

APSU Counseling Program 2024-2025 Annual Report



Department of Psychological Science and Counseling

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Section 1: Admission, Enrollment, Demographics

2024 Admissions Cycle

Applications Received: 83
Invitations to Interview: 51
Admitted and Enrolled: 28
 CMHC: 18
 SC: 10
Average Undergrad GPA: 3.44

Total Enrollment (Fall 2024)

CMHC: 49
SC: 12
NDS: 3

TOTAL: 64

Student Demographics

(2024 cohort: based on 24 survey responses)

Gender Identity:

Woman: 71% (17/24)
Man: 8% (2/24)
Non-Binary: 13% (3/24)
Transgender: 4% (1/24)
Questioning: 4% (1/24)
Not Reported: 0%

Disability Status:

Yes: 21% (5/24)
No: 63% (15/24)
Prefer not answer: 17% (4/24)

Family Educational History:

No parental college: 14% (3/22)
Some parental college: 9% (2/23)
Parental bachelor's degree: 45% (10/22)
Parental advanced degree: 27% (6/22)
Not Reported: 5% (1/22)

Race:

Asian: 0%
Black or African American: 33% (8/24)
Hispanic or Latino/a/x: 8% (2/24)
Native Hawaiian or Other Pacific Islander: 0
Native American or Alaska Native: 0
White: 54% (13/24)
Not Reported: 0%
International Students: 0%

Military Affiliation:

Currently serving: 8% (2/24)
Previously served: 8% (2/24)
Family of current military member: 0%
Family of previous military member: 8% (2/24)
No military affiliation: 75% (18/224)

Section 2: Outcome Measures

Includes information about completion rate, graduation rates, employment rates, procession through milestone decision points, student disposition assessment, clinical placement evaluations, exit exam pass rate, exit exam (CECE) scores, and student learning outcome evaluation. More information about these assessment measures can be found on the Counseling program website (<https://www.apsu.edu/mscounseling/>).

2024-2025 Graduation Rate

CMHC: 22

SC: 6

Total: 28

*Fall 2024 thru Summer 2025

Employment/Doctoral Admissions Rate

(for students seeking employment or doctoral admissions post-graduation)

CMHC: approximately 75% (12/16); 3 unknown

SC: 83.33% (5/6)

Completion Rate

(for students who started in 2023)

CMHC: 89.47% (out of 19 students: 6 continuing enrollments, 2 withdrawals, 11 graduates)

SC: 100% (out of 5 students: 1 continuing enrollment, 4 graduates)

Clinical Placement Evaluation

(final scores only)

CMHC (out of possible 100 points):

- Fall 2024: Avg. = 91.44, SD = 19.53
- Spring 2025: Avg. = 94.23, SD = 7.62
- Summer 2025: Avg. = 95.08, SD = 9.94

SC:

- Fall 2024: Avg. = 3.49 (4.0 scale), 87%, SD = 0.17
- Spring 2024: Avg. = 4.43 (5.0 scale), 89%, SD = 0.45

Milestone Decision Points

(as of 08/2025)

Students are tracked across four milestone decision points during their time in the program. Knowledge acquisition and competency development are assessed using key assessments. These key assessments, overall academic performance, and student dispositions inform student attainment of each milestone.

In Progress: 3

Milestone I Provisional: 10

Milestone II Clinical Status: 17

Milestone III Advanced Clinical Status: 1

Milestone IV Induction Status: 28

2024-2025 Exit & Licensing Exam Pass Rate

(first or second attempt)

CECE Exit Exam: 96.7% (29/30)

PRAXIS II (SC): 100% (5/5)

NCE (CMHC): 80% (4/5)

Student Progress Assessments

Each semester students are evaluated using the Student Progress Assessment to evaluate student performance on key dispositions related to interpersonal skills, professionalism, academic performance, and future as a counselor. Students are scored using a scale from 1 to 5 (1 needs significant improvement, 2 below average, 3 average, 4 above average, and 5 superior). Scores of 3 and above demonstrate adequate disposition development.

Fall 2024

Interpersonal Skills: Avg.=3.44, SD=0.38
Demonstration of Professionalism: Avg.=3.45, SD=0.37
Academic Performance: Avg.=3.47, SD=0.43
Future as a Counselor: Avg.=3.49, SD=0.46
Overall Average: Avg.=3.45 SD=0.32

Spring 2025

Interpersonal Skills: Avg.=3.88, SD=0.63
Demonstration of Professionalism: Avg.=3.88, SD=0.60
Academic Performance: Avg.=3.88, SD=0.62
Future as a Counselor: Avg.=3.93, SD=0.62
Overall Average: Avg.=3.88, SD=0.57

Spring/Summer 2025 CECE Exit Exam Scores

Thirty (30) final year counseling students took the CECE in March 2025. 84% (26/31) of the students passed the exam on their first attempt, 97% (30/31) of the students passed the exam on their second attempt. 100% (31/31) of the students passed on their third attempt.

CONTENT AREA	APSU MEAN	APSU SD	NAT'L MEAN	NAT'L SD
C1. Human Growth and Development	9.07	2.66	9.42	2.35
C2. Social & Cultural Diversity	11.3	2.05	11.28	2.11
C3. Counseling & Helping Relationships	9.97	2.52	9.81	2.72
C4. Group Counseling & Work	9.8	2.41	9.69	2.35
C5. Career Development	9.43	2.02	9.99	2.58
C6. Assessment & Testing	8.37	2.04	8.04	2.49
C7. Research & Program Evaluation	6.5	1.55	7.44	2.77
C8. Professional Counseling Orientation & Ethical Practice	9.37	2.1	8.89	2.55
OVERALL	73.8	10.7	74.84	14.13

2024-2025 Student Learning Outcomes (SLO)

The Counseling Graduate Program faculty have identified 14 Key Learning Objective Assessments (KLOA) for the educational portion of the program. These KLOAs are assessed for each student in the program during their progress through the program and inform progression along the milestone decision points. In order to ensure that faculty consistently assess the efficacy of the program in meeting those objectives and to encourage intentional program

modification to better support student learning and students' success, each of the 14 KLOAs are assessed in a 7-year cycle.

For the 2024-2025 academic year, the APSU Counseling Program faculty focused Student Learning Outcomes (SLO) on learning activities and assessments in the content areas of *Human Growth and Development* and *Counseling Children and Adolescents*.

SLO 1 Human Growth and Development (KLOA 4):

Students will demonstrate knowledge and application of human growth and development; as well as related contextual dimensions, to the practice of professional counseling (CACREP 2.F.3)

Outcome Measure 1:

Counseling students enrolled in *COUN 5110: Lifespan Development* during the Summer 2025 semester will demonstrate competency through their ability to apply their knowledge of human development and related theories. This competency will be measured by completing a "Autobiographical Development Project" assignment in which students evaluate their own developmental processes using the knowledge and theories related to human growth and development. Students will demonstrate competency by completing the assignment and earning a score of 80/100 (80%) or better as evaluated using the Autobiographical Development Project Assessment Rubric.

Results: Of the 20 students who completed the assignment, 19 (95%) scored 80% or better at the time of assessment. One student scored below 80% and did not meet the target criteria.

Outcome Measure #2:

Counseling students in their final year in the program will further demonstrate competency in the area of human growth and development by achieving a score no more than one standard deviation (SD) below the National mean on the Counselor Education Comprehensive Exam (CECE) Lifespan and Human Development subscale. This is a norm-referenced, standardized multiple choice exam that covers the CACREP core areas and is used as this program's comprehensive exam. The students being assessed during the 2024-2025 SLO period will take the CPCE during the Spring of 2025. Students will demonstrate competency by achieving a score no more than one standard deviation (SD) below the National mean on the CECE Lifespan and Human Development subscale.

Results: 31 counseling students in their final year in the Counseling program took the Counselor Education Comprehensive Exam (CECE) during the 2024-2025 SLO period. The mean score for APSU students on the Lifespan and Human Development subscale was 9.07, slightly below the national mean score (9.42). Of the 31 students who completed the CECE during the 2024-2025 SLO period, 23 out of 31 (74%) earned a score no more than one standard deviation below the mean. Notably, 11 students (36%) scored above the national mean.

SLO 2 Counseling Children and Adolescents (KLOA 11)

Students will demonstrate the knowledge and application of culturally, situationally, and developmentally appropriate treatment strategies for addressing the specific needs of children and adolescents; including characteristics, risk-factors and warning signs of child/adolescent mental health and behavioral disorders; and common medications that affect learning, behavior, and mood. (CACREP 2.F.3, 2.F.5, 5.C, 5.G)

Outcome Measure #1:

Students in the M.S. in Counseling program enrolled in *COUN 5160: Counseling Children and Adolescents* during the Fall 2024 will demonstrate competency by developing a comprehensive understanding of a fictional child or adolescent including development, cultural factors, family and other contextual factors, diagnostic considerations, and other relevant background information and utilizing that information to identify culturally, situationally, and developmentally appropriate treatment strategies for addressing the specific needs of their chosen child or adolescent. This competency will be measured by completing a “Case Study” assignment in which they complete a comprehensive case conceptualization for a fictional child or adolescent and develop and intentional treatment plan. Students will demonstrate competency by completing the assignment and earning a score of 80% or better as evaluated using the Case Study Rubric.

Results: Of the 30 students who completed the assignment, 26 (86.7%) scored 80% or better at the time of assessment. Four students scored below 80% and did not meet the target criteria.

Outcome Measure #2:

Students in the M.S. in Counseling program enrolled in *COUN 5160: Counseling Children and Adolescents* during the Fall 2024 will demonstrate competency through their ability to analyze and evaluate information related to counseling children and adolescents. This competency will be measured using 4 quizzes covering course material including, but not limited to, risk-factors and warning signs of child/adolescent mental health behavioral disorders; developmentally responsive assessment procedures; and common medications that affect learning, behavior, and mood. Student scores on the 4 quizzes will be averaged and students will demonstrate competency by earning a quiz average of 80% or better.

Results: Of the 30 students who completed the assignment, 28 (93%) scored 80% or better at the time of assessment. Two students scored below 80% and did not meet the target criteria.

Section 3: Reflective Analysis of Outcomes

Admission, Enrollment, and Student Demographics

The APSU Counseling program continues to recruit and retain a diverse student population including factors such as gender identity, ability status, race and ethnicity, military affiliation, age, and other cultural and contextual factors. Our enrollment remains consistent and in line with CACREP faculty to student ratio standards allowing us to continue to prioritize student and faculty interactions across the program. Our current acceptance rate is approximately 34% demonstrating our ability to be selective with admissions and supporting healthy gatekeeping practices from admissions through graduation.

Our application rate and enrollment numbers across the two programs continues to be unbalanced (76% clinical mental health counseling, 19% school counseling, 5% non-degree seeking). Although this is a nationwide trend, we continue to evaluate our admissions criteria and recruitment efforts to support diverse, qualified student admission and enrollment practices across both programs and specifically to shift the balance across programs with more qualified school counseling applicants and students. To this end, Dr. Gibson has submitted multiple grant proposals to support recruitment and retention of school counseling students.

Progression through the Program and Post-Graduation

Our students demonstrate the ability to move through the program in a timely fashion and successfully graduate and obtain employment in the field. Evidence for successful student progression through the program to graduation and post-graduate employment is demonstrated by graduation, completion, and employment rates along with a review of the students at varying milestones within the program. Student progression is supported by the variety of plan available for students to support differing needs and speeds through the program and easy access to faculty advisors and feedback. We plan to continue offering intentional advising opportunities and support from initial acceptance through graduation to ensure that students experience support and success through their progression. Additionally, we have noticed an increase in students selecting to complete the program using the 3-year plan. Due to student feedback, we plan to continue emphasizing the flexible pacing through the program and supporting students to evaluate their speed through the program to promote student success and wellness.

Within the last few years, we have been able to present clinical mental health counseling students with the opportunity to complete the National Counseling Exam (NCE) prior to graduation. Successful completion of the NCE is required for graduates to apply for a temporary license. By allowing students to complete the exam prior to graduation, we help speed the process of obtaining temporary licensure and beginning post-graduate employment. Students who opt to complete this exam prior to graduation demonstrate strong pass rates and move

into post-graduate employment seamlessly. Four out of the five students who took the test during the 24-25 year passed.

Clinical Skills Development (Clinical Placement Evaluations)

Students demonstrate a pattern of growth across practicum (fall semesters) and internship (spring and summer semesters) while consistently maintaining positive scores on their clinical placement evaluations completed by site supervisors. This pattern aligns with the process of learning that occurs as students begin their clinical placement and develop additional knowledge and skills through hands on practice and intentional supervision.

Student Dispositions (Student Progress Assessments)

Another important factor is students' ability to develop key student dispositions. During the 2024-2025 academic year, information from the Student Progress Assessments indicate that students were on average scoring in acceptable ranges related to these dispositions. Students who score below a "3" on any items on the assessment receive additional feedback related to those scores and possible ways of improving. Multiple scores below a "3" or an overall score below "3" trigger additional support and/or remediation plans to promote student access to resources and feedback that can empower them to continue growth in needed areas. The majority of students who receive plans are able to progress forward and complete the plan requirements within 1-2 semesters.

Exit Exam Scores

The M.S. in Counseling program continues to utilize the Counselor Education Comprehensive Exam (CECE) for the exit exam. Student scores decreased on the 2024 assessment compared to the 2023 assessment. As a result, we added dedicated study sessions to support student study habits and explored methods for teaching effectively across a variety of formats to best meet students' needs. Notably, students scored an average of 73.8 in 2025 compared to 66.42 in 2024.

Student Learning Outcome: Human Growth and Development (KLOA 4)

Results from the two assessment methods indicate that the majority (74-95%) of students were able to develop the knowledge and skills related to human growth and development. These results represent two different focuses of assessment and at two different time points (one assessment during the Lifespan Development course and one assessment during their final spring in the program).

Notably, on the second measure (subscale results on the Counselor Education Comprehensive Exam), students performed higher this past year compared to the previous year (9.07 in 2025 compared to 8 in 2024). While some students struggled (11%) and fell below the mean, others excelled (36%) and scored above the national mean.

Student Learning Outcome: Counseling Children and Adolescents (KLOA 11)

Results from the two assessment methods indicate that the majority (86-93%) of students were able to develop the knowledge and skills related to counseling children and adolescents. These results represent two different focuses of assessment (one focused more heavily on skill acquisition and implementation and the other requiring demonstration of foundational knowledge through recall measures) demonstrating students' ability to develop both knowledge and skills and retain those over time.

Summary

Overall, these results indicate that the APSU Counseling program and faculty continue to support student development of knowledge, skills, and dispositions throughout the course of the program and assist students dependably through their progression from admission to graduation and employment. The APSU Counseling program continues to offer a robust and rigorous experience for students that supports student development and success.

Section 4: Program Changes

Each year Counseling Program faculty intentionally integrate information from program outcome measures with student, faculty, and community partner feedback to assess the overall effectiveness of the program and its students/graduates. Programmatic and curricular changes are made based on this information. Notable changes that have been informed by research and program assessment include the following:

Student Learning Outcomes Action Steps

Human Growth and Development (KLOA 4): While overall program outcomes are positive, results indicate opportunities to strengthen long-term knowledge retention and test-based application of human development concepts across the curriculum. To better support student success on this required standardized exam, program faculty can integrate more explicit connections to human development theory and application across later courses. Additionally, faculty can provide structured CECE review sessions or study materials focused on the Lifespan and Human Development subscale.

Counseling Children and Adolescents (KLOA 11): These results suggest that while students are generally proficient in their conceptual understanding of material related to child and adolescent counseling, additional focus on synthesizing theory into culturally and developmentally appropriate treatment planning may further strengthen applied competency. The instructor will explore additional methods to incorporate scaffolded learning activities leading up to the final Case Study assignment (e.g., shorter “mini case” analyses, peer feedback sessions, or instructor-modeled examples).

Faculty Changes

During the 24-25 year, the faculty included three full-time professors and one visiting professor. Two faculty searches were completed to fill all five positions with permanent faculty members. While the searches were successful, leading to the addition of Drs. Sarah Mendoza and LeAnn Wills, two faculty members (Drs. Kim Coggins and Jessica Fripp) resigned at the end of the year to move closer to family. The program received approval for one visiting line in the upcoming year as well as permission to complete another search.

Other Program Changes

During the 24-25 academic year, the program switched from Intelligent Video Solutions (a hardwired video system that requires students to be on campus on dedicated computers to access video recordings) to GoReact, a cloud-based video recording system that allows students and faculty easy, but secure access to recordings in a variety of settings. By allowing easier student access to recordings, we maximize the benefit of recording sessions, providing students

the opportunity to receive time stamped feedback from faculty easily and the ability to review that feedback in more flexible time frame and location.

In September 2024, the APSU Counseling program hosted an Applied Suicide Intervention Skills Training (ASIST) for students and faculty within the Counseling program. 22 faculty and students attended this two-day training that helps participants recognize signs a person may be thinking about suicide and equipped them to provide a skilled intervention and develop a safety plan to help keep the individual safe for now. This is a vital training to support student readiness to address suicidal ideations as a part of their clinical work. Given the positive response, we hope to offer more trainings like this in the future.

The program received approval for two certificate programs: Post-Masters Clinical Mental Health License Eligibility Certificate and Post-Masters School Counseling License Eligibility Certificate. These certificates will provide a more formal way for individuals who have an existing masters' degree in a mental health profession to complete additional coursework toward licensure eligibility. These programs have also been submitted to the Veteran's Administration so military connected students can receive financial assistance for enrollment. We anticipate this approval by the next academic year.

The new Health Professions Building begun construction during the 24-25 academic year and the program used the Spring of 2025 to prepare to move to the new building. The Health Professions Building will be the largest academic facility on campus. This state-of-the-art, four-level building will house the School of Nursing along with the departments of Health and Human Performance, Medical Laboratory Science, Psychological Science and Counseling, Radiologic Technology, and Social Work. Purposefully designed with extensive classroom, clinical, simulation, laboratory, and collaboration spaces, the facility is designed to provide the resources needed to support the growth and success of the region's next generation of health professionals.

Finally, the APSU Counseling program affirms a continued commitment to Diversity, Equity, Inclusion, and Social Justice (DEISJ) evident in intentional evaluation of program content and policies, ongoing discussions with students, faculty, and other partners, and intentional actions related to these values.

Section 5: Program, Student, & Faculty Awards, Achievements & Accomplishments

The APSU Counseling Program strives to foster excellence in students and faculty and celebrates the accomplishments of members of the program community. During the 2024-2025 AY, we honor the following accomplishments:

Student Awards:

- M.S. in Counseling Program Honor Awards: Natalia Ricks & Keilee Daubon
- Anthony Rinella Scholarship: Pamella Hatcher & Dayna Thomas
- Student DEI Award: Jackelyn Velasquez Herrera

Student Research:

- APSU Research Symposium: Bailey Perry
- Tennessee Licensed Professional Counselors Association poster competition: Bailey Perry & Brandon Morris

Student Leadership:

- TLPCA Student Representatives: Keilee Daubon and Brandon Morris
- Department of Psychological Science and Counseling DEI Committee: Carrie Waye

Faculty Accomplishments:

- 5 national, state, & local presentations (complete listing included in appendix)
- 3 new publications (complete listing included in appendix)
- 1 research grant submission (complete listing included in appendix)
- 21 leadership positions at the national, regional, state, and university levels (partial listing included in appendix)
- 4 professional development presentations
- 2 invited talks

Faculty Awards:

- CoBHS Excellence in Service Faculty Award (May 2024): Eva Gibson

Appendix

Faculty Presentations

(faculty names are bolded, student names are marked with an asterisk*)

Fripp, J. A., & Coggins, K. (2024, November 7-9). *Parallel rehabilitation: Moving toward mutually optimal wellness through the gatekeeping process*. Southern Association for Counselor Education and Supervision Conference, Dallas, TX, United States.

Brant-Rajahn, S. N., Sandifer, M.I.C., & **Gibson, E. M.** (2024, November 7-9). *Clinical preparation of school counseling students employed in the field*. [Poster presentation]. Southern Association for Counselor Education and Supervision Conference, Dallas, TX, United States.

Gibson, E.M., Sandifer, M. I.C, Brant-Rajahn, S., & Rollins, K. (2024, July 13-16). *Groups for Black boys*. American School Counselor Association Conference, Kansas City, MO, United States. <https://www.ascaconferences.org/>

Fulton, L., & **Gibson, E.M.** (2024, July 13-16). *Emerging school counselor leaders*. American School Counselor Association Conference, Kansas City, MO, United States. <https://www.ascaconferences.org/>

Hollis, S., & **Gibson, E.M.** (2024, July 13-16). *School counselor educators roundtable discussions*. American School Counselor Association Conference, Kansas City, MO, United States. <https://www.ascaconferences.org/>

Faculty Publications

(faculty names are bolded, student names are marked with an asterisk*)

Davis, E.S., Gomez, B., **Toomey, T.M.**, Putnam, S., Belavilas, A. (2024). Exploring the experiences of Florida elementary school counselors implementing the parental rights in education act. *Professional School Counselor*.

Gibson, E. M., Cook Sandifer, M. I., & Brant-Rajahn, S. N. (2024). *Transformational leadership together*. American School Counselor Association. <https://www.schoolcounselor.org/Newsletters/May-2024/Transformational-Leadership-Together?st=KY>

Gibson, E.M., Sandifer, M.I.C.; Rollins, K.; Osagie-Ekhovbiye, F. (2024). Group counseling for Black male students: A strengths-based approach. *Professional School Counseling*, 28(11), 1-9. <https://doi.org/10.1177/2156759X241234899>

Faculty Grants

Gibson, E.M. (Principal Investigator). (2024). *Counseling Peayple Pipeline* (Project No. 14159085) [Grant]. Office of Elementary and Secondary Education. (not funded)

Faculty Awards

Dr. Eva Gibson: CoBHS Excellence in Service Faculty Award (May 2024)

Faculty Service Positions (partial listing):

Coggins:

- Supervision of student research: Mental Health Services and College Retention Research Team; Bailey Perry (graduate student) - Supported student-led development of research proposal and project, plan to collect data and develop a manuscript for publication
- Research Grants & Awards Committee Co-Chair: Association for Child and Adolescent Counseling
- Research Committee: Association for Play Therapy
- University Education Committee: Association for Play Therapy
- APSU Discipline and Performance Improvement Policy Appeals Committee
- APSU Health Professions Building Planning Team
- APSU Diversity, Equity, and Inclusion Departmental Committee
- Advisory Board for Research Proposal "Development and Validation of an Engineer's Empathy Scale"
- CoBHS Diversity Equity and Inclusion/Belonging, Engagement, Retention, and Recruitment Committee member

Fripp

- Journal Reviewer for *Journal of Counseling and Development*
- Journal Reviewer for *Journal of Multicultural Counseling & Development (JMCD)*

Gibson

- Board of Directors: American School Counseling Association
- Awards reviewer: Kentucky School Counselor Association
- Reviewer for *Professional School Counseling* journal
- APSU Technology Advisory Committee
- APSU Teacher Education Council
- APSU Student Organization Advisor: Zeta Phi Beta Sorority, Inc- Gamma Nu chapter
- CoBHS College Honors & Awards Committee

Toomey

- Public Policy Committee: Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE)
- Editorial Board Member *Journal of LGBTQ Issues in Counseling*
- APSU Faculty Advisor for the APSU Sexuality and Gender Alliance organization

Faculty Professional Development Presentations

Gibson, E.M. (2024, June 4). *K-12 School counseling internship supervisor training workshop* [In-service training]. Clarksville-Montgomery County School System, Clarksville, TN, United States.

Gibson, E.M. (2024, June 4). *Creating solutions in school counseling* [In-service training]. Clarksville-Montgomery County School System, Clarksville, TN, United States.

Gibson, E.M. (2024, April 19). *Embracing culturally affirming practices* [In-service training- Faculty].
Clarksville Academy, Clarksville, TN, United States.

Gibson, E.M. (2024, January 12). *Embracing culturally affirming practices* [In-service training- Admin].
Clarksville Academy, Clarksville, TN, United States.

Faculty Invited Talks

Gibson, E.M. (2024, April 29). *Glow & Grow* [Invited talk]. Clarksville High School, Clarksville, TN

Gibson, E.M. (2024, February 21). *Cultural differences* [Invited talk]. Kirkwood Middle School, Clarksville,
TN