I would like to thank my faculty, students, and administration for a wonderful academic year. We had the honor of watching another fantastic group of upcoming professionals join the professional counseling field. Below are the updates on our department for the 2016-17 year, including the curricular changes to enhance our program. Our most recent assessment plan with identified key performance indicators is also available for review on our webpage, (http://www.radford.edu/content/cehd/home/counselor-education/about/program-outcomes/chair-s-report.html) with the current assessment results.

**Productivity of the Department of Counselor Education**

Our program is viable and productive. We invest heavily in our students while they are under our supervision. We care deeply about their counselor development and will continue to offer high quality training experiences that result in marketable and relevant students. Our enrollment was 4 students above our target this year in 2016-17. We will continue our recruitment efforts.

90% of our graduating students secure a job in the counseling field. Our advisory board information indicates we are preparing our students well for the field (See Table 1 below). We encourage collaborative work with students on co-authoring and co-presenting at conferences. We have a high number of directed studies in our department (8 in 2014-15 and 4 in 2015-16).

Table 1. Advisory Board Results from 2016. Next advisory board meeting scheduled for Fall 2017.

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Strengths</th>
<th>Areas of Growth</th>
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</table>
| Core (Professional Identity) | 1. Very strong program  
2. Preparing students well for different types of jobs.  
3. Preparing them very well for counseling.  
4. Continues to be a robust and strong program.  
5. Faculty continue to be involved in the field and respond quickly to community and former students for consultations. | 1. There is a strong focus on adults unless you specialize in schools.  
2. Reactive Attachment is a growing disorder--how to deal with students/clients needs to be addressed. |
### School Counseling Specialty Area

| 1. Students understand children and families very well.  
| 2. Students understand the clinical process well.  
| 3. Students understand crisis well.  |

| 1. Need better classroom management and differentiating instruction to level of student.  
| 2. Since many of our students are not teachers first, they need more time in the schools and understanding of school systems.  |

### Clinical Mental Health Specialty Area

| 1. Great interns from our program.  
| 2. Very well prepared.  |

| 1. Neuroscience needs more of a focus. It is a growing field and the information is very relevant to clinical work.  |

### Overall Program

| 1. Very strong  
| 2. “You are preparing students well.”  |

| 1. Discussion about making the COED program 3 years. Board expressed concern that our students are younger and younger each year, coupled with lack of experience, they may need more time in our program.  |

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**Initiatives in Counselor Education**

We continue to develop and strengthen our connections, collaborations, and partnerships with other Radford University (RU) programs. We currently have a partnership with the Music Therapy master’s program, and their students take our three counseling courses for their degree. We also participate in the Interprofessional Gerontology Graduate Certificate and Consortium. One of our courses is included in the certificate and two of our faculty participate in this collaboration. We routinely support the School of Social Work and Psychology departments each semester as we have students from those departments who take our courses. We work closely with the Career Services office in support of our COED 260 undergraduate course, titled “Seminar in Career Development.”

We also continue our long standing partnerships with agencies and organizations in the community, including Radford City Schools, Montgomery County Schools, Pulaski County schools, Integrated Behavioral Health programs, and New River Community Services Board.

**CACREP Update**

As part of our on-going improvement efforts to meet CACREP standards and enhance our program, we have implemented a comprehensive assessment plan. We have been
accredited through March 31, 2020. We have also updated our courses and assessment plan to reflect the 2016 standards. See document titled “Assessment Plan and Results.

**Curriculum Changes for 2017-18**

We have made the decision to make some sequence changes to our curriculum for all programs. This is a result of analyzing our assessment results and realizing the course offerings could be altered to enhance learning. Specifically, we have moved COED 616 Cultural and Diversity Counseling to the first semester of the students’ program of study. It is our hope that students will have a longer period of time to integrate this knowledge prior to internship. We have also added a long awaited introduction to school counseling course. This course will help reduce the saturation of standards in internship seminar, and move the knowledge standards to this content course. This decision was made after reviewing the results of our exit surveys, our advisory board, and our internship seminar CAPS (counselor assessment of progress scale).

**Looking Ahead to 2017-18**

We are looking forward to an exciting new year, as we implement our part of a joint training SBIRT grant, continue to work on our initiatives, and most importantly, train a new group of future counselors. Our strengths lie in our teaching, supervision, and clinical practice. We continue to be strong stewards of our profession, and students continue to learn the practice of counseling effectively.