploration, and the cultivation of essential counseling skills. As we look to the future, our department will continue to pursue excellence through ongoing improvement efforts that align with CACREP (Council for Accreditation of Counseling and Related Educational Programs) standards. This commitment will be upheld through diligent data collection, thorough assessment, and comprehensive evaluation of our programs and practices, ensuring that we meet and exceed the expectations set forth in our field.