Georgia State University
Department of Counseling and Psychological Services
Annual Report for CACREP Accredited Programs
Program Assessment and Evaluations

Clinical Mental Health Counseling Program
Clinical Rehabilitation Counseling
School Counseling Program
Counselor Education and Practice Program

2019-2020 Academic Year
Department of Counseling and Psychological Services

The Department of Counseling and Psychological Services (CPS) at Georgia State University is part of the College of Education and Human Development. We prepare our students to work in a variety of settings including but not limited to schools, mental health facilities, colleges and universities, governmental agencies, labor departments, correctional facilities, rehabilitation agencies, and private practice settings. Specific CACREP accredited master’s programs are available in Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, and School Counseling. We also offer a CACREP accredited doctoral (Ph.D.) program in Counselor Education and Practice.

Students gain skills from multi-disciplinary course work and a variety of clinical experiences, including extensive supervised practice and internships throughout the metropolitan Atlanta area. They are able to learn from faculty who are experts in fields such as trauma, multiculturalism and diversity, positive psychology, play therapy, addictions, rehabilitation, school-based intervention and advocacy, assessments, group work and more.

The educational facilities for our four CACREP-accredited programs are located within the College of Education and Human Development building. State of the art audiovisual recording equipment and innovative technologies that assist pedagogical efforts are available in our classrooms. Small group rooms, observation areas, a training room designed for the study of play therapy, and specialized classrooms were designed specifically for the department.

Mission Statement: Based on our commitment to diversity, advocacy and the belief that change is possible, the mission of the Department of Counseling and Psychological Services is to prepare competent professionals in counseling and psychological services to contribute to the body of knowledge that undergirds these professions and to provide services to the profession and the community.

For the 2019-2020 academic year, we received 222 applications for our CACREP accredited programs in Clinical Mental Health Counseling (CMHC), Clinical Rehabilitation Counseling (CREH), School Counseling (SCO), and Counselor Education and Practice (CEP). Based on a comprehensive admission review process, including multiple core faculty members reviewing each application as well as an on-campus interview admissions process, we admitted 24% of the applicants for CMHC (1 did not enroll), 47% of the applicants for SCO (6 did not enroll), 40% of the applicants for CREH (3 did not enroll), and 9% of the applicants for CEP.
The average grade point average (GPA) was 3.43 for our CMHC applicants, 3.57 for our SCO applicants, 3.3 for our CREH applicants, and 3.8 for our CEP applicants. Average graduate record examination (GRE) scores were 304 for CMHC, 298 for SCO, 293 for CREH, and 293 for CEP. Applicants in all programs were predominantly women, with a diverse range of race/ethnicity.

This report will provide details on our CACREP accredited programs and how they meet the identified standards (2016 CACREP Standards).

The counselor education programs in CPS successfully submitted a reaccreditation self-study report in July 2018 and hosted the site visit in April 2019. We met all 2016 CACREP Standards and received a full 8 year reaccreditation for all of our programs.
Clinical Mental Health Counseling

In the 2019-2020 Academic Year, the Master of Science Degree in Clinical Mental Health Counseling (CMHC) program operated in its tenth year as a 60-credit hour program. It continued to be a competitive and highly regarded program in our department as well as the College of Education and Human Development.

CMHC students were admitted as full time and encouraged to remain on the Model Program schedule.

Clinical Mental Health Counseling Faculty

Program Coordinator
Dr. Jonathan Orr

Dr. Brian Dew
Dr. Don Davis
Dr. Tiffany McNary
Dr. Laura Shannonhouse
Dr. Melissa Zeligman

Department Faculty with Secondary CMHC Affiliation

Dr. Jeff Ashby
Dr. Catharina Chang
Dr. Cirleen DeBlare
Dr. Franco Dispenza
Dr. Dennis Gilbride
Dr. Erin Mason
Dr. Robert Rice
Mental Health Counseling Program Objectives

The counselor is prepared to:

- Work individually with clients on educational, vocational, social, emotional, or personal problems.
- Consult with other professionals and administrators concerning the client’s developmental needs.
- Participate in psychological assessment programs, including the interpretation of test results.
- Provide information and understanding to clients in the areas of educational, social, or vocational planning.
- Conduct and facilitate local research efforts.
- Practice according to the code of ethics and standards of practice of the American Counseling Association.
- Counsel individually and with groups of clients on educational, vocational, social, emotional, psychological, or personal problems. This will entail seeing clients throughout a process of counseling (several sessions per client).
- Demonstrate appropriate measurement and evaluation skills in educational, psychological, sociological, and career assessment of individuals and programs to include the interpretation of test results.
- Provide guidance in the form of information and counsel for understanding to clients in the areas of educational, social, psychological, and career planning.
- Conduct and facilitate evaluation studies through research designs for individual and program effectiveness.
- Utilize appropriate technology to assist in the prevention, interventions, and remediation with clients in educational, psychological, sociological, and career planning.
- Create and promote identity as a mental health counselor through advocacy and promotion of the profession.
- Counsel and consult in ethical and professional services to a diverse and multicultural heterogeneous society.
- Develop a professional practice of mental health counseling by establishing a firm, theoretical and clinical base upon which to build and practice and;
- Prevent and redress the psychosocial vectors of discrimination, sexism, homophobia, abuse, and inequality across the political and economic spectrum.
Master of Science Degree in Mental Health Counseling Model Program

Summer 2019 (1st Session) total hours = 9

*June/July Semester (7-week)*
CPS 6010 Professional Identity and Ethics in Mental Health Counseling (3)
CPS 7500 Individual and Family Over the Lifespan (3)
CPS 7450 Educational and Psychological Appraisal (3)

Fall 2019 (2nd Session) total hours = 15
CPS 6410 Basic Counseling Skills (3)
CPS 7340 Social & Culture Issues in Counseling & Psych Services (3)
CPS 8100 Psychobehavioral Diagnosis (3)
CPS 7260 Counseling Systems and Interventions (3)
EPRS 7900 Methods of Research in Education (3)

Spring 2020 (3rd Session) total hours = 15
CPS 6450 Group Counseling Systems (3)
CPS 8470 Crisis Intervention (3)
CPS 7300 Career Theory, Assessment, and Intervention (3)
CPS 8380 Family Systems and Interventions (3)
CPS 8430 Advanced Counseling Skills (3)

Summer 2020 (4th Session) total hours = 3-9

*Maymester (3-week)*
CPS 8460 Biopsychosocial Aspects of Addiction (3)

*June/July Semester (7-week)*
Elective (3)

Fall 2020 (5th Session) total hours = 6-9
CPS 7660 Applied Practice I (3)
CPS 7680 Internship I (3)
Elective (3)

Spring 2021 (6th Session) total hours = 6-9
CPS 7680 Internship II (6)
Elective (3)
**Summary of Program Evaluation Results**
Throughout the 2019-2020 academic year and in accordance with the 2016 CACREP Standards, faculty members within the Clinical Mental Health Counseling program engaged in student assessment and evaluation activities.

**Aggregate Student Assessment Data (Knowledge, Skills, Professional Dispositions)**
CMHC faculty members meet at least twice each year at the end of the fall and spring semesters to evaluate each student in both the first and second year cohorts. The following areas were evaluated for each student: academic performance, professional growth, and personal development related to the established professional dispositions. Results from student outcome measures as it pertains to core and program-related standards were presented and reviewed at each of the meetings. In situations when students did not meet minimum scores or other results as established and agreed upon by program faculty members, opportunities for the student to acquire minimum proficiency levels on particular standards were discussed. During these meetings, faculty members also shared any concerns regarding student professional and personal growth. Typically, concerns would have already been addressed by the faculty member to the Program Coordinator. However, these meetings provided opportunities for faculty members to conduct a comprehensive 360-degree evaluation of each student and to offer insights, feedback and recommendations. Feedback from CMHC program faculty members is then shared with students in a face to face meetings conducted by their Faculty Advisor typically within 1-2 weeks of the student review meeting.

During the spring review meeting all rising 2nd year students are assessed for matriculation into practicum and internship and those determinations are communicated in writing via email. Recommendations for matriculation into practicum and internship fall into one of three categories: 1) Matriculate without stipulations; 2) matriculate with stipulations to address some identified deficiency; 3) non-matriculation. In situations that meet criteria for categories 2 and/or 3, students are provided with written stipulations, a timeline for meeting them, and a process of accountability in the form of a letter signed by CMHC faculty for improving their performance either academically or in term of the dispositions. That letter is presented and discussed with the student during an in-person meeting attended by the student, the student’s Faculty Advisor, and the Program Coordinator. The student has an opportunity to respond to and clarify the stipulations during this meeting and the Faculty Advisor and Program Coordinator have the opportunity to provide support and strategies for meeting the stipulations. Following the meeting the role of the Faculty Advisor is to support and assist the student in meeting the stipulations; the role of the Program Coordinator is to collect evidence of accountability based on the stipulations. Once the student has met or not met the stipulations based on the provided timeline, the Program Coordinator reports back to the program faculty for further assessment of matriculation.

**Knowledge and Skills:** All CMHC faculty members were responsible for tracking student academic performance for the courses they taught. In particular, all CACREP core and program-specific standards were assigned to particular courses in the CMHC program of study. As provided in our self-study, evaluations of each standard were developed. Students completed the required assessments for each standard, and this work was assessed by the instructor. Faculty
members kept records of these results, thereby allowing greater discernment regarding how
students were meeting course-specific objectives and goals. In situations when student outcomes
did not meet program goals, careful review of the course’s curriculum and/or assessment tools
were conducted by program faculty members and when necessary, changes were made that
would enhance student outcome in future classes.

In 2019-2020 CMCH students met all Key Performance Indicators but three (the second
measures for Career, Assessment, and Research). Those same students all successfully passed
the National Counselor Exam, so there is not a concern about student knowledge or preparedness
related to this KPI; instead, it indicates some potential changes needed in the program if this
becomes a trend across cohorts. Initial examination of this isolated event indicates potential
issues related to course content, course instruction, the comprehensive exam, or some
combination of those factors. Currently, all three courses are in a state of development and
revision by core faculty to meet student needs.

**Professional Dispositions:** As a result of our extensive evaluation process, students who need
support work with faculty to develop a plan for improvement. Follow-up meetings occur as
needed, but no later than the mid-point of the semester. Georgia State University has a protocol
for assisting students in transitioning out of the program and into a more appropriate fit, as
necessary. In 2019-2020 all students met dispositional expectations.

**Professional Development:** In the 2019-2020 academic year, CMHC students were exposed to a
broad variety of opportunities for professional development. We have an active chapter of Chi
Sigma Iota, the Counseling profession’s honor society. CSI sponsors a variety of professional
opportunity developments for students including travel to conferences, advocacy initiatives,
speakers, and preparation for practicum and internship. Additionally, students were also able to
take advantage of professional development opportunities offered within the metropolitan
Atlanta area. Topics for training and educational opportunities offered to students include:
Social justice, stress and anxiety, death café, couples and family, trauma competency, legislation
and advocacy, relationship management, ethical decision making in play therapy, and licensure
and NCE preparation.

**Summary of Student Assessment Data:** Program faculty members met in December 2019, April
2020, and July 2020 to evaluate student learning and performance on professional identity,
professional practice, and program area standards. At those meetings 3 cohorts were reviewed:
2018 Cohort (2nd year cohort) and 2019 Cohort (rising 1st year cohort) and 2020 Cohort
(incoming cohort reviewed only in July 2020). The following is a brief summary of those
assessments:

**2018 Cohort:** This cohort entered practicum and internship in August 2019 and all students were
successfully placed. All students had matriculated without stipulation except for one. Program
Coordinator reported successful resolution of stipulations by that student and all were approved
for continuation in practicum and internship during the December meeting. Students were
reviewed again during the April 2020 meeting and no issues related to learning or performance
were reported. All students were endorsed and approved for graduation. Students in this cohort
reported interruptions in their clinical experience based on state quarantine orders due to COVID 19. These interruptions were resolved so that students were able to graduate.

2019 Cohort: This cohort entered the program in Summer 2019 and there were no reported learning or academic performance concerns from this group. During the December meeting it was reported that a few students had presented to various faculty with challenges related to relocating to Atlanta area. Based on this feedback, faculty advisors were instructed to meet with students to offer support and connect students with resources in campus community. During the April meeting, it was reported that students of concern from the December meeting had improved and were performing as expected in program. Again, no learning or academic concerns were reported. Faculty approved all members of 2019 Cohort for matriculation in practicum without stipulation.

2020 Cohort: This cohort entered the program in Summer 2020 and there were no reported learning or academic performance concerns from this group. During the July 2020 meeting it was reported that students were having difficulty adjusting to fully on-line format of the program due to Georgia State University’s COVID 19 protocol. Students reported difficulty with technology, time management, and coping with additional personal stress and anxiety. It was also reported that students were impacted by issues related racial injustice, presidential election uncertainty, and income insecurity. Based on this feedback, faculty advisors were instructed to meet with students to offer support and connect students with resources in campus community. Again, no learning or academic concerns were reported. Faculty approved all members of 2020 Cohort for matriculation in program without stipulation.

Characteristics of Applicants, Students, and Graduates

In 2019-2020, staff and CMHC program leadership were committed to recruit and maintain diversity in our faculty, staff and students. This effort includes diversity with regard to age, race/ethnicity, religion, sexual orientation, gender, ability, national origin, life experiences, etc. In addition to program faculty members discussing the impact of a diverse learning environment at each of the student outcome meetings, the Program Coordinator meet with student staff in the CPS Admissions Office in the Fall to discuss the importance of respecting diversity throughout the admissions process.

Applicants: CMHC faculty members were successful in their efforts to assemble (first year) and maintain (second year) a diverse cohort of approximately 24 individuals who could excel in an academically rigorous program as well as contribute to the personal and professional growth and learning of others. Of the admitted applicants applying for the Clinical Mental Health Counseling Summer 2019 cohort, 87% were women and 13% were men. They identified as European American (52%), African American (17%), Latinx (4%), Asian (17%), and Multiracial (9%).

Students: The first and second year CMHC students were a diverse group. They identified as Asian (10%), Black (27%), Latinx (10%), Multiracial (10%), White (40%), and Not Reported
Five students indicated their ethnicity as Hispanic, 42 as non-Hispanic, and one did not report. Women made up 85% of the cohort and males accounted for 15% of the cohort.

**Graduates:** Twenty-four CMHC students graduated from the program in Spring 2020. This group included 19 women, 1 trans woman, and 4 men. They identified as Black (38%), Asian (8%), Multiracial (8%), White (33%), and Latinx (12%). Three students indicated their ethnicity as Hispanic and 21 did not identify as Hispanic. Of the original 27 students admitted in the 2018 cohort, 24 graduated on time in Spring 2020. Two students are on a modified program and one student is under a retention plan.

**Data from Systematic Follow-Up Studies of Graduates, Site Supervisors, and Employers of Program Graduates**

**Graduate Survey:** The Spring 2020 Survey of Recent Graduates (Appendix A) was completed by 28 CPS graduates. On a scale of 1-5 (1 = very weak competency; 5 = very strong competency), mean scores for individual competency after completing their program, were 4 or above in all areas except for “Effectively evaluate implications and applications of research in your field,” which had a mean score of 3.96. Graduates indicated that the overall quality of courses was very good (M = 4.04) and the majority of respondents would recommend their program to others.

**Site Supervisor Survey:** A formal assessment of site supervisor perceptions is collected at the end of each Spring semester. Results from this assessment are collected and analyzed. Student evaluations of sites and site supervisors are also collected and analyzed. Findings are disseminated at regular scheduled faculty meetings and discussed at the annual Community Advisory Board Meeting. Basic feedback is solicited from sites and the following two questions are the primary scaled rating questions:

8. How would you rate your overall experience with GSU interns?

10. How would you compare the preparation of GSU’s Interns to those from other counseling programs?

All of the respondents (100%) rated GSU students as “very satisfactory” and “very prepared” on questions #8 and #10 respectively. In open response questions about areas of improvement, site supervisors described GSU students as very prepared and functioning at a very high level. Respondents highlighted particularly good preparation of students in ethics, skills, diversity, theory, and advocacy. Low response rate and site specificity/diversity are the two greatest challenges to interpreting and applying the feedback from the site survey. The survey is currently voluntary and non-incentivized, so program faculty are considering approaches to changing these conditions to increase response rates. Regarding site diversity/specificty, faculty are considering revisions for more general feedback about student preparation to coincide with feedback about more specialized practice (e.g., play therapy, addictions).

**Employers of Program Graduates:** The master’s program Graduate Employer Survey was sent out in Summer 2019. We only received 2 responses. Feedback indicated that program graduates
exceeded expectations in their professional identity, knowledge, and abilities. Employers reported very satisfactory experiences with program graduates due to both program training and the graduates’ personal characteristics. Our graduates were lauded as much better prepared, specifically in clinical skills, professional service, professional and social justice advocacy skills, and professional identity. An area for improvement noted is administrative skills. Specific strengths identified included clinical skills and relationship building, and play therapy specialization.

Program Modifications

Information related to systemic program evaluation is used to modify the program as needed. Specific examples from 2019-2020 include:

Program: No changes were made this cycle based on the limited response rate from employers and site supervisors. A major reason for this was investment by the program to accommodate response to COVID 19 protocol and the resulting transition from 100% in-person to majority online program identity.

As a result of our continuous review of CMH students, program faculty members discussed the overall program including curriculum, program of study, and areas of instructional need and effectiveness. In addition to these discussions, results from the December 2019 annual Community Advisory Board were critical in making sure that the program was best preparing its students to meet client needs. The Board is comprised of alumni from the program, employers, and site and clinical supervisors who all provide unique insight on the preparation of students. Their suggestions are used to inform current program revisions.

Two new clinical counseling faculty were hired in spring 2020 with the intention of having one coordinate the counseling skills program and the other to coordinate the clinical experience (practicum and internship). This held the potential for growth and innovation in the CMHC program. Ultimately, those plans have been postponed due to COVID 19 response. In the interim, a substantial modification was made to the program out of necessity based on the response Georgia State University to the developing COVID 19 crisis. This modification occurred in the method of instruction moving from 100% in-person (pre-COVID 19) to a hybrid model of instruction involving mostly on-line instruction blending both synchronous and asynchronous instruction.

Curricular changes:

- Changed CPS 6010 course name to Introduction to Professional Counselor Identity, Practice and Ethics. The course has been revised to merge the material from CPS 6050, the professional identity and ethics course for Clinical Rehabilitation Counseling, and now includes both mental health and rehabilitation foundational concepts since the accrediting bodies for Rehabilitation and Mental Health Counseling have merged. The class now addresses the basic content from both practice areas.
- Changed program name to “Clinical Mental Health Counseling” to more accurately reflect
CACREP standards. Changing the name will bring greater clarity to potential students, current students, and graduates.

All intended curricular changes were postponed due to necessitated changes in curriculum and instruction based on COVID-19 protocol. Specifically, all CMHC courses were transitioned to fully on-line blended (i.e., synchronous and asynchronous) and hybrid (i.e., mostly online with occasional in-person meeting) beginning in early March 2020. In addition to COVID 19 response, the program has managed significant reductions to its operating budget. Budget cuts due to the pandemic have further restricted the ability for the CMHC program to make additions or alterations to its curriculum. The program is operating in a temporary state of maintenance and preservation. It is projected to continue this only through May 2020. After that time, it is expected that the program can return to more intentional and long-term planning and development.
Clinical Rehabilitation Counseling

In the 2019-2020 Academic Year, the Master of Science Degree in Clinical Rehabilitation Counseling (CREH) program operated in its tenth year as a 60-credit hour program. It continued to be a competitive and highly regarded program in our department as well as the College of Education and Human Development. CREH students are admitted as full time and encouraged to remain on the Model Program schedule.

Clinical Rehabilitation Counseling Faculty

Program Coordinator
Dr. Dennis Gilbride

Dr. Debbie Berens
Dr. Franco Dispenza

Department Faculty with Secondary CREH Affiliation

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Dr. Catharina Chang
Dr. Cirleen DeBlaere
  Dr. Brian Dew
  Dr. Don Davis
  Dr. Erin Mason
  Dr. Tiffany McNary
  Dr. Jonathan Orr
  Dr. Robert Rice
  Dr. Laura Shannonhouse
  Dr. Melissa Zeligman

Clinical Rehabilitation Counseling Program Objectives
The M.S. degree program in clinical rehabilitation counseling prepares students to:
1. work individually with clients on educational, vocational, social, emotional, or medically related problems;
2. consult with other professionals and administrators concerning the client’s development needs;
3. participate in assessment programs, including the interpretation of vocationally related test results;
4. provide information and understanding to clients in the areas of educational, social, case management or vocational planning;
5. conduct and facilitate local research efforts;
6. utilize relevant legal principles and ethical decision-making skills to practice on a high ethical level and with personal integrity.
## Master of Science in Clinical Rehabilitation
### Counseling Model Program

**First Session (Fall 2019) total hours = 15**
- CPS 6010 Professional Counselor Identity, Practice, and Ethics (3)
- CPS 6410 Basic Counseling Skills (3)
- CPS 7260 Counseling Systems and Interventions (3)
- CPS 7500 Individual and Family over the Lifespan (3)
- CPS 8410 Medical and Psychological Aspects of Disability I (3)

**Second Session (Spring 2020) total hours = 15**
- CPS 6450 Group Counseling Systems (3)
- CPS 7300 Career Theory, Assessment, & Intervention (3)
- CPS 8100 Psychobehavioral Diagnosis (3)
- CPS 8380 Family Systems and Interventions (3)
- CPS 8470 Crisis Intervention (3)

**Third Session (Summer 2020) total hours = 12-15**
- Maymester
- CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (3)
- CPS 8430 Advanced Counseling Skills (3)
- *June/July Semester (7-week)*
- CPS 7450 Educational and Psychological Appraisal (3)
- CPS 8320 Rehabilitation Counseling Placement and Case Management (3 online)
- *EPRS 7900 Methods of Research in Education (3)*
- Elective (3)

**Fourth Session (Fall 2020) total hours = 6-12**
- CPS 7663 Applied Practice I: Rehab Counseling (3)
- CPS 8460 Psychological Aspects of Addictive Disorders (3)
- *EPRS 7900 Methods of Research in Education (3)*
- Elective (3)

**Fifth Session (Spring 2021) total hours = 3-9**
- CPS 7683 Internship I (3)
- *EPRS 7900 Methods of Research in Education (3)*
- Elective (3)

**Sixth Session (Summer 2021) total hours = 3-9**
- CPS 7683 Internship II (3)
- *EPRS 7900 Methods of Research in Education (3)*
- Elective (3)
**Summary of Program Evaluation Results**

In accordance with the 2016 CACREP Standards, the Clinical Rehabilitation Counseling program consistently engaged in program assessment and evaluation activities that included the review of student outcome performance on CACREP core and Clinical Rehabilitation Counseling specific standards, the effectiveness of program curricula, and teaching effectiveness.

**Aggregate Student Assessment Data (Knowledge, Skills, Professional Dispositions)**

In 2019-2020, CREH faculty met at the end of the Fall and Spring semesters to evaluate each student in the following areas: academic performance, professional development and personal development. It must be noted that student review meetings were used to assess student outcomes for members of the first and second year cohorts. During these meetings, faculty shared any concerns regarding students relative to these areas as well as any highlights. Typically, concerns would have already been addressed to the Program Coordinator. However, these regularly scheduled student outcome meetings were opportunities for the faculty to have a comprehensive 360 evaluation of each student and to offer insights, feedback and recommendations.

**Knowledge and Skills:** All faculty members who teach Clinical Rehabilitation Counseling courses to students in both the first and second year cohorts are responsible for tracking student academic performance for the courses they teach. Specific student outcomes associated with the 2016 CACREP standards were allocated for each course. Appropriate assessment measures were utilized so that students could demonstrate mastery of each core and program-specific standard. Results of student outcomes were shared at the regularly scheduled student outcome meetings. If an instructor had a student who was struggling with academic performance, he/she was identified in these meetings and ideas for enhancing the student’s learning were discussed among program faculty. Once an agreed upon course of action was developed by the program faculty, they met with the student to voice those concerns, identified barriers to success, and worked with the student on a course of action.

In 2019-2020 CREH students met all Key Performance Indicators but one (the second measure for Group Counseling and Group Work). Fourteen of eighteen students answered incorrectly with the same answer. Faculty will review that question for a possible change.

**Professional Dispositions:** As a result of our extensive evaluation process, students who need support work with faculty to develop a plan for improvement. Follow-up meetings occur as needed, but no later than the mid-point of the semester. Georgia State University has a protocol for assisting students in transitioning out of the program and into a more appropriate fit, as necessary. In 2019-2020 there were no student issues.

**Professional Development:** In the 2019-2020 academic year, CREH students were exposed to a broad variety of opportunities for professional development. We continued to maintain an active chapter of Chi Sigma Iota, the Counseling profession’s honor society. CSI sponsors a variety of professional opportunity developments for students including travel to conferences, advocacy.
initiatives, speakers, and preparation for practicum and internship. The Clinical Rehabilitation program also have an active student association that sponsors events and lectures. A liaison from the program advisory board helps to schedule alumni workshops and lectures based upon student interest and current trends in the field. Additionally, students are also able to take advantage of professional development opportunities offered within the metropolitan Atlanta area. Topics for training and educational opportunities offered to students included: Social justice, stress and anxiety, death café, couples and family, trauma competency, legislation and advocacy, relationship management, ethical decision making in play therapy, and licensure and NCE preparation.

Within the students’ model program of study, the most significant professional development activity was the Practicum and Internship experience for students in their second year of the CREH program. Students gained professional training experience in these settings and meet weekly with their site supervisor as well as their GSU supervisor. In this structure, they receive weekly evaluative feedback on their performance by both an onsite supervisor and a university-based supervisor.

*Summary of Student Assessment Data:* Program faculty members met in December 2019 and April 2020 to evaluate student learning and performance on professional identity, professional practice, and program area standards. At those meetings 2 cohorts were reviewed: 2018 Cohort (2nd year cohort) and 2019 Cohort (1st year cohort). The following is a brief summary of those assessments:

**2018 Cohort:** This cohort entered practicum in August 2019 and all students were successfully placed. All students matriculated without stipulation. Students were reviewed again during Internship at the April 2020 meeting and no issues related to learning or performance were reported. After completing internship in Summer 2020, all students were endorsed and approved for graduation.

**2019 Cohort:** This cohort entered the program in Fall 2019 and there were no reported learning or academic performance concerns from this group. During faculty review meetings no learning or academic concerns were reported. Faculty approved all members of 2019 Cohort for matriculation in practicum without stipulation.

*Characteristics of Applicants, Students, and Graduates*

In 2019-2020, the Clinical Rehabilitation Counseling faculty continued to be committed to recruiting and maintaining diversity in our faculty, staff and students. This is inclusive of age, race/ethnicity, religion, sexual orientation, gender, ability, national origin, life experiences, etc. In addition to program faculty members discussing the impact of a diverse learning environment at each of the student outcome meetings, the Program Coordinator met with the CPS Admissions Office in the Fall to discuss the importance of respecting diversity throughout the admissions process.

*Applicants:* CREH faculty members were successful in their efforts to assemble (first year) and maintain (second year) a diverse cohort of individuals who could excel in an academically
rigorous program as well as contribute to the personal and professional growth and learning of others. Of the admitted applicants applying for the Clinical Rehabilitation Counseling Fall 2019 cohort, 69% were women and 31% were men. They identified as European American (44%), African American (44%), Asian (6%), 2 or More Races (6%).

Students: The first and second year CREH students were a diverse group. They identified as Black (39%), White (52%), Multiracial (3%), and Asian (6%). One student of thirty-one indicated their ethnicity as Hispanic. Women made up 77% of the cohort and men accounted for 23% of the cohort.

Graduates: Seventeen students graduated from the program in Summer 2019. This group included 14 women and 3 men. They identified as Black (41%), Asian (6%), Multiracial (12%), White (35%), and one individual did not report (6%). Two students indicated their ethnicity as Hispanic, 14 did not identify as Hispanic, and one did not report. Of the original 18 students admitted in the 2017 cohort, 16 graduated on time in Summer 2019. Two switched to a modified program and completed their degree requirements in Summer 2020. One Summer 2019 graduate began the program in Fall 2016.

Data from Systematic Follow-Up Studies of Graduates, Site Supervisors, and Employers of Program Graduates

Graduate Survey: The Spring 2020 Survey of Recent Graduates (Appendix A) was completed by 28 CPS graduates. On a scale of 1-5 (1 = very weak competency; 5 = very strong competency), mean scores for individual competency after completing their program, were 4 or above in all areas except for “Effectively evaluate implications and applications of research in your field,” which had a mean score of 3.96. Graduates indicated that the overall quality of courses was very good (M = 4.04) and the majority of respondents would recommend their program to others.

Site Supervisor Survey: A formal assessment of site supervisor perceptions is collected at the end of each Summer semester. Results from this assessment are collected and analyzed. Student evaluations of sites and site supervisors are also collected and analyzed. Findings are disseminated at regular scheduled faculty meetings and discussed at the annual Community Advisory Board Meeting. Faculty reviewed internship evaluations from Summer 2019 and presented data to the advisory board in November 2019.

Sites report satisfaction with student performance. In Fall 2019, on site-clinical supervisors evaluated students on counseling processes and helping relationships, vocational rehabilitation/career counseling processes, case conceptualization and multicultural counseling competencies, assessment skills, professional orientation and ethical behaviors, supervision process, and competencies related to mental illness/psychiatric disability. They used an evaluation tool developed by the faculty with a Likert scale from 1-7 (1 = Performs task inadequately for an intern; 7 = Performs task(s) at the independent practice level and capable of teaching others). Scores for all students at the end of Internship II was above-average, indicating that students could perform various counseling tasks independently. Supervisor evaluation data from Summer 2020 have not yet been calculated at this time.
Employers of Program Graduates: The master’s program Graduate Employer Survey was sent out in Summer 2019. We only received 2 responses, specific to Clinical Mental Health Counseling graduates. Feedback indicated that program graduates exceeded expectations in their professional identity, knowledge, and abilities. Employers reported very satisfactory experiences with program graduates due to both program training and the graduate’s personal characteristics. Our graduates were lauded as much better prepared, specifically in clinical skills, professional service, professional and social justice advocacy skills, and professional identity. An area for improvement noted is administrative skills. Specific strengths identified included clinical skills and relationship building, and play therapy specialization.

Program Modifications

Information related to systemic program evaluation is used to modify the program as needed. Specific examples from 2019-2020 include:

Program: Program faculty members meet a minimum of twice a year to evaluate student learning and performance on professional identity, professional practice, and program area standards. Only 1 student was found to not be meeting expectations this past year. A retention committee was formed and their recommendation was approved by the faculty.

In the 2019-2020 academic year, CREH faculty, and other department faculty that teach CREH students met regularly (via Zoom or other virtual methods) to discuss the overall program including issues related to admissions and curricula. Issues of course offerings, community-based needs, and existing faculty and student resources were all discussed. Pass rates on the CRC and comprehensive exams were reviewed and feedback provided to course instructors based upon the area that may need additional attention. In the case management class readings were added and activities emphasized to address student outcomes.

Faculty taught all classes online from March through the end of the Spring 2020 semester due to COVID-19.

Two new clinical counseling faculty were hired in spring 2020 with the intention of having one coordinate the counseling skills program and the other to further support the clinical experience for CREH students (practicum and internship).

Curricular changes: Changed CPS 6010 course name to Introduction to Professional Counselor Identity, Practice and Ethics. The course has been revised to merge the material from CPS 6050 (which was removed from the curriculum), the professional identity and ethics course for Clinical Rehabilitation Counseling, and now includes both mental health and rehabilitation foundational concepts since the accrediting bodies for Rehabilitation and Mental Health Counseling have merged. The class now addresses the basic content from both practice areas.

The program reviews instructor evaluations to assess instructor effectiveness and student satisfaction. All courses continue to be successful.
School Counseling

In the 2019-2020 academic year, the Master of Education Degree in School Counseling (SCO) program continued to be successful in preparing students to enter schools as school counselors. The program continues to experience a strong and diverse applicant pool. SCO students were admitted as full time and encouraged to remain on the Model Program schedule for either Elementary/Middle School Counseling OR Secondary School Counseling (included below).

School Counseling Faculty
Program Coordinator
Dr. Robert E. Rice

Dr. Erin Mason
Dr. Tiffany McNary
Dr. Laura Shannonhouse

Secondary School Counseling Faculty
Dr. Jeff Ashby
Dr. Catharina Chang
Dr. Don Davis
Dr. Cirleen DeBlare
Dr. Brian Dew
Dr. Franco Dispenza
Dr. Dennis Gilbride
Dr. Jonathan Orr
**PROGRAM PHILOSOPHY:** In 2019-2020, the School Counseling program theme was “Developing School Counseling Skills to Maximize Students’ Potential for Learning.” This theme was selected based on the program faculty’s belief that the primary role for school counselors is to prepare students for the learning process. The academic success of children and adolescents is in large part dependent on their self-image and their ability to cope with normal developmental issues such as accepting responsibilities, making friends, and physical changes. Additionally, a large group of today’s school students face overwhelming life events such as abuse, neglect, poverty, drug and alcohol problems, and safety issues in their own neighborhoods. School counselors must be prepared to assist these students to overcome these extremely negative situations if the students are to learn and grow.

School counselors serve an integral role in the process of educating youth, and collaborate with significant people in students’ lives such as teachers, administrators, parents and community resources. In order to understand and meet student needs from a holistic perspective, the training model places great importance on systemic change through collaboration, advocacy and leadership with the goal of removing barriers to learning and encouraging student success.

**GOALS:**

1. Students will develop skills to enable them to provide individual counseling services, group counseling experiences, and developmentally appropriate classroom guidance lessons for children and adolescents that are consistent with the ASCA National Model for School Counseling Programs®.
2. Students will develop skills to enable them to understand children and adolescents from a holistic, developmental approach, grounded in theory that leads to appropriate strategies to enhance the adjustment and learning of all students.
3. Students will develop skills to enable them to use data to develop a comprehensive, developmentally appropriate guidance program and to evaluate the program’s effectiveness.
4. Students will develop skills to enable them to understand child and adolescent academic, career, and personal/social needs in the context of a socioculturally diverse school environment.
5. Students will develop skills to enable them to provide a career guidance program that is developmentally appropriate.
6. Students will develop skills to enable them to provide collaborative consultation services to teachers, parents, administrators, other school professionals and community resources.
7. Students will develop skills that will enable them to provide appropriate counseling and consultation services for special needs students, their families and teachers.
8. Students will develop leadership skills to enable them to advocate for students, parents, and others especially with regard to closing achievement gaps between diverse groups.
9. Students will develop skills that will enable them to work within the framework of ethical guidelines of the American Counseling Association and the American School Counselors Association.
10. Students will learn their legal responsibilities as school counselors. Students will develop skills that will enable them to work within the framework of an existing school guidance program and work in collaboration with other counseling and educational professionals to enhance learning for all students.

11. Students will develop skills that will enable them to use technology in appropriate ways with students, parent, teachers, and other school staff.

12. Students will use current school counseling research to develop, monitor, and evaluate effective counseling programs.
Master of Education Degree in School Counseling Model Program

**EPRS 7900 Methods of Research in Education (3) and EXC 4020 Characteristics and Instructional Strategies for Students with Disabilities (any Fall, Spring, or Summer online)**

Summer 2019 (1st Session) total hours = 9
- CPS 6020 Introduction and Orientation to Professional School Counseling (3)
- CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (3)
- CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (3)

Fall 2019 (2nd Session) total hours = 12-15
- CPS 6450 Group Counseling Systems (3)
- CPS 7260 Counseling Systems and Interventions (3)
- CPS 8380 Family Systems & Interventions (3)
- CPS 7500 Individual and Family over the Lifespan (3)
- CPS 8460 Biopsychosocial Aspects of Addiction (3) *any fall* OPTIONAL R

Spring 2020 (3rd Session) total hours = 12-15
- CPS 6410 Basic Counseling Skills (3)
- CPS 7300 Career Theory, Assessment, & Intervention (3)
- CPS 7661 Applied Practice I (3)
- CPS 8470 Crisis Intervention (3)
- CPS 8100 Psychobehavioral Diagnosis (3) OPTIONAL E *recommended elective for LPC*
  - OR CPS 8540 Child/Adolescent Psychopathology (3) *recommended electives for LPC*
  - CPS 8400 Intro to Play Therapy (3) OPTIONAL R

Summer 2020 (4th Session) total hours = 6-12
- CPS 7450 Educational and Psychological Appraisal (3)
- CPS 8260 Program Evaluation, Advocacy and Leadership in School Counseling (3)
- CPS 8390 Human Sexuality (3) OPTIONAL R
  Elective (3) *see handbook for options*

Fall 2020 (5th Session) total hours = 6-12
- CPS 7550 Consultation in School Counseling (3)
- CPS 7681 Internship (3-6)
- CPS 8600 Advanced Play Therapy (3) OPTIONAL R
  - OR CPS 8431 Counseling Skills & Strategies for School-Aged Children (3) SP21
  - CPS 8460 Biopsychosocial Aspects of Addiction (3) *any fall* OPTIONAL R

Spring 2021 (6th Session) total hours = 6-12
- CPS 7681 Internship (3-6)
- CPS 8431 Counseling Skills & Strategies for School-Aged Children (3) OPTIONAL R
  - OR CPS 8600 Advanced Play Therapy (3) in previous FA20
- CPS 8100 Psychobehavioral Diagnosis (3) OPTIONAL E *recommended elective for LPC*
  - OR CPS 8540 Child/Adolescent Psychopathology (3) *recommended electives for LPC*
Summary of Program Evaluation Results

In accordance with the 2016 CACREP Standards, the School Counseling program in the 2019-2020 academic year consistently engaged in program assessment and evaluation activities that included the review of student outcome performance on CACREP core and School Counseling specific standards, the effectiveness of program curricula, and teaching effectiveness. The reciprocal nature of utilizing outcome-based data, evaluation of programming based on these results, and changes to program offerings, including course content and pedagogical methods, was highly effective in its program delivery.

Aggregate Student Assessment Data (Knowledge, Skills, Professional Dispositions)

In 2019-2020, SCO faculty met at the end of the Fall and Spring semesters to evaluate each student in the following areas: academic performance, professional development, and personal development. Student review meetings were used to assess student outcomes for members of the first and second year cohorts. During these meetings, faculty share any concerns or highlights regarding students relative to these areas. Typically, concerns would have already been addressed to the Program Coordinator. However, these regularly scheduled student outcome meetings are opportunities for the faculty to have a comprehensive 360 evaluation of each student and to offer insights, feedback and recommendations.

Knowledge and Skills: All faculty members who teach School Counseling courses to students in both the first and second year cohorts are responsible for tracking student academic performance for the courses they teach. Specific student outcomes associated with the 2016 CACREP standards were allocated for each course. Appropriate assessment instruments were utilized so that students could demonstrate mastery of each core and program-specific standard. Results of these student outcomes were shared at the regularly scheduled student outcome meetings. If an instructor had a student who was struggling with academic performance, he/she was identified in these meetings and ideas for enhancing the student’s learning were discussed among program faculty. Once an agreed upon course of action was developed by the program faculty, they met with the student to voice those concerns, identified barriers to success, and worked with the student on a course of action.

In 2019-2020 SCO students met all Key Performance Indicators.

Professional Dispositions: As a result of our extensive evaluation process, students who need support work with faculty to develop a plan for improvement. Follow-up meetings occur as needed, but no later than the mid-point of the semester. Georgia State University has a protocol for assisting students in transitioning out of the program and into a more appropriate fit, as necessary. In 2019-2020 there were no student issues.

Professional Development: In the 2019-2020 academic year, SCO students experienced a broad variety of opportunities for professional development. We have an active chapter of Chi Sigma Iota, the Counseling profession’s honor society. CSI sponsors a variety of professional opportunity developments for students including travel to conferences, advocacy initiatives,
speakers, and preparation for practicum and internship. Topics for training and educational opportunities offered to students included: Social justice, stress and anxiety, death café, couples and family, trauma competency, legislation and advocacy, relationship management, ethical decision making in play therapy, and licensure and NCE preparation.

School Counseling students are also encouraged to attend and present at the Georgia School Counseling Association annual conference. First year cohorts were connected to practicing school counselors during their first course (CPS 6020/6030) to interact in developing a project for the course. Further exposure occurred in various courses as Professional School Counselors presented their programs in guess speaking spots. Second year cohort students interacted with School Counseling Coordinators from area districts to discuss the programs in the different districts.

Additionally, students were able to take advantage of professional development opportunities offered within the districts as part of their practicum and internship experience. During the students’ model program of study, the most significant professional development activity was the Practicum (their first year) and Internship (their entire second year) experiences for students in the SCO program. Our practicum students received a two-day training in Applied Suicide Intervention Skills Training (ASIST) and have access to Play Therapy Workshops through the Play Therapy Institute at GSU. Finally, students gained professional training experience in these settings and meet weekly with their site supervisor as well as their GSU supervisor. In this structure, they receive weekly evaluative feedback on their performance by both an onsite supervisor and a university-based supervisor.

Summary of Student Assessment Data: Program faculty members met in December 2019 and April 2020 to evaluate student learning and performance on professional identity, professional practice, and program area standards. At those meetings 2 cohorts were reviewed: 2018 Cohort (2nd year cohort) and 2019 Cohort (1st year cohort).

Characteristics of Applicants, Students, and Graduates

In 2019-2020, the School Counseling faculty continued to be committed to recruiting and maintaining diversity in our faculty, staff and students. This is inclusive of age, race/ethnicity, religion, sexual orientation, gender, ability, national origin, life experiences, etc. In addition to program faculty members discussing the impact of a diverse learning environment at each of the student outcome meetings, the Program Coordinator met with the CPS Admissions Office in the Fall to discuss the importance of respecting diversity throughout the admissions process.

Applicants: In 2019-2020, the School Counseling faculty continued to be committed to recruiting and maintaining diversity in our faculty, staff and students. This is inclusive of age, race/ethnicity, religion, sexual orientation, gender, ability, national origin, life experiences, etc. Our school systems in the metropolitan Atlanta area remain one of the most diverse in the nation. Thus, it is essential that our program graduate school counselors who can meet the often complex needs of today’s schools. The Program Coordinator met with members of the CPS Admissions Office in Fall 2018 to discuss how to attract diverse school counseling applicants. As part of this
process, the SCO faculty were intentional in their charge to assemble a diverse cohort of approximately 18 individuals who they believed could excel in an academically rigorous program as well as contribute to the personal and professional growth and learning of others. As the needs of school counselors in the schools evolve, candidates were assessed with these needs in mind (i.e. there has been a greater emphasis for leadership qualities, as well as broader global perspectives). Of the admitted applicants applying for the School Counseling Summer 2019 cohort, 94% were women and 1% were men. They identified as European American (72%), African American (22%), and Latinx (6%).

Students: The SCO students were a diverse group. They identified as Black (33%), White (51%), Latinx (9%), Multiracial (4%), and Asian (2%). One student of thirty-one indicated their ethnicity as Hispanic. Women made up 96% of the cohort and men accounted for 4% of the cohort. Gender diversity continues to be an area for growth.

Graduates: Twenty-two students graduated from the program in Spring 2020. This group included 21 women and 1 man. They identified as Asian (5%), Black (36%), White (54%), and one individual did not report (5%). Of the original 22 students admitted in the 2018 cohort, 21 graduated on time in Spring 2020. One switched to a modified program and has not yet completed their degree requirements.

Data from Systematic Follow-Up Studies of Graduates, Site Supervisors, and Employers of Program Graduates

Graduate Survey: The Spring 2020 Survey of Recent Graduates (Appendix A) was completed by 28 CPS graduates. On a scale of 1-5 (1 = very weak competency; 5 = very strong competency), mean scores for individual competency after completing their program, were 4 or above in all areas except for “Effectively evaluate implications and applications of research in your field,” which had a mean score of 3.96. Graduates indicated that the overall quality of courses was very good (M = 4.04) and the majority of respondents would recommend their program to others.

Site Supervisor Survey: In 2019-2020, we provided three formal opportunities for site supervisor feedback. The first was through our opening annual orientation as students enter the sites. All school-based supervisors were invited to a 3-hour training that included practicum/internship goals, expectations of our students, and requirements for providing proficiency ratings on a variety of measures throughout the year. These site supervisors were reminded of the importance of the latter, given that their feedback helped the faculty in constructing regularly scheduled reviews of each student. The second opportunity for feedback occurred at the end of Practicum (Spring 2019), and the third was our evaluation at the end of internship (Spring 2020). These evaluations focused on student performance as well as our program. There were also informal assessments throughout the year through site visits and meeting with supervisors in the field. Additionally, each school district has a person who advises hiring of school counselors. That person is usually the District’s School Counseling Coordinator. CPS hosts an annual advisory meeting for the district school counseling coordinators and other relevant school partners. During the annual advisory meeting we solicited feedback on the quality of our students who have been hired and were continuing to work in the local school systems. We adjust our
program’s emphasis to meet the needs of our dynamic school systems to give our students the best opportunity for employment.

Employers of Program Graduates: The master’s program Graduate Employer Survey was sent out in Summer 2019. We only received 2 responses, specific to Clinical Mental Health Counseling graduates. Feedback indicated that program graduates exceeded expectations in their professional identity, knowledge, and abilities. Employers reported very satisfactory experiences with program graduates due to both program training and the graduate’s personal characteristics. Our graduates were lauded as much better prepared, specifically in clinical skills, professional service, professional and social justice advocacy skills, and professional identity. An area for improvement noted is administrative skills. Specific strengths identified included clinical skills and relationship building, and play therapy specialization.

Program Modifications

Information related to systemic program evaluation is used to modify the program as needed. Specific examples from 2019-2020 include:

Program: In the 2019-2020 academic year, SCO faculty met regularly to discuss the overall program including issues related to admissions and curricula. Issues of course offerings, community-based needs, and existing faculty and student resources were all discussed. We were able to meet these needs for the master’s program, and are pleased with the community responses.

Curricular changes:
The School Counseling program deactivated the Elementary/Middle and Secondary concentrations. The rationale was that the Georgia Professional Standards Commission (GaPSC) grants certification in school counseling to students for B/P-12 regardless of their concentration. To give students more options and training the department is removing the concentrations and revising the program of study. This change will allow students to experience exposure at all grade levels. It will also allow for flexibility in course selection and electives.

The program combined CPS 6020 and CPS 6030 to support the deactivation of concentrations. CPS 6020 now includes relevant information previously separated by concentration.

Due to concerns about the Specialist in Education program, the program has been placed on a temporary moratorium.
Counselor Education and Practice Program

In the 2019-2020 academic year, The Doctor of Philosophy Degree in Counselor Education and Practice (CEP) program continued to be successful in preparing students for roles in practice, teaching and research. It remained a competitive program with a 9% acceptance rate. The doctoral level counselor represented a "scientist-practitioner" model, while emphasizing its graduates should be both a consumer and producer of research. CEP students were admitted as full time and encouraged to remain on the Model Program schedule.

FACULTY

Core Counselor Education Faculty

Dr. Franco Dispenza, Program Coordinator

Dr. Catharina Chang
Dr. Brian Dew
Dr. Dennis Gilbride
Dr. Erin Mason
Dr. Tiffany McNary
Dr. Jonathan Orr
Dr. Robert Rice
Dr. Laura Shannonhouse
Dr. Melissa Zeligman

Affiliated Faculty

Dr. Jeff Ashby
Dr. Cirleen DeBlaere
Dr. Don Davis

Program Objectives: To provide a theoretical and clinical base of course and internship experience to equip the student to:

• teach and supervise in university setting
• administer counseling consultation and clinical services to individuals, families, children, or groups within the context of mental, community, correctional, and school settings
• understand and become proficient in research related to the counseling profession
• become acquainted with the importance of viewing client populations within the context of ethnic, gender, and race, religion, sexual orientation and psychological/ physical disabilities
• advocate for their clients and the professional of counseling
• develop leadership skill relative to the counseling profession
• design and complete an individualized internship experience to compliment chosen career objectives
### Model 4 Year Program/Curricula Sequence for PhD program in Counselor Education and Practice

*If entering during odd years, students will begin with the Supervision Sequence*

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**Complete Comprehensive Examination**

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<td>Prepare for Job Search</td>
<td>Participate In Job Search</td>
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*You will also be assigned a Master’s Level Supervision group in which you serve as a Supervisor-in-Training. As part of this sequence, you will (a) help provide group supervision at the assigned time as noted in GoSolar; (b) provide individual or triadic supervision to a Master’s students; (c) receive individual supervision of your supervision.*

**Course does not meet in person; only for assistantship credit; does not count towards necessary credits for graduation.

^ Indicates that course is not offered annually, but rather every other year

# Can be repeated for credit
# Model 4 Year Program/Curricula Sequence for PhD Program in Counselor Education and Practice

*If entering during even years, students will begin with the Practicum Sequence*

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** Course does not meet in person; only for assistantship credit; does not count towards necessary credits for graduation.

\^ Indicates that course is not offered annually, but rather every other year

# Repeatable for credit
In accordance with the 2016 CACREP Standards, the Counselor Education and Practice program consistently engaged in program assessment and evaluation activities.

**Aggregate Student Assessment Data (Knowledge, Skills, Professional Dispositions)**

There were 14 students enrolled in the CEP program during the 2019-2020 academic year. CEP faculty members conducted two meetings during the academic year that involved the review of student outcomes based on CACREP core and program-specific standards. Furthermore, annual mentoring meetings between each CEP student and their program advisor were held in Spring 2020 in order to evaluate the doctoral student in the following areas: academic performance, professional development and personal development. Students received feedback from program faculty during these meetings. Program faculty and students then provided documentation of their progress to the Program Coordinator. Additionally, the CEP faculty met to share any concerns regarding students relative to these areas as well as any highlights. This meeting, attended by all program faculty, was essential in reviewing student functioning, especially in the areas of teaching, research, and service. Deficiencies in any of these three areas were identified and methods of remediation were developed. Results from this meeting were then shared with the student either in written form or via a face to face meeting. Typically, concerns would have already been addressed to the Program Coordinator. However, this was an opportunity for the faculty to have a comprehensive 360 evaluation of each student and to offer insights, feedback and recommendations.

*Knowledge and Skills:* All faculty members in the CEP program remained responsible for tracking student academic performance for the courses they teach. Specific core and program related standards were allocated to appropriate courses. Faculty members maintained records of how students performed in meeting outcomes and then shared these results at either the annual program review or in the individual mentoring meeting between the student and his/her program leadership team. In 2019-2020, CEP students are appropriately meeting the outcomes associated with each of the key performance indicators.

*Professional Dispositions:* As a result of our extensive evaluation process, students who need support work with faculty to develop a plan for improvement. Follow-up meetings occur as needed, but no later than the mid-point of the semester. Georgia State University has a protocol for assisting students in transitioning out of the program and into a more appropriate fit, as necessary. All 14 students evaluated during the Fall 2019-2020 met professional dispositions.

*Professional Development:* In order to assist students in their professional involvement and to mentor students in successfully completing the doctoral program, the CEP faculty held annual mentoring meetings with each CEP student during the 2019-2020 academic year. The purpose of these meetings was to provide concrete feedback to the students related to areas in which the student was excelling as well as to discuss areas in which the student may need additional mentoring and guidance. The outcomes of this meeting included a list of action items for the student to work on during the 2019-2020 academic year. These meetings were held in March, April, and May of 2020. All first, second, third year and any other students who had not defended their prospectus were required to attend these annual mentoring meeting.
Additionally, CEP students were exposed to a broad variety of opportunities for professional development, including numerous leadership openings in national and statewide counseling organizations. Faculty members within the CEP program, many of which have held national leadership positions, were instrumental in opening up “doors” for CEP students to become active in various divisions of the American Counseling Association, Chi Sigma, Iota, and Georgia License Professional Counseling Association.

In the 2019-2020 academic year, CEP students completed a Doctoral Competency Portfolio as part of CPS 9963 Counseling Seminar. Students included works or materials that demonstrated change, growth, or insight into practice as well as professional development. These activities were connected to CACREP’s five doctoral competency areas (teaching, supervision, counseling, research/scholarship, and leadership/advocacy). Students presented their portfolios three times during their doctoral programs as a part of CPS 9963. The portfolios were formally evaluated by the instructor of CPS 9963 in Spring 2020 and as a part of the annual mentoring meetings with the CEP faculty. The final presentation or Summative Review of the portfolio served as a “capstone” experience and involved a presentation during the counseling seminar in the third year of the seminar.

*Summary of Student Assessment Data:* Program faculty members met in August 2019 and February 2020 to evaluate student learning and performance on professional identity, professional practice, and program area standards. At those meetings all 14 enrolled students were reviewed. All students are meeting CACREP 2016 standards and programmatic expectations.

*Personal Development:* CEP students were expected to grow in their personal as well as professional and academic development. As a part of the annual student mentoring meeting, faculty discussed with students their strengths and areas for growth. Students who needed support in any of these areas worked with faculty to develop a plan for improvement. Follow up meetings occurred as needed. All 14 students are meeting their personal and professional goals.

*Characteristics of Applicants, Students, and Graduates*

In 2019-2020, the Counselor Education and Practice faculty continued to be committed to recruiting and maintaining diversity in our faculty, staff, and students. This is inclusive of age, race/ethnicity, religion, sexual orientation, gender, ability, national origin, life experiences, etc. In addition to program faculty members discussing the impact of a diverse learning environment at each of the student outcome meetings, the Program Coordinator met with the CPS Admissions Office in the Fall to discuss the importance of respecting diversity throughout the admissions process.

*Applicants:* We strive to recruit and maintain diversity in our faculty, staff and students. This is inclusive of age, race/ethnicity, religion, sexual orientation, gender, ability, national origin, life experiences, etc. The Program Coordinator met with CPS Admissions staff to discuss the admissions process. As part of this process, the CEP faculty was intentional in their charge to
assemble a diverse cohort of individuals who they believed could excel in our academically rigorous program as well as contribute to the personal and professional growth and learning of others.

Of the admitted applicants for the Counselor Education and Practice that interviewed during Spring 2019 for Fall 2020 admission, 3 identified as women, and 1 identified as a man. They identified as European American (n=1), Asian American (n=1), Multiracial (n=1), and Latinx (n=1).

**Students:** The first, second, and third year CEP students in 2019-2020 academic year were a diverse group. They identified as Black (n=3), White (n=5), and Multiracial (n=1). Women made up majority of the program (n=6), and there were 3 men in the CEP program.

**Graduates:** Four students graduated from the program in Spring/Summer 2020. This group included 3 women and 1 man. They identified as Black (n=1), White (n=2), and Latinx (n=1).

**Data from Systematic Follow-Up Studies of Graduates, Site Supervisors, and Employers of Program Graduates**

**Graduate and Graduate Employer Survey:** Every three years, CPS develops a questionnaire to distribute to program alumni and employers of alumni in order to assess graduate perceptions and evaluation of major aspects of the program. Results of the follow-up studies are collected, analyzed, and disseminated at a regular scheduled faculty meetings. Programs use this information to enhance course offerings and program structure. CPS questionnaires for doctoral program alumni and employers was sent out in Spring 2018. We do not send these out every year in an effort to collaborate with Institutional Research, in order to avoid saturating graduates with surveys. The next surveys will be sent in Spring 2021.

**Employer Survey:**

**Graduate Survey:** In Spring 2018, four Counselor Education and Practice graduates responded to the survey. All four are licensed professional counselors and work in a college/university setting. All respondents indicated that they felt the program covered counselor role/identity, ethical/legal considerations, and the counseling profession often to always. They further indicated that they use their training in their current settings and are able to use advocacy and research often to always. Graduates agreed that the program prepared them and that the faculty were positive role models who were invested in student development. An area to consider for improvement is providing helpful academic advising to doctoral students.

**Site Supervisor Survey:** Practicum is only offered during even fall and odd spring years. No students engaged in practicum during the 2019-2020 academic year.

**Assessment of Student Learning and Performance:** Program faculty discussed student learning and performance on professional identity, professional practice, and program area standards as a part of the mentoring meetings as well as the annual faculty meeting and as necessary throughout
the year. This assessment process was also a major component of the Doctoral Competency Portfolio.

Program Modifications and Changes

Information related to systemic program evaluation is used to modify the program as needed. Specific examples from 2019-2020 include:

Program: The CEP faculty met in late Spring 2018 and Fall 2019 to discuss our curriculum, admissions procedures, comprehensive examination, and provide a review of our CEP students. Several programmatic/curricular changes were discussed and implemented as a result of feedback from our advisory board and changes in state legislature. In Fall 2019, CEP faculty decided to require that all students admitted Fall 2020, and thereafter, will be required to complete two full semesters of supervisor-in-training internship, instead of one full semester. Students were already completing two semesters and so we believed it was best to formally require two full semesters. Furthermore, we decided as a program to eliminate Practicum III, and instead have students complete a 300-hour counseling-centered Internship as part of their 600-hour Internship experience. Students would then be required to complete Teaching, Supervision, and/or Leadership and Advocacy project for the remaining 300 hours of Internship. This will be implemented 2020-2021 academic year. We will evaluate these changes accordingly.

Curricular Changes: Preliminary discussions regarding student outcomes in research courses which, by the College of Education and Human Development policies, are required to be taken in the Educational Policy Studies department, were initiated. In particular, CEP faculty wanted to make sure that our students are gaining sufficient training in research methodologies and statistics. Thus, we revised KPIs to better reflect what we could monitor within the CPS department. We also revised CPS 9920: Research and Publication to better cover all the standards 2016 Research and Scholarship standards. Faculty approved these changes in Spring 2020.

In Fall 2019 we implemented CPS 8980: Pedagogy and Teaching in Counselor Education. This course was designed to better address the CACREP 2016 Teaching standards. We had six students registered in the course. Overall, feedback was very positive, and the course was well designed and implemented by a core faculty member in CEP. We also revised the Teaching KPIs to better reflect the key learning experiences for students in that course.

Student academic performance, professional development, and personal development: Successful outcomes are indicated by student productivity. In Spring 2020, four CEP students graduated and all four were employed at the time of graduation – One accepted a faculty position at San Diego State University, a second accepted a faculty position at University of Arkansas, a third accepted a faculty position at Kent State University, and a fourth accepted a clinical position at a private practice in Atlanta, Georgia.
Summary

The department of Counseling and Psychological Services in the College of Education and Human Development is committed to teaching and training excelling professionals and practitioners in the fields of Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, School Counseling, and Counselor Education and Practice in accordance with the CACREP Standards. In this report, our process and outcomes resulting from program assessment and evaluation of these four CACREP accredited programs for the 2019-2020 academic year are provided. We find great value in engaging in a recursive process to engage students, faculty, staff and community-based professional leaders in our ongoing excellence and improvement.

Report Distribution: In order to distribute this 2019-2020 annual report to our alumni, community liaisons, university officials and practicum/internship supervisors, this report was made available online at the following location: http://cps.education.gsu.edu/about/annual-cacrep-report/. A notice that this annual report was made available was sent to students, faculty and staff via email. Finally, a link to the report was promoted through an array of social media outlets such as Facebook, LinkedIn, Instagram, and Twitter. Individuals with questions or need for additional information were directed to contact Dr. Brian Dew, Chair of the CPS Department.
APPENDIX

Appendix A: GSU Survey of Recent Graduates Spring 2020
N = 28 (Response rate = 43.1%)

Table 1. Please rate the degree of competency you had in the following areas when you entered Georgia State University and rate your competency in each area after attending Georgia State.

<table>
<thead>
<tr>
<th>Areas</th>
<th>Entering M (SD/N)</th>
<th>Exiting M (SD/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing clearly and effectively***</td>
<td>4.04 (.90/27)</td>
<td>4.52 (.58/27)</td>
</tr>
<tr>
<td>Speaking clearly and effectively***</td>
<td>3.96 (1.00/28)</td>
<td>4.39 (.74/28)</td>
</tr>
<tr>
<td>Locating and organizing information from multiple sources**</td>
<td>3.79 (1.03/28)</td>
<td>4.36 (.87/28)</td>
</tr>
<tr>
<td>Setting goals, prioritizing tasks, and meeting deadlines***</td>
<td>3.96 (1.00/28)</td>
<td>4.46 (.74/28)</td>
</tr>
<tr>
<td>Awareness of historical contexts surrounding your area of study</td>
<td>2.56 (1.12/27)</td>
<td>4.22 (.64/27)</td>
</tr>
<tr>
<td>Demonstrating competence in specific research methods appropriate to your area of specialization**</td>
<td>2.64 (1.03/28)</td>
<td>4.00 (.77/28)</td>
</tr>
<tr>
<td>Effectively evaluate implications and applications of research in your field***</td>
<td>2.64 (1.03/28)</td>
<td>3.96 (.84/28)</td>
</tr>
<tr>
<td>Developing original ideas*</td>
<td>3.54 (.84/28)</td>
<td>4.18 (.72/28)</td>
</tr>
<tr>
<td>Analyzing problems from various points of view*</td>
<td>3.71 (.98/28)</td>
<td>4.46 (.64/28)</td>
</tr>
<tr>
<td>Collaborating effectively with colleagues (e.g., other students, researchers, faculty) ***</td>
<td>3.93 (.96/27)</td>
<td>4.48 (.75/27)</td>
</tr>
<tr>
<td>Working with individuals who are culturally different from you</td>
<td>3.81 (1.04/27)</td>
<td>4.59 (.57/27)</td>
</tr>
<tr>
<td>Knowledgeable about the tenets of ethical practice***</td>
<td>3.11 (1.03/28)</td>
<td>4.54 (.58/28)</td>
</tr>
</tbody>
</table>

Note. Mean range: 1=Very weak competency, 2 = Some competency, 3 = Average competency, 4 = Strong competency, 5=Very strong competency. Statically significant difference found in pairwise comparison: * p <.05; **p <.01; ***p <.001
Table 2. **Overall Program Quality**

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
<th>N</th>
<th>M (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall quality of courses in your major program</td>
<td>-</td>
<td>7.10%</td>
<td>7.10%</td>
<td>60.70%</td>
<td>25.00%</td>
<td>28</td>
<td>40.4 (.79)</td>
</tr>
<tr>
<td>Availability of courses in your major program</td>
<td>3.6%</td>
<td>3.6%</td>
<td>17.9%</td>
<td>39.3%</td>
<td>35.7%</td>
<td>28</td>
<td>4.00 (1.02)</td>
</tr>
<tr>
<td>Overall level of academic challenge associated with your coursework in your major program</td>
<td>-</td>
<td>3.6%</td>
<td>21.4%</td>
<td>46.4%</td>
<td>28.6%</td>
<td>28</td>
<td>4.00 (.82)</td>
</tr>
<tr>
<td>Overall quality of instruction in your major program</td>
<td>-</td>
<td>10.7%</td>
<td>17.9%</td>
<td>35.7%</td>
<td>35.7%</td>
<td>28</td>
<td>3.96 (1.00)</td>
</tr>
<tr>
<td>Overall interaction with faculty in your major program</td>
<td>-</td>
<td>14.3%</td>
<td>21.4%</td>
<td>21.4%</td>
<td>42.9%</td>
<td>28</td>
<td>3.93 (1.12)</td>
</tr>
<tr>
<td>Academic advisement in your major department</td>
<td>7.1%</td>
<td>3.6%</td>
<td>32.1%</td>
<td>21.4%</td>
<td>35.7%</td>
<td>28</td>
<td>3.75 (1.21)</td>
</tr>
</tbody>
</table>

*Note: Mean range: 1=Poor to 5=Excellent.*

Table 3. **Please rate the degree to which you would recommend Georgia State to a similar student as yourself.**

<table>
<thead>
<tr>
<th></th>
<th>N = 28</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely Would Not</td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td>Probably Would Not</td>
<td>7.1</td>
<td></td>
</tr>
<tr>
<td>Neutral</td>
<td>7.1</td>
<td></td>
</tr>
<tr>
<td>Probably Would</td>
<td>14.3</td>
<td></td>
</tr>
<tr>
<td>Definitely Would</td>
<td>67.9</td>
<td></td>
</tr>
</tbody>
</table>

|M (SD) | 4.36 (1.13) |

*Note: Mean range: 1=Definitely would not recommend to 5=Definitely would recommend.*

Table 4. **Career Preparation**

<table>
<thead>
<tr>
<th></th>
<th>N = 25</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>Adequate</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>36.0</td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>56.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 5. **Thinking of this semester, about how many times (approximate number of times) have you participated in the following activities?**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Times</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Attended campus social events</td>
<td>46.4</td>
</tr>
<tr>
<td>Attended campus events relevant to your academic interest</td>
<td>17.9</td>
</tr>
<tr>
<td>Attended athletic events at Georgia State</td>
<td>89.3</td>
</tr>
<tr>
<td>Utilized the Student Recreation Center facilities</td>
<td>60.7</td>
</tr>
</tbody>
</table>
Table 6. *What were your three most important reasons for selecting Georgia State University to complete your degree?*

<table>
<thead>
<tr>
<th>Reason</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convenient to work or home</td>
<td>50.0</td>
</tr>
<tr>
<td>Urban location</td>
<td>42.9</td>
</tr>
<tr>
<td>Cost</td>
<td>64.3</td>
</tr>
<tr>
<td>Reputation</td>
<td>32.1</td>
</tr>
<tr>
<td>Quality of the programs</td>
<td>17.9</td>
</tr>
<tr>
<td>Quality of the faculty</td>
<td>35.7</td>
</tr>
<tr>
<td>Research Institution</td>
<td>14.3</td>
</tr>
<tr>
<td>Recommendation by family or friends</td>
<td>17.9</td>
</tr>
<tr>
<td>Campus diversity</td>
<td>7.1</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Percentages will exceed 100.0% due to multiple selections.*

*Other:

a. Previously completed master’s degree and was automatically excepted to Ed.S. Program
b. Play Therapy Institute

Table 7. *Are you aware of GSU’s Career Services?*

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>85.7</td>
</tr>
<tr>
<td>No</td>
<td>14.3</td>
</tr>
</tbody>
</table>

Table 8. *Have you used GSU’s Career Services?*

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>17.9</td>
</tr>
<tr>
<td>No</td>
<td>67.9</td>
</tr>
<tr>
<td>Not reported</td>
<td>14.3</td>
</tr>
</tbody>
</table>

Table 9. *What is most likely to be your principal activity upon graduation?*

<table>
<thead>
<tr>
<th>Activity</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment, full-time paid</td>
<td>39.3</td>
</tr>
<tr>
<td>Employment, part-time paid</td>
<td>7.1</td>
</tr>
<tr>
<td>Graduate or professional school, full-time</td>
<td>10.7</td>
</tr>
<tr>
<td>Graduate or professional school, part-time</td>
<td>3.6</td>
</tr>
<tr>
<td>Military service</td>
<td>-</td>
</tr>
<tr>
<td>Seeking employment</td>
<td>-</td>
</tr>
<tr>
<td>Starting or raising a family</td>
<td>-</td>
</tr>
<tr>
<td>Volunteer activity</td>
<td>-</td>
</tr>
<tr>
<td>No plans yet</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
</tr>
<tr>
<td>Not reported</td>
<td>3.6</td>
</tr>
</tbody>
</table>

Table 10. *Ethnicity/Race*

<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino(a)</td>
<td>10.7</td>
</tr>
<tr>
<td>Not Hispanic/Latino(a)</td>
<td>89.3</td>
</tr>
<tr>
<td>Hispanic/Latino(a) missing</td>
<td>-</td>
</tr>
<tr>
<td>American Indian/Native Alaskan</td>
<td>3.6</td>
</tr>
<tr>
<td>Asian</td>
<td>7.1</td>
</tr>
<tr>
<td>Black</td>
<td>35.7</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>-</td>
</tr>
<tr>
<td>White</td>
<td>46.4</td>
</tr>
<tr>
<td>Two or more than two</td>
<td>3.6</td>
</tr>
<tr>
<td>Not reported</td>
<td>3.6</td>
</tr>
</tbody>
</table>

Table 11. *Gender*

<table>
<thead>
<tr>
<th>Gender</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>82.1</td>
</tr>
<tr>
<td>Male</td>
<td>17.9</td>
</tr>
</tbody>
</table>