



**Master of Arts in Counseling Program**  
**Academic Year 2024-2025**  
**Annual Report**

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## **Counseling Program Overview**

Founded in 1890, West Virginia Wesleyan College (WVWC) is a private residential liberal arts college located in the foothills of the Appalachian mountain range in Buckhannon, WV. The College is related to the United Methodist Church, with a curriculum committed to intellectual rigor, self-discovery, human dignity, mutual support, social justice, self-discipline, mental and physical wellness, the appreciation of diversity and the natural world, and the judicious use of resources. The College has over 40 undergraduate academic majors, six graduate programs, 21 NCAA Division II sports, comprehensive student life, community engagement, and outdoor recreational programs.

The Higher Learning Commission (HLC) approved West Virginia Wesleyan College to begin the Master of Arts in Clinical Mental Health Counseling in the summer of 2023. This new program was a collaborative effort made possible through a \$1.2 million investment by Aetna Better Health of West Virginia and CCWV, with graduates eligible to receive employment opportunities through CCWV. This direct investment to funnel trained counselors into WV communities will help address the shortage of mental health providers across the state.

WVWC's Master of Counseling program strives to train exceptional future counselors. To do so, WVWC has created a core curriculum of 51 required credits that encompass the eight foundational knowledge and skill areas that support professional counselor identity: professional orientation and ethical practice, social and cultural identities and experiences, lifespan development, career development, counseling practice and relationships, group counseling and group work, assessment and diagnostic processes, and research and program evaluation. Students are offered a curriculum option that provides nine (9) credits (3 courses) toward a specialization of their choice. Courses are offered through online delivery in 8-week blocks, with students taking two courses per block as a full-time student or one course per block as a part-time student. There are five blocks in an academic year (two per spring and fall semesters and one per summer semester). Students must earn a grade of B (3.0) or better in each graduate course before proceeding in the program. A course with an unsatisfactory grade may be repeated only once in the program. The 60-credit program is designed to be pursued in an online cohort model, allowing students to connect more fully with their faculty and peers as they progress through their counselor training. Courses are delivered in a hybrid format of synchronous and asynchronous distance learning. Students are required to attend 2.5 hours of synchronous instructional time per week. Students are also required to attend one in-person residency at WVWC at the start of the fall academic term and one virtual residency at the beginning of the spring academic term.

The Counseling curriculum offers two areas of specialization: Clinical Mental Health Counseling and Addiction Counseling, along with a Certificate in Addiction Counseling (CAC), which may require additional coursework. The four courses in the Certificate in Addiction Counseling and the overarching 60-credit master's curriculum afford students a clear pathway to servant leadership in WV. The curriculum meets the requirements for application to the West Virginia Board of Examiners in Counseling, the regulatory board that grants licensure in WV. Additionally, the curriculum meets the advanced educational training requirements to apply for the Advanced Alcohol and Drug Counselor (AADC) credential in West Virginia.

## **Counseling Program Mission Statement**

Our mission is to train exceptional counselors. We believe that understanding and respecting the unique human experience of every client you encounter is fundamental to your success in this program and as a counselor. Your only prerequisite is the willingness to grow and change. Here, you will gain the skills to build relationships that facilitate the process of healing to foster healthy communities for ourselves, for our families, and for the people we serve.

## **Summary of Program Evaluation and Student Assessment**

Program assessment is a valuable aspect of any learning environment. Our assessment process is systematic, ensuring our program upholds quality standards while also being tailored to the needs of our student population.

Multiple components evaluate student performance and program effectiveness. Student progress and achievement are monitored at various time points throughout the program, tracking quality of student learning and professional development through aligned Professional Dispositions Evaluations and Key Performance Indicators (KPIs).

The effectiveness of our program is assessed through student feedback and assessment data on graduate outcomes, our learning community, and fieldwork experience. Faculty and community partners review the collected data and feedback each year, and any resulting changes are transparently published.

## **Student Feedback**

### **Faculty Evaluations**

Students provide anonymous feedback to instructors at the end of every 8-week course through SmartEval, which is accessible through Blackboard. Important to note: faculty **do not** have access to any student feedback until **after** final grades are recorded.

### **Advisor Evaluations**

Students will be given the opportunity to provide feedback about the academic advising experience using an evaluation form at the end of each fall and spring term. Feedback to advisors can be given anonymously or with student names attached. Advisors then work with the program director or other faculty members as needed to better meet the needs of students based on feedback provided.

## **Assessment of Program Learning Outcomes**

### **Key Performance Indicators (KPIs)**

Key performance indicators (KPIs) are quality standards that are assessed at multiple points across the program curriculum for all students. Students are assessed on at least ten KPIs; the number of KPIs varies between specialization areas within the counseling program.

Please see **Appendix A** for an overview chart of the KPI assessments.

## **Professional Dispositions**

Professional Dispositions are assessed at six points throughout the program and serve as a twofold process to: a) inform students of their progression in the development of their professional skill set and b) inform faculty of potential gatekeeping or remediation needs while the student is in the graduate program.

Please see **Appendix B** for an overview chart of professional disposition assessment.

## **Graduate Outcomes Assessment**

The three components that complete the overall program assessment picture include: a) graduate outcomes, b) our learning community, and c) the fieldwork experience.

**Graduate Outcomes** include the pass rate on the CECE each year, degree completion rates, and employment rates at several points post-graduation (6 months, 12 months, and 18 months). Students will be surveyed for this information following graduation.

**Diverse Learning Community** refers to compiling and reporting demographic data for all student applicants, students accepted to the program, and enrolled students, along with their degree completion rates. Also included in this area are full-time faculty applicants and those faculty employed and retained by the program.

**Fieldwork** entails reporting on the student placement rates at practicum and internship sites.

An annual program assessment report will be drafted for faculty, staff, and identified community partners for review and feedback before a group meeting discussion, at which time feedback will be incorporated into the final report. The final annual report will be placed on our program website. All community partners will be notified of the availability of the annual report for review on the program website.

## **Counseling Program Learning Outcomes**

Program learning objectives (PLOs) provide a road map for the learning process. PLOs also inform us on how we will evaluate, monitor, and report on the identified objectives. Upon successful completion of the program, these are the skills that our students will have and be able to demonstrate:

**PLO 1:** Students will cultivate a professional counseling identity characterized by ethical practice, healthy boundaries, and adherence to the standards of the counseling profession.

**PLO 2:** Students will develop counseling skills tailored to the unique needs of clients in rural communities, with a focus on addressing challenges related to poverty, socioeconomic disparities, and the cultural context of rural Appalachia.

**PLO 3:** Students will integrate evidence-based counseling theories and interventions into their practice, demonstrating critical thinking and advanced problem-solving skills in addressing complex client concerns

**PLO 4:** Students will actively engage in self-reflection and personal development through experiential activities, such as Growth and Resilience Groups, fostering self-awareness, openness to feedback, adaptability to multiple counseling methods, and a commitment to lifelong learning.

**PLO 5:** Students will demonstrate proficiency in professional documentation practices that enhance service delivery, alongside strong time management skills and adaptability to the dynamic demands of various counseling environments.

Please see **Appendix C** for an overview chart of Counseling Program Learning Outcomes.

### **Student Learning Outcomes**

The Counseling Program conducts an annual comprehensive program evaluation and assessment of its students. Information about the program and student learning will be collected from multiple sources, including surveys sent to key stakeholders (alumni, site supervisors, employers) on an annual basis, exam results from credentialing boards, data collected from Tevera (the program's assessment system), and through demographic reports requested from the Admissions and Institutional Research offices.

#### **PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE (KPI 1)**

Develop a professional identity that demonstrates alignment with the counseling profession's ethical standards, roles, and responsibilities, including advocacy work.

#### **SOCIAL AND CULTURAL DIVERSITY (KPI 2)**

Acknowledge the impact of systemic oppression by developing a professional counseling identity and practice in which inclusion, choice, and self-empowerment are central components.

#### **LIFESPAN DEVELOPMENT (KPI 3)**

Apply theoretical models of human development across the breadth and depth of the lifespan from individual, familial, and community attachments to overarching systems of culture and society.

#### **CAREER DEVELOPMENT (KPI 4)**

Develop strategies for career development counseling using theoretical models that are inclusive of developmental, cultural, accessibility gaps, and ethical components of career decision making and planning.

#### **COUNSELING PRACTICE AND RELATIONSHIPS (KPI 5)**

Demonstrate ethical and evidence-based counseling skills, including documentation, treatment planning, crisis intervention, and suicide prevention in the counseling process that support collaborative relationships toward the overall development of a personal model of counseling.

#### **GROUP COUNSELING AND GROUP WORK (KPI 6)**

Apply theoretical foundations of effective group leadership skills in group counseling and group work, including ethical group formation, implementation, and closing.

### **ASSESSMENT AND DIAGNOSTIC PROCESSES (KPI 7)**

Demonstrate ethical selection and application of developmentally and culturally appropriate assessment and diagnosis, along a continuum from risk management to wellness.

### **RESEARCH AND PROGRAM EVALUATION (KPI 8)**

Conduct and evaluate research that uses appropriate qualitative, quantitative, or mixed methods to ethically inform and implement best practices of counseling and program evaluation.

### **CLINICAL MENTAL HEALTH COUNSELING SPECIALIZATION (KPI 9)**

Demonstrate advocacy alongside clients in the systems of care they utilize, such as integrated behavioral healthcare professionals, community stakeholders, and reimbursement providers across the continuum of clinical mental health care.

### **ADDICTIONS COUNSELING SPECIALIZATION (KPI 10)**

Apply systems-level thinking that is grounded in culturally and developmentally appropriate interventions toward the prevention, treatment, and recovery from substance abuse disorders.

In our second full cycle of evaluation and assessment, we are presenting data from Fall 2024, Spring 2025, and Summer 2025. Two new student cohorts entered the program: one in Fall 2024 and another in Spring 2025. The data presented here, therefore, reflect our initial three cohorts of students.

This data was analyzed and presented to the counseling faculty for recommendations on curricular or program changes that were needed, as well as to the Counseling Advisory Committee. The final Annual Report was then posted to the Counseling Program web page, and an email was sent to all community partners notifying them of its completion. Data collected and reviewed during the 2024-2025 academic year was an additional opportunity to continue building on our assessment process and to consider future program and curricular changes to the Master of Arts in Counseling Program.

### **Tevera Data**

Integrating LTI with the Tevera and Blackboard has enabled faculty and site supervisors to track key performance indicators (KPIs) and professional disposition data in a centralized location, making it easier to monitor assessment outcomes.

The table below presents a definition of each KPI, along with the metric being measured and the corresponding first and second measurement points (as applicable), within the curriculum. Averages for each measurement point conducted in the academic year 2024-2025 are provided.

For a description of these KEY PERFORMANCE INDICATOR criteria and assessments, please refer to **Appendix A**.

### **Table 1: KPI Data**

CACREP Core Area	KPI	Measurement	Average	Aggregate
Professional Counseling Orientation and Ethical Practice	1- Develop a professional identity that demonstrates alignment with the counseling profession's ethical standards, roles, and responsibilities, including advocacy work.	<b>COUN 505</b> – Orientation to Professional Counseling <i>Credentialing &amp; Licensure Paper</i>  <b>COUN 525</b> – Professional Counseling Ethics <i>Ethical Decision-Making Paper</i>	3.02  2.80	2.91
Social and Cultural Identities and Experiences	2- Acknowledge the impact of systemic oppression by developing a professional counseling identity and practice in which inclusion, choice, and self-empowerment are central components	<b>COUN 530</b> – Society & Culture in Counseling <i>Identity Development Paper</i>  <b>COUN 640</b> – Group Counseling <i>Group Counseling &amp; Social Justice Advocacy Paper</i>	2.91  3.45	3.18
Lifespan Development	3- Apply theoretical models of human development across the breadth and depth of the lifespan from individual, familial, and community attachments to overarching systems of culture and society.	<b>COUN 510</b> – Human Development through the Lifespan <i>Final Integration Paper</i>  <b>COUN 630</b> – Child & Adolescent Counseling <i>Child or Adolescent Case Study</i>	3.45  3.83	3.64
Career Development	4- Develop strategies for career development counseling using theoretical models that are inclusive of developmental, cultural, accessibility gaps, and ethical components of career decision planning and making.	<b>COUN 550</b> – Career/Lifestyle Development <i>Treatment Plan</i>  <b>COUN 695</b> - Internship <i>Career Case Study</i>	2.83  –	Pending
Counseling Practice and Relationships	5- Demonstrate ethical and evidence-based counseling skills, including documentation, treatment planning, crisis intervention, and suicide prevention in the counseling process that support collaborative relationships toward the overall development of a personal model of counseling.	<b>COUN 520</b> – Counseling Theories <i>Comparative Analysis of Theories Paper</i>  <b>COUN 625</b> – Counseling Techniques <i>Recorded Labs</i>	3.17  2.96	3.07



Group Counseling and Group Work	6 – Apply theoretical foundations of effective group leadership skills in group counseling and group work, including ethical group formation, implementation, and closing.	<b>COUN 640 – Group Counseling</b> <i>Group Proposal Paper</i>  <b>COUN 695 - Internship 1 &amp; 2</b> Group Plan Case Study	3.35  –	Pending
Assessment and Diagnostic Processes	7 – Demonstrate ethical selection and application of developmentally and culturally appropriate assessment and diagnosis, along a continuum from risk management to wellness.	<b>COUN 620 – Diagnosis &amp; Treatment</b> <i>Case Study Paper</i>  <b>COUN 645 – Assessment and Appraisal</b> <i>Assessment Paper</i>	3.21  3.14	3.18
Research and Program Evaluation	8 – Conduct and evaluate research that uses appropriate qualitative, quantitative, or mixed methods to ethically inform and implement best practices of counseling and program evaluation.	<b>COUN 535 – Research</b> <i>Research Proposal Paper</i>  <b>COUN 695 - Internship 1 &amp; 2</b> Program Evaluation Design & Procedures Case Study	3.29  –	Pending
Clinical Mental Health Counseling	9- Demonstrate advocacy alongside clients in the systems of care they utilize, such as integrated behavioral healthcare professionals, community stakeholders, and reimbursement providers across the continuum of clinical mental health care.	<b>COUN 530 – Society &amp; Culture in Counseling</b> <i>Social Justice &amp; Advocacy Project</i>  <b>COUN 675 – Practicum 1 &amp; 2</b> <i>Systems Level Case Study</i>	3.08  3.00	3.04
Addiction Specialization	10 – Apply systems-level thinking that is grounded in culturally and developmentally appropriate interventions toward the prevention, treatment, and recovery from substance abuse disorders	<b>COUN 545 -- Addictions</b> <i>Ethics &amp; Addiction Counseling Paper</i>  <b>COUN 675 – Practicum 1 &amp; 2</b> <i>Addiction Cycle Case Study</i>	3.5  3.5	3.5

Standardized scoring rubrics are utilized to assess each KPI evaluation point throughout the program, ensuring consistency in both student assessment and program evaluation. These universal rubrics vary by assignment type and are designed to reflect and track students' competencies over time. Rubrics evaluate student awareness, knowledge, and skill performance in each of the ten competency areas at scheduled intervals throughout the program, using a four-point Likert-type scale: (4) – Exceeds Expectations (96-100%), (3) – Meets Expectations (85-95%), (2) – Developing (80-84%), and (1) – Does Not Meet Expectations (79% and below).

KPI reporting data is currently limited, as the culminating fieldwork courses of the Internship I & II were not offered during this reporting cycle. KPI assessments 4, 6, and 8 each have pending second-evaluation points, which occur in COUN 695 Internship I and COUN 695 Internship II. Cohort A is anticipated to complete these courses in Fall 2025, followed by Cohort B in Spring 2026, enabling the reporting of aggregate outcomes for AY 2025-2026.

The assessment scores indicate that, overall, students are successfully meeting or developing competency in each KPI assessment area (see **Table 1: KPI Data**). The evaluation of the ten key performance indicator areas indicates that students successfully met the program objectives. Specifically, 80% of students in the Clinical Mental Health Counseling (CMHC) program have consistently received ratings of 3 or higher on performance indicator evaluations across all 17 assessment points, resulting in an aggregate score of 3.20.

The highest-scoring area during the reporting cycle in the Common Core courses, Lifespan Development KPI 3, achieved an average of 3.64 out of 4 points. In contrast, the lowest-scoring area, Career Development, averaged 2.83, exceeding the CACREP-established minimum proficiency threshold of 80%. The Core Areas by specialization demonstrate that students are meeting program expectations, with an 80% learning command rate, as indicated by a CMHC KPI 9 aggregate score of 3.04 and an Addictions KPI 10 aggregate score of 3.50.

## **Professional Dispositions**

The Master of Arts in Counseling Program has identified eleven professional dispositions that align with the Counselor Competencies Scale-Revised (Lambie et al., 2024). Tevera has adapted the CCS-R into a form for student self-evaluation, faculty evaluation of the student, and supervisor evaluation of the student. The criteria for each assessment point are: 1) Adherence to professional ethics; 2) Professional behavior; 3) Professional and personal boundaries; 4) Knowledge and adherence to site and course policies; 5) Record keeping and task completion; 6) Multicultural competence; 7) Emotional stability and self control; 8) Motivated to learn and grow; 9) Openness to feedback; 10) Flexibility and adaptability; and 11) Congruence and genuineness.

The following Likert-type scale is used for CCS-R scoring: 1 = Harmful, 2 = Below Expectations/Unacceptable, 3 = Near Expectations/Developing towards Competencies, 4 = Meets Expectations/Demonstrates Competencies, and 5 = Exceeds Expectations/Demonstrates Competencies.

For a complete description of these PROFESSIONAL DISPOSITIONS criteria, please refer to **Appendix B**.

**Table 2: Professional Disposition Data**

Professional Disposition	Site Supervisor Evaluation of Student (Average)	Faculty Evaluation of Student (Average)	Student Self- Evaluation (Average)
Professional Ethics	4.27	4.00	4.13
Professional Behavior Practice	4.55	4.17	4.34
Professional & Personal Boundaries	4.45	4.17	4.31
Knowledge & Adherence to Site and Course Policies	4.36	4.17	4.27
Record Keeping & Task Completion	3.91	3.86	3.93
Multicultural Competence in Counseling Relationships	4.27	4.06	4.171
Emotional Stability & Self-Control	4.36	4.10	4.35
Motivated to Learn & Grow/Initiative	4.27	4.24	4.5
Openness to Feedback	4.45	4.45	4.53
Flexibility & Adaptability	4.09	4.10	4.20
Congruence & Genuineness	4.73	4.34	4.29

The table above presents the data collected for the academic year 2024-2025, covering seven (7) professional disposition assessment points throughout the students' entire program of study. Evaluators provide feedback to students in Professional Dispositions evaluative classes, specifically COUN 625 Counseling Techniques, COUN 675 Practicum 1 & 2, and COUN 695 Internship 1 & 2, and this feedback is taken into consideration when determining a student's final grade. The Counseling Program has not yet offered COUN 695 Internship 1 & 2 (anticipated for the next evaluation cycle), which limits the outcomes of this reporting cycle.

During the 2024–2025 academic year, a total of 25 students from Cohorts A, B, and C enrolled in course offerings for Fall 2024, Spring 2025, and Summer 2025. Professional dispositions evaluations were completed by students and faculty using the CCS-R instrument in COUN 625-01 and COUN 625-02. Six (6) students from Cohort A participated in COUN 675 Practicum 1 & 2, while six (6) students from Cohort B enrolled in COUN 675 Practicum 1. Evaluations of professional dispositions were conducted by students, faculty, and site supervisors (refer to **Table 2: Professional Disposition Data**, above).

Scores of **0.00** on the CCS-R criteria represent “not observed” ratings, indicating that the associated skills were not included in the course's required learning outcomes. Accordingly, all

0.00 scores were excluded from the analysis to prevent distortion of mean values for criteria that were not assessed. This exclusion reduced the total number of data points contributing to the average of each affected criterion. In addition, one student's self-evaluation data was removed from the dataset due to incomplete reporting.

## Demographics and Other Characteristics

Demographic data has been collected for two groups: applicants and enrolled students. Two separate tables are presented below, given that we have two different mechanisms for capturing student demographic data. Table 3 presents applicant student data collected by the Admissions Department, while the Institutional Research Office compiles Table 4 according to Integrated Postsecondary Education Data System (IPEDS) classifications. IPEDS data is collected in Colleague, which is part of our enterprise resource planning (ERP) system from Ellucian.

**Table 3: Applicant Demographic Data**

Category	Subgroup	Count
Gender	Female	30
	Male	3
	Unreported	2
Age	18 to 24	11
	25 to 29	11
	30 to 39	6
	40 to 49	3
	50 to 59	1
	60 to 69	1
	Unreported	0
	TOTAL	33

33 prospective students applied in the 2024-2025 academic year, with two admissions points – Fall 2024 and Spring 2025. There were 18 applicants for Fall 2024 and 15 applicants for Spring 2025. The Admissions Office defines an applicant as anyone who submitted a completed online

application, even if we did not ultimately receive all their required materials for them to progress to a formal review. Included in the online application is the submission of their personal essay and unofficial transcripts. However, a student may have completed their online application but did not submit their recommendations or official transcripts.

Please note that the total number of applicants reported by gender exceeds the overall number of applicants. Applicants were asked to specify their legal sex as either 'male' or 'female'; however, the forced-choice assessment did not limit the total number of selections of binary options.

### **Fall 2024 Admissions Cycle**

Of the 18 applicants for Fall 2024, one did not complete the application process, meaning we did not receive all the required materials. Two accepted students did not enroll, two chose to defer to Spring 2025, and one applicant was not accepted into the program. Therefore, a total of 12 students started their course of study in Fall 2024 as our second group (Cohort B).

### **Spring 2025 Admissions Cycle**

Of the 15 applicants in Spring 2025, three applicants did not complete the process. One accepted student did not enroll. One student in the Spring 2025 applicant pool was a non-matriculating student from another institution (Naropa University). Two of these applicants were accelerated undergraduate students still completing their baccalaureate who have been offered provisional admission, based on their completion of their undergraduate degrees. Neither of the students who deferred to Spring 2025 from our Fall 2024 applicant pool enrolled. Therefore, a total of 10 students started their course of study in Spring 2025 as our third group (Cohort C).

**Table 4: Student Demographic Data (IPEDS)**

<b>Category</b>	<b>Subgroup</b>	<b>Count</b>
Gender	Female	29
	Male	6
	TOTAL	35
Ethnicity	White	23
	Black or African American	2
	Hispanic or Latino	2

Category	Subgroup	Count
	American Indian or Alaska Native	1
	No Data	7
	TOTAL	35
Age	18–24	13
	25–29	10
	30–39	5
	40–49	4
	50–59	1
	60–69	2
	No Data	
	TOTAL	35

\*The demographic descriptors listed are currently used by WVWC when collecting this type of data in alignment with the Integrated Postsecondary Education Data System (IPEDS).

The majority of students enrolled for the 2024-2025 academic year were female (83%), white (66%), and between the ages of 18 and 29 (66%).

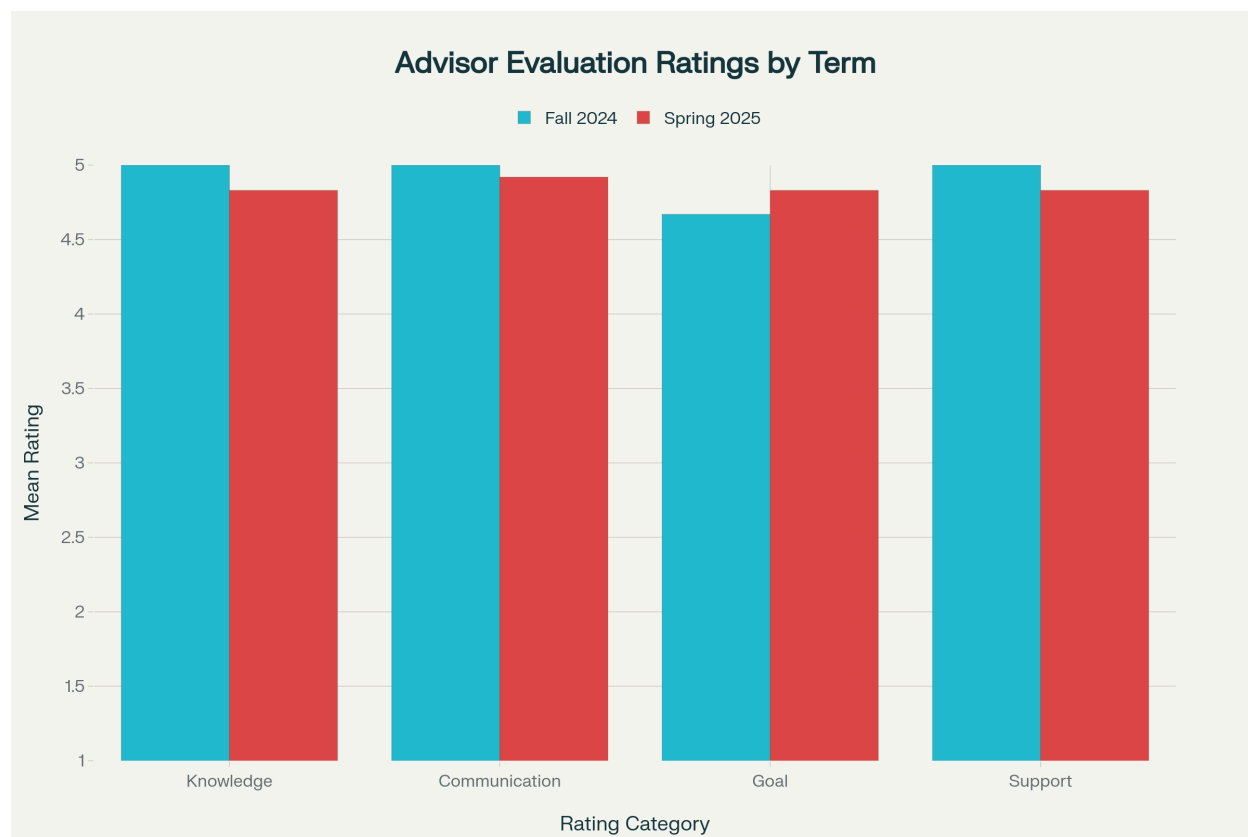
Across applicants and enrolled students, demographic characteristics remained consistent, with females, whites, and those between the ages of 18 and 29 being the most represented groups. It is worth noting that this demographic outcome of the Master of Arts in Counseling Program at WVWC aligns with the representation of the counseling profession as a whole.

### **Advisor Evaluations**

We send advising surveys to our students at the conclusion of the fall and spring semesters; therefore, we have Fall 2024 and Spring 2025 advising surveys to report on for this academic year.

See **Figure 1** Counseling Program Advisor Ratings by Term, which demonstrates student feedback about students' assigned Faculty Advisors and the academic and professional advising experiences.

**Figure 1. Counseling Program Advisor Ratings by Term**

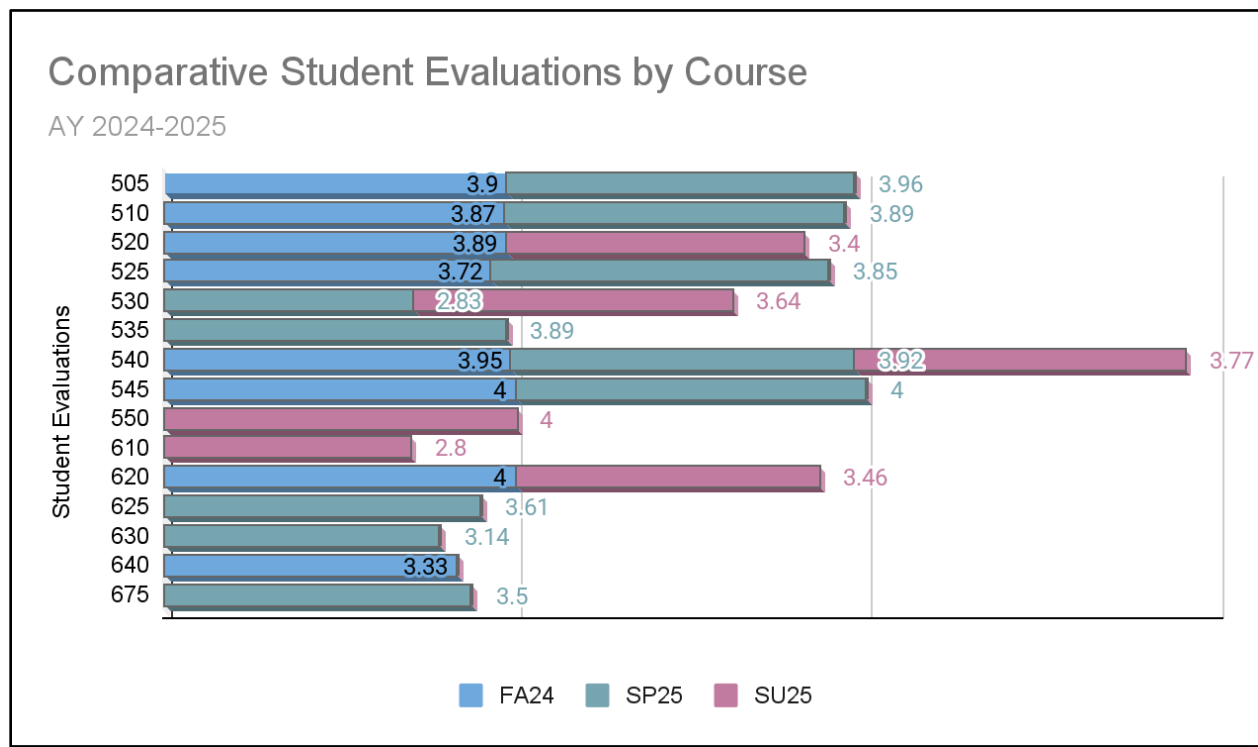


We had a total of six responses for Fall 2024 and 12 responses for Spring 2025. This denotes a 25% response rate in Fall 2024 (6 of 24 enrolled students) and a 35% response rate for Spring 2025 (12 of 34 enrolled students). The survey is sent via email as a Google Form, with an additional prompt sent approximately two weeks later.

### Faculty Evaluations

Our students are asked to complete anonymized course evaluations at the end of the fall, spring, and summer semester sessions. Therefore, we have surveys for Fall 2024, Spring 2025, and Summer 2025 to report. Students receive an email invitation to complete the course survey, which includes a Google Form link and additional prompts from the course instructors. A two-week reminder email is also sent to encourage completion of the assessment. We received 43 responses for Fall 2024, 54 responses for Spring 2025, and 30 responses for Summer 2025, corresponding to a 49% response rate in Fall 2024 (24 enrolled students), a 47% response rate for Spring 2025 (34 enrolled students), and a 60% response rate for Summer 2025 (27 enrolled students).

See **Figure 2**. The Comparative Student Evaluation by Course chart below shows the average course ratings aggregated per course for all classes by semester. For courses offered multiple times each term, the ratings combine all offerings for that course and term.



**Figure 2. Counseling Program Student Evaluation Ratings by Course and Term**

This academic year, we piloted revised instruments to collect both quantitative and qualitative data in selected courses, evaluating their effectiveness in measuring student experiences. In Spring 2025, we implemented a standardized mixed-methods approach for our formal feedback mechanism, which assesses student experiences and provides additional insights to support program assessment and improvement. The development of this process occurred during the data collection period, which limited the scope of data analysis and reporting.

Qualitative items prompted open-response feedback from students in three areas: their perceptions of the instructor's teaching style, the course content, and overall suggestions for improving the course experience.

Representative responses in each of the three areas included:

#### Teaching Style

*"I love how much support that was given during this course!"*

*"This course was incredibly informative as well as easily digestible. I enjoyed the content each week."*



*"I appreciated the instructor's teaching style because it allowed us all space to communicate our thoughts and feelings openly."*

*"I would have liked the instructor to be clearer in [their] teaching. I would have also appreciated that we had more time than three days to fix an essay."*

*"[The faculty] is approachable, asks/encourages feedback, listens to [their] students, and makes adjustments to [their] teaching as student needs become evident."*

*"I thought it was incredibly helpful that [the faculty] set up a time for us to meet, in response to several classmates who said they would like this."*

### Course Content

*"This course is critical in the true understanding of what it means to be a professional counselor and teaches any individual seeking this career what it really takes to make that a reality."*

*"The textbook was dense, but honestly, I can't imagine a textbook for Development that wouldn't be."*

*"Having the practice sessions using the different counseling theories during our Zoom classes was amazing! It helped me to understand the theories the most."*

*"While the Licensing and Credentialing paper was stressful, I appreciated this assignment because it prompted me to conduct further research on areas that I will need to be knowledgeable about in the future."*

*"Bar none, it is the time during the class when we were able to practice for a few minutes."*

### Suggested Changes

*"I do wish that all the courses would have all the modules open completely at the beginning of the course."*

*"I wish there had been experiential time for us in each session to practice a new theory, even if only for a few minutes."*

*"I wish we had guest speakers for each week that could showcase the theories \*in action."*

*"A framework for how medication works and resources I could consult to understand medications from a prescriber's perspective better."*

*"More examples of sessions."*

## **Faculty Recruitment and Retention**

Two full-time tenure-track positions were hired during the 2024-2025 academic year. Dr. Jen Randall Reyes chaired the search committee as the Program Director, along with Associate Provost Dr. Christine Schimmel, Associate Professor Dr. Ariel Williams, two current students in our program and two faculty members serving in Graduate Director roles themselves. Eight applicants applied and two were offered and accepted contracts as core faculty members, Dr. Matthew Tolliver (start date May 1, 2025) and Dr. Jessica Haas (start date July 1, 2025).

Both Dr. Jen Randall Reyes and Dr. Ariel Williams remained in their core counseling faculty positions from the previous academic year.

## **Outcomes Data**

Three separate data areas comprise our annual report section on outcomes of our MA in Counseling Program. The first is our retention rate. Retention rates are calculated as a yearly persistence, meaning those who started the program in the 2023-2024 academic year persisted as enrolled students in the 2024-2025 academic year. The second is our graduation rate, which includes their pass rates on both the Counselor Education Comprehensive Examination (CECE) and the National Counselor Examination (NCE). The third is our systematic follow-up studies, which will eventually include employment rates alongside surveys from employers and site supervisors. As a new program, at this point, the second and third categories are currently limited. We do not yet have graduates, nor have our students taken the CECE or the NCE in this reporting period. We also have fieldwork placement rates, as well as site supervisors' surveys, for our Cohort A students, who completed their Practicum experience in Spring 2025.

## **Retention Rates**

At the end of the 2024-2025 academic year, the Master of Arts in Counseling Program had 35 students who had enrolled in Fall, Spring, or Summer courses. This overall total includes 12 of the initial 13 returning students from Cohort A who started their program of study in Spring 2024. The retention rate in aggregate is outlined in Table 5 below and disaggregated by specialization in Figure 1. Cohorts B and C will be reported on in the following annual report for the academic year of 2025-2026. However, it is important to note the anticipated reduction in our retention rate in the next academic year due to several students being placed on remediation, retention, and dismissal (RRD) plans who either did not successfully complete the outlined components of the developmental plan set forth with them, or self-selected out of the program due to personal conflicts that arose with continuing their graduate education at present. We want to be good stewards for the counseling field, which is reflected in our commitment to transparent and timely gatekeeping when necessary.

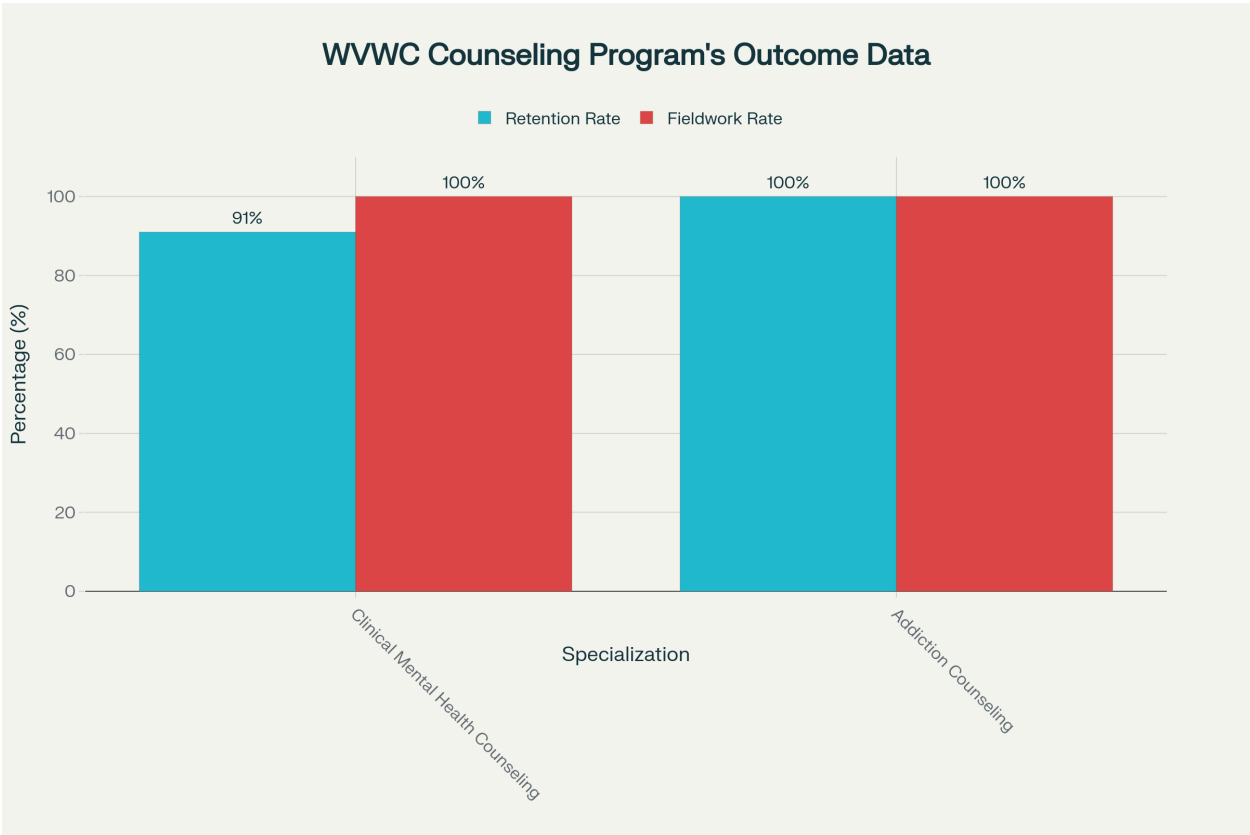
**Table 5. Retention**

Cohort	Students Starting	Students Retained	Retention Rate	Academic Year of Persistence
Cohort A	13	12	92%	2024 – 2025

**Fieldwork Placement Rates**

Of the 12 students returning in the 2024-2025 academic year, only six were full-time students and therefore eligible for a fieldwork placement during their practicum experience in Spring 2025. We achieved a 100% fieldwork placement rate in the aggregate and in each specialization area, as outlined in **Figure 3**.

**Figure 3. WWVC Counseling Program’s Outcome Data**



**Systematic Follow-up Studies**

As part of our ongoing program evaluation, surveys will be emailed each year to key stakeholders, including recent graduates, site supervisors, employers, and advisory committee

members. The purpose of these surveys is to identify areas within the program/curriculum that may need improvement based on input received. Surveys were sent only to site supervisors during this reporting period because the only data to report pertained to our first group. Cohort A completed their Practicum fieldwork experience in Spring 2025.

Site Supervisors were asked to rate their level of satisfaction with the preparedness of the WVWC Counseling Graduate Student they supervised in each of the areas outlined below based on a 0 to 5 scale, where 0 - Not Applicable/Did Not Observe, 1 – Not at all prepared, 2 – Slightly prepared, 3 – Moderately prepared, 4 – Well prepared, and 5 – Exceptionally prepared. Site supervisor feedback is outlined in **Table 6**.

**Table 6. Site Supervisor Quantitative Feedback**

<b>2024 CACREP Standards</b>	<b>Supervisor 1</b>	<b>Supervisor 2</b>	<b>Supervisor 3</b>	<b>Supervisor 4</b>
<b>Professional Orientation &amp; Ethical Practice</b>	4	4	4	4
<b>Social &amp; Cultural Diversity</b>	4	4	4	5
<b>Human Growth &amp; Development</b>	4	4	3	4
<b>Career Development</b>	0	4	3	5
<b>Counseling &amp; Helping Relationships</b>	4	4	4	5
<b>Group Counseling &amp; Group Work</b>	4	3	0	5
<b>Assessment &amp; Testing</b>	4	0	2	4
<b>Research &amp; Program Evaluation</b>	4	3	3	5
<b>Clinical Skills &amp; Professional Dispositions</b>	4	3	3	5

<b>CMHC Specialization</b>	4	4	2	4
<b>Addiction Specialization</b>	4	4	0	5
<b>Overall Satisfaction</b>	4	4	3	5

Site supervisors received a total of three emails from the Program Director requesting their participation in the survey. We had a 50% response rate from site supervisors (four out of eight completed the survey). The areas they were asked to evaluate were based on the 2024 CACREP Foundational Counseling Curriculum areas and our two counseling specialization areas as outlined below:

1. **Professional Orientation and Ethical Practice:** Demonstrated understanding of professional counseling roles and functions. Adhered to ethical and legal standards in counseling practice. Maintained appropriate professional boundaries with clients and colleagues.
2. **Social and Cultural Diversity:** Demonstrated cultural competence and sensitivity in working with diverse populations. Integrated multicultural perspectives into counseling sessions.
3. **Human Growth and Development:** Applied knowledge of human development theories to client concerns. Tailored interventions to clients' developmental stages and needs.
4. **Career Development:** Assisted clients in exploring and planning for career and educational goals.
5. **Counseling and Helping Relationships:** Established effective therapeutic relationships with clients. Demonstrated appropriate use of counseling theories and techniques.
6. **Group Counseling and Group Work:** Facilitated or co-facilitated group counseling sessions effectively. Managed group dynamics and promoted group cohesion.
7. **Assessment and Testing:** Selected and administered appropriate assessment tools. Interpreted assessment results accurately and ethically.
8. **Research and Program Evaluation:** Demonstrated understanding of evidence-based practices. Used research findings to inform counseling interventions.
9. **Clinical Skills and Professional Dispositions:** Displayed effective communication and interpersonal skills. Was open to feedback and demonstrated a willingness to learn. Managed caseload and documentation responsibilities effectively.
10. **Clinical Mental Health Counseling Specialization:** Demonstrates knowledge and application of diagnosis, treatment, prevention, and referral for mental, behavioral, and neurodevelopmental disorders, including use of intake, assessment, and treatment planning skills. Understands mental health service

delivery across the continuum of care, including collaboration with legal and healthcare systems, and advocacy for clients.

11. **Addiction Counseling Specialization:** Applies knowledge of the etiology, assessment, diagnosis, treatment, and prevention of substance use and addictive disorders, including evidence-based interventions and recovery support. Understands the continuum of care and collaborates with multidisciplinary teams to advocate for and refer clients to appropriate addiction and recovery resources.
12. **Overall Satisfaction:** Overall, how satisfied are you with the preparedness of the counseling graduate student(s) you supervised?

Site supervisors were also asked open-ended questions to which they could respond with their qualitative feedback. Site supervisor responses are outlined below in **Table 7** to these open-ended questions.

**Table 7. Site Supervisor Qualitative Feedback**

Question	Supervisor 1	Supervisor 2	Supervisor 3	Supervisor 4
<b>What strengths did you observe in the student(s)?</b>	Counseling student was able to build rapport easily with clients. She was flexible, adaptable, communicative and friendly.	No answer given.	Willingness to learn and develop rapport with clients.	Took initiative, open to feedback, strong ability to develop rapport with clients.
<b>In what areas could the student(s) improve?</b>	Counseling student could improve on her self-confidence and her abilities in session.	No answer given.	Being more open to the indirect hours of counseling such as completing all progress notes and typing intakes. Also being able to provide more psychoeducation to clients.	Confidence and skill will continue to improve through experience.
<b>Do you have any additional comments or suggestions for the counseling program?</b>	Would have enjoyed the counseling students to continue throughout the summer for Internship I and then have Internship II in	No answer given.	To assist students in learning more ways to utilize psychoeducation.	No answer given.

Question	Supervisor 1	Supervisor 2	Supervisor 3	Supervisor 4
	the fall. The counseling student may not have the same clients when she comes back in the fall due to patients dropping off due to not receiving services.			

### Academic Quality Indicators (AQIs)

The quality-first principle guided the design and implementation of the counselor education program and addiction counseling specialization track. The curriculum and assessment plans were developed to ensure effectiveness, foster a unified professional identity among counselors, and deliver high-quality instruction. Program evaluation and student assessment activities and processes align with the goals of improving the program, strengthening the counseling profession, and ensuring students graduate with a strong professional identity and opportunities for addiction counseling specialization.

WVWC Counseling Program graduates are prepared for careers in mental health, human services, education, private practice, government, military, business, and industry. Students in our program are trained as counseling practitioners to meet the credentialing requirements for various state licenses and certifications in clinical mental health or specialized addiction counseling. The WVWC program, faculty, and staff are dedicated to ensuring that our graduates demonstrate the knowledge, skills, and professional dispositions across the curriculum in universal counselor functions and in the addiction counseling specialization.

### Academic Quality Indicators (AQI) Aligned Program Objective(s) Outcomes

The program learning outcomes (PLOs) and academic quality indicators (AQI) align with the eight core curricular areas outlined by CACREP, as well as with professional practice standards and assessment requirements. These outcomes serve as measurable benchmarks to evaluate student progress and overall effectiveness. PLOs outline the skills students must acquire and demonstrate upon successful completion of the program. They guide how the program evaluates, monitors, and reports on its objectives.

KPI 1 Professional Counseling Orientation and Ethical Practice assesses a student's professional identity and adherence to ethical standards, aligning with PLO 1: *Students will cultivate a professional counseling identity characterized by ethical practice, healthy boundaries, and adherence to the standards of the counseling profession.*

KPI 2 Social and Cultural Diversity measures the acknowledgment of systemic oppression and the development of an inclusive counseling identity and practice. It correlates with PLO 2:

*Students will develop counseling skills tailored to the unique needs of clients in rural communities, with a focus on addressing challenges related to poverty, socioeconomic disparities, and the cultural context of rural Appalachia.*

KPI 3 Lifespan Development assesses the application of theoretical models of human development, aligned with PLO 4, *which emphasizes self-reflection and personal growth through experiential activities.*

KPI 4 Career Development focuses on strategies for career development, counseling, and guidance. It aligns with PLO 3, which states that *'Students will integrate evidence-based counseling theories and interventions into their practice, demonstrating critical thinking and advanced problem-solving skills in addressing complex client concerns.'*

KPI 5 Counseling Practice and Relationships assesses ethical and evidence-based counseling skills aligned with PLO 1 and PLO 4.

KPI 6 Group Counseling and Group Work measures the application of theoretical foundations of effective group leadership skills aligned with PLO 2.

KPI 7 Assessment and Diagnostic Processes assesses the ethical selection and application of developmentally and culturally appropriate assessments and diagnoses aligned with PLO 1 and PLO 3.

KPI 8 Research and Program Evaluation focuses on conducting and evaluating research using appropriate methods aligned with PLO 3 and PLO 5, stating, *'Students will demonstrate proficiency in professional documentation practices that enhance service delivery, alongside strong time management skills and adaptability to the dynamic demands of various counseling environments.'*

KPI 9 Clinical Mental Health Counseling Specialization demonstrates advocacy alongside clients in systems of care, aligning with PLO 1, PLO 3, and PLO 4.

KPI 10 Addiction Counseling Specialization utilizes systems-level thinking to provide culturally and developmentally appropriate interventions for substance abuse disorders, aligning with PLO 1, PLO 3, and PLO 4.

### **AQI 1. Student Success**

AQIs, specifically AQI 1: Aggregate Assessment of Student Success, are structured to measure achievement of these PLOs directly. Each KPI in AQI 1 is linked to one or more PLOs, ensuring that the assessment data aligns with the program's learning goals.

**Table 8. AQI 1 Aggregate Assessment of Student Success**



Student Success Indicator	Program Learning Objectives	Data Source & Thresholds (80% of students meet or exceed expectations)	Collection Points	Aggregate Achievement	Quality Attained
<b>Key Performance Indicators (KPIs)</b>					
1. Professional Counseling Orientation and Ethical Practice KPI 1	PLO 1	(2) Developing (80-84%)	COUN 505: 88% COUN 525: 75%	82%	✓
2. Social and Cultural Identities and Experiences KPI 2	PLO 2	(2) Developing (80-84%)	COUN 530: 100% COUN 640: 95%	98%	✓
3. Lifespan Development KPI 3	PLO 4	(2) Developing (80-84%)	COUN 510: 100% COUN 630: 100%	100%	✓
4. Career Development KPI 4	PLO 3	(2) Developing (80-84%)	COUN 550: 83% COUN 695: Anticipated FA25	AY 2025-2026	Pending
5. Counseling Practice and Relationships KPI 5	PLO 1 PLO 4	(2) Developing (80-84%)	COUN 520: 89% COUN 625: 96%	93%	✓
6. Group Counseling and Group Work KPI 6	PLO 2	(2) Developing (80-84%)	COUN 640: 100% COUN 695: Anticipated FA25	AY 2025-2026	Pending
7. Assessment and Diagnostic Processes KPI 7	PLO 1 PLO 3	(2) Developing (80-84%)	COUN 620: 100% COUN 645: 100%	100%	✓
8. Research and Program Evaluation KPI 8	PLO 3 PLO 5	(2) Developing (80-84%)	COUN 535: 100% COUN 695: Anticipated FA25	AY 2025-2026	Pending
9. CMHC Specialization KPI 9	PLO 1 PLO 3 PLO 4	(2) Developing (80-84%)	COUN 530: 85% COUN 675: 100%	93%	✓
10. Addiction Specialization KPI 10	PLO 1 PLO 3 PLO 4	(2) Developing (80-84%)	COUN 545: 100%	100%	✓

			COUN 675: 100%		
<b>Professional Dispositions</b>					
1. Faculty CCS-R (in-person)	3—Near expectations/ Developing competencies	Orientation Residency	AY 2025-2026		<i>Pending</i>
2. Faculty CCS-R: <b>3.84</b> Student CCS-R: <b>4.09</b>	3—Near expectations/ Developing competencies	COUN 625 Counseling Techniques: <b>3.97</b>	100%		✓
3. Faculty CCS-R: <b>4.25</b> Student CCS-R: <b>4.20</b> Fieldwork site supervisor CCS-R: <b>4.30</b>	3—Near expectations/ Developing competencies	COUN 675 Practicum I: <b>4.25</b>	100%		✓
4. Faculty CCS-R (in-person)	3—Near expectations/ Developing competencies	Program Residency	AY 2025-2026		<i>Pending</i>
5. Faculty CCS-R: <b>4.47</b> Student CCS-R: <b>4.16</b> Fieldwork site supervisor CCS-R: <b>4.41</b>	3—Near expectations/ Developing competencies	COUN 675 Practicum II: <b>4.35</b>	100%		✓
6. Faculty CCS-R Student CCS-R Fieldwork site supervisor CCS-R	3—Near expectations/ Developing competencies	COUN 695 Internship	AY 2025-2026		<i>Pending</i>
7. Faculty CCS-R Student CCS-R Fieldwork site supervisor CCS-R	3—Near expectations/ Developing competencies	COUN 695 Internship II	AY 2025-2026		<i>Pending</i>

The report presents data from Fall 2024 through Summer 2025 for our second evaluation cycle. The initial cohort of students started the program in Spring 2024 and is expected to graduate in December 2025. The data reflect the first group and the two subsequent cohorts admitted during the Spring and Fall admissions processes within the 2024-2025 academic year.

It is important to note that the Counseling Program has not yet offered COUN 695 Internships 1 and 2, which has limited the outcome data available for this evaluation cycle. As a result, the reported outcomes are marked as "*Pending*," as they depend on evaluations from these courses, which are anticipated in the next reporting cycle.

**Table 8** (above) outlines the aggregate outcomes related to the program's established benchmarks for academic quality. Our goal is for 80% of students to meet or exceed expectations by achieving scores of two (2) or higher on Key Performance Indicator (KPI) assessments, which indicates proficiency in the range of 80-84%. Additionally, we aim for scores of three (3) or

higher on professional disposition evaluations (CCS-R), which reflect that student performance meets or exceeds expectations for developing competencies.

Student success outcomes in all evaluated areas met or exceeded the set quality standards.

Professional Counseling Orientation and Ethical Practice KPIs were evaluated at two timepoints, in COUN 505 and COUN 525, yielding the lowest aggregate achievement rating, with 82% of students meeting or exceeding the benchmark. Notably, the aggregate achievement at each time point varies across these courses, particularly in COUN 525, which, on its own, underperformed despite the assessment meeting the established quality threshold overall. These variable scores may be attributable to student growth across time points and will continue to be monitored for student success rates.

KPIs 3, 7, and 10 each yielded the highest ratings of 100% of students exceeding expectations at each evaluation point. KPIs 4, 6, and 8 have second collection points assessed in COUN 695 Internships 1 & 2, which did not run during this reporting cycle, identified as “Pending” quality attainment. Each pending KPI assessment yielded independent course aggregate ratings exceeding quality benchmarks at time point one (1), with COUN 550 at 83%, COUN 640 at 100%, and COUN 535 at 100% respectively.

Additionally, assessment of student achievement of Professional Dispositions yielded 100% quality attainment at three (3) of seven (7) scheduled evaluation points. Four (4) student success indicators were not collected during this cycle and are labeled “Pending.” Two timepoints are scheduled for COUN 695-01 and COUN 695-02, anticipated for next year.

The remaining two collection points are newly instituted as in-person evaluations of students’ professional dispositions, aligned with the CACREP 2024 guidance document and planned for implementation in AY 2025-2026.

See **Appendix C: Program Learning Objective Quality Indicator Alignments**.

## AQI 2. Graduate Outcomes

Graduate student surveys will gather this information upon students' graduation. At present, no data are available for this reporting cycle, as Cohort A is scheduled to complete the program in Fall 2025.

**Table 9. AQI 2 Aggregate Assessment of Graduate Outcomes**

Student Success Indicator	Data Source & Thresholds	Collection Points	Aggregate Achievement	Quality Attained
Pass Rates on Credentialing Examinations (CECE)	90% Pass rate	Bi-annual (Spring/Summer)	CMHC AY 2025-2026 Addiction AY 2025-2026	<i>Pending</i> <i>Pending</i>

Degree Completion Rates	80% Completion rate Percentage of students completing the program within the expected timeframe (2-4 years)	Bi-annual (Spring/Summer)	CMHC AY 2025-2026 Addiction AY 2025-2026	<i>Pending</i> <i>Pending</i>
Employment and Doctoral Admission Rates (if applicable)	Percentage of graduates employed in counseling-related fields/enrolled in doctoral studies 80% at 6 months post graduation, 90% at 12 months, and 95% at 18 months.	6 months 12 months 18 months	CMHC AY 2025-2026 Addiction AY 2025-2026	<i>Pending</i> <i>Pending</i>

Graduate outcomes will include bi-annual evaluations of pass rates on Credentialing Examinations (CECE) and degree completion rates, as well as statistics on graduate employment and acceptance into doctoral programs at 6-, 12-, and 18-months post-graduation. The quality indicator thresholds are as follows: a 90% pass rate on the CECE national examination, 80% of enrolled students completing the program within the expected timeframe of 2 to 4 years, and rates of graduate employment or acceptance into doctoral programs of 80% within 6 months post-graduation, 90% at 12 months, and 95% at 18 months.

### AQI 3. Fieldwork Placements

The program quality indicator threshold for student fieldwork placement is set at 100% of student placements at practicum and internship sites.

**Table 10. AQI 3 Fieldwork Placements**

Student Success Indicator	Data Source & Thresholds	Collection Points	Aggregate Achievement	Quality Attained
Practicum	100% Students Placed	COUN 675 Practicum I COUN 675 Practicum II	CMHC: 100% Addiction: 100%	✓ ✓
Internship	100% Students Placed	COUN 695 Internship COUN 695 Internship II	CMHC: 100% Addiction: 100%	✓ ✓

Practicum site placement outcomes are evaluated in COUN 675: Practicum 1 & 2, and Internship outcomes are assessed in COUN 695: Internship 1 & 2. While Internship courses have not yet

run, student placements are prepared for AY 2025-2026. Fieldwork placement rates by specialization are reported for CMHC and Addiction Counseling students.

The quality threshold of 100% of students placed at fieldwork sites was met, resulting in 100% quality attainment in each specialization area at all time points (see also, **Figure 3**).

#### AQI 4. Diverse Learning Community

Demographic data for all student applicants, students accepted to the program, and enrolled students, along with their degree completion rates. Also included in this area are full-time faculty applicants, as well as faculty members employed and retained by the program.

See **Table 11**. AQI 4, Diverse Learning Community.

**Table 11. AQI 4, Diverse Learning Community**

Group	Gender	%	Race	%	Age	%	Threshold
Enrolled Student	Female	83%	White	66%	18-29 years	66%	80% Professionally and Geographically Representative
Prospective Student	Female	91%	No data	No Data	18-29 years	67%	
Employed Faculty	Female	75%	White	100%	30-44 years	50%	
Prospective Faculty	Data collection anticipated AY 2025-2026						

Among applicants and enrolled students, the most represented demographic characteristic groups were females, whites, and those aged 18 to 29. The majority of students enrolled for the 2024-2025 academic year were female (83%), white (66%), and aged 18-29 (66%). The demographic profile of the MA in Counseling Program at WVWC aligns with the overall makeup of the counseling profession and regional geography.

The initial iteration of program evaluation revealed that a mechanism to capture current and prospective faculty demographic data was lacking. Employed Faculty data encompasses the current full-time core faculty member demographics. Core faculty employed during this reporting cycle were majority female (75%), White (100%), and aged 30-44 (50%), sufficiently

meeting the representation threshold. A demographic survey of prospective and employed faculty will be implemented in the next round of data collection.

### **Modifications Based on Program Evaluation**

Two meetings were held during the Fall 2025 term to discuss this annual report as a mechanism for program evaluation; one with Counseling faculty, and a second with our Advisory Committee. The two sections below outline their feedback and suggested changes.

#### ***Faculty Feedback***

All faculty members attended the annual report review meeting. Two weeks before the meeting, all faculty received a working draft of the annual report to review our program evaluation results and propose curriculum modifications and program improvements. The feedback from faculty highlighted several key points regarding program evaluation and policies.

Faculty members noted strengths in our continuous quality improvement efforts, particularly the consistent weekly focus on addressing student concerns and support needs. This approach serves as an informal evaluative measure to ensure student performance and professional development. During the discussion, faculty reviewed the three-tiered retention, remediation, and dismissal (RRD) policy, noting that identified concerns about a student's academic, professional, or interpersonal development are documented and discussed during each faculty meeting. All agreed that consistent monitoring and review of student progress facilitates professional and academic growth, providing students with feedback and opportunities for reflection and improvement through remediation.

The annual data review raised concerns about poor performance among students who took two deferments after program acceptance before enrollment. There was a consensus on the need to revise the deferment policy, limiting it to one deferment.

The faculty also highlighted the importance of assessing retention rates. All agreed to make adjustments to the CCS-R data points, keeping the assessment in the Techniques course while eliminating the virtual residency evaluation and the redundancy of two eight-week assessment points in clinical experience courses. Overall, the faculty discussion and feedback reflect a commitment to enhancing program quality and student success.

#### ***Advisory Committee Feedback***

Almost all advisory committee members were present for the annual report review meeting. All members received a working draft of the annual report two weeks prior to the scheduled meeting to review our program evaluation results to inform proposed curriculum modification and program improvement. The overarching feedback was both positive and focused on the manner in which current graduate students need to be equipped for a mental health workforce that blends AI tools into everyday tasks, especially when finding a balance between teaching students how to create documentation while understanding the changing landscape of how they will complete documentation as future counselors.

A secondary suggestion was to create pathways for more men to join the mental healthcare workforce by increasing recruitment efforts, even though many of the advisory committee members echoed a parallel in their own workplaces to our graduate applicants and student demographic data.

The final theme for feedback centered around graduate training fidelity versus fieldwork site fidelity. Several supporting points were raised in discussion on how student lower scores in a specific area of professional disposition assessment may be an attempt by students to remain faithful to what they have been trained to do, while maintaining adherence to their sites policies and procedures when conflicts arise. This suggestion came from a discussion around higher self-evaluation scores (although not statistically significant) than site supervisor scores in the areas of openness to feedback and flexibility & adaptability.

### **Other Substantial Program Changes**

Integrating LTI with Tevera and Blackboard has allowed faculty and site supervisors to track key performance indicators (KPIs) and professional disposition data in a centralized system, simplifying the process of monitoring KPI assessments.

Over the past year, our program has advanced Cohort A, with graduation anticipated in December 2025. As we navigated the graduation requirement to collect data on student pass rates for the CPCE examination, we identified barriers that affected our student population. As a result, we decided to change this graduation requirement by utilizing the CECE instead of the CPCE to evaluate student knowledge. This adjustment provided greater access for students facing resource challenges while maintaining the assessment's effectiveness.

We have also provided funding through our college-level Friends of Counseling fund to cover the costs of the NCC application for our first cohort. All Cohort A students took advantage of this opportunity, with plans to take the NCE during the Fall 2025 semester alongside the CECE before their anticipated December 2025 graduation.

We observed that the course opinion surveys and evaluations generated by the SmartEval system focused primarily on in-person undergraduate learning experiences. In response, we requested that the Institutional Research Office allow us to modify these evaluations to gather more specific and constructive feedback for graduate online programs. Starting in the 2024-2025 academic year, we piloted these revised instruments in selected courses to assess their effectiveness in evaluating student experiences. In Spring 2025, we implemented a survey to collect quantitative and qualitative data. However, since this process is still in development, the data collection has been limited.

Two changes we will implement for the 2025-2026 academic year are to reduce the amount of professional disposition observation points (utilizing the CCS-R), since this number had inflated to 7 times over the course of the program as we continued to grow and adapt with incoming cohorts. We will eliminate one point from both Practicum (keeping one at the end of the 16-week experience) and Internship (retaining one assessment at the mid-point to ensure feedback can be integrated into a student's continued learning rather than checking a box at the end of Internship).

A second change will be to shift our policy on deferring admission to align with patterns across multiple admissions cycles. We will no longer allow two deferrals, and will reduce the number to only one deferral. For example, a student that is accepted into the Fall 2025 cohort could defer their enrollment to Spring 2026; however, reapplication for enrollment in the Fall 2026 cohort would be required to ensure we have an accurate and current depiction of student readiness.

## **Conclusion**

The Master of Arts in Counseling Program at West Virginia Wesleyan College has successfully launched and has seen enrollment in the initial cohorts exceed expectations.

We utilize an assessment process and conduct an annual evaluation of the outcome metrics to help refine the program further. As we receive additional feedback and data from both incoming and returning students, we will continue to improve our processes.



## Appendix A: Key Performance Indicators (KPI) Assessment Points

Using Tevera, KPIs are assessed using a four-point Likert scale: 1 = Does Not Meet Expectations (scores of 79 and below), 2 = Developing (scores of 80-84), 3 = Meets Expectations (scores of 85-95), 4 = Exceeds Expectations (scores of 96-100).

CACREP Core Area	KPI	Course
<b>Professional Counseling Orientation and Ethical Practice</b>	<b>KPI 1:</b> Develop a professional identity that demonstrates alignment with the counseling profession's ethical standards, roles, and responsibilities, including advocacy work.	<b>COUN 505:</b> Credentialing and Licensure Paper
		<b>COUN 525:</b> Ethical Decision-Making Paper
<b>Social and Cultural Identities and Experiences</b>	<b>KPI 2:</b> Acknowledge the impact of systemic oppression by developing a professional counseling identity and practice in which inclusion, choice, and self-empowerment are central components.	<b>COUN 530:</b> Identity Development Paper
		<b>COUN 640:</b> Group Counseling & Social Justice Advocacy Paper
<b>Lifespan Development</b>	<b>KPI 3:</b> Apply theoretical models of human development across the breadth and depth of the lifespan from individual, familial, and community attachments to overarching systems of culture and society.	<b>COUN 510:</b> Final Integration Paper
		<b>COUN 630:</b> Child or Adolescent Case Study
<b>Career Development</b>	<b>KPI 4:</b> Develop strategies for career development counseling using theoretical models that are inclusive of developmental, cultural, accessibility gaps, and ethical components of career decision planning and making.	<b>COUN 550:</b> Career/Lifestyle Development Treatment Plan
		<b>COUN 695:</b> Career Case Study
<b>Counseling Practice and Relationships</b>	<b>KPI 5:</b> Demonstrate ethical and evidence-based counseling skills, including documentation, treatment planning, crisis intervention, and suicide prevention in the counseling process that support collaborative relationships toward the overall development of a personal model of counseling.	<b>COUN 625:</b> Recorded Labs
		<b>COUN 520:</b> Comparative Analysis of Theories Paper
<b>Group Counseling and Group Work</b>	<b>KPI 6:</b> Apply theoretical foundations of effective group leadership skills in group counseling and group work, including ethical group formation, implementation, and closing.	<b>COUN 640:</b> Group Proposal Paper
		<b>COUN 695:</b> Group Plan Case Study
<b>Assessment and Diagnostic Processes</b>	<b>KPI 7:</b> Demonstrate ethical selection and application of developmentally and culturally appropriate assessment and diagnosis, along a continuum from risk management to wellness.	<b>COUN 620:</b> Case Study Paper
		<b>COUN 645:</b> Assessment Paper
<b>Research and Program Evaluation</b>	<b>KPI 8:</b> Conduct and evaluate research that uses appropriate qualitative, quantitative, or mixed methods to ethically inform and implement best practices of counseling and program evaluation.	<b>COUN 535:</b> Research Proposal Paper
		<b>COUN 695:</b> Program Evaluation Design & Procedures Case Study
<b>CMHC Specialization</b>	<b>KPI 9:</b> Demonstrate advocacy alongside clients in the systems of care they utilize, such as integrated behavioral healthcare professionals, community stakeholders, and reimbursement providers across the continuum of clinical mental health care.	<b>COUN 530:</b> Social Justice & Advocacy Project
		<b>COUN 675:</b> Systems Level Case Study
<b>Addiction Specialization</b>	<b>KPI 10:</b> Apply systems-level thinking that is grounded in culturally and developmentally appropriate interventions toward the prevention, treatment, and recovery from substance abuse disorders.	<b>COUN 545:</b> Ethics & Addiction Counseling Paper
		<b>COUN 675:</b> Addiction Cycle Case Study

## Appendix B: Professional Dispositions, Part 2: Counseling Dispositions & Behaviors

Professional Disposition Specific Counseling Skills and Therapeutic Conditions Descriptors	(NO) Not Observed. (5) Exceeds Expectations / Demonstrates Competencies (4) Meets Expectations / Demonstrates Competencies (3) Near Expectations / Developing towards Competencies (2) Below Expectations / Unacceptable (1) Harmful	
Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC, including practices within competencies.	(5) – Demonstrates consistent & advanced (i.e., exploration & deliberation) ethical behavior & judgments.
Professional Behavior Practice	Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation). Is respectful and appreciative of the culture of colleagues and can effectively collaborate with others.	(5) – Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within all professional interactions.
Professional & Personal Boundaries	Maintains appropriate boundaries with Supervisors, peers, & clients.	(5) – Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients.
Knowledge & Adherence to Site and Course Policies	Demonstrates an understanding & appreciation for all counseling site and course policies & procedures.	(5) – Demonstrates consistent adherence to all counseling site and course policies & procedures, including strong attendance and engagement.
Record Keeping & Task Completion	Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).	(5) – Completes all required record keeping, documentation, and assigned tasks in a thorough, timely & comprehensive fashion.
Multicultural Competence in Counseling Relationships	Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.), awareness of and responsiveness to ways in which culture interacts with the counseling relationship.	(5) – Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.
Emotional Stability & Self-Control	Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients.	(5) – Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients.
Motivated to Learn & Grow/Initiative	Initiative Demonstrates engagement in learning & development of their counseling competencies.	(5) – Demonstrates consistent and strong engagement in promoting their professional and personal growth & development.
Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.	(5) – Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes.
Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstances, unexpected events, & new situations.	(5) – Demonstrates consistent and strong ability to adapt & "reads & flexes" appropriately.
Congruence & Genuineness	Demonstrates ability to be present and 'be true to oneself'	(5) – Demonstrates consistent and strong ability to be genuine & accepting of self & others.

## Appendix C: Program Learning Objective Quality Indicator Alignment

PLOs	AQI Data Source	Assessment Point	Outcomes	Quality Threshold	Threshold Met
PLO 1: Students will cultivate a professional counseling identity characterized by ethical practice, healthy boundaries, and adherence to the counseling profession's standards.	KPI 1	COUN 505: 88% COUN 525: 75%	82%	(2) Developing (80-84%)  80% of students meet or exceed expectations	✓
	KPI 5	COUN 520: 89% COUN 625: 96%	93%		✓
	KPI 7	COUN 620: 100% COUN 645: 100%	100%		✓
	KPI 9	COUN 530: 85%	100%		✓
	KPI 10	COUN 675: 100%			
PLO 2: Students will develop counseling skills tailored to the unique needs of clients in rural communities, with a focus on addressing challenges related to poverty, socioeconomic disparities, and the cultural context of rural Appalachia.	KPI 2	COUN 530: 100% COUN 640: 95%	98%	(2) Developing (80-84%)  80% of students meet or exceed expectations	✓
	KPI 6	COUN 640: 100% COUN 695: Anticipated	FA25		Pending AY 2025-2026
PLO 3: Students will integrate evidence-based counseling theories and interventions into their practice, demonstrating critical thinking and advanced problem-solving skills in addressing complex client concerns	KPI 4	COUN 550: 83% COUN 695: Anticipated	FA25	(2) Developing (80-84%)  80% of students meet or exceed expectations	Pending AY 2025-2026
	KPI 7	COUN 620: 100% COUN 645: 100%	100%		✓
	KPI 8	COUN 535: 100% COUN 695: Anticipated	FA25		Pending AY 2025-2026
	KPI 9	COUN 530: 85%	100%		✓
	KPI 10	COUN 675: 100%			
PLO 4: Students will actively engage in self-reflection and personal development through experiential activities, such as Growth and Resilience Groups, fostering self-awareness, openness to feedback, adaptability to multiple counseling methods, and a commitment to lifelong learning.	KPI 3	COUN 510: 100% COUN 630: 100%	100%	(2) Developing (80-84%)  80% of students meet or exceed expectations	✓
	KPI 5	COUN 520: 89% COUN 625: 96%	93%		✓
	KPI 9	COUN 530: 85%	100%		✓
	KPI 10	COUN 675: 100%			
PLO 5: Students will demonstrate proficiency in professional documentation practices that enhance service delivery, alongside strong time management skills and adaptability to the dynamic demands of various counseling environments.	KPI 8	COUN 535: 100%  COUN 695: Anticipated	FA25	(2) Developing (80-84%)  80% of students meet or exceed expectations	Pending AY 2025-2026