



William & Mary
School of Education

Counselor Education Annual Report,

2023-2024

COUNSELOR EDUCATION PROGRAM

Clinical Mental Health Counseling (MEd)

School Counseling (MEd)

Counselor Education and Supervision (PhD)

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Description of the Program

The [Counselor Education program](#) includes CACREP-Accredited master and doctoral programs in Clinical Mental Health Counseling (MEd), Counselor Education and Supervision (PhD), and School Counseling (MEd). Under the umbrella of the Clinical Mental Health Counseling track, the program offers specializations in Addictions Counseling; Military Counseling; and Marriage, Family, and Couples Counseling. We offer both part-time online and full-time on-campus learning options for the master-level programs, while the doctoral program is face-to-face.

The curricula for the Counselor Education program have been shaped over the years by former and current Counselor Education faculty. The counseling faculty is tasked with creating, facilitating, and updating program policy and procedures within the operational guidance of the School of Education. The programs are guided by the standards for state and national accreditation organizations and regulatory boards, along with the ethical code of the American Counseling Association. The Counselor Education program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The School Counseling program is approved by the Virginia Department of Education for School Counselor Licensure. The program also houses the Omega Mu Chapter of the Chi Sigma Iota International Honor Society.

Faculty in the Counselor Education program oversees several research and clinical centers within the School of Education.

- **Flanagan Counselor Education Clinic:** The Flanagan Counselor Education Clinic is located within the William & Mary School of Education and is designed for the clinical training of Counselor Education students, and provides services to the local Williamsburg Community. The Flanagan Counselor Education Clinic is the home for the New Horizons Family Counseling Center (NHFCC) and other community-based partnership initiatives.
- **THRIVE Research and Intervention Center:** The THRIVE Research and Intervention Center seeks to advance the understanding of factors that help communities recover from adverse life and social circumstances and promote the use of evidence-based tools that support thriving. The center partners with various agencies locally and abroad to advance research in this area.
- **Project Empower:** Project Empower is a W&M mentoring program focused on helping students thrive and preventing substance use. Graduate students are trained in evidence-based approaches and assigned to local schools identified as at-risk or in need. Students receive supervision from faculty and doctoral students in the counselor education program at W&M.

Further information about William & Mary, the School of Education, and the Counselor Education programs can be found at the following website: <http://education.wm.edu>.

The Assessment Process

The goal of the assessment process in the Counselor Education program at William & Mary is to enhance the learning experience for all students across the multiple programs and learning modalities. The assessment process helps the learning environment by informing the program curriculum, identifying student learning outcomes, evaluating the impact and success of our students and alums within the professional community, and directing our program modifications that build on the program's strengths while addressing any shortcomings.

The assessment process starts with the program mission, which provides a vision for the program and the faculty's effort to train counselors and counselor educators. The program objectives specify the specific and measurable elements of the program in action. The assessment process also utilizes key performance indicators of student learning, which note markers of success concerning students' knowledge, skills, and professional disposition.

The assessment process utilizes diverse mechanisms to capture and evaluate student, program, and community partner data to understand our strengths and areas for growth. The assessments tap into our current students' knowledge, skills, and professional dispositions. In addition, the assessment process examines the demographic characteristics of the faculty, student, and alumni bodies represented by the program. Additionally, the assessment process engages in surveys from our alumni, and employers. Lastly, the assessment process captures data from the Counselor Education Advisory Committee, which includes a diverse group of program stakeholders who advise on modifications to the program curriculum, assessment plan, and other elements to ensure the program stays modern and current.

The assessment process includes data collection at different points in time and among various stakeholders. Data is collected through LiveText, Qualtrics, and course Learning Management Systems. Current students, course instructors, site supervisors, alumni, community partners, and employers comprise the different stakeholder groups that respond to surveys in the data collection process.

The Assessment Review Committee (ARC) members facilitate the data collection, analysis, and dissemination. The committee comprises the CACREP Liaison, the Assistant Dean for Assessment, Accreditation, and Accountability, and two additional faculty members representing on-campus and online programs. The results from the analyses are shared with program faculty during regularly scheduled program meetings. Elements of the program identified as needing modification are determined based on the results. Modifications to the program are investigated through:

1. **Program-wide faculty discussions** are held, and modifications are made based on the review of aggregated data.
2. **Input from sub-communities** within the Counselor Education program makes recommendations to the more extensive program based on aggregated or focus group data.
3. **The Counselor Education Advisory Committee** makes program recommendations that are reviewed by the program faculty and implemented if needed.

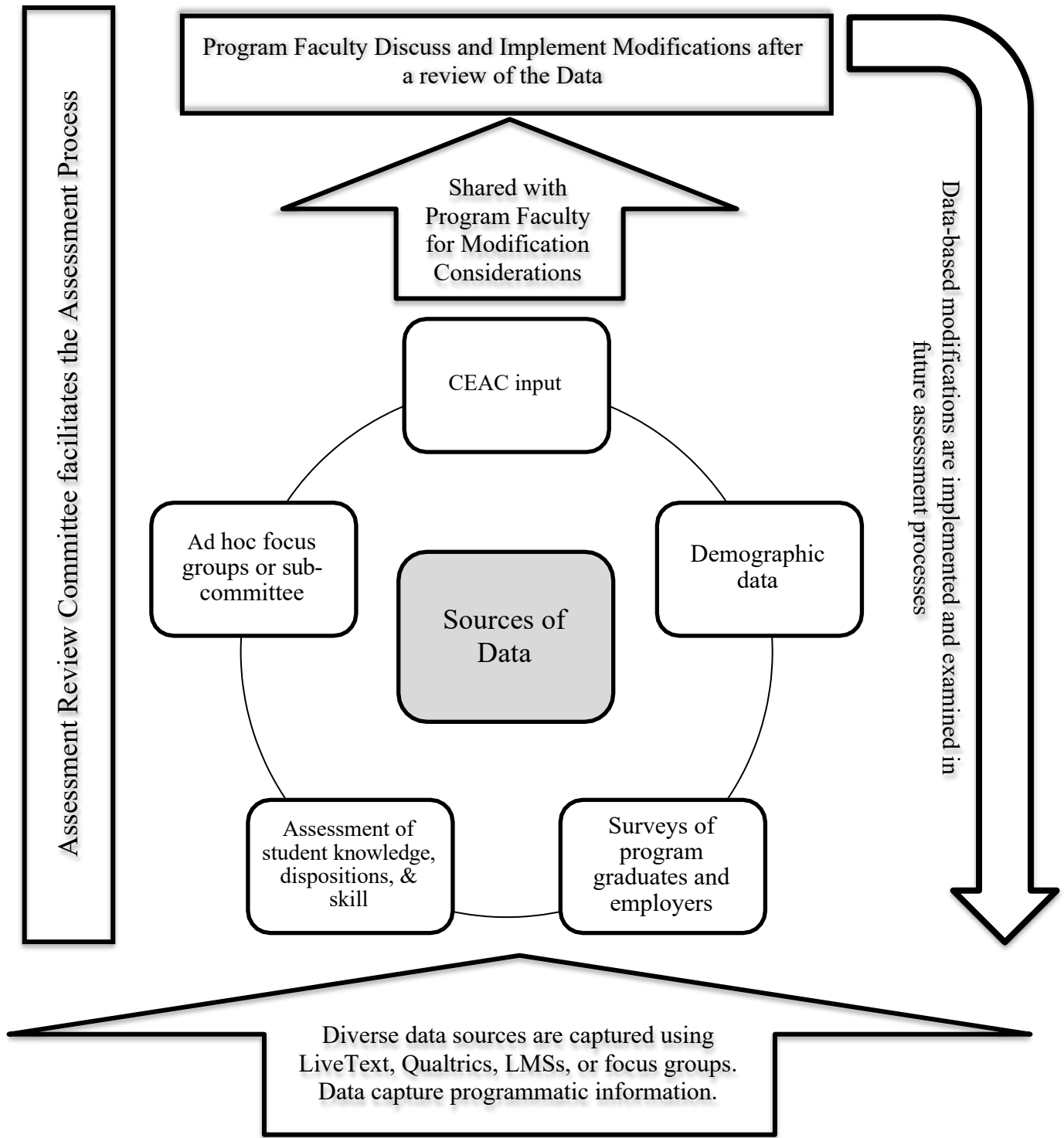


Figure 1. The Assessment Process

Program Mission and Objectives

Counselor Education Program Mission Statement

The Counselor Education Program at William & Mary prepares professional counselors and counselor educators who represent diverse identities; serve local, national, and global communities; advocate for social justice and antiracist policies; and demonstrate exemplary practices.

Goals of the Counseling Program at William & Mary

1. To facilitate the development of clinically skilled counselors, ethical, and committed to delivering effective services to clients.
2. To prepare students at the Masters-level for professional counseling positions.
3. To prepare students at the Doctoral level for university faculty positions in counselor education through an individualized course sequence with advanced clinical and administration leadership experiences.
4. To provide opportunities for Doctoral-level researcher skill development, publishing presentations, and funding.
5. To advance the scope of knowledge and practice within the counseling profession through research and scholarly activity.
6. To provide mentorship and community-building experiences within and outside of the classroom.
7. To prepare professional counselors and counselor educators who exemplify a cultural orientation that includes cultural humility and cultural responsiveness.
8. To prepare professional counselors who are social justice advocates and promote antiracist policies and practices.
9. To train students in the ethical and effective use of technology within the counseling profession.
10. To respond to societal and professional shifts in training and counseling needs.
11. To promote professional self-care and a wellness orientation.
12. To prepare counselors who are self-reflective and who are committed to continued personal and professional growth.
13. To provide leadership to the counseling profession through faculty and student involvement.
14. To develop future leaders in the counseling profession.
15. To provide service to the local, national, and global community.
16. To promote the mission of William & Mary.

Student Demographic Data

Overall Program Demographics (Spring 2024)

Race	<i>N</i>= 566 (%)
American Indian or Alaska Native	1 (.18%)
Asian	34 (6%)
Black or African American	67 (11%)
Native Hawaiian or Other Pacific Islander	2 (.4%)
White	415 (73%)
More than one race selected	28 (4.9%)
Did not report	19 (3%)
Ethnicity	
Hispanic or Latino	57 (10%)
Not Hispanic or Latino	509 (89.9%)
Gender	
Female	520 (92%)
Male	107 (18.9%)
Non-binary/Gender Fluid	0
Military Status	
Active Duty Military	0
Veteran	58
International Students	22

* Program total = 566 students

Program Enrollment by Modality	Campus	Online
	<i>n</i>	<i>n</i>
CMHC	50	345
School	14	141
Doctoral	16	0

Summary of the Program Evaluation Results

1. Evaluation of Students

a. Student Demographics

A review of our student demographic breakdown highlights that, based on research in the field and counseling organization membership demographics, our student body is more diverse than the general counseling population. The diversity of the program's student body has been increasing, which is likely due to our online counseling program (i.e., increased access and more flexible schedule), the permanent removal of the GRE as an admission requirement, and other program initiatives highlighting our social justice focus.

b. Counseling Skills

Student counseling skills are evaluated at the practicum and internship levels using a site supervisor-based evaluation of counseling skills competency. A review of the aggregate student data shows that our students perform, on average, at or above the level of proficiency across all standards assessed. These data come from site supervisors who have firsthand accounts of student performance and their evaluation of the student's competence.

c. Counseling Dispositions

Students' professional dispositions are evaluated throughout their time in the program. This includes being evaluated in key courses and during clinical experiences. Data for dispositions is gathered using the Assessment of Professional Counseling Dispositions, which includes 15 professional standards for evaluating students. The measure was refined in 2021 through a content validity study and revised and piloted in the 2021-2022 academic year. The measure was officially adopted in the 2022-2023 academic year. In a review of the data for professional dispositions for students in 2023-2024, students display acceptable or optional professional dispositions. This is evidence that students are exhibiting the appropriate dispositional behaviors throughout their coursework and at their clinical placement site.

d. Counseling Knowledge

We used the W&M Comprehensive Counselor Education Exam to evaluate students' counseling knowledge. The program faculty continues to explore sound measures to understand the content knowledge the students acquire in our program. While the CCEE has been in use for several years and has been deemed useful, evidence of its reliability and validity has not been established.

Faculty have determined that additional measures should be investigated. The Assessment Evaluation Committee will review options for piloting an alternative assessment in the 2024 – 2025 academic year.

e. Exit Survey Data

The data obtained in the 2023 – 2024 Exit Survey reveals that 99% of online students rated their experience and instruction as “Good” or higher. Students noted the importance of engaged faculty, and they felt prepared for fieldwork. The on-campus exit survey was more varied due to the resignation of several faculty members. Students also noted the importance of engaged faculty members.

2. Evaluation of Program

Several program modifications were approved by faculty to be implemented in the 2025-2026 school year based on surveys and exit interviews. Changes were based on feedback from stakeholders (students, alumni, and faculty). The Counselor Education Ph.D. program of study modifications will offer students more diverse experiences, better alignment with accreditation standards, and be determined to be more developmentally appropriate.

Modifications and Program Improvements

Based on the data captured in the 2023-2024 Assessment Process, the counseling faculty made the following modifications.

Program Modifications

- Based on the input from an ad hoc committee within the counselor education program and alumni surveys that have a focus on the Ph.D. in Counselor Education curriculum scope and sequence:
 - **Modification 1:** Creation of a dedicated course for Leadership in Counselor Education.
- Based on reviews of student data and discussions among faculty, the counselor education program collaborated with the Educational Policy, Planning & Leadership department to refine the Education Research Sequence of courses.
 - **Modification 2:** The research course sequence was changed to better prepare students for the dissertation proposal, research, and defense. The changes will assist students in obtaining advanced skills in quantitative or qualitative research design, according to their interests.
- Based on a review of the core-to-noncore faculty ratios in online and on-campus modalities, permission to hire four additional faculty lines was approved.
 - **Modification 3:** Hired two on-campus positions starting Fall 2024. One tenure track faculty position to support the School Counseling program and one clinical visiting professor to support the Clinical Mental Health and Doctoral programs.
 - **Modification 4:** Hired two clinical faculty positions for the online modality. One to support the School Counseling program and one to support the Clinical Mental Health program.

Substantial Program Changes

In the 2023-2024 academic year, one faculty member resigned to pursue a new position. These changes resulted in a few changes in program leadership. Dr. Denita Hudson filled the on-campus program coordinator role.

The Counseling Program welcomes three new counseling faculty! The bios are linked below.

- [**Dr. Latoya Chambers**](#), Clinical Assistant Professor,
- [**Dr. Sarah Tucker**](#), Clinical Assistant Professor,
- [**Dr. Olivia Uwamahoro**](#), Clinical Assistant Professor

Student Assessment Data

Assessment Instruments

The William & Mary Counselor Education program uses the following instruments to assess students' knowledge, skills, and dispositions and the effectiveness of faculty and site supervisors.

These instruments are shared with the appropriate stakeholders at several key points each semester. Below is a list of our measures with a link for your review.

Assessment (Click to view)	Description
Counselor Clinical Competency Scale	Used by the site supervisor mid and end of semester to provide feedback about counseling students' general and specific counseling skills.
Assessment of Professional Counseling Dispositions	Used by the site supervisor mid and end of semester to provide feedback about counseling students' professional dispositions.
Course Instructor Student Evaluation	Used by the course instructor mid and end of semester to provide feedback about counseling students' general and specific counseling skills.
School Counseling and Competency Skills (School counseling internship only)	Used by the school counseling site supervisor mid and end of semester to provide feedback about counseling students' general and specific school counseling skills.
Couples, Marriage, and Family Counseling Competency and Skills Assessment (Couples, Marriage, and Family Counseling students only; Revised for future years)	Used by Couples, Marriage, and Family Counseling site supervisors to provide feedback about counseling students' general and specific skills.
Alumni Survey	Used by the faculty to survey alumni about their experiences in the counselor education program.
Alumni Employer Survey	Used by the faculty to survey alumni employers about their quality of graduates from the counselor education program.
Counselor Education Comprehensive Exam	Used to evaluate students' knowledge based on the eight core domains in the 2016 CACREP standards and the CMHC and School Counseling Specialty Areas.

