CACREP

This survey is to be completed by all CACREP-accredited programs and must be submitted by December 15, 2025. NOTE: All data for this report should be from Academic Year 2024-2025. If you have any questions or need assistance in completing this survey, please contact the CACREP office at 703.535.5990 or cacrep@cacrep.org.

Institution Name:

Jacksonville State University

Institution Type:

- ⦿ **Public**
- ○ Non-Profit Private
- ○ For-Profit

Institution's Headquarters

Alabama ▾

Do you have a CACREP-accredited ADDICTION COUNSELING program?

- ○ Yes
- ⦿ **No**

Do you have a CACREP-accredited CAREER COUNSELING program?

- ○ Yes
- ⦿ **No**

Do you have a CACREP-accredited CLINICAL MENTAL HEALTH COUNSELING program?

◉ **Yes**

○ No

What is the minimum number of credit hours required for your CLINICAL MENTAL HEALTH COUNSELING degree? Choose one

◉ **Semester**

60

○ Quarter

How many students were enrolled in your CLINICAL MENTAL HEALTH COUNSELING program in the reporting period? If none, enter "0".

157

How many students graduated from your CLINICAL MENTAL HEALTH COUNSELING program in the reporting period? If none, enter "0".

24

What percentage of students complete their degree in your CLINICAL MENTAL HEALTH COUNSELING program within the time to degree established by the institution?

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

Percentage
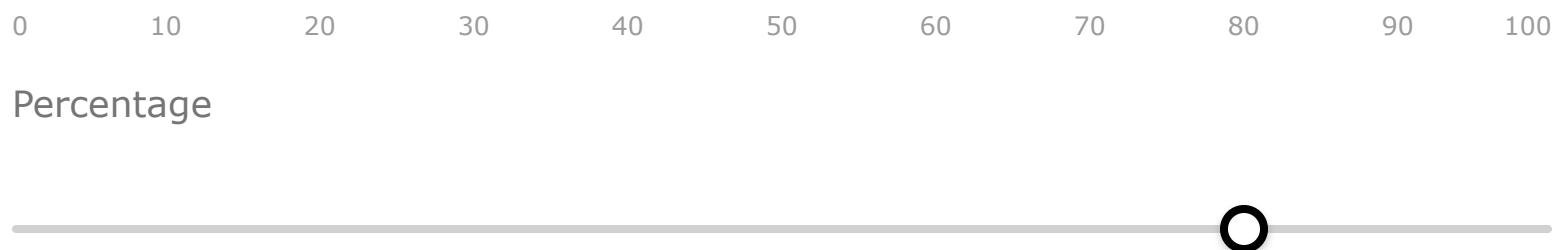
To the best of your knowledge, what is the licensure [or certification] examination pass rate of students graduating from your CLINICAL MENTAL HEALTH COUNSELING program?

- [ ] No Exam
- [ ] 1-10%
- [ ] 11-20%
- [ ] 21-30%
- [ ] 31-40%
- [ ] 41-50%
- [ ] 51-60%
- [ ] 61-70%
- [ ] 71-80%
- [ ] 81-90%
- [x] **91-100%**
- [ ] No graduates took the exam
- [ ] Unknown if graduates took the exam

To the best of your knowledge, what is the combined employment and doctoral admissions rates of graduates from your CLINICAL MENTAL HEALTH COUNSELING program who were actively seeking employment?

- ○ No graduates
- ○ 0-10%
- ○ 11-20%
- ○ 21-30%
- ○ 31-40%
- ○ 41-50%
- ○ 51-60%
- ○ 61-70%
- ○ 71-80%
- ○ 81-90%
- ◉ **91-100%**

Do you have a second CACREP-accredited CLINICAL MENTAL HEALTH COUNSELING program with a concentration/emphasis?

- ○ Yes
- ◉ **No**

Do you have a CACREP-accredited dually-titled CLINICAL REHABILITATION/CLINICAL MENTAL HEALTH COUNSELING program?

○ Yes
◉ **No**

Do you have a CACREP-accredited CLINICAL REHABILITATION COUNSELING program?

○ Yes
◉ **No**

Do you have a CACREP-accredited COLLEGE COUNSELING AND STUDENT AFFAIRS or STUDENT AFFAIRS AND COLLEGE COUNSELING program?

○ Yes
◉ **No**

Do you have a CACREP-accredited MARRIAGE, COUPLE, AND FAMILY COUNSELING program?

○ Yes
◉ **No**

Do you have a CACREP-accredited REHABILITATION COUNSELING program?

○ Yes
⦿ **No**

Do you have a CACREP-accredited SCHOOL COUNSELING program?

⦿ **Yes**
○ No

What is the minimum number of credit hours required for your SCHOOL COUNSELING degree? Choose one

⦿ **Semester**
48
○ Quarter

How many students were enrolled in your SCHOOL COUNSELING program in the reporting period? If none, enter "0".

37

How many students graduated from your SCHOOL COUNSELING program in the reporting period? If none, enter "0".

9

What percentage of students complete their degree in your SCHOOL COUNSELING program within the time to degree established by the institution?

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

Percentage
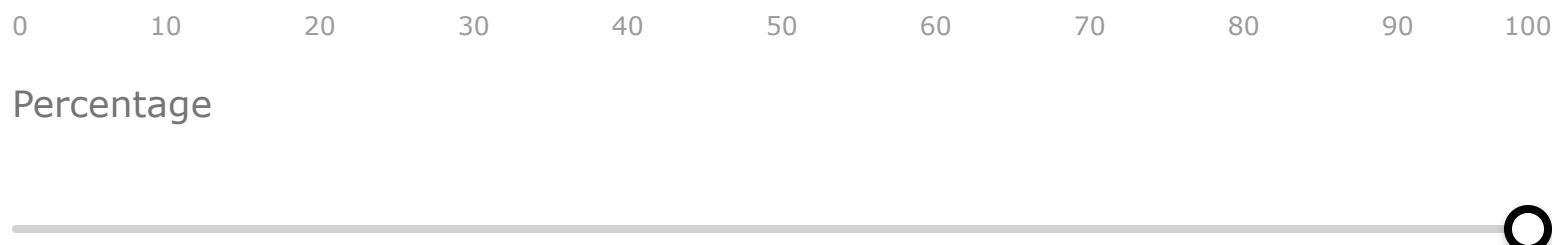
To the best of your knowledge, what is the licensure [or certification] examination pass rate of students graduating from your SCHOOL COUNSELING program?

- [ ] No Exam
- [ ] 1-10%
- [ ] 11-20%
- [ ] 21-30%
- [ ] 31-40%
- [ ] 41-50%
- [ ] 51-60%
- [ ] 61-70%
- [ ] 71-80%
- [ ] 81-90%
- [x] **91-100%**
- [ ] No graduates took the exam
- [ ] Unknown if graduates took the exam

To the best of your knowledge, what is the combined employment and doctoral admissions rates of graduates from your SCHOOL COUNSELING program who were actively seeking employment?

- ○ No graduates
- ○ 0-10%
- ○ 11-20%
- ○ 21-30%
- ○ 31-40%
- ○ 41-50%
- ○ 51-60%
- ○ 61-70%
- ○ 71-80%
- ○ 81-90%
- ◉ **91-100%**

How many total applications were received for all of your MASTER'S LEVEL CACREP-ACCREDITED DEGREE PROGRAMS in the reporting period? If none, enter "0".

110

How many total students were offered admission to all of your MASTER'S LEVEL CACREP-ACCREDITED DEGREE PROGRAMS in the reporting period? If none, enter "0".

30

Are you able to provide demographic information about students enrolled in your CACREP-accredited MASTER'S level COUNSELING program(s)?

- ◉ **Yes**
- ○ No

Master's Student Demographics: Please provide the number of students currently enrolled in your CACREP-accredited master's level program(s) for each category below. If you are unable to answer for a particular category or do not have any students that identify with a particular category, please enter "0".

	Male	Female	Non-Binary/Gender Fluid
American Indian or Native Alaskan	0	1	0
Asian	0	0	0
Black	3	8	0
Hawaiian Native or Pacific Islander	0	0	
Hispanic	1	1	
Multiracial	1	5	
Other/Not Listed	1	0	
White	4	44	
International Student	0	1	
Active Duty Military	0	0	
Veteran	2	0	
With a Disability	2	0	
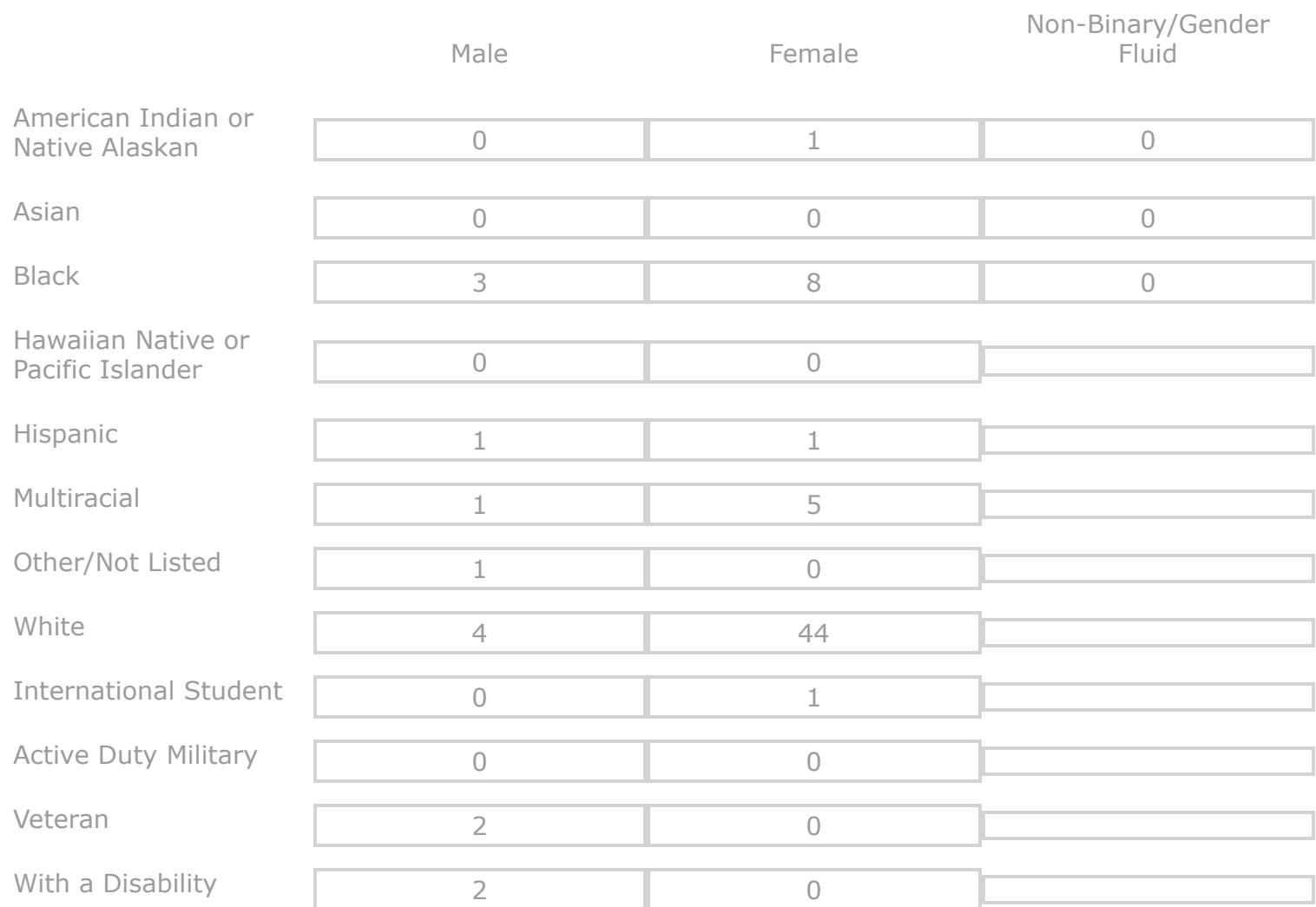
Do you have a CACREP-accredited COUNSELOR EDUCATION AND SUPERVISION program?

○ Yes
◉ **No**

Please select all programs offered by your academic counseling unit that are NOT ACCREDITED by CACREP.

☐ Degree Program Name

[   ]

☐ Certificate Program Name

[   ]

☑ **All degree programs are CACREP accredited**

[   ]

Are you able to provide demographic information about FULL-TIME faculty members in your academic counseling unit?

◉ **Yes**
◯ No

FULL-TIME Faculty Demographics: Please provide the number of full-time faculty members in your academic counseling unit for each category below. If you are unable to answer for a particular category or do not have any students that identify with a particular category, please enter "0".

	Male	Female	Non-Binary/Gender Fluid
American Indian or Native Alaskan	0	0	
Asian	0	0	
Black	0	2	
Native Hawaiian or Pacific Islander	0	0	
Hispanic	0	0	
Multiracial	0	0	
Other/Not Listed	0	0	
White	2	0	
Veteran	0	1	
With a Disability	0	2	
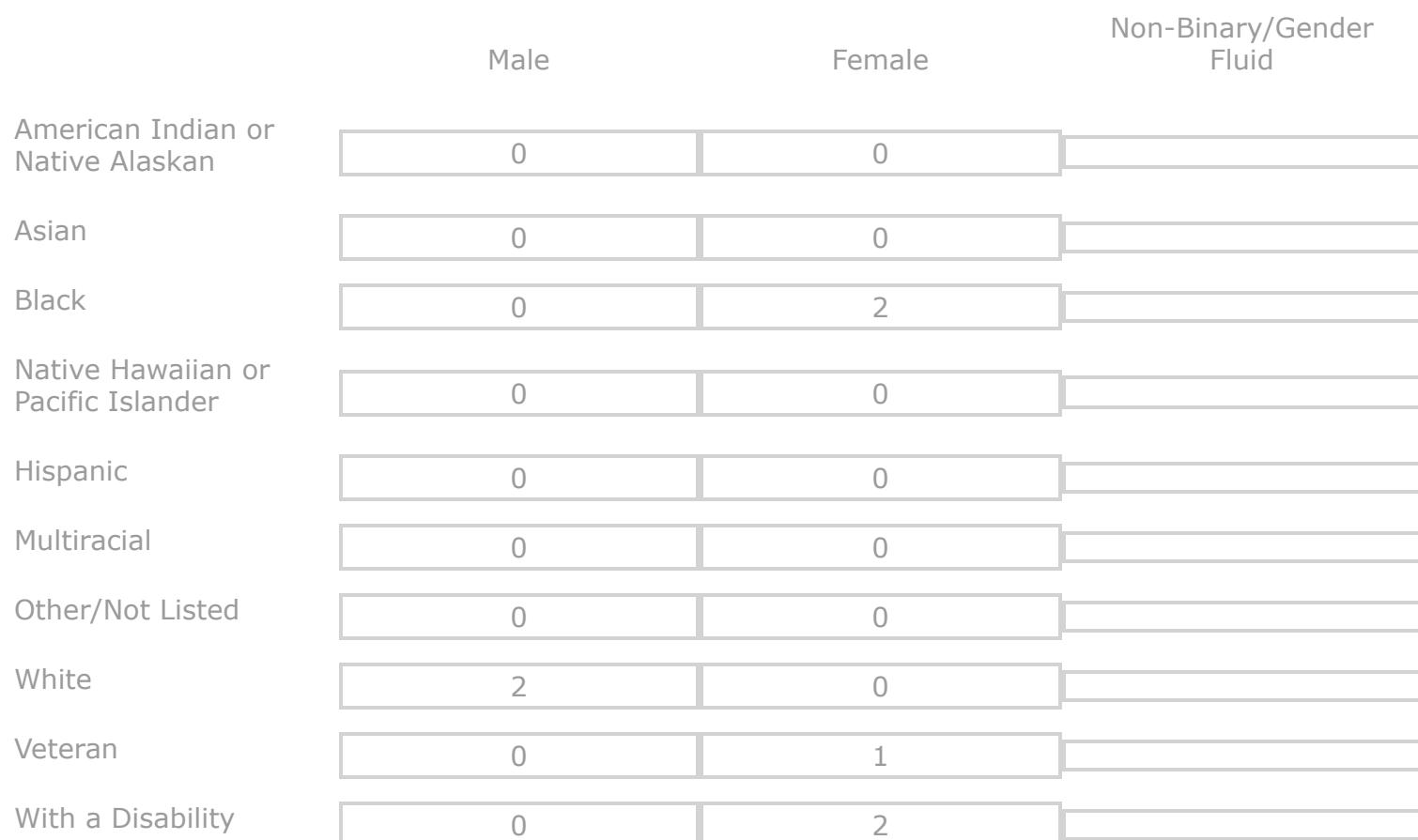
What are the most significant barriers or challenges your program is currently facing (e.g., enrollment, faculty resources, student support, accreditation requirements)?
Responses will not be used to evaluate or penalize program. The information collected is for the purpose of informing broader understanding, identifying trends, and guiding future policy.

Several key successes and institutional resources have significantly contributed to the program's growth, effectiveness, and ability to support students. First, the remote availability of courses has expanded access for a diverse population of learners, particularly working professionals, parents, and students in rural or underserved regions. This flexible delivery model has increased enrollment and improved student retention by reducing common barriers to participation such as travel, scheduling limitations, and geographic relocation. Second, the program's intentional flexibility in course scheduling, modality, and pacing has been instrumental in supporting student success. Students are better able to balance academic responsibilities with personal, professional, or clinical commitments, which has led to greater satisfaction, reduced attrition, and improved timely progression toward degree completion. Finally, the program's accreditation status remains a critical asset. Accreditation enhances credibility, ensures rigor, and signals a strong alignment with national professional standards. This status supports program growth by attracting prospective students and fosters highquality outcomes by holding the program accountable to evidence-based practices, systemic evaluation processes, and continuous improvement measures. Additionally, accreditation opens pathways for students to pursue professional licensure and employment opportunities, further increasing the program's value and impact.

What successes or available resources have contributed most to your program's growth, effectiveness, or ability to support students?

Responses will not be used to evaluate or penalize program. The information collected is for the purpose of informing broader understanding, identifying trends, and guiding future policy.

CACREP has provided significant structure and clarity that has benefited our program in several meaningful ways. Most notably, the standards create a clear framework for curriculum design, assessment, and faculty qualifications, which supports consistency and high academic rigor across all course offerings. This structure has helped our program remain focused on measurable student learning outcomes rather than isolated activities or assignments. Additionally, CACREP's emphasis on continuous quality improvement has encouraged a culture of ongoing evaluation and program reflection. The requirement to systematically review data, respond to stakeholder feedback, and document program changes has strengthened our internal processes and led to more intentional, student-centered enhancements. CACREP's national recognition is also highly valuable. Accreditation signals credibility to students, employers, and potential community partners, which has supported recruitment, practicum and internship placement, and graduate employability. Students regularly express confidence knowing that their training is aligned with national standards and will support licensure portability. Finally, CACREP's resources and communication, including standards updates, guidance documents, and training opportunities, help programs stay informed and proactive. The support from the accrediting body promotes collaboration, transparency, and shared commitment to excellence across counselor education programs.

What is CACREP doing well for your program that you appreciate?

While CACREP provides valuable structure and guidance, there are several areas where enhancements to its current services could better support programs. One key opportunity lies in offering more streamlined, practical guidance on operationalizing standards. Programs often interpret expectations differently, leading to uncertainty, duplicated efforts, and reliance on informal networks rather than consistent written support. More case examples, templates, or exemplars of acceptable evidence would help programs focus less on guessing what documentation is sufficient and more on improving student outcomes. Additionally, increased responsiveness and accessibility of support would be beneficial. Programs appreciate having a point of contact but often experience delayed responses or difficulty obtaining clarification on nuanced standards. Offering more frequent virtual office hours, help-desk models, or regional support structures could improve communication and reduce anxiety during preparation and reporting cycles. There is also room for CACREP to expand professional development opportunities tailored specifically to program administrators. Workshops that address best practices in assessment, faculty workload, data systems, and accreditation management would help programs both meet expectations and sustain positive change over time. Finally, CACREP could consider greater flexibility and contextual sensitivity in the evaluation of evidence. Programs vary significantly in size, mission, culture, and institutional infrastructure, and rigid documentation expectations can unintentionally disadvantage smaller institutions or those serving underrepresented populations. A more collaborative approach that emphasizes equity and institutional diversity could help programs feel more supported rather than primarily evaluated.

What would you like to see CACREP do differently in its current services?

N/A

What services or resources would you like to see CACREP add or develop that would better serve you and your program?

N/A

Please provide a name **and contact email address** of the person completing this survey. This address will be used if the CACREP office has any questions about the information provided in this survey.

CyTique T. Davis, PhD - ctdavis@jsu.edu

Use this space to clarify or explain any answers provided? Or, any comments that you would like to share.

N/A

REMINDER: Student Outcomes (CACREP 2024 Standard 2.E.2) must be made publicly available on your program's website. The information to be posted includes the following four data points regarding each of your accredited specialized practice area: (a) number of graduates in the past year, (b) degree completion rate, (c) licensure or certification examination pass rate, and (d) combined employment and doctoral admissions rate of students/graduates.

Once your 2024-2025 data has been posted, send the website URL to cacrep@cacrep.org.

You will NOT receive a copy of your completed survey. Please click the arrow at the bottom of the page and download the PDF for your records.
You will be contacted if we have any questions about your submitted survey.

◉ **I understand I need to download a copy of the completed survey for my own records**