



**WESTERN
MICHIGAN
UNIVERSITY**

Counselor Education Programs 2022-2023 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 (clinical mental health counseling; marriage, couples, and family counseling; and school counseling). 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 two admission application cycles which are September 15 (spring) and January 15 (summer and fall). The Counselor Education faculty reviewed and considered a total of **154** applications for the master’s programs and **3** doctoral student applications during the 2022-2023 academic year. There were **129** students admitted to the master’s programs and **1** student admitted to the doctoral program. Lastly, we have a total of **171** students in the Counselor Education master’s programs and **16** 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 2022-2023 academic year.

Table 1: Number of Students that applied, were admitted, and enrolled in the Counselor Education programs during the 2022-2023 academic year

Counselor Education Programs	Applied	Admitted	Acceptance Rate	Enrolled
Master’s Program Specialty Areas				
Clinical Mental Health Counseling (CMHC)	107	86	80%	90
Marriage, Couple, and Family Counseling (MCFC)	18	17	94%	42
School Counseling (SC)	29	26	76%	39
Master’s Program Total	154	129		171
Doctoral Program				
Counselor Education (CE)	3	1		16

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

There were **44** students who graduated from the Counselor Education master’s program during the 2022-2023 academic year and **4** students who graduated from the doctoral program. Between 52% and 88% of students in the Counselor Education master’s programs complete the program in six years and seventy-five percent of doctoral students finish in seven years. Students in the Clinical Mental Health Counseling program have the highest completion rate. Over half of the students in the Clinical Mental Health Counseling program passed the National Counselor Exam (NCE). Students in the School Counseling program took the Michigan Test for Teacher Certification (MTTC) #51 Guidance. There was a 100% pass rate for the 12 students who took the exam.

Table 2 contains a summary of the number of graduates and the percentage of students who complete the Counselor Education programs during the 2022-2023 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 2022-2023 academic year

Program	Graduates	Completion Rates	NCE Exam Pass Rate	Job Placement Rate
Master's Program Specialty Areas				
Clinical Mental Health Counseling (CMHC)	20	88%	55%	93%
Marriage, Couple, and Family Counseling (MCFC)	14	52%	N/A	93%
School Counseling (SC)	8	76%	100% MTTC	93%
Master's Program Total	44			
Doctoral Program				
Counselor Education (CE)	4	75%	N/A	50%

Note: 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, and School 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 **8** key performance indicators to assess student learning and **1** key performance indicators to assess student learning within the three specialty areas. The **eleven** key performance indicators include: 1) ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling, , 2) strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination, 3) systemic and environmental factors that affect human development, functioning, and behavior, 4) strategies for facilitating client skill development for career, educational, and life-work planning and management, 5) essential interviewing, counseling, and case conceptualization skills, 6) dynamics associated with group process and development, 7) use of assessments for diagnostic and intervention planning purposes, and 8) analysis and use of data in counseling. The three key performance indicators for the specialty areas are as followed: 1) Clinical Mental Health Counseling 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) Marriage, Couple, and Family Counseling students understand conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling, and School Counseling students understand strategies to promote equity in student achievement and college access.

The **eleven** 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. Of the **11** key performance indicators, faculty reported that students were above 85% in meeting or exceeded expectations. Given these results, faculty determined that no program modifications are needed at this time.

4. Counseling Dispositions and Behavior (Master-Level)

Faculty reported that students exceeded or met expectations between 94-100% of the **11** counseling dispositions and behaviors qualities assessed. Below is a table which shows the counseling dispositions and behavior data captured during spring semester in 2023.

Table 3: Counseling Disposition and Behavior (Master-Level) 2022-2023 academic year

Counseling Disposition and Behavior	Exceed and Meet Expectation %
Professional Ethics	100%
Professional Behaviors	98%
Professional and Personal Boundaries	98%
Knowledge & Adherence to Policies	100%
Task Completion	99%
Multicultural Competences	96%
Emotional Stability & Self Control	94%
Motivated to Learn & Grow; Initiative	94%
Openness to Feedback	95%
Flexibility and Adaptability	98%
Congruence & Genuineness	96%

Note: N=60 during Spring 2023

5. Exit Survey (Masters and Doctoral 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 how long it took them to complete the program. Students in the internship course and recent graduates indicated it took them 3.8 years to complete the program. Additionally, sixty-three percent of students were offered counseling related positions while they were still in the program, and some were offered employment from their internship sites. Ninety-three percent of students who responded to the survey were employed and ninety percent of those employed were in counseling positions. Below is a table summarizing the data we obtained from an exit survey of master's and doctoral level students.

Table 4: Exit Survey Data (Master and Doctoral Level) during 2022-2023 academic year

Exit Survey Topic	Data	Additional Information
Time to Degree Completion	3.8 years	
Currently Employed	93%	
Employment before Graduation	63%	Offered Employment while on Internship
Employed in a Counseling Position	90%	

Note: N=42 Master Level Students; N=2 Doctoral Level Students; Total N=44

6. 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 faculty developed one key performance indicator (KPIs) for each of the five doctoral core areas to assess student learning outcomes for the doctoral program. The **five** KPIs include: 1) doctoral students know evidence-based counseling practices, 2) doctoral students use culturally relevant strategies for conducting clinical supervision, 3) doctoral students know roles and responsibilities related to educating counselors, 4) doctoral students know research designs appropriate to quantitative and qualitative research questions, and 5) 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 doctoral students must exceed or meet the expectations on 85% of the key performance indicators to meet the Counselor Education program training standards. There was only one key performance indicator in which doctoral students met or exceeded expectations for 85% of the key performance indicators in leadership and advocacy. In the other four key performance indicators, faculty reported that doctoral students did not meet or exceed 85 % of the expectations on those key performance indicators. Given the results of this data captured during spring semester 2023, faculty made the following program medication listed in the table below.

Table 5: Key Performance Indicators (Doctoral Level) Data during academic year 2022-23

Five Key Performance Indicators	Percentage	Program Modifications Planned for 2024-25
Counseling: Doctoral students know evidence-based counseling practices	77%	Counselor Education will change curriculum to make CECP 6850 Advance Theories of Counseling a pre-requisite for CECP 6950 Doctoral Practicum. CECP 6950 Doctoral Practicum will be renamed to CECP 6950 Doctoral Internship I. Student must earn a B or better in CECP 6850 before they can enter CECP 6950.
Supervision: Doctoral students use culturally relevant strategies for conducting clinical supervision	81%	CECP 7121 Doctoral Internship I: Supervision and Counseling will be renamed to CECP 7121 Doctoral Internship II: Supervision. Students in this course will focus exclusively on supervision rather than both counseling and supervision.
Teaching: Doctoral students know roles and responsibilities related to educating counselors	81%	Doctoral Students will continue to co-teach CECP 6040 while taking CECP 6840 College Teaching in Counseling; however, in addition to providing supervision they will also lead a lecture in the course.

Research and Scholarship: Doctoral students know research designs appropriate to quantitative and qualitative research questions	55%	Counselor Education will move the CECP 6990 Dissertation Seminar course closer to comprehensive exams and students who do not pass the research comprehensive exam question will be given online research tutorials prior taking their second attempt at the exam.
Leadership and Advocacy: Doctoral students understand leadership in counselor education programs.	89%	No changes required. However, CECP 7122 Doctoral Internship II: Teaching, Research, Leadership and Advocacy will be renamed to CECP 7122 Doctoral Internship III: Teaching, Research, Leadership and Advocacy.

7. Counseling Dispositions and Behavior (Doctoral-Level)

The Counselor Education faculty assesses eleven counseling dispositions and behaviors in the doctoral program. Doctoral students met or exceed all expectations within the counseling dispositions and behavior qualities assessed. Below is a table which shows the counseling dispositions and behaviors data captured during spring semester in 2023.

Table 6: Counseling Disposition and Behavior (Doctoral-Level) 2022-2023 academic year

Eleven Counseling Dispositions and Behaviors	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	99%

Note: N=6 during Spring 2023

Other Significant Program Changes/Announcements

There was one significant leadership program change that occurred in 2022-23 academic year. There was also an announcement about the program’s reaccreditation process. The information is listed below.

1. CACREP Accreditation Site Visit

The Counselor Education Unit was granted a site visit to complete the last aspect of the reaccreditation process. The site visit occurred in March 2023. The program will receive notification from CACREP regarding the outcome in summer 2023.

2. Leadership Changes

There was one leadership change from 2022-23. Dr. Richards Spates assumed the interim department chair role. Dr. Glinda Rawls continued in the role as Counselor Education Unit Director.