



# **Counselor Education**

**2023-2024 Annual Report**

**MA.ED.–Clinical Mental Health Counseling and School Counseling**

**Ph.D.–Counselor Education and Supervision**

## **Annual Report, 2023-2024**

Counselor Education at Virginia Tech is a program for aspiring school and clinical mental health counselors, educational leaders, and future faculty in Counselor Education and Supervision. This document serves to summarize and communicate program data to community partners. Our annual report includes the information listed below:

- Description of the Program
- Information about the Assessment Process
- Program Mission and Objectives
- Student Demographic Data
- Assessment Results
- Program Modifications, Substantial Program Changes, and Systematic Follow Up Studies

### **Description of the Program**

The Virginia Tech Counselor Education Program prepares professional counselors, counselor educators, and leaders in the counseling field with a professional identity that incorporates the intentional use of strength-based approaches, reflective practice, innovative and evidence-based strategies, and ongoing research to support and enhance our schools and communities.

Our Counselor Education program offers two master's degree tracks (both offering a Master's in Education, M.A.Ed.), one in Clinical Mental Health Counseling, and one in School Counseling. Both master's programs are offered on our Roanoke campus. The doctoral program in Counseling Education and Supervision is offered on our Blacksburg campus, and prepares skilled counselors who conduct impactful research, practice, supervise, and teach.

### **Information about the Assessment Process**

The Virginia Tech Counselor Education Program has a documented, empirically based plan for systematically evaluating the program objectives, including student learning. The Office of Academic Programs serves the School of Education at Virginia Tech through the collection and dissemination of data for program accreditation including for the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Council for the Accreditation of Educator Preparation (CAEP), the Virginia Department of Education (VDOE), and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). For CACREP, the Office of Academic Programs collects data related to site supervisor evaluations and alumni and employer data. Demographic data and other characteristics of applicants, students, and graduates is collected through the Slate system utilized by Virginia Tech Graduate School for processing applications and providing enrollment decisions.

Data collected at the program level includes assessment data that addresses student knowledge and skills assessed by program objectives, KPIs, and professional dispositions. Assessment measures are conducted implementing assessments at specific points (i.e., courses) in the program where data is collected. Currently, data for program objectives and key performance indicators are collected in Canvas learning management sites linked to courses and assignments as students progress through the program.

Dispositions are evaluated on a semester basis and collected by the Office of Academic Programs through Google Forms.

Data reports are shared with program faculty during regularly scheduled program meetings and utilized for targeted student support and program improvement. Program faculty also collect, analyze, and review data collected by site supervisors observations and perceptions of student readiness. The Office of Academic Programs reviews and summarizes the data and reports results to the program faculty in a timely manner for program improvement purposes. Additionally, summarized data and program modifications are shared with a stakeholder advisory council, which is made up of faculty, alumni, employers, and community stakeholders.

### Program Mission and Objectives

The Virginia Tech Counselor Education Program’s mission is to serve students from the Commonwealth of Virginia, the country, and the world, at campuses in Blacksburg and Roanoke, Virginia. The faculty provides continuing education and consultation to school systems, community agencies, and other organizations to support the development of helping professionals already in the workforce. Our faculty and students recognize that we live in a dynamic pluralistic society, and we are dedicated to enriching the lives of children, adolescents, and adults in our schools and communities.

The program objectives for both the master’s and doctoral programs can be found in the handbook (pages 5-10) posted to the [program website](#).

### Student Demographic Data

**Years Reviewed:** 2022-2024. Students in the two master’s degree tracks start in a summer semester and graduate six semesters later in spring. Completion times for students in the doctoral program vary.

**Table 1. Master’s Program Student Demographics** (data source: Virginia Tech, University DataCommons)

| Gender                          | Applicants | Admitted/Attended* | Graduated |
|---------------------------------|------------|--------------------|-----------|
| F                               | 86         | 40 / 31            | 33        |
| M                               | 19         | 4 / 4              | 2         |
| Undeclared                      | 0          | 0                  | 0         |
| <b>Total</b>                    | 105        | 44 / 35            | 35        |
| Race /Ethnicity                 | Applicants | Admitted/Attended  | Graduated |
| White/Caucasian                 | 66         | 33 / 27            | 27        |
| African American/ Black         | 7          | 0 / 0              | 0         |
| Hispanic/Latino                 | 13         | 3 / 2              | 2         |
| Asian American/Pacific Islander | 7          | 3 / 1              | 1         |
| Native American/Alaskan Native  | 0          | 0                  | 0         |
| Multi-racial                    | 8          | 5 / 4              | 4         |
| Other                           | 1          | 0                  | 0         |
| Undeclared                      | 2          | 1/1                | 1         |
| First Generation Status         | Applicants | Admitted/Attended  | Graduated |

|                            |                   |                          |                  |
|----------------------------|-------------------|--------------------------|------------------|
| <b>Percentage of total</b> | 8.5%              | 6% / 6%                  | 100%             |
| <b>Appalachian Status</b>  | <b>Applicants</b> | <b>Admitted/Attended</b> | <b>Graduated</b> |
| <b>Percentage of total</b> | 8.5%              | 6% / 6%                  | 100%             |
| <b>State of Residency</b>  | <b>Applicants</b> | <b>Admitted/Attended</b> | <b>Graduated</b> |
| <b>In-State</b>            | 61                | 34 / 29                  | 29               |
| <b>Out-of-State</b>        | 44                | 10 / 5                   | 5                |

\*The number of “admitted/attended” students reflects those attending who were *admitted* during 2022-2023/2023-2024 only.

**Table 2. Doctoral Program Student Demographics** (data source: Virginia Tech, University DataCommons)

| <b>Gender</b>                   | <b>Applicants</b> | <b>Admitted/Attended*</b> | <b>Graduated</b> |
|---------------------------------|-------------------|---------------------------|------------------|
| F                               | 10                | 6 / 4                     | 2                |
| M                               | 2                 | 2 / 2                     | 2                |
| Undeclared                      | 0                 | 0                         | 0                |
| <b>Total</b>                    | <b>12</b>         | <b>8 / 6</b>              | <b>4</b>         |
| <b>Race /Ethnicity</b>          | <b>Applicants</b> | <b>Admitted/Attended</b>  | <b>Graduated</b> |
| White/Caucasian                 | 3                 | 2 / 1                     | 1                |
| African American/ Black         | 0                 | 0                         | 0                |
| Hispanic/Latino                 | 2                 | 1 / 1                     | 1                |
| Asian American/Pacific Islander | 0                 | 0 / 0                     | 0                |
| Native American/Alaskan Native  | 0                 | 0                         | 0                |
| Multi-racial                    | 2                 | 1 / 1                     | 1                |
| Other                           | 5                 | 3 / 1                     | 1                |
| Undeclared                      | 1                 | 1 / 0                     | 0                |
| <b>First Generation Status</b>  | <b>Applicants</b> | <b>Admitted/Attended</b>  | <b>Graduated</b> |
| <b>Percentage of total</b>      | 16.6%             | 16.6% / 16.6%             | 100%             |
| <b>Appalachian Status</b>       | <b>Applicants</b> | <b>Admitted/Attended</b>  | <b>Graduated</b> |
| <b>Percentage of total</b>      | 16.6%             | 16.6% / 16.6%             | 100%             |
| <b>State of Residency</b>       | <b>Applicants</b> | <b>Admitted/Attended</b>  | <b>Graduated</b> |
| <b>In-State</b>                 | 5                 | 4 / 2                     | 2                |
| <b>Out-of-State</b>             | 8                 | 4 / 2                     | 2                |

\*The number of “admitted/attended” students reflects those attending who were *admitted* during 2022-2023/2023-2024 only. \*\*Because candidates in the doctoral program may take several years to complete their degree program, the number of graduates reflected here are those who started their program in the years *prior to 2022*.

## Assessment Results

The following section summarizes the results of the program evaluation for the program year 2023-2024.

### Counseling Skills and Knowledge: Program Objectives and Key Performance Indicator Data

The Virginia Tech Counselor Education program assesses program objectives and KPIs at various points within individual courses. The following program objectives and KPIs were assessed for 2023-2024. The program objectives are aligned with CACREP standards and KPIs. KPIs are embedded in required classes and evaluated for all students. For the master's program, a passing score of 83% or 3.0 GPA is required. For the doctoral program, a passing score of 87% or 3.3 GPA equivalent is required.

**Table 3. Master's Program KPI Results, 2023-2024**

| CACREP Standard  | Key Performance Indicator   | Assessment Results                      |
|--|---|---|
| Professional Counseling Orientation and Ethical Practice (2.F.1.i)                                 | Demonstrate a comprehensive understanding of ethical and legal considerations in a chosen area of counseling practice.  | 100% Met                                |
| Professional Counseling Orientation and Ethical Practice (2.F.1.i)                                 | Meet or exceed minimum Final Site Supervisor Evaluation - Professional competencies (#8 and 9) evaluated by the practicum site supervisor with an average of 2.5 or higher across the two competencies on a scale of 1-3. | 89% Met                                 |
| Social and Cultural Diversity (2.F.2.c.): multicultural counseling competencies                    | Describe key attributes of a culturally competent counselor.  | 100% Met (first time point)             |
| Social and Cultural Diversity (2.F.2.c.): multicultural counseling competencies                    | Meet or exceed minimum score on professional competencies (#16 and 32) evaluated by the practicum site supervisor with an average of 2.5 or higher across the two competencies on a scale of 1-3.                         | 61% Met (second time point)             |
| Human Growth and Development (2.F.3.d) theories and etiology of addictions and addictive behaviors | Describe the motivation and potential impact of reducing, discontinuing, or abstaining from a chosen behavior, habit, or pattern.   | 100% Met                                |
| Human Growth and Development (2.F.3.d) theories and etiology of addictions and addictive behaviors | Analyze how theories and causes of addictions are applied during the process of reducing, discontinuing, or abstaining from a chosen behavior, habit, or pattern.   | 100% Met                                |
| Career Development (2.F.4.e.)  | Design a resource guide that provides independent career development support tailored to the specific needs of a targeted special population.   | <i>Not Collected during F2023-S2024</i> |
| Counseling and Helping Relationships (2.F.5.a) Theories and Models of                              | Demonstrate proficiency conceptualizing one's current preferred model of  | 65% Met (first time point)              |

|   |  |   |
|---|--|---|
| Counseling  | counseling, including intentional integration of two or more theories if applicable.   |   |
| Counseling and Helping Relationships (2.F.5.a) Theories and Models of Counseling  | Demonstrate proficiency applying one theory to a hypothetical case.  | 100% Met (second time point)            |
| Group Counseling and Group Work (2.F.6.d) characteristics and functions of effective group leaders  | Evaluate characteristics and functions of effective group leaders.   | 100% Met                                |
| Group Counseling and Group Work (2.F.6.d) characteristics and functions of effective group leaders  | Demonstrate understanding of characteristics and functions of effective group counselors.  | 100% Met                                |
| Assessment and Testing (2.F.7.k) use of assessment results to diagnose developmental, behavioral, and mental disorders; (2.F.7.k) use of symptom checklists, and personality and psychological testing) | Apply knowledge of personality and psychological testing using a checklist.  | <i>Not Collected during F2023-S2024</i> |
| Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (5.C.2.b)   | Demonstrate ability to assess and identify key goals, develop a plan of action to attain these goals, and reflect on the strengths, barriers, and areas of growth associated with their goal attainment process. | 100% Met                                |
| School Counseling (5.G.3.n.) use of accountability data to inform decision making)  | Design a model comprehensive school counseling program.  | 100% Met                                |
| Research and Program Evaluation (2.F.8.e) evaluation of counseling interventions and programs   | Demonstrate understanding of the evaluation of counseling and interventions programs.  | <i>Not Collected during F2023-S2024</i> |

**Table 4. Doctoral Program KPI Results, 2023-2024**

| Key Performance Indicator/ Standard  | Program Objectives  | Assessment Results |
|--|---|--------------------|
| Integration of theories relevant to counseling (6.B.1.b.)                        | Demonstrate the practical application of theoretical knowledge.   | 100% Met           |
| Opportunities for developing a personal style of clinical supervision (6.B.2e)   | Evaluate frequency and diversity of innovative approaches or personal touches introduced in the clinical supervision process. | 100% Met           |
| Teaching (6.B.3.b) pedagogy and teaching methods relevant to counselor education | Actively incorporate innovative teaching methods or approaches in one's own practice.   | 100% Met           |

|   |   |   |
|---|---|---|
| (6.B.4.d) Emergent research practices   | Analyze the evolution of a particular strand of research that has emerged in the counseling profession over the past 10-15 years. | 100% Met                                |
| Leadership and Advocacy (6.B.5.i) role of counselors and counselor educators advocating on behalf of the profession and professional identity | Identify advocacy efforts on public perception and policy decisions related to the counseling profession.                         | <i>Not Collected during F2023-S2024</i> |

## Dispositions

The Virginia Tech Education Counselor Education program evaluates candidates on their professional dispositions in order to gain insight into their personal characteristics and professional competencies. The dispositions survey is completed by the program chair (with input from other program faculty) in order to identify opportunities for candidate growth and improvement. Dispositions are rated on the following scale:

- 3 Proficient (meets criteria consistently at program level)
- 2 Developing (meets criteria minimally or inconsistently for program level)
- 1 Unacceptable (does not meet criteria for program level)
- 0 No opportunity to observe

**Table 5. Disposition Assessment Mean Results for students in the master's degree tracks, 2023-2024**

| A-Q Dispositions for MA.ED.   | Fall<br>2023<br>n= 36 | Spring*<br>2024<br>n=38 |
|---|-----------------------|-------------------------|
|   | Mean                  | Mean                    |
| a. The candidate displays good listening skills.  | 3.00                  | 2.97                    |
| b. The candidate respects divergent points of view.   | 3.00                  | 3.00                    |
| c. The candidate expresses thought/knowledge effectively.   | 3.00                  | 3.00                    |
| d. The candidate demonstrates realistic expectations of self.   | 2.97                  | 2.97                    |
| e. The candidate shows a well-developed sense of self-awareness regarding skills and talents.                 | 2.97                  | 2.97                    |
| f. The candidate demonstrates an ability to develop and sustain rapport with people of all gender identities. | 2.97                  | 3.00                    |
| g. The candidate uses personal power and authority appropriately.   | 3.00                  | 3.00                    |
| h. The candidate works collaboratively with others.   | 3.00                  | 3.00                    |

|   |      |      |
|---|------|------|
| i. The candidate demonstrates the ability to articulate one's feelings.                                       | 3.00 | 3.00 |
| j. The candidate demonstrates an awareness of cultural, gender, and spiritual issues.                         | 3.00 | 3.00 |
| k. The candidate demonstrates the ability to receive, give, and integrate feedback.                           | 2.95 | 2.97 |
| l. The candidate demonstrates appropriate boundaries: interpersonal, ethical, and professional.               | 3.00 | 3.00 |
| m. The candidate exhibits the ability to take responsibility for one's actions.                               | 2.97 | 2.97 |
| n. The candidate interacts appropriately with authority.  | 2.97 | 3.00 |
| o. The candidate demonstrates appropriate in-class behavior.  | 2.95 | 2.97 |
| p. The candidate contributes to a positive classroom environment.   | 2.87 | 2.97 |
| q. The candidate exhibits dependable behaviors with regards to assignments, group activities, and attendance. | 2.86 | 2.94 |

**Table 6. Disposition Assessment Mean Results for doctoral degree track, 2023-2024**

| <b>A-Q Dispositions for Ph.D.</b>   | <b>Fall<br/>2023<br/>n=8</b> | <b>Spring*<br/>2024<br/>n= 10</b> |
|---|------------------------------|-----------------------------------|
|   | Mean                         | Mean                              |
| a. The candidate displays good listening skills.  | 3.00                         | 3.00                              |
| b. The candidate respects divergent points of view.   | 3.00                         | 3.00                              |
| c. The candidate expresses thought/knowledge effectively.   | 3.00                         | 3.00                              |
| d. The candidate demonstrates realistic expectations of self.   | 2.67                         | 3.00                              |
| e. The candidate shows a well-developed sense of self-awareness regarding skills and talents.                 | 3.00                         | 3.00                              |
| f. The candidate demonstrates an ability to develop and sustain rapport with people of all gender identities. | 3.00                         | 3.00                              |
| g. The candidate uses personal power and authority appropriately.   | 3.00                         | 3.00                              |
| h. The candidate works collaboratively with others.   | 3.00                         | 3.00                              |
| i. The candidate demonstrates the ability to articulate one's feelings.                                       | 3.00                         | 3.00                              |
| j. The candidate demonstrates an awareness of cultural, gender, and spiritual issues.                         | 3.00                         | 3.00                              |
| k. The candidate demonstrates the ability to receive, give, and integrate feedback.                           | 3.00                         | 3.00                              |
| l. The candidate demonstrates appropriate boundaries: interpersonal, ethical, and professional.               | 3.00                         | 3.00                              |
| m. The candidate exhibits the ability to take responsibility for one's actions.                               | 3.00                         | 3.00                              |
| n. The candidate interacts appropriately with authority.  | 3.00                         | 3.00                              |
| o. The candidate demonstrates appropriate in-class behavior.  | 3.00                         | 3.00                              |
| p. The candidate contributes to a positive classroom environment.   | 3.00                         | 3.00                              |
| q. The candidate exhibits dependable behaviors with regards to assignments, group activities, and attendance. | 3.00                         | 2.8                               |



## Counselor Preparation Comprehensive (CPCE) Exam Results

The CPCE is the comprehensive exam used for the students in the master's program. It is typically taken after the completion of the majority of the course work and prior to the last semester of the student's graduation from the program. This test is revised once a year with new norm-group data used for that specific revision.

**Table 7. CPCE Results for students in the master's degree tracks, 2023-2024.**

|                     |                              |
|---------------------|------------------------------|
| <b>2024 results</b> | n=19 (100% met or exceeded): |
|---------------------|------------------------------|

### Analysis of CPCE Results:

- 100% (19/19) of master's students in their last semester of the program completed the CPCE exam.
- 100% (19/19) of VT students exceeded our program minimum of scoring above one standard deviation below the national mean on at least seven of the eight core areas.
- 79% (15/19) of VT students had total mean scores at or above the national means.
- 74% (14/19) of VT students scored at or above one standard deviation above the national mean on at least one core area.

Number of VT students who scored at or above the national mean on each core area:

- Professional Orientation and Ethics 14/19
- Social and Cultural Diversity 10/19
- Human Growth and Development 15/19
- Career Development 17/19
- Counseling Relationships 17/19
- Group Counseling 13/19
- Assessment 15/19
- Research and Evaluation 12/19

CPCE scores for three cycles are shown in Table 8 (next page). The EPP noted that while 100% (19/19) of VT students in 2024 exceeded our program minimum of scoring above one standard deviation below the national mean on at least seven of the eight core areas, students in the School Counseling track scored below the national mean for the first time. In such a small sample, random variations or outliers can have a disproportionate impact on the results. Therefore, the EPP will monitor results of future students' scores in the School Counseling track. Three cycles of data are shown below for context.

**Table 8. CPCE Scores by Test Section and Degree Track for Three Cycles (2022, 2023, 2024).**

| CPCE Scores by Test Section for Three Cycles                        |                              |                                      |   |                              |                                      |   |                             |                                      |   |
|---|------------------------------|--------------------------------------|---|------------------------------|--------------------------------------|---|-----------------------------|--------------------------------------|---|
|   | 2022                         |                                      |   | 2023                         |                                      |   | 2024                        |                                      |   |
| Section   | National Mean Score (n=2133) | VT School Counselor Mean Score (n=6) | VT Clinical Mental Health Mean Score (n=12) | National Mean Score (n=2148) | VT School Counselor Mean Score (n=3) | VT Clinical Mental Health Mean Score (n=12) | National Mean Score (n=554) | VT School Counselor Mean Score (n=6) | VT Clinical Mental Health Mean Score (n=13) |
| <b>C1: Professional Counseling Orientation and Ethical Practice</b> | 12.3                         | 11.8                                 | 13.33                                       | 11.2                         | 11                                   | 12.41                                       | 10.77                       | 10.5                                 | 11.76                                       |
| <b>C2: Social and Cultural Diversity</b>                            | 10.3                         | 10                                   | 11.33                                       | 10                           | 9.3                                  | 11.16                                       | 10.2                        | 8.66                                 | 11.23                                       |
| <b>C3: Human Growth and Development</b>                             | 10.4                         | 11                                   | 11.66                                       | 10.6                         | 11                                   | 11.41                                       | 11.24                       | 10.83                                | 13.38                                       |
| <b>C4: Career Development</b>                                       | 11.3                         | 12.3                                 | 11.33                                       | 10.3                         | 12                                   | 12  | 10.97                       | 11.66                                | 13.38                                       |
| <b>C5: Counseling and Helping Relationships</b>                     | 12                           | 13.6                                 | 13.66                                       | 9.8                          | 10.3                                 | 11.75                                       | 10.86                       | 11.33                                | 13.07                                       |
| <b>C6: Group Counseling and Group Work</b>                          | 11.9                         | 12.6                                 | 13.41                                       | 11.7                         | 12.3                                 | 13.16                                       | 10.22                       | 10                                   | 12.23                                       |
| <b>C7: Assessment and Testing</b>                                   | 9.2                          | 10.6                                 | 10.25                                       | 10.1                         | 10                                   | 11.58                                       | 10.73                       | 10.5                                 | 13.30                                       |
| <b>C8: Research and Program Evaluation</b>                          | 11.6                         | 12                                   | 12.75                                       | 11.7                         | 13                                   | 14  | 12.05                       | 11.83                                | 13.61                                       |
| <b>Total</b>  | 89.0                         | 93.9                                 | 97.72                                       | 85.4                         | 88.9                                 | 97.47                                       | 87.04                       | 85.31                                | 101.96                                      |

### Job Placement Rates

Job placement results are reported for 2022-2023 because 2023-2024 results are incomplete. Some graduates choose to take time off immediately after graduation, some continue working in current employment, and others choose to pursue another degree.

In 2022-2023, there were 13 graduates of Virginia Tech's master's degree program (3 for School Counseling and 10 for Clinical Mental Health Counseling). One hundred percent of those program graduates who sought employment in the counseling field are employed. In 2022-2023, there were 4

graduates of Virginia Tech’s Counselor Education and Supervision doctoral degree program. Of the students admitted, 100% of those program graduates who sought employment in the counseling field (including instructor and administrator roles) are employed.

### Alumni Satisfaction Survey Results

A follow-up study of graduates was undertaken during the 2023-2024 academic year. Survey questions were aligned with the core areas as identified by CACREP for the master’s and doctoral programs. Satisfaction ratings were 5-Very Satisfied, 4-Satisfied, 3-Dissatisfied, 2-Very Dissatisfied, 1-Not applicable. (Scores of 1-Not applicable were not calculated in the mean.)

**Table 9. Alumni Satisfaction Results for the master’s program.**

| <b>CACREP Core Areas for Master’s in Counselor Education</b>  | <b>Mean MA.Ed. Alumni (n=36) Satisfaction Rating (1-5)</b> |
|---|--|
| <b>Professional counseling orientation and ethical practice</b><br><i>“How satisfied are you with your preparation to demonstrate knowledge of legal and ethical standards, practices, and issues related to the counseling profession?”</i>                          | 4.41   |
| <b>Social and cultural diversity</b><br><i>“How satisfied are you with your preparation to address social and cultural factors relevant to your role?”</i>  | 4.31   |
| <b>Human growth and development</b><br><i>“How satisfied are you with your preparation to meet the needs of individuals and families at all levels of the developmental life span?”</i>   | 4.42   |
| <b>Career development</b><br><i>“How satisfied are you with your preparation to facilitate others in achieving their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information?”</i> | 4.31   |
| <b>Counseling and helping relationships</b><br><i>“How satisfied are you with your preparation to apply evidence-based counseling strategies and techniques for prevention and intervention?”</i>   | 4.17   |
| <b>Group counseling and group work</b><br><i>“How satisfied are you with your preparation to implement group counseling and developmental or preventative groups?”</i>  | 4.21   |
| <b>Assessment and testing</b><br><i>“How satisfied are you with your preparation to engage in applicable assessment activities (i.e., testing, diagnosis, interpretation, reporting)?”</i>  | 3.53   |
| <b>Research and program evaluation</b><br><i>“How satisfied are you with your preparation to apply ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation?”</i>                     | 4.25   |

### Open-ended responses/themes from MA.ED graduates on the alumni satisfaction survey:

Graduates of Virginia Tech's Counselor Education master's program have identified various strengths that the program helped them demonstrate in their current positions. These strengths include ethics, cultural competency, research support, and a diverse education that equipped them with valuable tools for counseling, such as practicing evidence-based theories. Graduates appreciated learning about advocacy for students and staff as well as self-care. Suggestions for improving the training include a stronger focus on school counseling and more training and support on laws and policies.

Graduates also expressed positive feedback, praising the EDCO faculty and their enjoyable experience at Virginia Tech. They expressed a sense of being well-prepared and expressed curiosity about program updates in the future.

**Table 10. Alumni Satisfaction Ratings for the doctoral program.**

| <b>CACREP Core Areas for Doctorate in Counseling and Supervision</b>  | <b>Mean Ph.D. Alumni (n=3) Satisfaction Rating (1-5)</b> |
|---|--|
| <b>Counseling</b><br><i>"How satisfied are you with your preparation to integrate theories relevant to counseling in your role?"</i>  | 5.00   |
| <b>Supervision</b><br><i>"How satisfied are you with your preparation to demonstrate an understanding of clinical supervision theory and effective supervision practice?"</i> | 4.66   |
| <b>Teaching</b><br><i>"How satisfied are you with your preparation to apply pedagogy and teaching methods relevant to counselor education?"</i>                               | 4.66   |
| <b>Research and Scholarship</b><br><i>"How satisfied are you with your preparation to engage in meaningful research and scholarship related to your role?"</i>                | 4.33   |
| <b>Leadership and Advocacy</b><br><i>"How satisfied are you with your preparation to demonstrate ethical and culturally relevant leadership and advocacy practices?"</i>      | 4.66   |

### Open-ended responses/themes from doctoral program graduates on the alumni satisfaction survey:

The Virginia Tech Counselor Education program has been praised by its doctoral graduates for several strengths it helped them develop in their current positions. The program was also commended for fostering flexibility, and adaptability. One suggestion for improvement was to add more clinical experiences.

## Employer Satisfaction Survey Results

A follow-up study of site supervisors and employers was undertaken during the 2023-2024 academic year. Survey questions were aligned with the core areas as identified by CACREP for the master's and doctoral programs. Satisfaction ratings were 5-Very Satisfied, 4-Satisfied, 3-Dissatisfied, 2-Very Dissatisfied, 1-Not applicable. (Scores of 1-Not applicable were not calculated in the mean.)

**Table 11. Employer Ratings for the master's program.**

| CACREP Core Areas (MA.ED.)                               | Mean Employer (n=16) Satisfaction Rating (1-5) |
|--|--|
| Professional counseling orientation and ethical practice | 4.75   |
| Social and cultural diversity                            | 4.87   |
| Human growth and development                             | 4.77   |
| Career development                                       | 4.77   |
| Counseling and helping relationships                     | 4.90   |
| Group counseling and group work                          | 3.75   |
| Assessment and testing                                   | 4.42   |
| Research and program evaluation                          | 4.37   |

### Open ended responses/themes for employers of Virginia Tech MA.ED. graduates hired:

Three open-ended questions on the employer survey sought to collect qualitative feedback on strengths and weaknesses in the preparation of the Virginia Tech graduates' they hired to work in their schools as counselors. Employers praise Virginia Tech's school counseling program for its strengths in establishing rapport with students and connecting well with clients. The graduates' overall knowledge and skill set have impressed employers, leading to their selection over experienced candidates. Employers suggest providing more opportunities for comprehensive school counseling programs and a stronger focus on addressing PK-12 student mental health needs.

**Table 12. Employer ratings for the doctoral program.**

| CACREP Core Areas (Ph.D.) | Mean Employer (n=5) Satisfaction Rating (1-5) |
|---------------------------|---|
| Counseling                | 4.87  |
| Supervision               | 4.87  |
| Teaching                  | 5.00  |

|                                 |      |
|---------------------------------|------|
| <b>Research and Scholarship</b> | 5.00 |
| <b>Leadership and Advocacy</b>  | 4.87 |

**Open-ended responses/themes for employers of Virginia Tech doctoral graduates hired:**

Employers of graduates from Virginia Tech's Counselor Education doctoral program have identified several strengths demonstrated by the VT graduates in their positions. These strengths include ethics, proactiveness, empathy, and excellent supervision skills.

**Program Modifications, Substantial Program Changes, and Systematic Follow Up Studies**

The Counselor Education program collects and analyzes assessment data related to our Key Performance Indicators, Program Objectives, and Dispositions, as well as evaluation data from various stakeholders to guide our program. Given the data in this cycle, the Counselor Education program is making or has made the following modifications:

**Table 13. Program Monitoring and Modifications**

| <b>Area(s) for improvement</b>  | <b>Modifications, changes, or follow up studies</b>  |
|---|--|
| Master’s program KPI results for CACREP standard “Social and Cultural Diversity (2.F.2.c): multicultural counseling competencies” showed 100% meeting the 83% score threshold at the first time point in Fall 2023, only 61% of students met the 83% threshold on the assessment at the second time point in Spring 2024.     | The program will monitor the assessment of this KPI for the upcoming academic year to determine if a trend emerges and modifications will be discussed, planned, and applied if deemed necessary.          |
| Master’s program KPI results for CACREP standard “Counseling and Helping Relationships (2.F.5.a) Theories and Models of Counseling” showed only 65% meeting the 83% score threshold at the first time point in Fall 2023, and 100% of students met the 83% threshold on the assessment at the second time point in Fall 2023. | The program will monitor the assessment of this KPI for the upcoming academic year to determine if a trend emerges and modifications will be discussed, planned, and applied if deemed necessary.          |
| The mean score on the dispositions assessment for fall semester on item d. “The candidate demonstrates realistic expectations of self” was 2.67 out of 3.0 for PhD students.  | The program has highlighted time and attendance expectations in orientation materials as well as clarifying priorities for PhD students.   |
| CPCE data show that students in the School Counseling track scored below the national mean in 2024.   | The program will review curriculum and texts used in the classes that scored lower on CPCE (Diversity), Alumni (Assessment), and Employers (Group) in addition to monitoring alumni and employer feedback. |