

Counseling Education Program Statistics

The program currently encompasses objectives that are salient to the counseling profession that incorporates the Council on Accreditation of Counseling and Related Educational Programs (CACREP) Standards into coursework, the Council for the Accreditation of Educator Preparation (CAEP) standards, Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Accreditation, and the Virginia Department of Health Profession Board of Counseling. The guidelines with curriculum that include each of the eight core areas of professional counseling including Professional Identity, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation. The counseling education academic unit of the Department of Secondary Education and School Leadership meets to review and evaluate the current counseling track program objectives within the context of data gathered from departmental instruments Counselor Education Benchmark Disposition, site supervisors' evaluations, and core faculty and non-core faculty input. Based on the results, the recommendations were approved for programmatic changes to be initiated in the next academic year.

Disposition Benchmark Course	Number of Students in Course	Average in Academics	Average in Professional Growth	Average in Clinical Skills
UED 606	N=20	4.59/5	4.73/5	4.45/5
COED 622	N=22	3.95/5	3.69/5	3.73/5
COED 645	N=8	3.41/5	3.10/5	3.37/5
COED 650	N=12	4.52/5	4.46/5	4.36/5

The SESL Department collected data from the CEBD and site supervisors for insight into how well the students are prepared for field placement. The data showed the averages in the areas of Professional/Personal Development were 4.00 and Clinical Skill Development to be 3.98 with the possible average being 5.00. However, the area of Academic Development average was 4.11 with the possible average being 5.00. The lower scores in overall performance reflected variance in the course offering sequence in the course matriculation. UED 606 and COED 622 were moved to first year courses offered in the fall spring semesters and COED 645 was moved to a second-year course that was offered in the spring only semester in the counseling program. The delivery format was changed to full-term courses of 16 weeks versus mini-term courses of 7 weeks. UED 606 was paired with the counseling theories course of COED 622 for content matching to making the course instruction congruent.

The data reported show that 99% of the students (N=20) in UED 606 are on target or acceptable according to the department goal of 85% according to assessed areas connected to counseling program goals. The data reported show that the students enrolled in UED 606 averaged 92% in academics, 95% in professional growth, and 91% in clinical skills, which are within the department goal of 85% according to assessed areas connected to counseling program goals and reflects where candidates are at this point in the program. In the areas of academic and professional growth there was progress, such as in the academic area from 86% to 95% and in professional growth area from 91% to 95%. There was a drop in clinical skills from 94% to 91%. The department voted to have a COED 606 Multicultural Counseling course separate from the Urban Education Multicultural Concepts and Perspective course to focus more on the CACREP standards in foundations of social and cultural aspects of counseling.

The data reported show that 75% of the students (N=8) in COED 645 were acceptable and 25% unacceptable according to the department's goal of 85% according to assessed areas connected to counseling program goals. The data from COED 645 showed students averaged 68% in academics, 62% in professional growth, and 75% in clinical skills, which are below the department goal of 85% according to assessed areas connected to counseling program goals and reflects where candidates are at this point in the program. A decline was reflected in the academic area from 92% to 68%, in professional growth area from 95% to 62%, and in clinical skills from 91% to 75%.

The data reported show that 92% of the students (N=12) in COED 650 are on target or acceptable and 8% unacceptable according to the department goal of 85% according to assessed areas connected to counseling program goals. The data from COED 650 showed students averaged 90% in academics, 89% in professional growth, and 87% in clinical skills, which are within the department's goal of 85% according to assessed areas connected to counseling program goals and reflects where candidates are at this point in the program. In the areas of academic and professional growth reflected a decline as in the academic area went from 94% to 90% and in professional growth area from 94% to 89%. There was growth in clinical skills from 85% to 87%.

The data reported show that 90% of the students (N=22) in COED 622 are acceptable and 10% unacceptable according to the department's goal of 85% according to assessed areas connected to counseling program goals. The data from COED 622 showed students averaged 79% in academics, 74% in professional growth, and 75% in clinical skills, which are below the department's goal of 85% according to assessed areas connected to counseling program goals and reflects where candidates are at this point in the program. In the areas of academic, professional growth, and clinical skills did not have previous data collected from the COED 622 course in the academic year 2023-24.

Year	2024-2025						
Minimum Credit Hours	60						
Students Currently Enrolled	33						
New Students this 2024-25 Year	16						
Student Demographics	M=15	F=18	V=6	B=26	W=4	A/P=2	O/B=1
Applicants in the Academic Year	22						
Applicant Demographics	M=7	F=15	V=0	B=18	W=3	A/P=0	O/B=1
Graduates in the 2024-25 Year	7						
Graduates Demographics	M=4	F=3	V=0	B=7	W=0	A/P=0	O/B=0
Licensure Exam Pass Rate	58%					M=Males F=Females V=Veterans B=Black W=White A/P=Asian or Pacific Islander O/B=Other or Biracial	
Completion Rate	86%						
Employment Rate for 2024-25 Graduates	100%						

Year	2024-2025						
Minimum Credit Hours	60						
Students Currently Enrolled	35						
New Students this 2024-25 Year	9						
Student Demographics	M=5	F=30	V=4	B=33	W=1	A/P=0	O/B=1
Applicants in the Past Year	10						
Applicant Demographics	M=1	F=9	V=1	B=9	W=1	A/P=0	O/B=0
Graduates in the 2024-25 Year	10						
Graduate Demographics	M=2	F=8	V=1	B=10	W=0	A/P=0	O/B=0
Licensure Exam Pass Rate	NA					M=Males F=Females V=Veterans B=Black W=White A/P=Asian or Pacific Islander O/B=Other or Biracial	
Completion Rate	83%						
Employment Rate for 2024-25 Graduates	100%						