



**WESTERN
MICHIGAN
UNIVERSITY**

Counselor Education Programs 2020-2021 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 which includes subsequent program modifications based upon the results and b) any other significant program changes. 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 three admission application cycles which are September 15 (spring), January 15 (summer and fall), and May 15 (fall). The Counselor Education faculty reviewed and considered a total of **139** applications for the master's programs and **6** doctoral student applications during the 2020-2021 academic year. There were **109** students admitted to the master's programs and **5** students admitted to the doctoral program. Lastly, we have a total of **219** students in the Counselor Education master's programs and **21** 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 2020-2021 academic year.

Table 1: Number of Students that applied, were admitted, and enrolled in the Counselor Education programs during the 2020-2021 academic year

Program	Applied	Admitted	Enrolled
Master's Program Specialty Areas			
Clinical Mental Health Counseling (CMHC)	77	68	112
Marriage, Couple, and Family Counseling (MCFC)	22	18	49
School Counseling (SC)	31	26	55
Rehabilitation Counseling (RC)	0	0	3
College Counseling (CC)	9	7	0
Master's Program Total	139	109	219
Doctoral Program			
Counselor Education (CE)	6	5	21

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

There were **66** students who graduated from the Counselor Education master's program during the 2020-2021 academic year and **4** students who graduated from the doctoral program. Between 58% and 81% of students in the Counselor Education master's programs complete the program and sixty percent of doctoral students finish. 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, and Counselor Education. Students in the School Counseling program attempted to take the NCE and no students from the College Counseling Program took the NCE. Students in the School Counseling program take the Michigan Test for Teacher Certification (MTTC) #51 Guidance. There was a 100% pass rate for the 25 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. All students in the following programs were employed after graduation: Rehabilitation Counseling, College Counseling and Counselor Education. We were unable to determine the job placement rate for the other programs since there was a low response rate in the survey sent to alumni.

Table 2 contains a summary of the number of graduates and the percentage of students who complete the Counselor Education programs during the 2020-2021 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 2020-2021 academic year

Program	Graduates	Completion Rates	NCE Exam Pass Rate	Job Placement Rate
Master's Program Specialty Areas				
Clinical Mental Health Counseling (CMHC)	32	58%	100%	UD
Marriage, Couple, and Family Counseling (MCFC)	7	81%	100%	UD
School Counseling (SC)	20	70%	None	UD
Rehabilitation Counseling (RC)	4	UD	N/A	100%
College Counseling (CC)	3	60%	N/A	100%
Master's Program Total	66			
Doctoral Program				
Counselor Education (CE)	4	60%	100%	100%

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

3. Key Performance Indicators (Master-Level)

The following master-level counselor education programs are accredited by the Council for the Accreditation of Counseling and Related Education Programs (CACREP): Marriage, Couple, and Family Counseling, School Counseling, Rehabilitation Counseling and Clinical Mental Health Counseling. CACREP requires counselor education programs to identify key performance indicators to measure student learning outcomes within the eight common core areas. 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. The sixteen key performance indicators include: a) advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients, b) ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling, c) multicultural counseling competencies, e) strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination, f) ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan, g) systemic and environmental factors that affect human development, functioning, and behavior, h) strategies for facilitating client skill development for career, educational, and life-work planning and management, i) approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors, j) essential interviewing, counseling, and case conceptualization skills, k) evidence-based counseling strategies and techniques for prevention and intervention, l) dynamics associated with group process and development, m) ethical and culturally relevant strategies for designing and facilitating groups, n) use of assessments for diagnostic and intervention planning purposes, o) methods of effectively preparing for and conducting initial assessment meetings, p) analysis and use of data in counseling, and q) identification of evidence-based counseling practice. The eight

key performance indicators for the specialty areas are as followed: 1) Students understand the fundamentals of the intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management, 2) Students understand the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders, 3) Students understand conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling, 4) Students understand cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration, 5) Students have skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement, 6) Students understand strategies to promote equity in student achievement and college access, 7) Students use career development and employment models and strategies to facilitate recruitment, inclusion, and retention of individuals with disabilities in the work place, 8) Students know methods of assessment for individuals with disabilities, including testing instruments, individual accommodations, environmental modification, and interpretation of results.

The **twenty-four** 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. Faculty determined that 85% of master-level students must exceeded or met the expectations on the key performance indicators to meet the Counselor Education program training standards. There were **15** key performance indicators that 85% of students met or exceeded expectations. However, there were 9 key performance indicators that had less than 85% of students who met or exceeded expectations. Below is a table which contains those key performance indicators. Faculty met to discuss the key performance indicators listed below and offered program modifications.

Table 3: Key Performance Indicators Data during academic year 2020-21

Key Performance Indicators Below 85%	Program Modification
i) Students can conceptualize the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.	CECP 6030-Add an assignment that relates to the career aspect.
j) Students know essential interviewing, counseling, and case Conceptualization skills	CECP 6040- Mid-semester check-ins with students who are performing below expectations. Extra help is provided during the week using office hours in GoReact.
k) Students know evidence-based counseling strategies and techniques for prevention and intervention	CECP 6030-Add evidence-based resources and articles. Also add some quiz questions about evidence-based strategies and techniques.
n) Students know how to use assessments for diagnostic and intervention planning purposes	CECP 6030-No changes suggested.
q) Students know how to identify evidence-based counseling practices	CECP 6030- Add evidence-based resources and articles. Also add some quiz questions

	about evidence-based strategies and techniques
CMHC 1) Students understand the fundamentals of the intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	CECP 6530- Discussion questions have been added to check students' accuracy before submitting the signature assignment. Weekly email check-ins with students occur to support students' successful completion of requirements.
CMHC 2) Students understand the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	The textbook will be changed for this course.
MCFC 4) Students understand cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration	There is a focus on understanding and considering varied aspects of culture and how that affects an individual's lifespan. In the course they discuss immigration and how that affects a person's lifespan. Also listen to a podcast about immigration. Cultural considerations for families are also covered in lectures, readings, and an interview assignment. Also provide more examples in the syllabus of MC considerations that could be addressed in the case analysis and emphasize in my in-class verbal overview of the assignment things to include in the MC realm.
RC 8) Students know methods of assessment for individuals with disabilities, including testing instruments, individual accommodations, environmental modification, and interpretation of results	Will emphasize in group presentations and assignments to consider individuals with disabilities.

Note: N=272

4. *Counseling Dispositions and Behavior (Master-Level)*

Faculty reported that between 90-97% of students exceeded or met expectations for 10 out of 11 counseling dispositions and behavior qualities assessed. Eighty-nine percent of students met or exceeded expectations for multicultural competencies. Below is a table which shows the counseling dispositions and behavior data.

Table 3: Counseling Disposition and Behavior (Master-Level) 2020-2021 academic year

Counseling Disposition and Behavior	Exceed and Meet Expectation %
Professional Ethics	95%
Professional Behaviors	94%
Professional and Personal Boundaries	96%
Knowledge & Adherence to Policies	97%
Task Completion	90%
Multicultural Competences	89%
Emotional Stability & Self Control	95%
Motivated to Learn & Grow; Initiative	95%
Openness to Feedback	93%
Flexibility and Adaptability	92%
Congruence & Genuineness	95%

Note: N=167

5. Counseling Professional Identity Survey (Master-Level)

The Counseling Education Unit assesses the counseling professional identity of students through their involvement in various activities like a membership in a counseling honor society or membership in a counseling association. Below is a table that contains data about such activities.

Table 4: Counseling Professional Identity Survey (Master-Level) 2020-2021 academic year

Student Engagement Area	Data	Additional Information
Faculty Encouraged Professional Activities	83%	Join professional conference
Professional Counseling Membership	75%	ACA or ASCA membership
MuBeta Chapter Membership	47%	
Professional Development	89%	Attended national or state conference, individual training or MuBeta professional development

Note: N=36

6. Cooperating Agencies and Stakeholder Surveys

The Counselor Education Unit elicits feedback from site supervisors, alumni, and employers. We asked several questions about their perceptions of how graduates demonstrate their proficiency on the 11 key performance indicators. Eight employers responded to the survey. Six out of eight (75%) employers strongly agree or agree that WMU graduates exhibited proficiency in nine out of the 11 key performance indicators. Five out of eight employers (62.5%) strongly agreed or agreed that WMU graduates demonstrated ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. Four out of eight (50%) employers strongly agreed or agreed that WMU graduates provide ethical and culturally relevant strategies for designing and facilitating groups. We also asked alumni (master-level) about post-graduation activities, experience in the program, and proficiency on the 11 key performance indicators. Four alumni responded to the survey. All of them reported they were employed immediately or within 1-3 months. Three out of four (75%) of alumni (master-level) were

satisfied with the following areas within the program: instruction, supervision, program curriculum, advising, mentoring, peer support, knowledge gained as a student, counseling skills acquired as a student, and multicultural/diversity counseling as a student. Also, most (75%) of the alumni surveyed reported they would recommend the program.

9. 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 them to complete the program. Most students completed the program in 3-4 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 2020-2021 academic year

Exit Survey Topic	Data	Additional Information
Time to Degree Completion	73%	Completed program in 3-4 years
Enrollment Status	77%	Full-time Status
Employment before Graduation	73%	Offered Counseling Related Job
Employment through Internship Experience	36%	Employment from Internship

Note: N=13

10. Key Performance Indicators (Doctoral-Level)

The doctoral program in Counselor Education is a CACREP-accredited program. 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 ten KPIs include: 1) doctoral students can deliver ethical and culturally relevant counseling in multiple settings, 2) doctoral students know evidence-based counseling practices, 3) doctoral students use culturally relevant strategies for conducting clinical supervision, 4) doctoral students know theoretical frameworks and models of clinical supervision, 5) doctoral students use ethical and culturally relevant strategies in counselor preparation, 6) doctoral students know roles and responsibilities related to educating counselors, 7) doctoral students can perform professional writing for journal and newsletter publications 8) doctoral students know research designs appropriate to quantitative and qualitative research questions, 9) doctoral students perform ethical and culturally relevant leadership and advocacy practices, and 10) doctoral students understand leadership in counselor education programs. The key performance indicators are integrated within the signature assignment rubrics and faculty used TK20 to evaluate those rubrics in specific courses. Faculty determined that 85% of doctoral students must exceed or meet the expectations on the key performance indicators to meet the Counselor Education program training standards. There was only one key performance indicator in which less than 85% of doctoral students met or exceeded expectations. This indicator was doctoral students know research designs appropriate to quantitative and qualitative research questions. This key performance indicator is still under faculty review.

11. *Counseling Dispositions and Behavior (Doctoral-Level)*

The Counselor Education Unit assesses eleven counseling dispositions and behaviors in the Counselor Education doctoral program. All doctoral students met or exceed the expectations within the counseling dispositions and behavior qualities assessed. Below is a table which shows the counseling dispositions and behavior data.

Table 3: Counseling Disposition and Behavior (Doctoral-Level) 2020-2021 academic year

Counseling Disposition and Behavior	Exceed and Meet Expectation %
Professional Ethics	100%
Professional Behaviors	100%
Professional and Personal Boundaries	100%
Knowledge & Adherence to Policies	100%
Task Completion	100%
Multicultural Competences	100%
Emotional Stability & Self Control	100%
Motivated to Learn & Grow; Initiative	100%
Openness to Feedback	100%
Flexibility and Adaptability	100%
Congruence & Genuineness	100%
Total	100%

Note: N=8

12. *Counseling Professional Identity (Doctoral-Level)*

The Counseling Education Unit assesses the counseling professional identity of doctoral students through their involvement in various activities like a counseling honor society or membership in a counseling association. Below is a table that contains data about such activities.

Table 4: Counseling Professional Identity Survey (Doctoral-level) 2020-2021 academic year

Student Engagement Area	Data	Additional Information
Faculty Encouraged Professional Activities	80%	Join professional conference, attend state conference, or present at state or national conference
Professional Counseling Membership	60%	ACA or ACES membership
MuBeta Chapter Membership	40%	
Professional Development	60%	Attended national or state conference, individual training or MuBeta professional development
Service to the Profession	60%	Served on MuBeta Executive Board, served on state, national or regional professional counseling committee, or served on state, national or regional professional counseling organization executive board

Note: N=5

Other Significant Program Changes

There were three significant Counselor Education program modifications that occurred in 2020-21 academic year. Such changes affected the curriculum, program location, and leadership. All three program changes are discussed below.

1. School Counseling Program Curriculum Change

There were two School Counseling Program tracks: 1) Certified Teacher and 2) School Counseling License. The Certified Teacher track was for teachers who already have a teaching certificate and want to add a School Counseling endorsement to that certification. Subsequently, the program track had 48 credit hours. The School Counseling License program track was for students who do not hold a teaching certificate and wanted to pursue a School Counseling (K-12) license. That program had 59 credit hours. The School Counseling program is a CACREP-accredited program; however, CACREP (Council for Accreditation of Counseling and Related Educational Programs) required all programs to have a minimum of 60 credit hours. The Counselor Education Unit developed a new school counseling curriculum to meet the new credit hour requirements as well as meet the new requirements for a limited license as a professional counselor in Michigan. Additionally, there will be only one school counseling program track. The Counselor Education faculty submitted the proposal for curriculum changes to the College of Education and Human Development Curriculum Committee in spring 2021. The proposal needed some modifications and faculty will resubmit the curriculum proposal in fall 2021.

2. Academic Program Updates and Campus Closure

The Counselor Education faculty voted to close the College Counseling Program. The faculty initiated a suspension of admission to the program the previous year. The program accreditation ends April 30, 2022. Additionally, Extended University (EUP) was restructured into WMUx and the Traverse City campus closed in 2020 during the pandemic. Many of those students from Traverse City took virtual courses to complete the program since all courses in the department were online during the global pandemic.

3. Faculty and Leadership Changes

There were several changes to the faculty in the Counselor Education Unit from 2020-21. Dr. Carla Adkison-Johnson assumed the interim department chair role. Drs. Mary L. Anderson and Alan Hovestadt retired. Drs. LaShonda Fuller and Andrew Clay left the department to pursue other opportunities. Dr. Stephen Craig served as Unit Director for 12 years; however, he stepped down from the position in 2020. Dr. Stephanie Burns served as the Unit Director for one year, then Dr. Glinda Rawls assumed the role in 2021.