



2024-2025 Program Evaluation Report

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Vital Statistics

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requires that programs make certain information publicly available each year.

| | All | CMHC | CC/SA | Addictions |
|------------------|------------|-------------|--------------|-------------------|
| Applications* | 160 | N/A | N/A | N/A |
| Acceptance Rate* | 16.3% | N/A | N/A | N/A |
| Total Enrollment | 61 | 46 | 7 | 8 |
| Graduates | 6 | 5 | 0 | 1 |
| Job Placement** | 100% | 100% | 100% | 100% |
| NCE Pass Rate | 100% | 100% | 100% | 100% |

*Applications do not indicate track preference. Student tracks are determined once enrolled in the program.

**Employment rate indicates proportion of students who desired employment who were employed or engaged in full-time advanced academic study within six months of graduation. Many graduates secure employment prior to graduation. All graduates reporting.

Program Evaluation Report

Program Objectives & Major Program Activities

Sources of Data

The following sources of data were utilized in developing this report

- Aggregate data from key performance indicator assessments
- Student performance on the Counselor Preparation Comprehensive Examination (CPCE)
- Student performance on Internship I ratings from site supervisors
- Site-supervisor follow-up surveys
- Admissions, enrollment, and graduation data
- Faculty observations and discussions during periodic faculty meetings held bi-weekly, systematic student assessment meetings held at the end of each fall and spring semester, and the annual planning retreat held at the end of each summer semester.

Program Evaluation Findings

Objective 1: Students will gain the requisite knowledge needed to become successful professional counselors.

Measuring this objective requires data from many sources to fruitfully assess the effectiveness of all that encompasses the teaching and learning of knowledge. We do this with multiple measures across time, starting with a multitude of key performance indicators (KPI) throughout the curriculum. The Counselor Preparation Comprehensive Examination (CPCE) provides data to assess the culmination of what they have learned while students in our program.

CPCE Outcomes

1. The Counselor Preparation Comprehensive Examination (CPCE) is used as an exit exam to ensure that students have the requisite knowledge to become effective professional counselors. As per the test developers' recommendation, we use 1.5 Standard Deviation below the mean score to set the pass rate.
2. All students (n=6) passed the exam on the first attempt. Furthermore, the mean scores for each of the eight core areas ranked higher than the corresponding national mean scores. Most test areas had similar means for this selection of students. *Assessment & Testing and Social and Cultural Diversity* received the lowest ratings. Mean ratings with standard deviations are highlighted below.

| | Items | Mean | SD |
|--|-------|------|-----|
| Professional Counseling Orientation and Ethical Practice | 17 | 13.4 | 3.3 |
| Social and Cultural Diversity | 17 | 12.5 | 2.7 |
| Human Growth & Development | 17 | 13.7 | 2.6 |
| Career Development | 17 | 13.5 | 2.3 |
| Counseling and Helping Relationships | 17 | 13.5 | 2.4 |
| Group Counseling and Group Work | 17 | 13.8 | 1.5 |
| Assessment and Testing | 17 | 12 | 3.8 |
| Research and Program Evaluation | 17 | 13.4 | 1.4 |

KPI Outcomes

1. Key performance indicators (KPI) are faculty-identified student learning outcomes to assess learning in each of the CACREP core areas and in the track-specific domain. Each KPI is assessed three (3) times through students' programs of study. Knowledge-based assessments revealed that all students showed developmentally appropriate knowledge throughout their programs. See the table below for complete aggregate data of all knowledge-based KPI's.

Objective 2: Students can apply counseling skills necessary to build therapeutic relationships that are culturally competent, ethical, and developmentally appropriate.

This objective is measured throughout students' clinical experiences and from feedback from site supervisors and employers of our graduates. We also use skill assessments of key performance indicators to measure student learning outcomes. (See KPI table). Throughout the three semesters students are engaged in clinical practice (Practicum, Internship I, and Internship II), they receive feedback from site and university supervisors on their clinical work. For this objective, we are using the data from the site supervisors' evaluation form during the Internship I semester, particularly the section on counseling skills. These items indicate the level of fluency and appropriateness of the students' skills with clients including areas of multicultural competence and ethics. These evaluations are reviewed on an ongoing basis for each student but are reviewed across the program annually as a faculty.

Additionally, we survey the employers of our graduates about the quality of our students and their level of counseling skills. These surveys give us additional insight into programmatic themes about the skill development of our students and ways we can improve our coursework. These surveys are administered annually and are reviewed annually by the faculty.

Site Supervisor Evaluation Outcomes

Site supervisors complete thorough evaluations of our students at both the midterm and end of the semesters during practicum, internship I, and internship II. We use final evaluation data from internship I to help measure the success of this program objective.

Particularly, we use aggregate data from the “Counseling Skills” section of the evaluation form. This section has 28 items rated on a scale from (1) Significantly below expectations to (5) Exceeds expectations. Faculty have identified that a score of (3) is developmentally appropriate; and therefore, our aggregate expectations is that a minimum of 80% of students will score an average of 3 or higher on the 28 items. This year, 100% of students (n=6) met this threshold.

KPI Outcomes

1. Key performance indicators (KPI) are faculty-identified student learning outcomes to assess learning in each of the CACREP core areas and in the track-specific domain. Each KPI is assessed three (3) times through students’ programs of study. Skill-based assessments revealed that all students showed developmentally appropriate skills throughout their programs. See the table below for complete aggregate data of all skill-based KPI’s.

Objective 3: Students will demonstrate professional and personal attitudes and behaviors necessary to be effective counselors such as openness, flexibility, appropriate expression of feelings, and ethical decision-making.

For this objective, students are assessed on their professional and personal attitudes and behaviors necessary to be effective counselors through admissions and interview data, ongoing Professional Performance Review (PPR) data, and site supervisor evaluation items from their Internship I semester related to counselor dispositions.

Firstly, during students’ application and interview process, information is collected about their fit for their profession through an application essay and individual and group interview. These items give the department preliminary data about the students’ fit for the program and the profession. As data to measure this objective, we use scores given for their personal statements as part of the application process. Personal statements are three to five pages and ask the applicant to write about their motivations to become a counselor and to address their strengths and growing edges. The personal statement is rated on a 10-point scale from (1) lacks

imagination, self-awareness and depth, did not address the questions to (10) very insightful about self and others. Our measurement threshold is that 100% of admitted students will receive a score of 6 or higher on the personal statement.

Next, students are assessed after each semester in the program about certain professional dispositions. Faculty meet at the end of the Spring and Fall semester to review each student on these criteria and, in the following semester, the faculty advisor meets with their advisee to discuss the results of the PPR. This process enables faculty to support students in their growth in the program and ensure their development of certain personal and professional attitudes and behaviors. From a programmatic level, ensuring all PPR semester data is above a certain threshold enables the department to be confident that this objective is being met. Faculty have determined that a score of 3 (out of a possible 5) for each of the 10 criteria meets expectations for their professional development stage. Therefore, the measure is that 100% of students will have an average total score of three on the final PPR, which will take place in the semester prior to graduation.

Lastly, for this objective, data is collected on counseling dispositions in the Internship I semester from the students' site supervisors. This information enables the department to assess counseling dispositions related to fit for the profession from a source outside the department. The overall data from these evaluations is reviewed by the faculty on an annual basis.

Admissions Personal Statement Scoring Outcomes

The department faculty offered admission to 26 applicants, all of which scored 6 or higher on their personal statements. In fact, all of these applicants scored 7 or higher.

PPR Outcomes

For the 2025 graduates, 100% (N=6) of students had an average total score of 3 or higher on the final PPR. Mean ratings are highlighted below.

| | Mean | SD |
|-----------------------|------|------|
| Openness to new ideas | 3.67 | 0.52 |

| | | |
|---|------|------|
| Flexibility | 3.33 | 0.52 |
| Cooperativeness with others | 3.33 | 0.52 |
| Willingness to accept and use feedback | 3.5 | 0.84 |
| Awareness of impact on others | 3.33 | 0.52 |
| Ability to deal with conflict | 3 | 0 |
| Accept personal responsibility | 3.33 | 0.52 |
| Ability to express feelings effectively & appropriately | 3.33 | 0.52 |
| Attention to ethical and legal concerns | 3.17 | 0.41 |
| Initiative & Motivation | 4.17 | 0.75 |

Site Supervisor Evaluation Outcomes

Site supervisors complete thorough evaluations of our students at both the midterm and end of the semesters during practicum, internship I, and internship II. We use final evaluation data from internship I to help measure the success of this program objective. Particularly, we use aggregate data from the “Counseling Dispositions” section of the evaluation form. This section has 13 items rated on a scale from (1) Significantly below expectations to (5) Exceeds expectations. Faculty have identified that a score of (3) is developmentally appropriate; and therefore, our aggregate expectations is that a minimum of 80% of students will score an average of 3 or higher on the 28 items. This year, 100% of students (n=6) met this threshold.

Additionally, site supervisors were surveyed that the end of the intern’s clinical experience. For all our interns in 2024-2025, they all met or exceed in the domains 1) overall skill ability, 2) case conceptualization skills, 3) ethical behavior, 4) theoretical knowledge, and 5) administrative skills.

Objective 4: The program will admit students from under-represented backgrounds.

We have examined more closely our students' demographics and have determined the following 4 criteria to measure the objective of diversifying our student population: a) race/ethnicity, b) gender identity, c) undergraduate major, and d) undergraduate institution.

With these 4 identifiers, we determined that many of our students have been White cisgendered females who graduated from an institution in the State of Georgia with a psychology degree. Our objective is to continue to diversify our student body based on these 4 characteristics.

We collect data from Graduate Admissions on applicants and admittees in an effort to admit 50% of our students with characteristics that differ from the above stated majority.

We offered admission to 26 students and 19 accepted. The following data is representative of all applicants that were offered admission. Some students met more than one criterion. After adjusting for this, 75% of admitted students are from at least one under-represented background.

| | BIPOC | Male | Degree other than Psychology | Graduated from institution outside of Georgia |
|---|-------|------|------------------------------|---|
| N | 9 | 5 | 11 | 7 |

Objective 5: Addictions track students will apply relevant theories of addiction in their interventions related to a broad range of mental health and addictive issues.

This goal is measured at three points across the curriculum using KPI assessments. Students are first introduced to theories of addiction in the Foundations of Addiction Course in the Spring of their first year. During this course, they complete a Conceptualization Mini-Case paper in which they demonstrate their knowledge of the biopsychosocial model of addiction by choosing either the biological, psychological or sociological model of addiction and applying it to a shared case. Students are assessed by their ability to identify and articulate major tenets of their chosen theory and to apply them to the case using examples.

In the Theories of Addiction course, students are further instructed in various addiction counseling theories and techniques. Each of the theories demonstrates an extension of the biological, psychological and sociological models of addiction. Throughout this course, students complete three papers in which they must apply one of these theories to a shared case. Completing three papers demonstrates

for students the importance of applying multiple theories to one case and allows the instructor to assess students' ability to do so. For each paper, students are assessed on their ability to identify and articulate major tenets of their chosen theory and apply those tenets to the case using examples.

Finally, students in their final year of study are assessed in their ability to apply addiction specific theories to their clients during their internship experience. Internship 1 final evaluation (completed by the site supervisor) includes an item which directly assesses a students' ability to incorporate appropriate theory and interventions with clients.

100% of students had an average total score of 3 or higher on the case conceptualization mini-case paper rubric. (KPI code 9.1)

100% of students had an average total score of 3 or higher on the Theory Application Case Study rubric (KPI code 9.2)

100% of students had an average total score of 3 or higher on the counseling skills section of the internship 1 evaluation. (KPI code 9.3)

Objective 6: CC/SA track students will apply relevant student development theories in their interventions related to a broad range of mental health issues for individuals in higher education settings.

This objective is measured at three points across the curriculum using KPI assessments (see **KPI Table below**). During the fall semester of the second year in the Counseling program, students in COUN 7410 (Student Development Theories engage in the *Theory to Practice Paper* assignment. This assignment is three-pronged. First, students are introduced to the wide array of college student development theories germane to the profession. Second, students engage in three practice counseling sessions with undergraduate psychology students. The purpose of the sessions is to practice applying student development theory directly, and in conjunction with counseling helping skills. In these sessions, counseling students and the undergraduate psychology students discuss personal barriers, strengths, and motivation that may hinder or help the undergraduate students succeed in college. Third, student complete a ten-page paper in which they are prompted to communicate fundamental ideas of the theories they utilized as they engaged in the helping skills sessions with the undergraduate student they worked with, and how they assessed the development of the students with whom they worked with this in terms of the student development theories (**KPI rubric**)

Students in the College Counseling/Student Affairs track continue to apply their knowledge of student development theories relevant to student learning and personal, career, and identity development during the Spring semester of their second year in COUN 7430. During this course, students engage in a service-learning project in which they consult with a Student Affairs Division (e.g., Career Services) to create and deliver a theory-based service that allows for the facilitation of student learning and personal, career, and identity development (See COUN 7420 Syllabus; see KPI rubric).

Students in their final year of study are assessed in their ability to apply specific knowledge of College Student Development theories to their clients during their internship experience. Internship 1 final evaluation (completed by the site supervisor) includes an item which directly assesses a students' ability to incorporate appropriate theory and interventions with clients (**See Internship evaluation**).

100% of students had an average total score of 3 or higher on the Theory to Practice Paper.

KPI code 10.2 not administered because the course was not taught or no data was present this semester

100% of students had an average total score of 3 or higher on the counseling skills section of the internship 1 evaluation.

Objective 7: CMHC track students will apply the full range of tasks needed for clinical mental health counseling including interventions for prevention and treatment of a broad range of mental health issues.

This goal is assessed using KPIs at three points during the students' matriculation through the program and on an ongoing basis through their internship experience in their final year (**see KPI Table below**). The first KPI assessment of this objective takes place at the end of the students' first semester in their Counseling Techniques course. Throughout the course, students submit tapes of their skills for assessment by their instructor. Students are assessed on a variety of skills, including,

Second, this goal is assessed in the Psychopathological Diagnosis course. This KPI assesses the students' ability to use diagnosis as a driving factor for appropriate development of treatment interventions and protocols. For this assessment, students complete a

Diagnosis and Treatment Planning paper in which they provide a diagnosis and prepare a treatment plan for a case using a movie or book. Students provide background information on the “client,” justify a diagnosis given the identified symptoms, and provide a comprehensive treatment plan for the client using the DO A CLIENT MAP format. Students are assessed on their ability to accurately identify and justify a diagnosis and on the ability to develop a comprehensive treatment plan given the chosen diagnosis (see **Diagnosis and Treatment Planning Paper Rubric**).

Finally, students are assessed on an ongoing basis on various skills and interventions during their final year of internship. Site supervisors and University supervisors complete both midterm and final evaluations on each student. These assessments include counseling-related tasks and students using a Likert Scale. This goal is assessed using the “Counseling Skills” section of the internship 1 site supervisor final evaluation. Examples of items assessed include ability to establish and maintain rapport, ability to focus the session, communicates empathy, collaboratively establishes appropriate goals and/or treatment plans with client, reflects feelings with clients, and utilizes open questions. (See **Supervisor Evaluation for full list of items assessed**). All data is reviewed by core faculty at a designated faculty meeting and any program and/or curricular changes driven by the results are discussed (see **program assessment table below for more information**).

100% of students had an average total score or 3 or higher on their final tape submission in COUN 6100/6110. (KPI code 11.1)

100% of students had an average total score of 3 or higher on the diagnosis/treatment planning paper rubric. (KPI code 11.2)

100% of students had an average total score of 3 or higher on the counseling skills section of the internship 1 evaluation.

Program Changes and Improvements

- We created more dynamic experiential learning activities at the Cumming campus. We initiated an interprofessional simulation with nursing students to provide our students with a learning experience around integrated care.
- The department secured new partnerships and Graduate Assistants in Dahlonega, securing partnerships with Athletic Training and the Institute for Peak Performance.
- A multi-agency Georgia Opioid Crisis Abatement Trust was awarded to our department as a grant for initiatives around supporting the growth and development of addiction counselors in the North Georgia area. This will enable the growth of the program, new clinical partnerships, and the hiring of new faculty.
- Numerous rubrics and KPIs in courses were updated to reflect new learning outcomes and assignments.

Key Performance Indicators

| CACREP Core Area | Key Performance Indicator | Assessment 1 | Assessment 2 | Assessment 3 |
|--|---|---|--|---|
| Professional Counseling Orientation and Ethical Practice | 2.F.1.i. Students will demonstrate an understanding of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling | 100% of students had an average total score of 3 or higher on the ethics discussion board rubrics. (Knowledge) Code: 1.1 | 100% of students scored 3 or higher on the ethics/legal considerations part of the PPR. (Knowledge) Code: 1.2 | 83.3% of students passed and scored higher than the national mean on this section of the CPCE. (Knowledge) Code: 1.3 |

| | | | | |
|--|--|--|---|--|
| <p style="text-align: center;">Social and Cultural Diversity</p> | <p>2.F.2.c. Students will develop multicultural counseling competencies</p> | <p>100% of admitted applicants scored 3 or higher on the multicultural counseling question of the admissions interview. (Skill) Code: 2.1</p> | <p>100% of students had an average total score of 3 or higher on the cultural diversity research presentation. (Knowledge) Code: 2.2</p> | <p>100% of students had an average total score of 3 or higher on the multicultural competence section of the internship 1 evaluation. (Skill) Code: 2.3</p> |
| <p style="text-align: center;">Human Growth and Development</p> | <p>2.F.3.a. Students will show an understanding and application of theories of individual and family development across the lifespan</p> | <p>100% of students had an average total score of 3 or higher on the DCT assessment & treatment plan. (Skill) Code: 3.1</p> | <p>66.7% of students passed and scored higher than the national mean on this section of the CPCE. (Knowledge) Code: 3.2</p> | <p>100% of students had an average total score of 3 or higher on the counseling skills section of the internship 1 evaluation. (Skill) Code: 3.3</p> |

| | | | | |
|------------------------------------|---|--|---|---|
| Career Development | 2.F.4.a. Students will exhibit an understanding and application of theories and models of career development, counseling, and decision making | 100% of students had an average total score of 3 or higher on the career/lifestyle planning program rubric. (Knowledge) Code: 4.1 | 100% of students had an average total score of 3 or higher on the lifestyle conceptualization & treatment plan rubric. (Skill) Code: 4.2 | 83.3% of students passed and scored higher than the national mean on this section of the CPCE. (Knowledge) Code: 4.3 |
| Counseling & Helping Relationships | 2.F.5.g. Students will apply essential interviewing, counseling, and case conceptualization skills | 100% of students had an average total score of 3 or higher on their midterm tape submission in COUN 6110. Code 5.1 | 100% of students had an average total score of 3 or higher on their final tape submission in COUN 6110. Code 5.2 | 100% of students had an average total score of 3 or higher on the counseling skills section of the internship 1 evaluation. (Skill) Code 5.3 |

| | | | | |
|--|--|--|---|---|
| <p>Group Counseling and Group Work</p> | <p>2.F.6.d. Students will understand & apply characteristics and functions of effective group leaders</p> | <p>100% of students had an average total score of 3 or higher on the group curriculum proposal rubric. (Knowledge)</p> <p>Code 6.1</p> | <p>66.7% of students passed and scored higher than the national mean on this section of the CPCE. (Knowledge)</p> <p>Code 6.2</p> | <p>100% of students had an average total score of 3 or higher on the group skills section of the internship 1 evaluation. (Skill)</p> <p>Code 6.3</p> |
| <p>Assessment and Testing</p> | <p>2.F.7.i. Students will understand & apply use of assessments relevant to academic/educational, career, personal, and social development</p> | <p>100% of students had an average total score of 3 or higher on the assessment project rubric. (Knowledge)</p> <p>Code 7.1</p> | <p>100% of students had an average total score of 3 or higher on the assessment & testing section of the internship 1 evaluation. (Skill)</p> <p>Code 7.2</p> | <p>66.7% of students passed and scored higher than the national mean on this section of the CPCE. (Knowledge)</p> <p>Code 7.3</p> |

| | | | | |
|-----------------------|--|--|--|---|
| Research | 2.F.8.a. Students will grasp the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice | 100% of students had an average total score of 3 or higher on the career/lifestyle planning program rubric. (Knowledge) Code 8.1 | *New KPI assessment added after this class was offered in 2024* Code 8.2 | 83.3% of students passed and scored higher than the national mean on this section of the CPCE. (Knowledge) Code 8.3 |
| Addictions Counseling | 5.A.1.b. Theories and models of addiction related to substance use as well as behavioral and process addictions | 100% of students had an average total score of 3 or higher on the case conceptualization mini-case paper rubric. (Skill) Code 9.1 | 100% of students had an average total score of 3 or higher on the Theory Application Case Study rubric (Knowledge) Code 9.2 | 100% of students had an average total score of 3 or higher on the counseling skills section of the internship 1 evaluation. (Skill) Code 9.3 |

| | | | | |
|--------------------------------------|---|--|---|--|
| College Counseling & Student Affairs | 5.E.1.b. Students will gain knowledge of, and apply, student development theories relevant to student learning and personal, career, and identity development | 100% of students had an average total score of 3 or higher on the Theory to Practice Paper. (Knowledge) Code 10.1 | No data present from KPI rubric for this semester. Code 10.2 | 100% of students had an average total score of 3 or higher on the counseling skills section of the internship 1 evaluation. (Skill) Code 10.3 |
| Clinical Mental Health Counseling | 5.C.3.b. Students will acquire & apply techniques and interventions for prevention and treatment of a broad range of mental health issues | 100% of students had an average total score or 3 or higher on their final tape submission in COUN 6110. (Skill) Code 11.1 | 100% of students had an average total score of 3 or higher on the diagnosis/treatment planning paper rubric. (Knowledge) Code 11.2 | 100% of students had an average total score of 3 or higher on the counseling skills section of the internship 1 evaluation. (Skill) Code 11.3 |