

Piedmont University Annual CACREP Report

Academic Year 2024-2025

Our Mission

The mission of the Piedmont University Department of Counseling is to offer a high-quality graduate education program to students, helping them develop the skills and knowledge necessary to be highly competent and committed professional counselors in a variety of careers in the field of clinical mental health service. Our curriculum is culturally inclusive, focusing on the development of competencies necessary to address developmental, emotional, psychological, social, and environmental barriers to educational achievement and personal development. We are dedicated to training our students with the skills, knowledge, and awareness to work within a diverse society, including engagement in social justice and advocacy.

Department Philosophy

The Department of Counseling is housed in the College of Arts and Sciences at Piedmont University. The purpose of the program is to provide graduate training at the master's level for a career in professional clinical mental health counseling. Our counseling program prepares counseling professionals for one or more of a variety of work settings, such as the school, university, community agency, private practice and business and industry.

As such, the department's philosophy includes a commitment to developing a clear professional identity as professional counselors through oversight of curriculum and field experience. The department continually works to enhance the counseling curriculum to provide a counselor education and supervision experience that promotes social justice and advocacy. The program curriculum is aligned with the State of Georgia's educational requirements, the Commission on Accreditation of Counseling and Related Educational Programs (CACREP), national professional standards, and the American Counseling Association (ACA) Ethical Code.

Program Objectives and Outcomes

The Department of Counseling will:

Develop Student's Clinical Competence: Students will acquire and demonstrate the necessary clinical skills and competencies required for effective counseling practice, including assessment, diagnosis, treatment planning, and therapeutic intervention.

Direct Students in Applying Ethical and Legal Standards: Students will be able to apply ethical and legal standards in their counseling practice, adhering to codes of ethics and legal regulations governing the profession.

Foster an Environment of Multicultural Competence: Students will develop cultural competence, demonstrating an understanding of diverse worldviews, cultures, and lifestyles, and providing counseling services that are sensitive to the unique needs of diverse client populations.

Educate on Wellness and Prevention Strategies: Students will promote mental health and wellness through prevention and intervention strategies, working with individuals, families, and communities to enhance overall well-being.

Develop Student's Abilities for Strong Counseling Relationships: Students will develop the skills necessary to establish and maintain strong therapeutic relationships, fostering trust, empathy, and rapport with clients.

Educate on Practice Evidence-Based Counseling: Students will be knowledgeable about evidence-based practices in the field and integrate research findings into their counseling approaches.

Enhance Counselor Competence in both Individual and Group Counseling: Students will be proficient in providing individual and group counseling to clients with a wide range of mental health concerns.

Stress the Importance of Engaging in Lifelong Learning: Students will commit to lifelong learning, regularly engaging in professional development, continuing education, and self-improvement as counselors.

Emphasize Advocacy for Mental Health: Students will engage in advocacy efforts to promote mental health awareness and work towards destigmatizing mental health concerns in society.

Ensure Licensure and Certification Requirements are Met: Students will be prepared to meet the requirements for professional licensure and certification in their specific region or country.

Counseling Faculty

The Counseling Department is comprised of a total of 7 Core and Affiliate Faculty: 3 Core Faculty and 4 Affiliate Faculty. Demographic information for the faculty is presented in the table below.

College of Arts and Science Counseling Faculty						
	Core Faculty		Affiliate Faculty		Total	Percent
	Male	Female	Male	Female		
Race/Ethnicity	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
Nonresident Alien	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0
Unknown	0	0	0	1	1	14%
White	2	1	1	2	6	86%
Total	2	1	1	3	7	
	Total Male: 3		Total Female: 4			
Percent	43%		57%			

Clinical Mental Health Counseling Program

Piedmont University offers a Master of Science degree in Clinical Mental Health Counseling. This degree is designed to offer a high-quality graduate education program to students, helping them develop the skills and knowledge necessary to be highly competent and committed professional counselors in a variety of careers in the field of clinical mental health service. Our curriculum is culturally inclusive, focusing on the development of competencies necessary to address developmental, emotional, psychological, social, and environmental barriers to educational achievement and personal development. We are dedicated to training our students with the skills, knowledge, and awareness to work within a diverse society, including engagement in social justice and advocacy.

Enrollment Data

During the 2024-2025 academic year, the counseling department at Piedmont University had a total of 27 students. The demographic data for these students is presented in the table below.

Clinical Mental Health Counseling Students				
Race/Ethnicity	Male	Female	Total	Percent
Asian	0	0	0	0
Black or African American	1	5	6	22%
Hispanic/Latino	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Unknown	0	1	1	4%
White	4	16	20	74%
Total	5	22	27	
Percent	19%	81%		
Age				
< 25	0	9	9	33%
25-29	2	6	8	30%
30-34	1	3	4	15%
35-39	2	0	2	7%
40-44	0	2	2	7%
45-49	0	1	1	4%
50 and over	0	1	1	4%
Total	5	22	27	
Percent	19%	81%		

Graduation and Completion Rates

During the 2024-2025 academic year, Piedmont University's Clinical Mental Health counseling program graduated a total of 4 students. Currently, our completion rate is 57%. This percentage is based on the number of students who started the program at the same time as the graduates (7) and have not completed or have dropped out of the program by the time these 4 graduated.

Exit Exam

In order to be awarded a degree from the counseling program at Piedmont University, students must complete an exit exam. Piedmont University uses the Counselor Preparation Comprehensive Examination (CPCE) as our exit exam. See table below for CPCE passing rates.

Piedmont University Counselor Preparation Comprehensive Examination (CPCE) Pass Rates				
Year	Number of Students	Percent Passing	Mean Score for Students	National Exam Mean
Fall 2024	4	100%	102.5	96.56

Employment Data

A survey of graduates was sent out at the end of spring 2025. Of the four students who graduated, only one student responded. That one student is currently employed, passed the National Counselor Examination (NCE), and has obtained her Associate License in Counseling.

Graduated Student Program Evaluation

A survey of graduates was sent out at the end of spring 2025 to gauge the level of satisfaction graduates felt with their education. Students are asked a series of questions in 4 areas of education and asked to rate their level of satisfaction in those areas. Of the four students who graduated, only one student responded. Below is a table representing the results.

Student feeling of Satisfaction in:	Average Score	Meaning
Program curriculum	3.72	Indicates moderate satisfaction
Program aspects and delivery method	3	Indicates neither satisfaction or dissatisfaction
Preparing for professional competencies	3.83	Indicates moderate satisfaction
Career outcomes and program effectiveness	4	Indicates satisfaction

Overall, students are moderately satisfied. Through some open-ended questioning, it was further determined that students felt some aspects of education were stressful such as finding an internship site and the career development course feeling self-taught. Both of these comments are being addressed, internship through a new professor handling that process and the career course through receiving an update to the curriculum. Despite this, the student responded to the question “how likely would you be to recommend Piedmont University’s counseling program to another individual?” with a “very likely” score. While this data is very limited by the response rate, we hope to use this data to continue improving our program.