Counselor Education

2022-2023 Annual Report

MA.ED.–Clinical Mental Health Counseling and School Counseling
Ph.D.–Counselor Education and Supervision

Annual Report, 2022-2023

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 as a way 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 KPIs and professional dispositions. The assessment of key performance indicators is conducted using key assessments at specific points (i.e., courses) in the program where data is collected. Currently, this data is collected in Canvas learning management sites linked to courses and assignments as students progress through the program. Dispositions are evaluated on a semester basis.

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

Review year: 2022-2023. Students in the master's degree tracks start in a summer semester and typically graduate six semesters later in spring. Completion times for students in the doctoral program vary.

Master's Program Student Demographics, 2021-2023

Gender	Applicants	Admitted/Attended	Graduated
F M Undeclared	147 24 1	53 / 31 4 / 2 0	29 2 0
Total	172	57 / 33	31
Race /Ethnicity	**Applicants**	**Admitted/Attended**	**Graduated**
White/Caucasian African American/ Black Hispanic/Latino Asian American/Pacific Islander Native American/Alaskan Native Multi-racial Other Undeclared	140 8 16 14 0 9 1 0	48 / 30 1 / 0 2 / 2 4 / 0 0 4 / 2 0 0	29 1 0 0 0 1 0 0
First Generation Status	**Applicants**	**Admitted/Attended**	**Graduated**
Percentage of total	17%	5% / 9%	6%
Appalachian Status	**Applicants**	**Admitted/Attended**	**Graduated**

Percentage of total	9%	5% / 9%	9%
State of Residency	**Applicants**	**Admitted/Attended**	**Graduated**
In-State Out-of-State	125 47	41 /26 16 / 7	27 4

Doctoral Program Student Demographics, 2021-2023

Gender	Applicants	Admitted/Attended*	Graduated**
F M Undeclared	25 8 0	6 / 4 2 / 1 0	5 1 0
Total	33	8 / 5	6
Race /Ethnicity	**Applicants**	**Admitted/Attended**	**Graduated**
White/Caucasian African American/ Black Hispanic/Latino Asian American/Pacific Islander Native American/Alaskan Native Multi-racial Other Undeclared	14 5 4 7 0 6 1 0	5 / 3 2 / 1 1 1 / 1 0 0 0 0	4 1 0 0 0 1 0 0
First Generation Status	**Applicants**	**Admitted/Attended**	**Graduated**
Percentage of total	39%	40% / 25%	0
Appalachian Status	**Applicants**	**Admitted/Attended**	**Graduated**
Percentage of total	6%	12% / 20%	1
State of Residency	**Applicants**	**Admitted/Attended**	**Graduated**
In-State Out-of-State	15 18	5 / 3 2 / 1	5 1

*The number of "admitted/attended" students reflects those attending who were *admitted* during 2021-2023 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* 2021.

Assessment Results

The following section summarizes the results of the program evaluation for the program year 2022-2023.

Counseling Skills and Knowledge: Key Performance Indicator (KPI) Data

For SACSCOC data collection, the Counselor Education program assesses specific KPI's each year, typically 2-3. The following Student Learning Outcomes and Key Performance Indicators were assessed

for 2022-2023; assessments 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.

Master's Program KPI Results:

Key Performance Indicators	SLOS	Assessment Results
Human Growth and Development (2.F.3.d)	SLO #1: (Life Span) Students will be able to synthesize knowledge of developmental theories across the life span.	% Met: 100%
Counseling and Helping Relationships (2.F.5.a)	SLO #2: (Systems) Students will be able to construct and interpret their family genogram.	% Met: 100%
	SLO #8: (Techniques) Students will be able to integrate-knowledge and skills of core counseling skills and techniques.	% Met: 79%

Doctoral Program

Key Performance Indicator/ Standard	SLOS	Assessment Results
Counseling (6.B.1.b.) integration of theories relevant to counseling	*SLO #5: EDCO 6484* *Students will be able to identify and critique theories and associated skills of leadership as applicable to counseling and counselor education, and integrate these theories and skills to a model for practice.*	% Met: 100

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 *(*note: zero not calculated in the mean)*:

- 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*

Disposition Assessment Mean Results for students in the master's degree tracks, 2022-2023

A-Q Dispositions for MA.ED.	Fall 2022 n=30	Spring 2023 n=19*
a. The candidate displays good listening skills.	2.95	3
b. The candidate respects divergent points of view.	3	3
c. The candidate expresses thought/knowledge effectively.	2.95	3
d. The candidate demonstrates realistic expectations of self.	2.95	3
e. The candidate shows a well-developed sense of self-awareness regarding skills and talents.	2.95	2.89
f. The candidate demonstrates an ability to develop and sustain rapport with people of all gender identities.	2.95	3
g. The candidate uses personal power and authority appropriately.	3	2.94
h. The candidate works collaboratively with others.	3	3
i. The candidate demonstrates the ability to articulate one's feelings.	2.95	3
j. The candidate demonstrates an awareness of cultural, gender, and spiritual issues.	2.95	3
k. The candidate demonstrates the ability to receive, give, and integrate feedback.	2.95	2.94
l. The candidate demonstrates appropriate boundaries: interpersonal, ethical, and professional.	3	2.94
m. The candidate exhibits the ability to take responsibility for one's actions.	2.95	3
n. The candidate interacts appropriately with authority.	2.95	3
o. The candidate demonstrates appropriate in-class behavior.	3	2.94
p. The candidate contributes to a positive classroom environment.	3	2.94
q. The candidate exhibits dependable behaviors with regards to assignments, group activities, and attendance.	2.9	3

*Graduating students were not evaluated during the Spring 2023 reporting period.

Disposition Assessment Results for students in the doctoral program, 2022-2023

A-Q Dispositions for Ph.D.	Fall 2022 n=13	Spring 2023 n=10*
	Mean	Mean
a. The candidate displays good listening skills.	3	3
b. The candidate respects divergent points of view.	3	3
c. The candidate expresses thought/knowledge effectively.	3	3
d. The candidate demonstrates realistic expectations of self.	2.75	3
e. The candidate shows a well-developed sense of self-awareness regarding skills and talents.	3	3

f. The candidate demonstrates an ability to develop and sustain rapport with people of all gender identities.	3	3
g. The candidate uses personal power and authority appropriately.	3	3
h. The candidate works collaboratively with others.	3	3
i. The candidate demonstrates the ability to articulate one's feelings.	3	3
j. The candidate demonstrates an awareness of cultural, gender, and spiritual issues.	3	3
k. The candidate demonstrates the ability to receive, give, and integrate feedback.	3	3
l. The candidate demonstrates appropriate boundaries: interpersonal, ethical, and professional.	3	3
m. The candidate exhibits the ability to take responsibility for one's actions.	3	3
n. The candidate interacts appropriately with authority.	3	3
o. The candidate demonstrates appropriate in-class behavior.	3	3
p. The candidate contributes to a positive classroom environment.	3	3
q. The candidate exhibits dependable behaviors with regards to assignments, group activities, and attendance.	3	2.88

*Graduating students were not evaluated during the Spring 2023 reporting period.

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 matriculation in the program. This test is revised once a year with new norm-group data used for that specific revision.

2023 results	n=15	Mean: 95.8	STDV: 7.7	% passing: 100*

For spring 2023, 100% (15/15) of VT student scores on core areas and total scores exceeded a threshold of one standard deviation below the national mean (N=2,148).

Job Placement Rates for Master's and Doctoral Programs

2021-2022 results*	n=19: 100% employed

Job placement results are reported for 2021-2022 because 2022-2023 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 2021-2022, there were 17 graduates of Virginia Tech's master's degree program (4 for School Counseling and 13 for Clinical Mental Health Counseling). Of the students admitted, 100% of those program graduates who sought employment in the counseling field are employed. In 2021-2022, there were two 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 are employed.

Alumni Satisfaction Survey Results

A follow-up study of graduates of the master's and doctoral programs was undertaken during the 2022-2023 academic year and 27% responded (n=17). 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.)

CACREP Core Areas for Master's in Counselor Education	Mean MA.Ed. Alumni (n=14) Satisfaction Rating (1-5)
Professional counseling orientation and ethical practice *"How satisfied are you with your preparation to demonstrate knowledge of legal and ethical standards, practices, and issues related to the counseling profession?"*	4.45
Social and cultural diversity *"How satisfied are you with your preparation to address social and cultural factors relevant to your role?"*	4.18
Human growth and development *"How satisfied are you with your preparation to meet the needs of individuals and families at all levels of the developmental life span?"*	4.54
Career development *"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?"*	4.18
Counseling and helping relationships *"How satisfied are you with your preparation to apply evidence-based counseling strategies and techniques for prevention and intervention?"*	4.09
Group counseling and group work *"How satisfied are you with your preparation to implement group counseling and developmental or preventative groups?"*	4.36
Assessment and testing *"How satisfied are you with your preparation to engage in applicable assessment activities (i.e., testing, diagnosis, interpretation, reporting)?"*	3.50
Research and program evaluation *"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?"*	4.40

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 advocacy (including social justice advocacy), supervision, research support, and a diverse education that equipped

them with valuable tools for counseling, such as expressive arts. Graduates appreciated the supervision experiences and structured group classes that enhanced their counseling skills. Suggestions for improving the training include a stronger focus on school counseling, more training and support for school counselors, addressing workplace dynamics, providing court-related training for clinical mental health counselors, and enhancing the assessment course. Some graduates also mentioned the need for increased advocacy for the program.

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.

CACREP Core Areas for Doctorate in Counseling and Supervision	Mean Ph.D. Alumni (n=3) Satisfaction Rating (1-5)
Counseling *"How satisfied are you with your preparation to integrate theories relevant to counseling in your role?"*	5.0
Supervision *"How satisfied are you with your preparation to demonstrate an understanding of clinical supervision theory and effective supervision practice?"*	4.66
Teaching *"How satisfied are you with your preparation to apply pedagogy and teaching methods relevant to counselor education?"*	4.66
Research and Scholarship *"How satisfied are you with your preparation to engage in meaningful research and scholarship related to your role?"*	4.33
Leadership and Advocacy *"How satisfied are you with your preparation to demonstrate ethical and culturally relevant leadership and advocacy practices?"*	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. One graduate emphasized the program's focus on building a strong counselor identity, which instilled confidence in them as a professional advocate and an empathic, ethical practitioner. Another graduate mentioned gaining extensive practice with foundational techniques and the ability to adapt their theoretical orientation to suit specific clients and situations. The program was also commended for fostering flexibility, adaptability, and a strength-focused pedagogy within a culture of safety and boldness.

In terms of suggestions for improvement, no specific comments were provided by the respondents. However, it's worth noting that in the optional comments section, one respondent mentioned that Virginia Tech does an excellent job training counselors, while another expressed a desire to be part of the faculty at the program in the future. These comments reflect a positive perception of the program's quality and suggest that graduates value the education they received from Virginia Tech's Counselor Education doctorate program.

Employer Satisfaction Survey Results

A follow-up study of site supervisors and employers was undertaken during the 2022-2023 academic year and 64% of employers contacted responded. 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.)

CACREP Core Areas (MA.ED.)	Mean Employer (n=11) Satisfaction Rating (1-5)
Professional counseling orientation and ethical practice	4.8
Social and cultural diversity	5
Human growth and development	4.8
Career development	4.8
Counseling and helping relationships	4.8
Group counseling and group work	4.5
Assessment and testing	4.6
Research and program evaluation	4.5

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

Employers praise graduates from Virginia Tech's counseling programs for their strengths in establishing rapport with students, making sound decisions, and connecting well with clients. The graduates' overall knowledge and skill set have impressed employers, leading to their selection over experienced candidates. Employers express satisfaction with the quality of VT graduates, and some suggest providing more opportunities for comprehensive school counseling programs and a stronger focus on addressing PK-12 student mental health needs. Employers of clinical mental health counselors appreciate skills in client conceptualization, empathy, and documentation, while suggesting a deeper understanding of complex PTSD and Borderline Personality Disorder. Feedback includes a request for more information on training and progress identification for therapists' professional growth.

CACREP Core Areas (Ph.D.)	Mean Employer (n=4) Satisfaction Rating (1-5)
Counseling	4.75
Supervision	4.75
Teaching	5
Research and Scholarship	5
Leadership and Advocacy	4.75

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 flexibility, willingness to engage, proactiveness, empathy, and excellent listening skills. In terms of improving the training provided, one employer suggested incorporating specific training in integrated care within medical settings.

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 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:

Area(s) for improvement	Modifications, changes, or follow up studies
Faculty needs	- EDCO faculty advocated for and were approved to hire a new tenure track faculty member, Dr. Hannah Bayne, who will begin in August 2023. - EDCO faculty advocated for and were approved to search for an Assistant Professor of Practice position, (hire date TBD).
Internship selection process	In response to student feedback about the internship selection process, we piloted an internship fair that was held in April 2023 at the Roanoke Higher Education Center. All interns were successfully placed following the internship fair. Feedback from site representatives and students was positive; we continue to host an internship fair for the upcoming year.
Assessment and accreditation, planning, processes, and alignment	Due to ongoing needs for CACREP, CAEP, and SACSCOC accreditation, the Virginia Tech School of Education hired an Assistant Director of Assessment and Accreditation, Dr. Christine Christianson, in July 2022. The Director of Assessment and Accreditation helps to ensure assessment quality, compliance with accreditation standards, and

	ongoing program improvements. She has aided in the development and streamlining of assessment plans, data analysis, and results reporting. She also oversees the accreditation processes and serves as a liaison with external stakeholders. • The School of Education purchased Watermark software in order to help with data collection and reporting through the LMS. Advanced programs will be onboarded during the next academic year.
Collaboration with stakeholders	• We held the stakeholder advisory group meeting in January. This was the first such meeting held in many years. The group consists of alumni, mentors, employers, faculty, staff, and current students. The purposes of the stakeholder group includes promotion of collaboration, gathering input from various stakeholders, and informing decision-making. By involving stakeholders in discussions and considering their perspectives, the counsel enhances transparency, inclusivity, and ownership. Their guidance helps shape programs, policies, and initiatives that meet stakeholders' needs. Additionally, the counsel brings valuable expertise for strategic planning and staying responsive to emerging trends.