



Counselor Education Programs 2021-2022 Annual Report

Mission Statement

The mission of the Department of Counselor Education and Counseling Psychology is to develop competent, ethical, and culturally sensitive counselor education and counseling psychology professionals through graduate education and scholarship. To accomplish this mission, the department offers doctoral training in counseling psychology and counselor education and master's level training in counseling psychology, counselor education (college counseling; clinical mental health counseling; marriage, couples, and family counseling; and school counseling), and rehabilitation counseling and rehabilitation counseling/teaching (specialization in blindness and low vision). We strive to recruit and retain students of diverse racial/ethnic backgrounds from local, state, national and international locations.

Purpose Statement

This annual report contains the following information: a) summary of program results, b) subsequent program changes based upon the results, and c) any other significant program modifications. The purpose of the report is to inform stakeholders like prospective and current students, faculty, institutional administrators, and personnel in cooperating agencies (i.e. site supervisors, alumni, employers, etc.) about program changes.

Summary of the Program Results

1. Enrollment Data

The Counselor Education Unit has two admission application review cycles which are **September 15 (spring)** and **January 15 (summer and fall)**. The Counselor Education faculty reviewed and considered a total of **102** applications for the master's programs and **3** doctoral student applications during the 2021-2022 academic year. There were **91** students admitted to the master's programs and **1** student admitted to the doctoral program. Lastly, we have a total of **187** students in the Counselor Education master's programs and **22** students enrolled in the doctoral program. Table 1 contains a summary of the number of students admitted and enrolled in the program as well as the number of applications received during the 2021-2022 academic year.

Table 1: Number of Students that applied, were admitted, and enrolled in the Counselor Education programs during the 2021-2022 academic year

Program	Applied	Admitted	Enrolled
Master's Program Specialty Areas			
Clinical Mental Health Counseling (CMHC)	60	53	96
Marriage, Couple, and Family Counseling (MCFC)	17	17	44
School Counseling (SC)	25	24	45
Rehabilitation Counseling (RC)	0	0	2
College Counseling (CC)	0	0	0
Master's Program Total	102	91	187
Doctoral Program			
Counselor Education (CE)	3	1	22

2. Number of Graduates, Program Completion, Certification/Licensure Exam Pass Rate, and Job Placement Rate

There were **73** students who graduated from the Counselor Education master's program during the 2021-2022 academic year and **2** students who graduated from the doctoral program. Between 79% and 100% of students in the Counselor Education master's programs complete the program and 100% percent of doctoral students finished. Students in the Marriage, Couple, and Family Counseling program have the highest completion rate. All students who took the National Counselor Exam (NCE) in the following programs passed: Clinical Mental Health Counseling, Marriage, Couple, and Family Counseling, School Counseling, and Counselor Education. No students from the Rehabilitation Counseling took the NCE. Students in the School Counseling program also take the Michigan Test for Teacher Certification (MTTC) #51 Guidance. There was a 100% pass rate for the students who took the exam. Rehabilitation Counseling students take the Commission on Rehabilitation Counselor Certification (CRCC) exam; however, CRCC will not release data if less than 5 students take the exam. Between 95%-100% of students in the following programs were employed: Clinical Mental Health Counseling, Marriage, Couple, and Family Counseling, School Counseling, and Counselor Education. We were unable to determine the job placement rate for the other programs since there was a low response rate. Table 2 contains a

summary of the number of graduates and the percentage of students who complete the Counselor Education programs during the 2021-2022 academic year. The table also contains information about exam pass rates and the job placement rates.

Table 2: Graduates, Certification/Licensure Exam Pass Rate, and Job Placement Rate for the Counselor Education programs during 2021-2022 academic year

Program	Graduates	Completion Rates	NCE Exam Pass Rate	Job Placement Rate
Master's Program Specialty Areas				
Clinical Mental Health Counseling (CMHC)	31	79%	100%	95%
Marriage, Couple, and Family Counseling (MCFC)	18	100%	100%	95%
School Counseling (SC)	22	67%	100%	95%
Rehabilitation Counseling (RC)	2	100%	UD	UD
College Counseling (CC)	N/A	N/A	N/A	N/A
Master's Program Total	73			
Doctoral Program				
Counselor Education (CE)	2	100%	UD	100%

Note: UD=Undetermined; N/A=Not Applicable

3. Key Performance Indicators (Master and Doctoral Level)

The Counselor Education faculty identified **16** key performance indicators to assess student learning and **8** key performance indicators to assess student learning within the four specialty areas: Clinical Mental Health Counseling, School Counseling, Marriage, Couple, and Family Counseling and Rehabilitation Counseling. The **24** key performance indicators are integrated within signature assignment rubrics. Faculty use TK20 to evaluate those signature assignment rubrics in specific courses at the end of each semester. Eighty-five percent (85%) of students must meet or exceed expectations on the key performance indicators.

CACREP-accredited doctoral programs in counselor education address professional roles in **five** doctoral core areas: **counseling, supervision, teaching, research and scholarship, and leadership and advocacy**. The Counselor Education Unit developed two key performance indicators (KPIs) for each of the five doctoral core areas to assess student learning outcomes for the doctoral program. The key performance indicators are integrated within the signature assignment rubrics and faculty used TK20 to evaluate those rubrics in specific courses. Eighty-five percent (85) of doctoral students exceeded or met the expectations of the key performance indicators. Although key performance indicator data was collected during 2021-22 for master and doctoral students, faculty did not meet to discuss and review the key performance indicators.

4. Counseling Dispositions and Behavior Forms (Master and Doctoral Level)

Faculty reported that between 85-91% of students exceeded or met expectations for 11 counseling dispositions and behaviors. Below is a table which shows the counseling dispositions and behavior data.

Table 3: Counseling Disposition & Behavior (Master and Doctoral Level) 2021-2022 academic year

Counseling Disposition and Behavior	Exceed and Meet Expectation %
Professional Ethics	91%
Professional Behaviors	86%
Professional and Personal Boundaries	91%
Knowledge & Adherence to Policies	90%
Task Completion	85%
Multicultural Competences	90%
Emotional Stability & Self Control	90%
Motivated to Learn & Grow; Initiative	88%
Openness to Feedback	90%
Flexibility and Adaptability	90%
Congruence & Genuineness	91%

Note: N=89

5. Exit Survey (Master-Level)

The Counselor Education faculty wanted to know more about the employment status of students graduating from the program. We were also interested in learning more about how students completed the program (i.e. enrollment status) and how long it took then to complete the program during 2021-22. Most students completed the program in 2.5 years, and they were full-time. Additionally, most students were offered counseling related positions while they were still in the program, and some were offered employment from their internship sites. Below is a table summarizing the data we obtained from an exit survey of master-level students.

Table 5: Exit Survey Data during 2021-2022 academic year

Exit Survey Topic	Data	Additional Information
Time to Degree Completion	80%	Completed program in 2.5 years
Enrollment Status	100%	Full-time Status
Employment before Graduation	80%	Offered Counseling Related Job
Employment through Internship Experience	36%	Employment from Internship

Note: N=13

Other Significant Program Changes

There was one significant Counselor Education program modifications that occurred in 2021-22 academic year. Such changes affected the doctoral curriculum.

In 2021-22, the Counselor Education faculty submitted a curriculum proposal to the CEHD Curriculum Committee to separate a doctoral level course (CECP 6850 Advanced Theories, Case Conceptualization, Treatment Planning and Integrated Healthcare for Counselors) from a master level course (CECP 6520 Case Conceptualization, Treatment Planning and Integrated Healthcare for Counselors). The courses were jointly listed. In addition to separating the two courses, the title of the course was changed to Advance Theories of Counseling.