Radford University | Department of Counselor Education

Annual Report and Student Outcomes
AY 2025-2026

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List of Abbreviations

Academic Year ..... AY
Clinical Mental Health Counseling ..... CMHC
Council for Accreditation of Counseling and Related Educational Programs CACREP
Council for the Accreditation of Educator Preparation ..... CAEP
Counseling and Human Development ..... COED
Educator Preparation Programs ..... EPP
Master of Science ..... MS
Program Learning Outcomes ..... PLO
Radford University ..... RU
Success Outcomes ..... SO
Virginia Department of Education ..... VDOE
Virginia Education Assessment Collaborative ..... VEAC

Description of Programs

The Department of Counselor Education at Radford University offers a unique blend of courses designed to provide the skills and knowledge necessary for becoming a knowledgeable, thoughtful, skillful, and caring counselor. The Master of Science (MS) in Counseling and Human Development (COED) program is intensely clinical and involves significant student engagement in situated learning or clinical practice.

Emphasis on the students' personal and professional growth and development permeates the entire educational process. Didactic and experiential learning components are provided to ensure that students develop a thorough knowledge of the helping process and their personal role as a facilitator of human development and change. An individual style of counseling is created by a blend of courses, directed experiences, supervised clinical practice, and personal growth. This unique combination has proven to be an effective training process for our graduates who seek employment as professional counselors in varied settings or who desire advanced graduate study beyond the master's degree.

The MS degree COED offers two concentrations in School Counseling and Clinical Mental Health Counseling (CMHC).

School Counseling

The School Counseling program consists of 60 credit hours of courses in the Department of Counselor Education, including nine hours of electives approved by the faculty advisor. The school counseling program educates and trains students to become knowledgeable, thoughtful, and skillful counselors at the K-12 grade levels.

The curriculum includes core courses that introduce the student to human growth and development, counseling theory, and professional issues in counseling and consulting skills. A blend of other courses is more specifically directed toward continued development of school counseling knowledge and thoughtful application of this knowledge in self-development and clinical practice. Finally, the curriculum focuses on the integration of knowledge, skills, and abilities for students to develop into a skillful counselor.

Licensure as a Virginia school counselor requires that the candidate have a master's degree from a state approved program in counseling. The school counseling concentration requires 60 semester hours of course work and is Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited. It prepares students for state licensure as school counselors in Virginia and similar states. Graduates of the program are prepared to be licensed by the state at the K-12 grade levels.

Clinical Mental Health Counseling

The CMHC program is designed to provide the knowledge, skills, and abilities necessary for counselors to work in a variety of community settings, including mental health centers, substance abuse programs, marriage and family clinics, career counseling agencies, social service agencies, and employee assistance programs in business and industry. Students enrolled in the CMHC program are required to take 60 credit hours within the College of Education and Human Development. Through course work, practica, and clinical internship placements, students are prepared to practice as a Licensed Professional Counselor, Private Practice Counselor, Community Mental Health Counselor, Clinic or Hospital Psychotherapist, Career Counselor, Employee Assistance Counselor, Gerontology Counselor, Marriage and Family Counselor, or Substance Abuse Counselor.

Program Mission

Radford University's (RU) Department of Counselor Education prepares emerging counselors through an experiential, contextual, and systemic curriculum, infused with foundational and current counseling-related research, counseling and human development needs of clients from diverse backgrounds and culturally diverse populations, and clinical and outreach activities.

The program helps students develop a strong professional counselor identity through ethical and competent practice as well as expanding self-awareness. Students serve as professional school counselors in K-12 public school settings and professional mental health counselors who practice in community agencies and other clinical mental health settings.

Program Objectives

The Department of Counselor Education has eight program learning outcomes (PLOs) and two success outcomes (SOs) that are assessed each academic year (AY). The PLOs and SOs are assessed for all students enrolled in the Department of Counselor Education School Counseling and CMHC concentrations. Assessment data results are listed in Table 4.

Program Learning Outcomes

- PLO1 Students will demonstrate proficient knowledge in Professional Counseling Orientation and Ethical Practice.
- PLO2 Students will demonstrate proficient knowledge in and application of Counseling and Helping Relationships.

- PLO3 Students will demonstrate proficient knowledge in Human Growth and Development.
- PLO4 Students will demonstrate proficient knowledge in Career Development.
- PLO5 Students will demonstrate proficient knowledge in and application of Group Counseling and Group Work.
- PLO6 Students will demonstrate proficient knowledge in Assessment and Testing.
- PLO7 Students will demonstrate proficient knowledge in Social and Cultural Diversity.
- PLO8 Students will demonstrate proficient knowledge in Research and Program Evaluation.

Success Outcomes

- SO1 Students enrolled in the Counselor Education program will successfully graduate.
- SO2 Students enrolled in the Counselor Education master's program will obtain employment in the counseling or related field within one year of graduation.

Enrollment: Student Demographics by Program

Understanding the demographic composition of the Counselor Education program is essential for evaluating our commitment to diversity, equity, and inclusion. Demographic data provides insight into the makeup of our student body and helps inform strategic planning, recruitment efforts, and student support services.

This demographic data focuses on key variables including race and ethnicity, gender, and when available, first-generation college, international, and veteran student status.

Table 1. *AY 2025-2026: Enrolled Student Demographic Information*

	Department of Counselor Education
Gender	
Female	39
Male	9
Non-binary	--
Race Ethnicity	
American Indian or Native Alaskan	--
Asian	1
Black or African American	4
Hawaiian Native or Pacific Islander	--
Hispanic	--
Two or more races	3
Unknown/Other	1
White	39
Other Measures	
First Generation	--

International Student	1
Veteran	--

Table 2. *AY 2024-2025: Program Completer Demographic Information*

	Department of Counselor Education
Gender	
Female	15
Male	4
Non-binary	--
Race/Ethnicity	
American Indian or Native Alaskan	--
Asian	1
Black or African American	2
Hawaiian Native or Pacific Islander	--
Hispanic	1
Two or more races	2
Unknown/Other	--
White	13
Other Measures	
First Generation	--
International Student	--
Veteran	--

Assessment of the Students and Evaluation of the Programs

The Counselor Education faculty assesses the COED program using a variety of validated instruments to evaluate overall program effectiveness and areas for continuous improvement. The data is analyzed by the COED faculty within the context of the skills, knowledge, and abilities students are expected to learn and master over the duration of their program. In addition, the faculty examines employer trends and expectations of graduates who are seeking employment. The data aids the COED faculty in determining curriculum and programmatic decisions and revisions. Program evaluation and assessment are categorized into two main areas: 1) PLOs using key assessments (Assessment of the Students); and 2) SOs (Evaluation of Programs).

Assessment of the Students

The COED assesses student learning outcomes progressively, from introduction to mastery throughout the program using assessments, evaluation of core clinical skills, and the formative Comprehensive Exam.

- Key assessments have been identified by faculty in each core CACREP area. The instruments assess student knowledge and retention of core content across the curriculum.
- Formative evaluation: Mastery of clinical skills as evaluated by faculty and site supervisors on the formative evaluation in the practicum and internship courses.
- The Comprehensive Exam is composed of 80 questions, 10 questions per CACREP core area. The Comprehensive Exam assesses student knowledge, retention, and mastery of core content.

Key Assessments

The assessment data are collected using various assignments and instruments throughout the course of the program until a student graduates (see Table 3).

Formative Evaluation: Professional Dispositions, Skills and Knowledge Competency Areas

Students are evaluated by their faculty and clinical professionals during their practicum and internship. This evaluation is designed to help supervisors assess and provide feedback regarding the performance of School Counseling and CMHC program interns during the final semesters of their program through the professional disposition framework (see Table 4).

Comprehensive Exam

The COED requires all graduating students to successfully pass the Comprehensive Exam during their last semester. The exam is aligned to the PLOs and CACREP *Standard 2: Counseling Curriculum* guidelines. The exam reflects student mastery of CACREP core competencies upon successful completion of coursework (see p. 14).

Evaluation of the Programs

- Graduation Rates
- Employment Rates: *COED Alumni Survey*
- Site Supervisor and Employer Surveys

Graduation Rates

Annually, graduation rates and completer data for students are collected and disaggregated by the Office of Institutional Research at Radford University. The measure is used to examine trends and areas for continuous improvement.

Employment Rates: COED Alumni Survey

The program measures graduate employment rates through self-reports from the graduate survey titled: *COED Alumni Survey*. The survey is designed to collect valuable feedback about graduates' post-program experiences, professional outcomes, and perceptions of program effectiveness. Alumni data is analyzed in aggregate to protect confidentiality and is shared with faculty, advisory boards, and accrediting bodies to support strategic planning and accreditation requirements.

The Department Chair distributes the *COED Alumni Survey* once per year via Qualtrics. Alumni that graduated within the last year will receive the survey via email that is collected upon graduation. The survey remains open for one month, and alumni are notified via email of the survey data collection window one month prior to its release and at the time of release. The survey seeks to gain an understanding of current employment, demographic data related to the population served, demographic information related to the alumni completing the survey, current licenses/credentials, level of preparedness for clinical practice, and professional development opportunities following graduation.

The data gathered through alumni surveys offers critical insights into the following areas:

- *Employment Outcomes*: Job placement rates, licensure status, and career advancement.
- *Program Satisfaction*: Alumni reflections on the quality of instruction, faculty support, and relevance of curriculum.
- *Professional Preparedness*: Self-assessed competence in key counseling areas, such as multicultural counseling, ethical practice, assessment, and clinical skills.
- *Continuing Education*: Pursuit of advanced degrees, certifications, or professional development opportunities.
- *Impact and Application*: How alumni apply their training in real-world settings, including work with diverse populations and community engagement.

Site Supervisor and Employer Surveys

Site Supervisor and Employer Surveys are completed annually in the spring of each academic year. These surveys provide valuable external feedback on the professional readiness, competencies, and overall performance of our alumni in real-world counseling settings. This survey collects information to make program changes to support student development.

The data collected through employment surveys typically includes:

- *Employer Satisfaction*: Overall satisfaction with the preparedness and professionalism of program graduates.

- *Skill Proficiency*: Assessment of graduates' competencies in areas such as counseling techniques, cultural responsiveness, ethical practice, communication, and crisis intervention.
- *Workplace Readiness*: Evaluation of graduates' ability to integrate theory into practice, function independently, and adapt to diverse work environments.
- *Professionalism and Disposition*: Feedback on graduates' interpersonal skills, ethical standards, and collaboration within interdisciplinary teams.

Data Collection and Analysis and Reporting to Stakeholders

Quantitative and qualitative data from the various assessments and evaluations are collected every semester by the Program Chair, Clinical Mental Health Program Coordinator, and School Counseling Program Coordinator. The outcome data is distributed to faculty for analysis and discussion during their biannual departmental meetings. The summary of their analysis of the outcomes will determine future changes, additions, and/or areas for continuous improvement to the program, coursework, and/or the evaluation instruments. Modifications are tracked and kept on file.

Outcome data is shared with internal and external stakeholders who sit on the COED Advisory Board, including current students, program alumni, faculty, on-site supervisors, and other community partners. In addition, this data is submitted to our external accreditors, CACREP, for compliance and continuous improvement purposes. The Department Chair writes a comprehensive annual report detailing evaluation data, areas of success and continuous improvement, assessment processes, reporting practices, and modifications that are disseminated on the COED website. Key stakeholders are notified of the report. In addition to the annual report, the following vital statistics are posted for the previous AY, which include program characteristics, student demographics, faculty information, and program outcomes, including graduation rates, licensure exam pass rates, and job placement rates.

Assessment of the Students: Outcomes

Through a comprehensive and systematic approach, the program evaluates how effectively students are achieving the knowledge, skills, and professional dispositions expected of emerging counseling professionals. These assessment results inform faculty decisions related to curriculum design, instructional strategies, and student support services. By regularly analyzing student outcome data, the program ensures that it remains aligned with professional standards, meets accreditation expectations, and prepares graduates to serve effectively in a variety of counseling roles.

Student outcomes are assessed at multiple points throughout the program using a variety of direct and indirect measures. These typically include:

- Course-based assessments aligned with national counseling standards (e.g., CACREP standards).

- E-portfolios and reflective assignments showcasing professional growth and self-awareness.
- Comprehensive Exam that demonstrates integration of CACREP core content areas.
- Formative Evaluation: Practicum and internship evaluations by site supervisors and faculty. The evaluation assesses students based on professional dispositions, skills, and knowledge competency areas.

Key Assessments

Key Assessments were developed by faculty to assess student acquisition of knowledge related to CACREP standards and PLOs. The assessments provide targets for faculty to assess student development and mastery of CACREP and PLO knowledge through specific, measurable objectives. The assessments are assignments that are content specific and developed by the faculty instructor that align with CACREP standards and PLOs. Examples of assessment measures are:

- Papers:
    - Students evaluate scholarly research, demonstrating understanding of methodology and evidence-based practice.
    - Students administer, score, and interpret standardized assessments, then write formal reports with recommendations.
    - Students apply counseling theories to analyze client cases, demonstrating clinical reasoning, diagnostic skills, and treatment planning.
- Skills demonstration and video recordings:
    - Simulated clinical documentation exercises to practice goal setting, intervention planning, and progress tracking.
    - Students plan and co-lead structured group sessions, then reflect on leadership style, group dynamics, and outcomes.
    - In-class role-plays allow students to practice interventions in realistic scenarios while being evaluated on ethical decision-making and multicultural sensitivity.
    - Students record mock counseling sessions to demonstrate core skills (e.g., attending, reflecting, summarizing) and receive structured feedback.
- Quizzes and exams: Objective assessments covering foundational knowledge across the curriculum.
- E-portfolio assignments: Showcasing professional growth and self-awareness
    - Assignments designed to increase self-awareness and cultural competence through experiences with diverse populations
    - Students analyze complex ethical dilemmas using the American Counseling Association Code of Ethics, demonstrating critical thinking and knowledge of ethical standards.
- Discussion board posts and in-person discussion

Students are assessed via course assignments, site supervisor surveys, or program requirements (e.g. E-portfolios) and each CACREP standard and PLO is assessed at two points in time during a student's enrollment with the second being the Comprehensive Exam. Students must achieve an "acceptable" rating during at least one measurement point in time to graduate. "Acceptable" ratings include the following:

- A score of 70% or better on a course related assignment; and
- A score of 70% or better on the Comprehensive Exam.

Summary

All course related key assessment targets that were evaluated were met by 100% or more of the students enrolled in the respective courses (see Table 3). Assessment tools employed to assess mastery are developed by faculty instructing these courses. Various assessment tools are utilized to evaluate and conceptualize student knowledge, skills, and practice throughout the program. The faculty noted that there were numerous courses where 100% of students met the assessment targets of 70% or higher.

Comprehensive Exam

The COED faculty developed the Comprehensive Exam to assess student mastery of the CACREP core content and readiness for professional practice. Its primary purpose is to evaluate the integration and application of knowledge across the foundational areas of counseling, ensuring that students have developed the competencies required for ethical and effective practice. The Comprehensive Exam also serves as a benchmark for faculty to evaluate the effectiveness of the curriculum and make necessary adjustments to support student learning outcomes and program improvement.

Summary

The Comprehensive Exam serves as a summative assessment of student learning and professional readiness in the COED program (see Table 3). During the most recent AY, students were required to complete the exam as a condition for program competition. The faculty reviews the Comprehensive Exam holistically as well as each content area specifically. Pass rates have remained consistently high over the past three years and confirm alignment between coursework and exam expectations.

The overall pass rate for the AY 2025-2026 administration of the Comprehensive Exam was 100%. Performance by CACREP Content Area was as follows:

- Professional Counseling Orientation and Ethical Practice: 100%
- Social and Cultural Diversity: 100%

- Human Growth and Development: 94.4%
- Career Development: 94.4%
- Counseling and Human Relationships: 100%
- Group Counseling and Group Work: 100%
- Assessment and Training: 72.2%
- Research and Program Evaluation: 100%

Table 3. *Student Level Key Assessments*

PLO	2024 CACREP Standard	Key Assessment Tool(s) & Data Collection Method	Outcome
Professional Counseling Orientation and Ethical Practice			
PLO 1 Students will demonstrate proficient knowledge in Professional Counseling Orientation and Ethical Practice	II.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling II.F.1.j. technology's impact on the counseling profession	1. COED 612: Fall 1st yr. -Professional Issues Project -Weekly quizzes -Discussion board 2. Comprehensive Exam*	1. 100% of students met the target of 70% or higher for the course. 2. 100% passing rate for spring 2026 Comprehensive Exam in knowledge of Professional Counseling Orientation and Ethical Practice
Social and Cultural Diversity			
PLO 7 Students will demonstrate proficient knowledge in Social and Cultural Diversity	II.F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally II.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	1. COED 616: Fall 1st yr. -Discussion board -Weekly quizzes 2. Comprehensive Exam	1. 100% of students met the target of 70% or higher for the course. 2. 100% passing rate for spring 2026 comprehensive exam in knowledge of Social and Cultural Diversity
Human Growth and Development			
PLO 3 Students will demonstrate proficient knowledge in Human Growth and Development	III.C.1 theories of individual and family development across the lifespan III.C.8 models of psychosocial adjustment and adaptation to illness and disability	1. COED 610: Spring 1st yr. -Lifespan paper -Weekly quizzes -Class participation -E-Portfolio 2. Comprehensive Exam	1. 100% of students met the target of 70% or higher for the course. 2. 94.4% passing rate for spring 2026

			Comprehensive Exam in knowledge of Human Growth and Development
Career Development			
PLO 4: Students will demonstrate proficient knowledge in Career Development	II.F.4.a. theories and models of career development, counseling, and decision making II.F.4.e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	1. COED 613: Fall 2nd yr. -Case Study -Weekly quizzes -Case studies 2. Comprehensive Exam	1. 100% of students met the target of 70% or higher for the course. 2. 94.4% passing rate for Spring 2026 comprehensive exam in knowledge of Career Development
Counseling and Helping Relationships			
PLO 2: Students will demonstrate proficient knowledge in and application of counseling and helping relationships	II.F.5.a. theories and models of counseling II.F.5.g. essential interviewing, counseling, and case conceptualization skills	1. COED 611: Fall 1st yr. -Assessment of Progress -Final Examination 2. Comprehensive Exam	1. 100% of students met the target of 70% or higher for the course. 2. 94.4% passing rate for spring 2026 Comprehensive Exam in knowledge of and application of Counseling and Helping Relationships
Group Counseling and Group Work			
PLO 5 Students will demonstrate proficient knowledge in and application of Group Counseling and Group Work	III.F.4 characteristics and functions of effective group leaders III.F.5 approaches to group formation, including recruiting, screening, and selecting members	1. COED 614: Spring 1st yr. -Group proposal (rubric) -Final Exam 2. Comprehensive Exam	1. 100% of students met the target of 70% or higher for the course. 2. 100% passing rate for spring 2026 Comprehensive Exam in knowledge and application of Group Counseling and Group Work
Assessment and Training			
PLO 6 Students will demonstrate proficient knowledge in Assessment and Testing	III.G.3 statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	1. COED 615: Summer 1st yr. -Weekly quizzes -Case conceptualization assignment -Assessment paper -Signature assessment 2. Comprehensive Exam	1. 100% of students met the target of 70% or higher for the course. 2.72.2% passing rate for spring 2026

	III.G.8 use of assessments in academic/educational, career, personal, and social development		Comprehensive Exam in knowledge of Assessment and Testing
Research and Program Evaluation			
PLO 8 Students will demonstrate proficient knowledge in Research and Program Evaluation	II.F.8.d. development of outcome measures for counseling programs II.F.8.j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	1. COED 606: Fall 2nd yr. -Weekly quizzes -Program Evaluation assignment 2. Comprehensive Exam	1. 100% of students met the target of 70% or higher for the course. 2. 100% passing rate for spring 2026 Comprehensive Exam in knowledge of Research and Program Evaluation
Clinical and Mental Health Counseling			
PLO 9 Foundations-CMHC	V.C.1.b. Theories and models related to clinical mental health counseling.	1. COED 650: Fall 1st y. -Signature assessment -Final exam	1. 100% of students met the target of 70% or higher for the course.
PLO 10 Contextual Dimensions-CMHC	V.C.2.a. roles and settings of clinical mental health counselors.	1. COED 650: Fall 1st yr. -Signature assessment -Final Exam	1. 100% of students met the target of 70% or higher for the course.
School Counseling			
PLO 11 Foundations-SC	V.G.1.b. models of school counseling programs	COED 617: Fall 1st yr. -Quizzes -Class presentation	1. 100% of students met the target of 70% or higher for the course.
PLO 12 Contextual Dimensions-SC	V.G.2.k. community resources and referral sources	COED 617: Fall 1st yr. -Quizzes -Class presentation	1. 100% of students met the target of 70% or higher for the course.

*Comprehensive Exam-spring of second year

Formative Evaluation: Professional Dispositions, Skills and Knowledge Competency Areas

Dispositional data in counseling refers to assessing the values, beliefs, behaviors, and interpersonal qualities that influence a counselor's professional development and interactions. Dispositional data collected helps faculty and counselors-in-training identify areas where they need to grow, such as empathy, self-awareness, or cultural competence. Further, dispositional data is used to assess the suitability of prospective counselor education students, ensuring they possess the necessary values and

behaviors for the profession. Students enrolled in both the CMHC and School Counseling concentrations are assessed on professional dispositions, skills, and knowledge consistently throughout the program during courses, the application for candidacy, and in departmental faculty meetings. Students are formally assessed during enrollment in skills/techniques courses: COED 611, COED 641, COED 643, and COED 690-693. Table 4 reflects formal assessment of dispositional data in skills/techniques courses.

Summary

Dispositional criteria of students are assessed by faculty throughout the progression of their degree program. Students are expected to be at or above “developing” (see below). All students evaluated met dispositional criteria at or above “developing” during both academic years assessed.

A new Professional Dispositions and Professional Skills and Knowledge Competency Areas assessment was developed by program faculty during AY 2025-2026. This assessment is completed by faculty advisors at the conclusion of each semester and will include any discussion of student development throughout each semester. This will is maintained in the students file for review.

A rating of **"Emerging"** reflects that the student is at or above:

- **Beginning to demonstrate** the expected professional behaviors, attitudes, and values.
- **Inconsistent** in applying professional dispositions across settings (e.g., classroom, fieldwork, interactions).
- **Responsive to feedback** but may require **ongoing guidance or supervision** to meet expectations.
- **Showing growth potential, but has not yet reached proficiency** in one or more areas (e.g., cultural humility, emotional regulation, ethical awareness, self-reflection).

Table 4. AY 2025-2026: Professional Dispositions, Skills and Knowledge Competency Areas

Professional Dispositions	Exemplary		Proficient		Emerging		Below Expectations	
	1st Year*	2nd Year**	1st Year	2nd Year	1st Year	2nd Year	1st Year	2nd Year
Appropriate professional dress	--	55.17%	--	34.5%	--	10.3%	--	0
Attends to and completes academic and professional	--	51.7%	--	37.9%	--	6.9%	--	3.45%

responsibilities in a timely manner								
Appropriately uses technology (cell phones, computer)	--	65.5%	--	31%	--	3.45%	--	0
Appropriate behavior in class and/or on-site	--	62.1%	--	34.5%	--	3.45%	--	0
Academic and professional honesty	--	69%	--	31%	--	0	--	0
Demonstrates ethical behavior and practice	--	65.5%	--	34.5%	--	0	--	0
Protects confidentiality	--	72.4%	--	27.6%	--	0	--	0
Follows school and/or agency policies	--	65.5%	--	34.5%	--	0	--	0
Demonstrates cultural awareness and sensitivity	--	51.72%	--	51.72%	--	0	--	0
Honors student and client differences	--	48.28%	--	51.72%	--	0	--	0
Is able to collaborate and work with peers/colleagues	--	55.17%	--	34.48%	--	6.9%	--	0
Establishes and maintains positive rapport with peers/colleagues	--	48.28%	--	41.38%	--	10.34%	--	0
Communication with peers/colleagues is appropriate	--	55.17%	--	41.48%	--	6.9%	--	0
Establishes and maintains positive rapport with faculty and other professionals	--	55.17%	--	34.48%	--	10.34%	--	0
Communication with faculty and other professionals is appropriate	--	55.17%	--	34.48%	--	3.45%	--	6.9%
Is receptive to feedback	--	48.28%	--	41.38%	--	10.34%	--	0
Is able to reflect on performance	--	48.28%	--	37.9%	--	13.8%	--	0
Demonstrates self-awareness	--	48.28%	--	37.9%	--	13.8%	--	0

Able to integrate and apply feedback	--	41.48%	--	44.8%	--	13.8%	--	0
Demonstrates ability to engage in professional development	--	44.83%	--	37.9%	--	17.2%	--	0
Demonstrates ability to engage in academic development	--	48.28%	--	41.38%	--	10.34%	--	0
Awareness of the impact of their self on others	--	37.9%	--	58.62%	--	3.45%	--	0
Dispositions – attends to and completes academic and professional responsibilities in a timely manner	--	41.38%	--	48.28%	--	10.34%	--	0
Demonstrates ability to engage in professional development	--	41.38%	--	48.28%	--	10.34%	--	0
Demonstrates ethical and legal behavior in the counseling process	--	55.17%	--	41.38%	--	3.45%	--	0
Knowledge of ethical and legal professional standards	--	58.62%	--	37.9%	--	3.45%	--	0
Demonstrates engagement in professional social justice and advocacy	--	41.38%	--	51.72%	--	6.9%	--	0
Knowledge of multicultural characteristics within diverse groups and multicultural counseling competencies	--	41.38%	--	55.17%	--	3.45%	--	0
Demonstrates skills and competencies necessary to work with students, clients, and	--	41.38%	--	51.72%	--	6.9%	--	0

consumers within a diverse society								

*This was the first implementation of this survey, so the data only reflects students in their second year of the program.

Evaluation of the Program: Outcomes

Annually, the COED faculty evaluate program SOs that include graduation rates of students as well as employment rates following successful completion of the COED program. Graduation rates are collected annually from the Radford University Office of Institutional Research. Graduation rates reflect students who are accepted and complete all degree requirements in either the CMHC program or the School Counseling program. Each fall semester, a *COED Alumni Survey* is sent to graduates via a Qualtrics survey. Alumni are asked to document employment, a timeframe in which they secured a position in the counseling field, and to indicate if they chose another employment opportunity outside of the counseling field.

Table 5. AY 2025-2026: Success Outcomes

Success Outcome	**Data Source**	**Procedure for Collection (when, how)**	**Outcome**
SO1: Students who begin the Counselor Education program will successfully graduate.	Graduation Rates of Students	Collected annually from Institutional Research	96% of CMHC students, and 100% of School Counseling students who were accepted into the Counselor Education master's degree program successfully graduated from the program in AY 2025-2026.
SO2: Students enrolled in the Counselor Education master's program will obtain employment in the counseling field or related fields within one year of graduation.	Alumni self-reports, employer survey data	Self-reports from graduate surveys, and faculty contacts for post-graduation supervision for licensure are the assessment measures used for the Clinical Mental Health Counseling graduates. Self-reports from graduate surveys	96% of students enrolled in the CMHC master's degree program obtained employment in the counseling field or related field within one year of graduation. Since there were no graduates of the School Counseling

		and faculty contacts with school districts are the assessment measures used for the School Counseling graduates.	concentration, there was no employment data.

Graduation Rates

Data obtained from RU Office of Institutional Research indicates that 96% of CMHC students and 100% of School Counseling students who were accepted into the COED completed their degree requirements for graduation (see Table 6). Qualitative data received by COED faculty from students that did not complete their degree suggests these students had personal reasons for not completing the program, such as financial concerns, demographic relocation, and/or change of degree.

Employment Rates: COED Alumni Survey

Data reflected demonstration that all AY 2025-2026 SOs were successfully met. At the conclusion of their degree, 96% of CMHC completers obtained employment in their field of expertise within 12 months; the 5% that did not obtain employment in mental health fields sought employment unrelated to Counselor Education (see Table 6). The completer data assessed by the Department of Counselor Education measures program completion of full-time students fulfilling degree requirements in two years.

Table 6. AY 2025-2026: Counselor Education Programs Outcomes

Program	Number of Graduates	Completion Rates*	Comprehensive Exam Pass** Rates	Employment Rates***
Clinical Mental Health Counseling (CMHC)	19	96%	100%	96%
School Counseling	0	--	--	--

***Completion rates** reflect both FTEs and part-time students. The completion rate benchmark for our program is 2 full years (6 semesters) for FTEs.

****Exam pass rates:** students in both CMHC and School Counseling complete the Department of Counselor Education Comprehensive Exam.

*****Employment data:** The program tracks employment data for students who have been employed within 12 months of graduation who have obtained employment in the field of expertise (CMHC and School Counseling).

Site Supervisors and Employer Surveys

Site supervisors for practicum and internship students are asked to complete evaluations of student academic understanding and professional dispositions during the practicum and internship courses (see page 21). Additionally, employers of past students (3-5 years post-graduation) are also asked to complete the same survey to assess completer knowledge and professional dispositions post-degree.

Summary

On-site supervisors recognized the willingness and desire of students to work with clients from various diverse backgrounds; however, they sometimes have a lack of diverse clientele. Further, on-site supervisors recognized students' development of their professional identity while practicing ethically. Areas for growth identified by on-site supervisors include confidence, timeliness of completing documentation, and continued receptiveness to feedback.

Feedback from On-site Supervisors

"Student is hardworking and dedicated to building relationships with clients. Student uses their insight and knowledge to develop thoughtful sessions."

"Student demonstrates strong personal and professional ethics."

"Student is highly relational and builds rapport quickly."

Table 7. AY 2025-2026: Site Supervisor & Employer Surveys

Supervisors/Employers areas of evaluation	**CMHC (n=17)**	**School Counseling (n=7)**
Demonstrates working knowledge and flexibility with different theories in working with a variety of unique aspects of clients (including culture, gender, sexual preference, disability, etc.)	4.42/5 Average; 89% at or above average	4.5/5; 100% at or above average
Demonstrates knowledge of strengths and limitations of a community counselor and the distinctive contributions of other mental health professionals and settings.	4.47/5; 94.74%% at or above average	N/A
Understands and has discussed the ethics codes pertaining to confidentiality, informed consent, right to practice, and other legal and ethical issues.	4.73/5; 100% at or above average	4.52/5; 100% at or above average
Professional Dispositions	**CMHC**	**School Counseling**

Willingness to accept and use feedback.	4.95/5; 100% at or above average	4.57/5; 100% at or above average
Awareness of own impact on others.	4.63/5; 94.74% at or above average	4.42/5; 100% at or above average
Ability to accept personal responsibility.	4.89/5; 100% at or above average	4.57/5; 100% at or above average

5 = High	The professional counselor performs extremely well in this area. Counselors-in-training are not expected to perform at this level on most if any skills.
4 = High Average	The professional counselor's performance level is more than adequate in this area; consistently demonstrates competence and completing all components of the skill. Later counselors-in-training would be expected to perform at this level on many but not all skills. Beginning counselors-in-training would not be expected to perform at this level on most of any skills.
3 = Average	The professional counselor possesses adequate competence in this area. Later, the counselors-in-training would be expected to perform at this level or higher on the majority of skills.
2 = Low Average	The professional counselor possesses competence in this area but needs to improve performance (e.g., not consistently performing or not completing all components of the skill). Beginning counselors-in-training would be expected to be able to perform at this level on many basic helping skills.
1 = Low	The professional counselor clearly lacks competence in this area (e.g., skill is being ineffectively or incorrectly demonstrated. Developmentally, it is reasonable for beginning counselors-in-training to perform at this level on some skills, particularly more advanced skills.
NA = Not Assessed/ supervision **Not Applicable**	The professional counselor has not performed or has not had observation of performance in this competency area. Alternatively, the professional counselor does not consider that the competency statement, guideline, or both are requisite to counseling performance.

Alumni Program Evaluation

Graduates of the Department of Counselor Education are provided with an *Alumni Program Evaluation* upon graduation. Students in both CMHC and School Counseling concentrations are asked to complete this survey during their final week of the program to receive increased responses. This survey is anonymous and although highly encouraged to complete, it is not required. This survey is completed upon graduation to get immediate feedback to potentially implement changes for the upcoming AY. Additionally, these students are also included in the *COED Alumni Survey* sent by the department within their first-year post-graduation.

Summary

The number of student respondents was right over half of the most recent graduated students (n=12) during the AY 2025-2026 reporting cycle (see Table 8). The faculty will continue to assess learning objectives, key assessments, and other course content for the AY 2024-2025. Further, a new *COED Alumni Survey* was developed and will be distributed following AY 2024-2025. The new *COED Alumni Survey* will provide valuable insights from alumni to ensure alignment with the new 2024 CACREP standards and Virginia licensure expectations capture and assess new programmatic changes, gather data on current professional trends, support continuous improvement, and attempt to improve response rates through a concise, user-friendly online survey.

Review of the qualitative data reflected that alumni identified the following courses as best preparing them for working a clinical setting: COED 690, COED 611, COED 641, COED 642, COED 615, COED 620, COED 610, COED 614, COED 637, and COED 688. These courses are primarily experiential courses, such as practicum and internship, but also include specialized courses, such as counseling theories and techniques, assessment, diagnosis and treatment planning, multicultural counseling, crisis and trauma counseling, ethics, and human development.

Table 8. AY 2025-2026: Alumni Survey

Question	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	No Response
I found coursework appropriate for my professional goals.	66.67%	33.33%	0	0	0
I felt the coursework sufficiently prepared me for the comprehensive exam.	66.67%	33.33%	8.33%	0	0
I believe my coursework prepared me for the professional workforce (e.g., skills, competency, flexibility).	58.33%	41.67%	0	0	0
I feel that I gained appropriate	75%	25%	0	0	0

knowledge and counseling skills through supervised practicum, internship, and role plays.					
I feel that the supervision I received during practicum and internship was beneficial.	66.67%	33.33%	0	0	0
The faculty supervision helped me apply the skills that I learned from coursework.	75%	16.67%	8.33%	0	0
I feel confident applying the ethical knowledge I have learned under supervision in a clinical setting.	66.67%%	33.33%	0	0	0
Faculty are accessible (e.g., email, phone, office hours, by appointment).	83.33%	16.67%	0	0	0
I was able to go to faculty for support in addressing problems.	75%	16.67%	8.33%	0	0
I have developed a level of self-awareness of how my own personal experiences and values may impact the counseling relationship.	100%	0	0	0	0

Advisory Board Feedback

The Advisory Board meetings are conducted each year and include current faculty, CMHC and school counseling students, alumni of both programs, on-site supervisors, and other stakeholders in the community, such as community service boards. Advisory board meetings play a vital role in maintaining the relevance, quality, and continuous improvement of the Counselor Education program. Comprised of key stakeholders, including alumni, site supervisors, employers, faculty, and community partners, the Advisory Board provides diverse perspectives that help guide the program's development and responsiveness to professional and community needs.

Perceived Areas of Strengths

Attendees shared that Radford University COED students are "excited, professional, and prepared." Further, attendees reported the COED department "does a good job preparing individuals for their counseling careers." Advisory Board Members also applauded the department for offering "lots of diversity training" and various populations being served through practicum and internship.

Perceived Areas for Continuous Improvement

An area of improvement that was suggested was increase education related to:

- 504 planning, documentation, and implementation (SC)
- Administrative tasks such as documentation and billing for Medicaid
- Additional training for serious mental illness

Recommendations

Advisory board members, specifically on-site supervisors, identified areas for recruiting future counseling education students. Recommendations were to utilize community-based job fairs, NRCC Human Services Associate graduates and developing a bridge program, and recruiting teachers to become school counselors.

Program Modifications

The Counselor Education program collects and analyzes assessment data related to our key assessments and professional 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 9. Summary of Program Modifications

Area of Improvement	Modification
Develop new dispositional criteria to be assessed annually to provide more specific feedback to students	A new Professional Dispositions and Professional Skills and Knowledge Competency Areas assessment was

	developed by program faculty. This assessment will be completed by faculty advisors at the conclusion of each semester and will include any discussion of student development throughout each semester. This will be maintained in the students file for review. The first implementation was spring 2026.
Propose curriculum changes to update course pre-requisites	Curriculum proposals were submitted and approved through the university Curriculum process to update course pre-requisites to better support part-time student.
Development of new *COED Employer Survey* will be developed to be distributed following AY 2025-2026	The new *COED Employer Survey* has been development will provide valuable insights from alumni to ensure alignment with the new 2024 CACREP standards and Virginia licensure expectations capture and assess new programmatic changes, gather data on current professional trends, support continuous improvement, and attempt to improve response rates through a concise, user-friendly online survey. The first data collection process will be held in Fall 2026.