West Virginia University

Annual Report- 2025
M.S. in Counseling
West Virginia University

Covering:
- Clinical Mental Health (in-person)
- Clinical Mental Health (digital delivery)
- School Counseling (in-person)

The following document is the 2025 annual report for the M.S. in Counseling programs at West Virginia University. Per CACREP Standards 2.F.3-4, this report will document:

SUMMARY OF PROGRAM EVALUATION RESULTS

The Counseling Programs at WVU utilize the following assessments to conduct program evaluation.

2024-2025 Sources of Data Utilized by the Program			
Measure	**When collected?**	**Who collects this information?**	**How will the program use it?**
Anonymous Demographic Survey	August and January	Program Assistant emails the anonymous survey to all incoming students.	Anonymous Demographic Survey will be used for retention purposes and updating student supports.

Professional Disposition Survey	December and May	Professional Disposition surveys are completed by all program faculty with individual faculty members specifically completing them for their advisees or class rosters utilizing feedback from all who have interacted with the student.	Professional Disposition surveys are primarily utilized to determine overall fit and readiness for the field.\n\nThis measure also connects to program objectives related to fit for the field.
Alumni Survey	January and September	Program Assistant along with the Assessment and Evaluation Committee	This information will be utilized to evaluate program objectives and overall curriculum with a focus on current needs of the counseling profession.
Employer Survey	May or early Fall	Program Assistant along with the Assessment and Evaluation Committee	This information will be utilized to evaluate program objectives and overall curriculum with a focus on current needs of the counseling profession.
Program Exit Survey	April/May	Program Assistant along with the Assessment and Evaluation Committee	This information will be utilized to evaluate program objectives, program satisfaction, and job placement rates.

Advisory Council Meetings	March	Program Coordinator	This information will be utilized to evaluate program objectives and overall curriculum with a focus on current needs of the counseling profession.
Key Performance Indicators	Ongoing	Faculty members who lead KPI specific courses	This information will be utilized to evaluate program objectives, student learning outcomes, and the overall curriculum.
National Counselor Exam Rate	January and August	Program Coordinator	This information will be utilized to support student learning outcomes and the overall curriculum.
Professional School Counselor Pass Rate	Fall	Program Coordinator	This information will be utilized to support student learning outcomes and the overall curriculum.
Site Supervisor Survey	Ongoing	Field Experience Coordinator along with the Assessment and Evaluation Committee	This information will be utilized to assess the clinical training as well as the curriculum's response to the current needs of the profession.
NCE and Praxis Pass Rates	Fall and Spring	Information is sent from NCE and Praxis	This information is utilized to assess curriculum and course content.

Post Graduation Employment and Doctoral Admission Rates	Spring	In the Exit Survey	This information is utilized to assess graduate outcomes and to information curriculum and program updates.

Demographic Survey Results

The demographic survey is distributed to each new incoming group of students, fall and spring semesters. The survey is anonymous, voluntary, self-report. The data below reflects responses from three incoming groups of students (FA 24, SP 25, FA 25), and all program tracks and modalities. This data is used to understand our student demographics and to provide appropriate supports to the student body.

2024-2025 Demographic Survey Results
Total Responses: *n*= 72

Race/Ethnicity
White/Caucasian	91%
Black/African American	9%
Latino/a/Hispanic	9%
Asian/Pacific Islander	3%

Gender Identity
Cisgender Female	83%
Cisgender Male	12%
Gender Nonbinary	5%

Sexual Orientation
Heterosexual/Straight	63%
Bisexual	23%
Lesbian	5%
Asexual	3%
Gay	2%
Pansexual	2%
Queer	2%

	Yes	No
Veteran Status	2%	98%
International Student	5%	95%
Disability Status	22%	78%
First Generation	26%	74%

WV Resident	*Yes*		*No*	
		62%		38%
Prior WVU Student	*Yes*		*No*	
		46%		54%

Alumni Survey Results

The alumni survey is sent out bi-annually in January and September to graduates of the programs. The survey has quantitative questions as well as two open response items assessing the strengths and growth areas of the program. This data is used to assess and modify curriculum and obtain stakeholder feedback on the quality of the training preparation after graduation.

2024-2025 Alumni Survey Results
Total Responses: *n*= 43

Program Graduated
In-person Clinical Mental Health	50%
In-person School Counseling	20%
CRMHC	24%

Professional Preparation
Good - Excellent	95%
Fair	5%

Employment Status
Employed in the Field	81%
Employed in a Different Field	10%
Unemployed- Pursuing other interests	9%

First Job Attainment
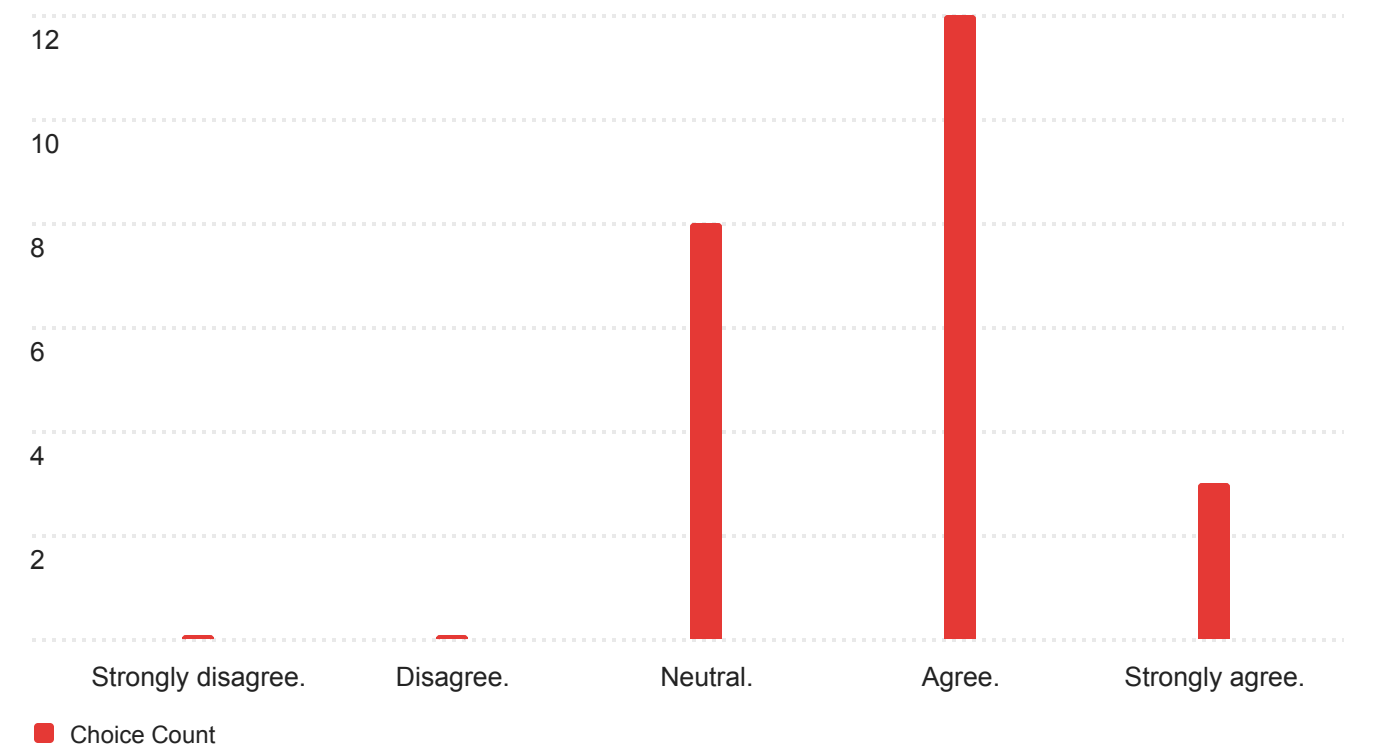|	
While still in school	45%
Within 6 months	48%
7 Months – 1 Year	7%

Themes in the qualitative data responses indicated:

Strengths: The program provides high quality training. Alumni felt prepared for their first jobs. They felt strong connections with the faculty.

Growth Edges: Alumni indicated they would have benefitted from more variety in the theoretical orientations students are exposed to. They also indicated they desired more variety of perspectives in courses. These comments have been taken into consideration as recent courses are developed.

Q2 - I believe the program provided me with the foundational knowledge and skills required to competently work with, and advocate for, clients in diverse counseling settings.

■ Choice Count

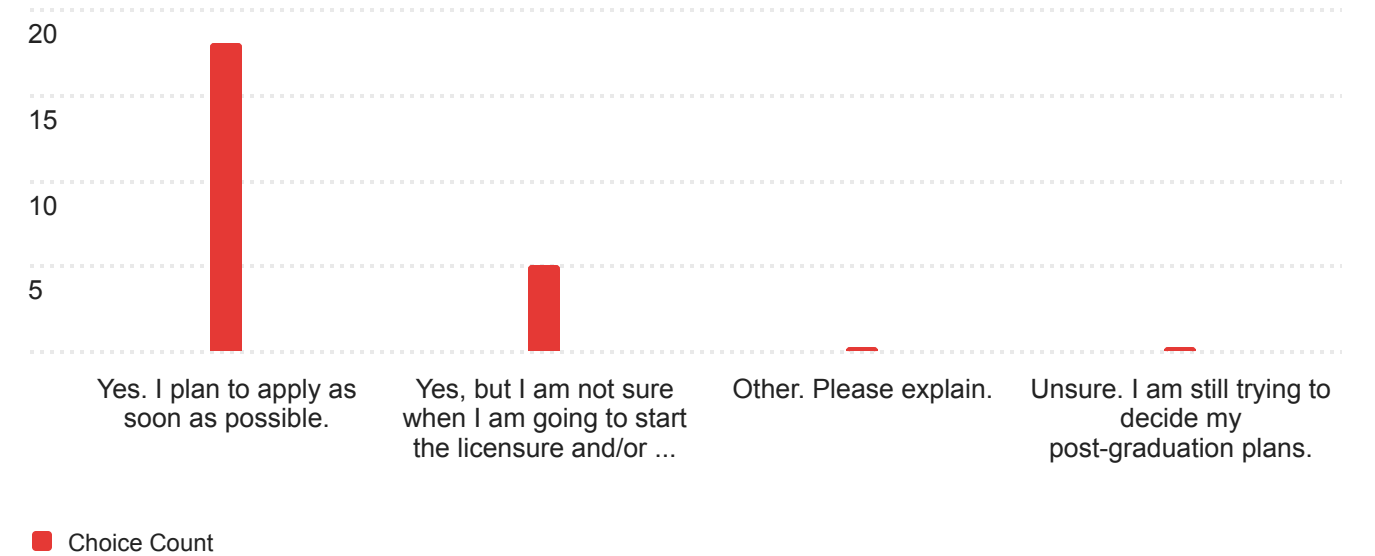## Q5 - Have you accepted employment a position in the mental health field? - Selected Choice

Field	Choice Count
Yes.	12
No.	2
I am remaining in my current position after graduation.	1
I have not started to apply to positions yet.	3
Other. Please explain.	5

Q3 - I believe that the program prepared me to demonstrate ethical decision-making, appropriate interpersonal skills, commitment to learning and professional growth, and application of constructive feedback, in line with the current ACA Code of Ethics.

Field	Choice Count
Strongly disagree.	3
Disagree.	1
Neutral.	3
Agree.	14
Strongly agree.	2

Q7 - Do you plan to apply for licensure and/or certification after graduation? - Selected Choice

23 Responses

Choice Count

KPIs

In the spring of 2025, the program's KPI system was updated to align with the 2024 CACREP standards. In this transition, faculty determined that KPI performance would be scored on a scale of 1-3, with most students earning a 2 on each KPI assessment/assignment. We also updated the policy and procedures related to KPI remediation. Since that time, the mean score on KPI assignments has consistently been in the 2's, with a very limited number of students needing to remediate.

NCE Results

The National Counselor Exam (NCE) is a national exam for counselors seeking licensure.

In the spring 2025 semester, 33 clinical mental health students took the NCE and 33 passed.

Total pass rate in 2025:   **100%**
Average 5-year pass rate: **94%**

Praxis Results

The School Counseling Praxis Exam is required to obtain a student teaching permit in West Virginia for the spring internship semester. In the fall 2025, 10 school counseling students took the School Counseling Praxis Exam. Nine (9) students passed on their first attempt. One (1) student passed on their second attempt.

Total pass rate on first or second attempt: 100%
Average 5-year pass rate: 88%

Job Placement Rates and Doctoral Admission Rates

Graduates of our program have very high job placement rates. In the recent data, 100% of alumni obtained their first job placement within one year of graduation.

We are pleased to announce several recent alumni have been accepted into Ph.D. programs. Four alumni are pursuing Ph.D degrees in Counselor Education and Supervision. One alumni is pursuing a Ph.D is Counseling Psychology.

M.S. in Counseling Program Objectives

In 2025, the program objectives were also revised to align with CACREP Standards 2.B.1 - 4. This revision included input from the program faculty, students, and community members.

Program Objective #1 (Sociocultural and Developmental Domains) The program will foster a culturally inclusive learning environment that promotes the multicultural competency necessary to work with clients across the lifespan.

Program Objective #2 (Professional Practice) The program will provide students with the foundational knowledge and skills required to competently work with, and advocate for, clients in diverse counseling settings.

Program Objective #3 (Professional Disposition and Ethics) The program will prepare students to demonstrate professional dispositions as evidenced by ethical decision-making, appropriate interpersonal skills, commitment to learning and professional growth, and application of constructive feedback, in line with the current ACA Code of Ethics.

Program Objective #4 (Knowledge, Research, and Evaluation) The program will prepare students to demonstrate the importance of research and evaluation in advancing the counseling profession, including how to critique research to inform professional practice.

MODIFICATIONS AND IMPROVEMENTS BASED ON PROGRAM EVALUATION RESULTS

Based on the program evaluation results, the program undertook a number of important modifications and improvements.

- In Fall 2024, the program updated the program objectives. The changes included reducing the number, more concise language, and more measurable wording. A draft of the program objectives were then vetted by the whole program faculty and the current students. Several wording changes were made and the program objectives were adopted.
  https://appliedhumansciences.wvu.edu/about/accreditation/counseling-m-s

   At West Virginia University, our Counseling Program is grounded in a commitment to excellence, ethical practice, and cultural responsiveness. Our program objectives reflect the knowledge, skills, and dispositions we aim to cultivate in every student:

   1. Sociocultural and Developmental Competence

   We foster a culturally inclusive learning environment that promotes the multicultural competency necessary to work with clients across the lifespan.

   2. Excellence in Professional Practice

   Our students gain a strong foundation of knowledge and skills necessary to competently serve and advocate for clients in a wide variety of counseling settings.

   3. Ethical and Professional Dispositions

   We prepare students to demonstrate professional dispositions as evidenced by ethical decision-making, appropriate interpersonal skills, commitment to learning and professional growth, and application of constructive feedback, in line with the current ACA Code of Ethics.

   4. Research-Informed Practice

   Students are equipped to demonstrate the importance of research and evaluation in advancing the counseling profession, including how to critique research to inform professional practice.

- As mentioned previously, in the spring 2025, the curriculum committee completed an update to the Key Performance Indicators in the program. This update included alignment with the 2024 CACREP standards and updates to the assignments used to measure KPIs. The policies and procedures related to KPI remediation were also updated. The changes were then approved by the entire program faculty.

- The entire program curriculum was also updated to align with the 2024 Standards. This update began in spring 2025. The curriculum map, "crosswalk," was thoroughly updated to guarantee complete coverage of the 2024 standards required. The changes were then approved by the entire program faculty.
- Consistent feedback received in the program evaluation data, was a theme of students wanting more education on a wide range of theories and practice within clinical mental health and school counseling. To address this feedback the curriculum committee and faculty completed a major revision of our theories and practice courses (COUN 501/606). Feedback from students since that time has been positive regarding these updates.
- In the fall 2024 the program coordinator created three committees to better address the service responsibilities in the program. The three committees included the Student Disposition Committee, the Assessment Committee, and the Curriculum Committee. Feedback from faculty has been positive about these committees, as all three have helped to centralize and streamline the work of running a training program.
- Feedback from students also indicated a desire for more updated and engaging content in the online program. As such, starting in Fall 2025, the online courses have been undergoing a modernization upgrade. Included in these changes are recorded video/audio lectures, alignment with the 2024 standards, more engaging assignments such as video journals, and revising curriculum where needed. Student feedback has been positive regarding these changes.
- Based on the most recent exit survey, and student feedback, we moved our ethics course to be a full semester course, the first semester of the program (in-person). This change reflects are commitment to strong ethics training and modeling.

OTHER SIGNIFICANT CHANGES TO THE PROGRAMS

The M.S. in Counseling programs at WVU also had several important changes occur in past year. First, 2025 brought the retirement/departures of several long-time faculty. To meet our Core Faculty needs, the program faculty are pleased to announce the addition of two new faculty, Dr. Myia Makupson and Dr. Joy Hutchinson. We are also conducting a national search for a new School Counseling lead faculty, which will wrap up in the Spring 2026. This new faculty member will begin in August 2026. The applicant pool is strong, and we anticipate making a quality hire.

Dr. Myia Makupson

Biographical Sketch

Dr. Myia Makupson is a Licensed Professional Clinical Counselor (LPCC) and Licensed Social Worker (LSW) with extensive experience in trauma-informed, developmentally responsive, and equitable mental health care.

She began her career as a case manager with Help Me Grow, a program supporting first-time, low-income mothers and their children from birth to age three. In that role, she monitored developmental milestones, connected families to early intervention services, and provided parenting support during a critical period of child development.

She then served as a therapist at the Cleveland Rape Crisis Center (CRCC), specializing in the treatment of children under 12 who had experienced sexual abuse and other forms of trauma. Trained in Eye Movement Desensitization and Reprocessing (EMDR), she provided individual and family therapy, collaborated closely with caregivers, and worked in partnership with a Child Advocacy Center alongside forensic interviewers, child protective services, and law enforcement.

After several years in trauma-specific practice, she joined Signature Health as a Diagnostic Assessor, conducting multiple 90-minute assessments daily for clients presenting with a broad range of mental health and substance use concerns. She also managed the agency's counselor referral list and Medicare waitlist, ensuring timely and appropriate access to care.

She went on to complete her Ph.D. in Counselor Education at the University of Tennessee, Knoxville. While there, she worked as a Graduate Assistant Counselor, providing therapy to law students through the university's counseling services. In this role, she supported students managing the demands of professional school, addressing concerns such as anxiety, burnout, perfectionism, and identity development.

Dr. Joy Hutchinson

Biographical Sketch

Dr. Joy Hutchinson is an Assistant Professor at West Virginia University with extensive expertise in counseling, trauma, and first responder mental health. She earned her Ph.D. in Counselor Education and Supervision from the University of Memphis, where her dissertation focused on the lived experiences of Emergency Medical Technicians in seeking and participating in counseling.

With over a decade of experience as a paramedic in New Orleans, Dr. Hutchinson integrates her firsthand understanding of trauma into her clinical and academic work. She is a Licensed Professional Counselor-Mental Health Service Provider (LPC-MHSP), a Nationally Certified Counselor (NCC), Board Certified Telemental Health (BC-TMH), and a Certified Clinical Trauma Professional Level 2 (CCTP-II). Her clinical focus includes trauma, anxiety, substance use, and crisis intervention, with a specialization in supporting first responders.

Dr. Hutchinson's research agenda emphasizes stigma reduction and mental wellness in first responder communities, ethical practices in counselor education, and licensure portability. She has presented her findings at conferences nationwide, including the Southern Association for Counselor Education and Supervision (SACES) and the Tennessee Suicide Prevention Network (TSPN).

In her academic role, Dr. Hutchinson has taught courses on trauma counseling, ethics, substance abuse, and crisis intervention at multiple institutions, including Texas A&M University-Texarkana. She is also involved in mentorship, clinical

supervision, and curriculum development, contributing to the professional growth of emerging counselors.

Dr. Hutchinson is an active member of professional organizations such as the American Counseling Association (ACA) and the Southern Association for Counselor Education and Supervision (SACES). She also served on the Crisis, Resilience, and First Responder Trauma Training Advisory Council (CRAFT-AC), where she collaborated to create training programs for counselors supporting first responders.

Beyond academia, Dr. Hutchinson continues to practice as a clinical mental health counselor and is committed to bridging the gap between research and practical application in the mental health field.

Second, our program transition from online CRMHC to online clinical mental health counseling is now complete. Our program now consists of two tracks, Clinical Mental Health Counseling (in-person or online) and School Counseling (currently in-person, online starting in Jan. 2027). All tracks are encompassed under the program designation, M.S. in Counseling. This transition has allowed for more streamlined curriculum, alignment with 2024 CACREP standards, and consistency in KPI evaluation.

Regarding admissions to the program, we had a robust number of applications to the programs in this cycle.

Online Applications - 86
On-Campus Applications - 98

Online Offered Admissions-56 (across Fall and Spring admissions)
On-Campus Offered Admissions- 28 (Fall only)

In late April 2025, we had our program site visit with CACREP. In August we received the following decisions from CACREP:

-Clinical Mental Health Counseling (M.S. degree)
Reaffirm Accreditation with a Progress Report Required – Progress Report due by May 15, 2026
-Clinical Mental Health Counseling – Online (M.S. degree)
Accredit with a Progress Report Required – Progress Report due by May 15, 2026
-School Counseling (M.S. degree)
Reaffirm Accreditation with a Progress Report Required – Progress Report due by May 15, 2026
"The accreditation cycle for the Clinical Mental Health Counseling and School Counseling specialty areas runs through October 31, 2033."

Finally, starting in the fall of 2025, the MS in Counseling programs are housed in the School of Education and Counseling. This School is housed in the College of Applied Human Sciences.

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