



## **Counseling Program**

**Annual Report**

**Academic Year 2023-2024**

## Table of Contents

**Introduction**..... 3

**Mission Outcomes**..... 5

    Applicant and Admitted Student Demographics ..... 5

    Current Student Demographic by Campus and Concentration – Academic Year 2023-2024 ..... 6

    Retention Rates from Fall 2023 to Fall 2024..... 7

    Graduation & Completion Rates..... 8

    Student Learning Objective Outcomes ..... 9

    Professional Disposition Summary..... 10

**Stakeholder Outcomes**..... 11

    Michigan Test of Teaching Certification for School Counselors (MTTC) ..... 11

    National Counselor Examination ..... 11

    Internship Exit Interview Survey ..... 11

    Job Placement Rates ..... 12

    Alumni Survey ..... 12

    Site Supervisor Survey..... 12

    Employer Survey ..... 12

    Faculty Data Review & Program Changes ..... 12

## Introduction

The Central Michigan University (CMU) Counseling Program presents this annual report that provides data on how we are meeting the mission of our program. The Central Michigan University Counseling Program's mission is "to provide high quality training that inspires emerging counselors to develop a strong professional identity and a lifelong passion for knowledge, wisdom and creativity. Through the implementation of our core program and specialized tracks, we encourage our students to be advocates for wellness and social justice and we help them develop the clinical skill necessary to meet the mental health, educational and career needs of an increasingly diverse society." Our vision is that the CMU Counseling Program will become the pre-eminent training program in Mid-Michigan and surrounding areas for training, professional leadership, counseling skill development, knowledge, and research in addiction counseling, clinical mental health counseling and school counseling and will continue to expand its national reputation and prominence.

We based this mission and vision on the following values:

- Human diversity, respect for the individual, and freedom of expression.
- Student-centered programs that integrate learning, discovery, engagement tailored to the unique experience of both traditional and non-traditional student success.
- Excellence in our progression through mentorship of students, innovative learning opportunities, visionary programming, research contributions to the professional knowledge base, professional leadership, and active partnerships with community schools, agencies, and healthcare providers.

Data is presented in specific categories; Mission Outcomes provide data on how the CMU Program is meeting the Program's mission; including addressing diversity, student retention, completion, and graduation rates; Student Learning Objectives/Program Evaluation provides data on how the CMU Counseling Program is meeting the academic needs of our students; and Stakeholder data, that evaluates how our students, site supervisors and graduate employers view the success of the program. When possible, data is disaggregated by campus and concentration. listed in either table format or in narrative, or both depending on the available data. Areas where data is not available is noted in that section. The CMU Counseling Program will report information on the 60 credit School Counseling (SC), Clinical Mental Health Counseling, (CMHC) and Addiction Counseling (AC) Programs. Data is presented by concentration and campus when available.

**Please note one significant program change that occurred in Academic Year 2023-2024.** The CMU Counseling launched a full-time online program in Fall 2023.

## Annual Report Summary & SWOT Analysis

**Summary:** The CMU Counseling Program continued to grow in enrollment and received positive feedback from site supervisors. However much of that growth was in clinical mental health students, while Addiction concentration student applications remain low and school concentration students remain steady. The program had a 93% retention rate and met retention rates for gender, ethnicity and race; however, graduation rates were below benchmarks for BIPOC identified students. Most key performance indicators were met and all dispositional benchmarks were met.

Graduating students reported mixed feedback on the program; the students expressed frustration with accelerated courses but also mentioned the strong student-centered approach of faculty in the program. Eighty-Three percent of all graduated students indicated they already had job placement at the time of graduation and 93% of students who took the National Counselor Examination passed. Site supervisors continued to provide positive feedback on the program as well. The SWOT analysis below provides more detail.

**Strengths:** The CMU Counseling program grew substantially (357 students) after launching the full-time online program, specifically in the Clinical Mental Health Concentration. The School Counseling Concentration enrollment remained steady as well. The program met benchmarks for diversity as the program meets U.S. census population percentages for age and ethnicity. The program had a 93% retention rate, an 83% graduation rate and a 93% pass rate on the National Counselor Examination. Eighty three percent of graduating students indicated they already had employment.

The program won an Innovation Award from the North Central Association of Counselor Educators and Supervisors and received positive feedback from site supervisors regarding the strength of the program. The Counseling Program successfully placed all students in practicum and internship sites and the exit interview feedback stated that faculty investment was a key indicator of program strength. The program evaluation demonstrated strength in most key performance indicators and the robust Chi Sigma Iota Chapter ran a successful mentorship program and several professional development opportunities.

The School Counseling Coordinator successfully submitted a proposal to begin a Post Graduate Certificate in School Counseling which launched in Fall 2024 and provided professional development for school counselors as well. The program recruited affiliate faculty, provided ongoing support and developed and implemented a Faculty Handbook. The program also revised the Student Handbook, Practicum Handbook and Internship handbook to make the manuals more accessible and easier to follow. The program held a hooding ceremony and celebrated its 65<sup>th</sup> year with a ceremony that included alumni, current students and families. The Counseling Program revised curriculum and completed developing master shells for the online program. The Counseling Program received significant resource support from CMU, including a full-time program coordinator who began in June 2024, a full-time office professional dedicated to the Counseling Program and the CCCD, funding a fixed term faculty that begins in Fall 2024 and four graduate assistantships to support the faculty and students.

**Weaknesses:** The Counseling Program did not meet benchmarks for graduation or completion rates for African American students and did not meet graduation benchmarks for all BIPOC students. Student feedback from the exit interview expressed dissatisfaction with accelerated courses and students reported wanting more instruction in clinical areas such as diagnosis, treatment planning and crisis management. Addiction

## CMU Counseling Program Annual Report

concentration students did not meet benchmarks on the Key Performance Indicators for CED 695: Research in Counseling, Clinical Mental Health students did not meet benchmarks on the Key Performance Indicators for CED 679: Crisis & Trauma Counseling: Breach of Confidentiality assignment; and School counseling concentration students did not meet benchmarks on the Key Performance Indicator of school counselor interview. The Counseling Program has struggled to maintain staff consistency in the Center for Community Counseling & Development. The program has not been able to provide consistent training in this practicum lab. The Counseling Program realized a need to ensure better accessibility in courses and diversity initiatives last year were not met.

**Opportunities:** The Counseling Program plans to utilize one graduate assistantship to enhance diversity initiatives and address the graduation rate for BIPOC students. The program also works with faculty to brainstorm different engagement strategies for BIPOC students and implement early warning systems to reach out and connect if needed. The Counseling Program also sees opportunity in revising certain classes to determine if offering synchronous sessions student outcomes will improve. The advisory council recommended developing focus groups to address student needs and enlist specialists in addition to present panel discussions.

**Threats:** The primary threat is sustainability due to lack of core faculty. Another primary threat is ensuring consistent programming and support for BIPOC students to improve graduation rates. There is a threat from other counseling programs providing similar education and a need to reduce class caps which may increase the need for more faculty.

## Mission Outcomes

### Applicant and Admitted Student Demographics

**Benchmarks:** (1) The CMU Counseling program will admit a diverse student body by gender, age, ethnicity, and race. Twelve-point five percent (12.5%) of admitted students will be diverse by ethnicity/race; Twelve-point five percent (12.5%) of admitted students will be diverse by age (over age 30); Twelve-point five percent (12.5%) of admitted students will be diverse by gender. Ninety percent (90%) of admitted applicants into the CMU Counseling Program will meet the GPA criteria for admission. The CMU Counseling program moved to a part time and full-time online program while also admitting students to the Mt. Pleasant Hybrid program. The CMU Counseling Program admitted one part time online cohort, two full time online cohorts and one MP cohort in Fall 2023 and one part time online cohort and two full time online cohorts in Spring 2024.

**Results:** The CMU Counseling Program received 261 applications and accepted 200 students; 165 students enrolled during the academic year.

### Ethnicity/Race

For the 2023-2024 Academic Year, the CMU Counseling Program met its admitted student ethnic diversity benchmark for total program (25%), Mt. Pleasant (31%) and the online program (23%). **The benchmark was met.**

## CMU Counseling Program Annual Report

### **Gender**

The gender percentages for total program were 13.5% male and 2% gender nonconforming/transgender, 15% male and 2.6% gender nonconforming for Mt. Pleasant, and 13% male and 2% gender nonconforming for the online program. **This benchmark was met.**

### **Age**

Thirty Five percent (35%) of admitted students were over the age of 30 for total program, 15.6% of admitted Mt. Pleasant students were over the age of 30 and 40% of admitted online students were over age 30. **The benchmark was met.**

### **GPA**

Eighty-Four percent (84%) of admitted students in the total program met the GPA criteria for admission, 90% of admitted students met the GPA criteria for Mount Pleasant and 84% of admitted students met the GPA criteria for the online program. **This benchmark was met for Mount Pleasant, but not program wide or for the online program.** The program faculty weighs many factors during admission screening and students with lower GPA's are considered based on prior work experience or other factors.

### **Acceptance Rates**

The CMU Counseling Program had an overall acceptance rate of 77% for the total program, 77% for Mt. Pleasant and 77% for the online program. The enrollment rate was 83% for the total program, 64% for Mt. Pleasant and 87% for the online program.

The acceptance rate for the Clinical Mental Concentration was 77% total program, 78% Mt. Pleasant and 77% online. The acceptance rate for the Addiction concentration was 67% total program, 67% Mt. Pleasant and 67% online. The acceptance rate for the School Concentration was 77% total program, 75% Mt. Pleasant and 77% online.

The charts provide detailed demographic information for applicants and admitted students by total program, the Mt. Pleasant Program, and the Online Program. Data is reported by concentration, gender, and ethnicity. Please use bookmarks to access Appendix A for the following reports.

Applicant/Admitted Data Total Program

Applicant/Admitted Data Mt. Pleasant

Applicant/Admitted Data Online Program

### **Current Student Demographic by Campus and Concentration – Academic Year 2023-2024**

The CMU Counseling Program matriculated 357 students during the last academic year. Twenty-five percent (25%) identified as Black, Indigenous or People of Color (BIPOC). Clinical Mental Health was the largest concentration, and the program was primarily female with a mean

## CMU Counseling Program Annual Report

age of 32. The Mt. Pleasant program's mean age was 34, while all off-site programs had a mean age of 32. The chart in Appendix B (please use bookmarks) provides detailed demographic data by concentration, ethnicity, gender, and campus.

### Retention Rates from Fall 2023 to Fall 2024

**Benchmarks:** The CMU Counseling program will retain 80% of students from Fall to Spring semester and per Academic Year.

**Results:** The Central Michigan University Counseling Program achieved a 93% retention rate for the overall program from Fall 2023 to Fall 2024 and an 86% retention rate for students who identified as Black, Indigenous or People of Color (BIPOC). **The benchmark was met for concentrations, gender, race/ethnicity, and campus.** This benchmark has been met but does demonstrate a decrease in retention from last year, most likely due to program growth as the program increased student count of 103 students. The chart below provides retention rates by campus, concentration, and demographic data.

Retention Rates: Fall 2023-Spring 2024					
Gender					
Male	Female				
95%	93%				
Concentration					
Addiction	Clinical Mental Health	School			
93%	93%	90%			
Campus					
Mt. Pleasant	Grand Rapids/Saginaw	Southfield	Online		
90%	N/A students graduated	95%	93%		
Race/Ethnicity					
White	AA	Latinx	Native American	Asian	2 or more
94%	90%	100%	100%	100%	80%

## CMU Counseling Program Annual Report

### Graduation & Completion Rates

**Benchmark:** The CMU Counseling Program will achieve an 80% graduation rate over a 3-year period and a mean completion rate of 3.5 years.

**Completion Rate Results:** The CMU Counseling program offers full and part-time programs, so completion rates vary between full time or part time students. Seventy-five (75) students graduated in the academic year 2023-2024. Five (5) Addiction concentration students graduated, 51 Clinical Mental Health students graduated, and 19 school concentration students graduated. The mean completion rate was 2.6 years with a standard deviation of 8. **This benchmark has been met.**

**Graduation Rate Results:** Graduation rates are calculated based on the number of students who began the program in Academic Year 2020-2021 (part time program -3-3.5 years to complete) or 2021-2022 (full time program -2-2.5 years to complete). The rates indicate students who have either graduated or continue to matriculate.

Program wide 83% of students who began the program in 2020-2021 (part time program) or 2021-2022 (full time program) have either graduated or are still matriculating. This benchmark has been achieved. The chart below provides graduate rates disaggregated by gender, concentration, campus, and race/ethnicity. **The CMU Counseling Program is not meeting the graduation rate benchmark for African American students. The rates for all students who identify as BIPOC was 77%; this benchmark is not met as well. Please note that the same number of white students as BIPOC students did not graduate, but because the number of BIPOC students in the program is lower, the percentages are skewed. However, the program continues to focus on addressing this shortcoming.**



## CMU Counseling Program Annual Report

Graduation Rates -Academic Years 2020-2021 PT and 2021-2022 FT					
<b>Gender</b>			<b>Program Wide</b>		
<b>Male</b>	<b>Female</b>		83%		
85%	83%				
<b>Concentration</b>					
<b>Addiction</b>	<b>Clinical Mental Health</b>	<b>School</b>			
100%	82%	79%			
<b>Campus</b>					
<b>Mt. Pleasant</b>	<b>Grand Rapids/Saginaw</b>				
82%	85%				
<b>Race/Ethnicity</b>					
<b>White</b>	<b>AA</b>	<b>Hispanic</b>	<b>Native American</b>	<b>Asian</b>	<b>2 or more</b>
87%	60%	100%	100%	100%	89%

### Student Learning Objective Outcomes

**Benchmark:** Students will achieve a 3.0 or better on all Key Performance Indicators.

**Outcomes:** The Central Michigan University Counseling Program tracks assignment/assessment data across the program by campus and concentration. In 2023-2024 the students from the Saginaw/Grand Rapids cohort graduated and all students in all concentrations from this cohort met all benchmarks by achieving an average of a B or better on all KPI's. taken last academic year. **The Southfield cohort completed all concentration classes and practicum and achieved all benchmarks in all concentrations.**

Addiction Concentration online students did not meet the benchmark for CED 695: Research in Counseling Article Critique. All other Key Performance Indicator benchmarks were met.

## CMU Counseling Program Annual Report

Clinical Mental Health Concentration Mount Pleasant students did not meet the benchmark for CED 679: Breach of Confidentiality Role Play. All other Key Performance Indicator benchmarks were met.

School Counseling Concentration online students did not meet the benchmark for the CED 604: Introduction to School Counseling Interview paper; Mount Pleasant school students did not meet the benchmark for CED 650: Group Proposal. All other Key Performance Indicator benchmarks for all other sites and program wide were met.

Please use the bookmarks to find Appendix C and access the complete program assessment data. The counseling program finished developing all online courses and revised several courses during 2023-2024 academic year. Please see the chart below for courses revised during the 2023-2024 academic year. The 2024 CACREP standards went into effect in July, 2024.

Course	Status
CED 660: Counseling Techniques	Revised Fall 2023
CED 691: Internship in Counseling	Revised Spring 2024
CED 641: Intro to Counseling for Addictions	Revised Spring 2024
CED 677: Counseling Theories	Revised Fall 2023

### Professional Disposition Summary

**Benchmark:** Seventy-Five (75%) of students will achieve a rating of 2.0 (Progressing satisfactorily) on the Professional Dispositions Form.

**Outcomes:** The faculty reviewed all current matriculating students on student dispositions throughout the academic year. The faculty review student dispositions yearly. To protect student privacy due to small cohorts, this data is not presented by cohort/campus but is present by concentration. **The CMU Counseling Program met the benchmark for this academic year.** The data can be found in Appendix D.

## Stakeholder Outcomes

This section will provide data on the results of the Michigan Test of Teaching Certification for School Counselors, National Counselor Examination Rates, and survey results from the Internship Exit Interview, Site Supervisor Feedback Survey, Employer Survey and Alumni Survey.

### National Examinations for Licensure

**Benchmark:** Seventy-Five percent (75%) of graduates will pass the NCE, MTTC, IC/RC or other credentialing exam within 2 years of graduation.

#### Michigan Test of Teaching Certification for School Counselors (MTTC)

Twelve (12) student/graduates took the MTTC (Test 51) and 84% passed the exam. Please note that one student failed the test two times, which resulted in this pass rate.

#### National Counselor Examination

Central Michigan University's Counseling Program became a host site in academic year 2021-2022, the data report is based on students who took the NCE prior to graduation to obtain the NCC credential. The program overall had a 93% pass rate, with 100% pass rate for School and Addiction counseling (N=4, SC and N=3 AC) and a 90% pass rate for Clinical Mental Health (N=35)

The program cannot access records on the IC/RC for Addiction Certification.

## Stakeholder Feedback

#### Internship Exit Interview Survey

Eighty-seven (87) interns completed the internship exit interview. Please see Appendix E for the full report.

## CMU Counseling Program Annual Report

Overall feedback regarding the program was mixed. Critical feedback included dissatisfaction with several 8-week synchronous and asynchronous courses, specifically courses related to diagnosis, crisis and trauma counseling and the school and concentration courses. Critical feedback also included statements that the program does not provide information on licensing and preparing for the National Counselor examination, lack of information on licensing and preparing for the national counselor examination. All ratings were in the 3.0-5.0 range on a 5-point Likert scale except for cost of program. Ninety percent (90%) of respondents indicated they felt the program coursework prepared them for professional work. Positive feedback included the accessibility and investment of faculty.

### **Job Placement Rates**

Seventy-Nine percent (79%) of graduating interns indicated they had already secured employment or are working in the mental health field at graduation based on the exit interview survey. Eighty-three percent (83%) of clinical mental health counseling students reported having employment at graduation, 100% of addiction counseling students reported having employment at graduation and 100% of school counseling students reported having employment at graduation.

### **Alumni Survey**

The Alumni survey had a response rate of forty-two (42) respondents. Ninety-five percent (95%) of all respondents reported working as professional counselors with a limited or full license. Twenty-six (26) respondents reported passing the NCE. Feedback on the program was generally positive. Critical feedback focused on wanting more real-world application instruction, such as how to open a private practice and do academic advising. The full report is available in Appendix F.

### **Site Supervisor Survey**

One hundred and ninety-five site supervisors (195) completed the survey, although this number suggests duplicate evaluations. The feedback from site supervisors was overwhelmingly positive with no score falling below 5. The entire report is in Appendix G.

### **Employer Survey**

Despite ongoing efforts, the program was only able to obtain feedback from two employers. Both employers expressed positive feedback about the program. Due to the low N, results are not presented.

### **Faculty Data Review & Program Changes**

The faculty met with the CMU Advisory Council on October 24, 2024. Please see Appendix H for the minutes. The Advisory Council provided several recommendations to address engagement of BIPOC students including focus groups and surveys. The Council also addressed the ongoing concern in the ability to recruit students to the Addiction concentration and recommended providing panel discussions for students to hear from other addiction professionals.

## CMU Counseling Program Annual Report

The faculty reviewed the annual report data on November 5 and November 19, 2024. Please see Appendix I for minutes. The faculty engaged in a robust discussion regarding BIPOC students and the need for faculty to improve their own cultural humility while realizing that BIPOC students may not feel connected by virtue of social dynamics, outside the ability of the counseling program to address. The faculty noted key performance indicator concerns, but also noted very low number of concentration specific students in school and addiction counseling which most likely skewed results. The clinical mental health students continue to struggle with the role play of a non-suicidal crisis. The faculty is reaching out to the CMU theater department to brainstorm ways to help students better connect to the crises and improve role play performance.

All syllabi are being reviewed in the 2024-2025 academic year to align with the 2024 CACREP standards and as a result, several key performance indicators will be revised to meet the current student learning outcomes.

### **Dean Response**

The CMU Program faculty met with CEHS Dean, Dr. Megan Goodwin, during the annual report review. Dr. Goodwin noted that Dean's office has supported a request for more faculty and that the program is generally meeting benchmarks. Dr. Goodwin asked how Dean's office can support the program beyond faculty and the program noted that course caps will need to be lowered. The program expressed appreciation for the ongoing support and noted that the Counseling program has substantial visibility throughout the university.

Program Wide Applicant Data Summaries - Academic Year 2023-2024																									
	N	Concentration			Ethnicity								Gender					Age			UG GPA			Acceptance Rate	
		CMHC	AC	School	White	AA	AA/ White	Latinx	Asian	Asian/ White	Native American/ White	Native American/Alaskan	Not reported/Other	M	F	gender non conforming	Transgender	Other/ missing	Range	Mean	SD	Range	Mean	SD	Total
<b>Total Program</b>	<b>261</b>	203	6	52	201	37	1	4	12	0	0	6	0	39	218	3	1	0	20-63	29.3	8.80	2.14-4.0	3.33	0.43	77%
<b>Concentration</b>																									
CMHC Total	203				152	31	0	4	10	0	0	6	0	30	171	1	1	0	20-63	29.50	8.70	2.14-4.0	3.33	0.43	77%
Addiction Total	6				6									0	6				21-62	37.00	17.00	2.71-3.79	3.34	0.45	67%
School Total	52				43	6	1		2					9	41	2			21-51	28.00	7.70	2.26-4.0	3.33	0.45	77%
<b>Gender</b>																									
Male total	39	30	0	9	28	8	0		2			1							21-44	30.20	7.80	2.3-4.0	3.22	0.49	70.0%
Female Total	218	171	6	41	171	28	1	3	10	0	0	5							20-63	29.30	9.01	2.14-4.0	3.35	0.42	78.0%
Transgender/ gender nonconforming/other Total	4	2	0	2	2	1		1											20-27	23.30	3.30	2.74-3.84	3.37	0.52	100%
<b>Ethnicity</b>																									
White Total	201	152	6	43									28	171	1		1		20-62	29.00	8.80	2.26-4.0	3.40	0.40	75%
BIPDC Total	60	51		9									11	47	2				21-63	31.00	8.80	2.14-4.0	3.09	0.50	83.3%

Program Wide Admitted Student Data Summaries 2023-2024																									
	N	Concentration			Ethnicity								Gender					Age			UG GPA			Matriculation Rate	
		CMHC	AC	School	White	AA	AA/ White	Latinx	Asian	Asian/ White	Native American/ White	Native American/Alaskan	Not reported/Other	M	F	gender non conforming	Transgender	Other/ missing	Range	Mean	SD	Range	Mean	SD	Total
<b>Total Program</b>	<b>200</b>	156	4	40	150	32	0	3	11	0	4	0	27	169	3	1	0	20-63	30	9.00	2.14-4.0	3.34	0.42	83%	
<b>Concentration</b>																									
CMHC Total	156				113	27	0	3	9	0	4	0	20	134	1	1	0	20-63	29.80	8.85	2.14-4.0	3.34	0.43	81%	
Addiction Total	4				4								0	4	0	0	0	21-50	33.50	14.00	2.91-3.79	3.40	0.40	100%	
School Total	40				33	5	0	0	2	0	0	0	7	31	2	0	0	21-51	29.00	8.00	2.58-4.0	3.36	0.42	85%	
<b>Gender</b>																									
Male total	27	20	0	7	18	7	0	0	1	0	0	1							21-44	30.70	7.50	2.34-4.00	3.16	0.46	74%
Female Total	169	134	4	31	130	24	0	2	10	0	3	0							20-63	29.80	9.00	2.14-4.0	3.40	0.40	84%
Transgender/ gender nonconforming/other Total	4	2	0	2	2	1	0	1	0	0	0	0							20-27	23.00	3.30	2.74-3.84	3.40	0.52	75%
<b>Ethnicity</b>																									
White Total	150	114	4	33									18	130	0		1	0.00	20-52	29.00	8.70	2.58-4.0	3.40	0.37	84%
BIPDC Total	50	43	0	7									9	39	2		0	0.00	21-63	31.30	9.00	2.14-4.0	3.12	0.49	78%

Applicant Data Summaries -Mount Pleasant- Academic Year 2023-2024																											
	N	Concentration			Ethnicity								Gender					Age			UG GPA			Acceptance Rate			
		Total	CMHC	AC	School	White	AA	AA/ White	Latinx	Asian	Asian/ White	Native American/ White	Native American/Alaskan	Not reported/Other	M	F	gender non conforming	Transgender	Other/ missing	Range	Mean	SD	Range		Mean	SD	Total
<b>Total Mt. Pleasant Program</b>	51	40	3	8	38	7		1	5					10	40	1	0	0	20-42	24	4.67	2.34-4.0	3.4	0.43	77%		
<b>Concentration</b>																											
CMHC MP	40				30	6	0	1	3	0	0	0	0	8	31	0	1	0	20-42	23.80	4.70	2.34-4.0	3.40	0.42	78%		
Addiction MP	3				3									0	3				21-24	22.00	1.50	2.71-3.79	3.34	0.57	67%		
School MP	8				5	1			2					2	6				21-36	25	5.6	2.58-4.0	3.45	0.49	75%		
<b>Gender</b>																											
Male MP	10	8	0	2	6	3			1										21-36	25.70	5.25	2.34-3.88	3.16	0.53	60%		
Female MP	40	31	3	6	31	4		1	4		0	0							20-42	23.60	4.50	2.58-4.0	3.45	0.39	80%		
Transgender/ gender nonconforming/other MP: N/A due to low N																											
<b>Ethnicity</b>																											
White MP	38	30	3	5									6	31	0		1		20-42	23.00	4.50	2.47-4.0	3.43	0.43	71%		
BIPOC MP	13	10		3									4	9	0				22-36	25.70	4.90	2.34-3.72	3.30	0.45	92.0%		

Admitted Student Data Summaries Mt. Pleasant 2023-2024																											
	N	Concentration			Ethnicity								Gender					Age			UG GPA			Matriculation Rate			
		Total	CMHC	AC	School	White	AA	AA/ White	Latinx	Asian	Asian/ White	Native American/ White	Native American/Alaskan	Not reported/Other	M	F	gender non conforming	Transgender	Other/ missing	Range	Mean	SD	Range		Mean	SD	Total
<b>Total Mt. Pleasant Program</b>	39	31	2	6	27	7	0	1	4	0	0	0	0	6	32	0	1	0	20-42	25	5.2	2.34-4.0	3.4	0.43	64%		
<b>Concentration</b>																											
CMHC MP	31				22	6	0	1	2	0	0	0	0	4	26	0	1	0	20-42	24.40	5.10	2.34-4.0	3.39	0.42	58%		
Addiction MP	2				2	0	0	0	0	0	0	0	0	0	2	0	0	0	21-22	21.50	0.71	3.54-3.79	3.66	0.18	100%		
School MP	6				3	1	0	0	2	0	0	0	0	2	4	0	0	0	21-36	26	6.24	2.58-4.0	3.4	0.6	83%		
<b>Gender</b>																											
Male MP	6	4	0	2	3	3	0	0	0	0	0	0	0						22-36	28.00	5.80	2.34-3.57	3.05	0.50	33%		
Female MP	32	26	2	4	23	4	0	1	4	0	0	0	0						21-42	24.00	4.90	2.58-4.0	3.46	0.40	72%		
Transgender/ gender nonconforming/other MP:N/A due to low N																											
<b>Ethnicity</b>																											
White MP	27	22	2	3									3	23	0		1	0	20-42	24.00	5.10	2.58-4.0	3.46	0.41	67%		
BIPOC MP	12	9	0	3									3	9	0		0	0	22-36	26.00	5.10	2.34-3.72	3.28	0.50	58%		

Applicant Data Summaries -Online - Academic Year 2023-2024																										
	N	Concentration			Ethnicity								Gender					Age			UG GPA			Acceptance Rate		
		CMHC	AC	School	White	AA	AA/ White	Latinx	Asian	Asian/ White	Native American/ White	Native American/A laskan	Not reported/Other	M	F	gender non conforming	Transgen der	Other/ missing	Range	Mean	SD	Range	Mean	SD	Total	
<b>Total Online Program</b>	<b>210</b>	163	3	44	163	30	1	3	7	0	0	6	0	29	178	3				20-63	30.6	9	2.14-4.0	3.3	0.43	77%
<b>Concentration</b>																										
CMHC Online	163				122	25	0	3	7	0	6	0	0	22	140	1		0		20-63	30.9	8.9	2.14-4.0	3.31	0.43	77%
Addiction Online	3				3									0	3					41-62	51.00	10.50	2.91-3.78	3.34	0.44	67%
School Online	44				38	5	1							7	35	2				21-51	28.4	8	2.26-3.97	3.31	0.45	77.0%
<b>Gender</b>																										
Male Online	29	22	0	7	22	5			1			1								21-44	31.70	8.05	2.3-4.0	3.24	0.48	72.0%
Female online	178	140	3	35	140	24	1	2	6		5									20-63	30.60	9.27	2.14-4.0	3.32	0.43	77.0%
Transgender/ gender nonconforming/other Online: N/A due to low N																										
<b>Ethnicity</b>																										
White online	163	122	3	38									22	140	1					20-62	30.00	9.00	2.25-4.0	3.40	0.38	76.0%
BIPOC Online	47	41		6									7	38	2					21-63	32.30	9.10	2.14-4.0	3.03	0.50	81.0%

Admitted Student Data Summaries-Online-2023-2024																										
	N	Concentration			Ethnicity								Gender					Age			UG GPA			Matriculation Rate		
		CMHC	AC	School	White	AA	AA/ White	Latinx	Asian	Asian/ White	Native American/ White	Native American/A laskan	Not reported/Other	M	F	gender non conforming	Transgen der	Other/ missing	Range	Mean	SD	Range	Mean	SD	Total	
<b>Total Online Program</b>	<b>161</b>	125	2	34	123	25	0	2	7	0	0	4	0	21	137	3	0	0		20-63	31	9	2.14-4.0	3.33	0.42	87%
<b>Concentration</b>																										
CMHC Online	125				91	21	0	2	7	0	0	4	0	16	108	1				20-63	31.2	9	2.14-4.0	3.33	0.43	87%
Addiction Online	2				2	0	0	0	0	0	0	0	0	0	2	0	0	0		41-50	46.00	6.40	2.91-3.35	3.13	0.31	100%
School Online	34				30	4	0	0	0	0	0	0	0	5	27	2	0	0		22-51	29.4	8.3	2.64-3.87	3.36	0.4	85%
<b>Gender</b>																										
Male Online	21	16.00		5.00	15	4			1			1								21-44	31.50	7.90	2.5-4.0	3.19	0.45	86%
Female online	137	108.00	2.00	27.00	107	20		1	6		3									20-63	31.00	9.30	2.14-4.0	3.36	0.41	87%
Transgender/ gender nonconforming/other Online	3	1.00	0.00	2.00	1	1		1												21-27	24.30	3.05	2.74-3.77	3.22	0.52	100%
<b>Ethnicity</b>																										
White online	123	91	2	30									15	107	1	0	0			20-52	30.40	8.90	2.63-3.98	3.41	0.36	88%
BIPOC Online	38	34		4									6	30	2	0	0			21-63	33.00	9.30	2.14-4.0	3.08	0.50	84%



Current Student Demographic Data Academic Year 2023-2024																							
	N	Concentration			Ethnicity													Gender		Age			
		CMHC	AC	School	White	African American	Latinx	Latinx/AA	AA/White	Latinx/White	AA/LX/White	Asian	Asian/White	Native American	Native American/White	Native American/AA	Native American/Latinx	Not reported/Other	Male	Female	Range	Mean	SD
<b>Total Program</b>	357	255	25	77	268	39	2	1	3	14	1	9	2	2	8	1	1	6	53	304	21-66	32.2	9.00
<b>Concentration</b>																							
CMHC	255				182	29	2	1	3	13	1	8	2	2	6	0	1	5	33	222	21-66	32.5	9.00
AC	25				21	3				1									7	18	23-58	36.7	11.00
SC	77				65	7						1			2	1	1		13	64	22-52	30.2	7.60
<b>Gender</b>																							
Male	53	33	7	13	35	7				3			1	1	2	1					23-63	34	9.60
Female	304	222	18	64	233	32	2	1	3	11	1	9	1	1	6		1	3			21-66	32	8.90
<b>Campus</b>																							
Southfield	20	12	2	6	16	3						1						1	19		23-58	34.7	9.94
Grand Rapids	32	22	3	7	21	6				1		2			2			4	28		23-55	30	8.30
Online	225	166	12	47	167	26	2	1	2	11	1	5	2	1	2	1	1	33	192		21-58	31.8	8.40
Mt. Pleasant	80	55	8	17	64	4			1	2		1		1	4			16	64		22-66	34	10.00
<b>Ethnicity</b>																							
White	268	182	21	65														35	233		21-61	31.2	8.50
BIPOC	83	68	4	11														15	68		22-55	32.7	8.85

**Program Evaluation: Addiction Counseling -2023-2024 - Mt. Pleasant**

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards	Expected Outcomes	Student Learning Objective Assignments					
					Introduced		Reinforced		Mastered	
					Assignment	Score	Assignment	Score	Assignment	Score
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to apply the ethical and legal considerations in professional counseling	Students will demonstrate knowledge of and the ability to apply ethical and legal standards of informed consent, duty to warn and working with altered clients.	2.F.1.i; 5.A.2.1	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 630: Ethics Paper (K)	4	CED 641: Comprehensive Paper (K)	4	CED 690: Conducting intake (S)	4
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to implement the roles and function of counselors across all specialties and specifically the Addiction Counseling Profession; and identify strategies for self care, personal and professional self evaluation.	Students will demonstrate knowledge of and the ability to apply the different roles of an addiction counselor, including the various treatment setting options.	5.A.2.a; 2.F.1.b	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 630: Research Paper (K)	4	CED 630: Four Quizzes (K)	3.5	CED 641: Comprehensive Paper (K)	4
Social and Cultural Diversity	Students will acquire the knowledge and skills to explore the impact of multiculturalism and cultural pluralism on client and counselor and utilize social justice practices in models, competencies, and identity development in order to identify and understand power and oppression as obstacles in a diverse society.	Students will demonstrate knowledge of and the ability to apply multicultural competencies and theory to client mental health needs.	2.F.2.b;2.F.2.c; 2.F.2.e; 2.F.2.h	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 665: Discussion Board 3 Week 7	4	CED 620: Community Impact Group Assignment	4	CED 691: Internship Supervisor Final Evaluation (S)	3.36
Human Growth and Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of human development theories across the lifespan and demonstrate the ability to use these skills to promote resilience and wellness.	Students will demonstrate knowledge of psychosocial development stages and how these stages impact other mental health issues; and the ability to apply this knowledge in a counseling setting.	2.F.3.a; 2.F.3.e; 2.F.3.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 665: Developmental Case Study (K)	3.5	CED 665: Comparing Stages Project (K)	4	CED 691: Case conceptualization (S)	4
Career Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent career development and assessment; and the ability to apply these skills to assessment and counseling	Students will demonstrate knowledge of career development theories and the ability to analyze career assessments and develop career programs.	2.F.4.b, 2.F.4.d,2.F.4.e, 2.F.4.h, 2.F.4.f, 5.g,1.c, 5.g,3.e	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 610: Recorded Session 1 (S)	no AC students	CED 610: Recorded Session 2 (S)	no AC students	CED 610: Career Program (K)	no AC students
Counseling and Helping Relationships	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the counseling and consulting process.	Students will demonstrate knowledge of counseling theory and demonstrate the ability to conceptualize and apply theory to practice.	2.F.5.a; 2.F.5.g; 5.A.1.b	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 677: Theory Paper (K)	4	CED 643: Theory Group presentation and Discussion (K)	4	CED 691: Case Conceptualization (S) CED 691: Internship Supervisor Final Evaluation (S)	CC: 4.0 Supervisor eval: 3.36
Counseling and Helping Relationships	Students will acquire skills that demonstrate the ability to conduct culturally competent counseling.	Students will demonstrate the ability to accurately perform basic counseling skills; including empathy, reflection and open questions.	2.F.5.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 660: Dyadic Role Play (S)	4	CED 644: Motivational Interview Role Play (S)	3.5	CED 691: Internship supervisor Final evaluation (S)	3.36
Group Counseling and Group Work	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the theories and experiential skills of conducting culturally competent group counseling.	Students will demonstrate knowledge of group theory; the required steps to developing a group, and the ability to conduct group counseling.	2.F.6.a; 2.F.6.e; 2.F.6.d; 2.F.6.e; 2.F.6.f; 2.F.6.g; 2.F.6.h	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 650: Group Counseling Proposal (K)	3.5	CED 650: Group Role Play (S)	4	CED 690/1: Facilitating Group at Practicum/ Internship Site - supervisor evaluation (S)	3

**Program Evaluation: Addiction Counseling -2023-2024 - Mt. Pleasant**

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards	Expected Outcomes	Student Learning Objective Assignments					
					Introduced		Reinforced		Mastered	
					Assignment	Score	Assignment	Score	Assignment	Score
Assessment and Testing	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent individual and group approaches to assessment and evaluation.	Students will demonstrate knowledge of and the ability to utilize formal and informal assessment methods to inform treatment.	2.F.7.b; 2.F.7.c; 2.F.7.d; 2.F.7.e; 5.A.1.f	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 640: Psychological Report (K, S)	3.67	CED 644: Case Conceptualization (S)	4	CED 691: Supervisor Final Evaluation (S)	3.36
Research and Program Evaluation	Students will acquire the knowledge that demonstrates a comprehensive understanding of research methods, statistical analysis, needs assessment and program evaluation.	Students will demonstrate knowledge of ethical research practice and research design; and the ability to apply evidence based research to counseling practice.	2.F.8.a;2.F.8.b; 2.F.8.e; 2.F.8.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 695: Counseling Article Critique (K)	2.5	N/A	N/A	CED 695: Mini Research Proposal (K)	4
Addiction Counseling - Contextual Dimensions	Students will acquire knowledge and skills that demonstrate a comprehensive understanding of a culturally competent continuum of Addiction treatment; including prevention, diagnosis, treatment, relapse prevention and referral; and the role of wellness, spirituality, support networks in Addiction treatment.	Students will demonstrate the ability to identify prevention and risk factors in the individual, family and community; and identify support networks and educational programs to facilitate successful treatment.	5.A.2.e; 5.A.2.G, 5.A.2.c	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 643: Client Analysis Paper (K)	4	CED 644: Case Conceptualization (S)	4	Internship supervisor Final evaluation (S)	3.36
Addiction Counseling - Practice	Students will acquire skills that demonstrate a comprehensive ability to engage in the Addiction counseling process	Students will demonstrate the ability to conduct accurate assessment and diagnosis; and effectively use counseling strategies to treat substance abuse; including adapting to the client's stage of change.	5.A.2.i; 5.A.3.a; 5.A.3.b; 5.A.3.d; 5.A.3.g;	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 699: Integrative Case Summary (S) CED 644: Motivational Interview Role Play (S)	CED 699: 3.0 CED 644: 3.5	CED 644: Case Conceptualization (S)	4	CED 691: Internship Supervisor Final evaluation (S)	3.36

**Program Evaluation: Addiction Counseling -2023-2024 - Southfield**

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards	Expected Outcomes	Student Learning Objective Assignments					
					Introduced		Reinforced		Mastered	
					Assignment	Score	Assignment	Score	Assignment	Score
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to apply the ethical and legal considerations in professional counseling	Students will demonstrate knowledge of and the ability to apply ethical and legal standards of informed consent, duty to warn and working with altered clients.	2.F.1.i; 5.A.2.1	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	<b>CED 630: Ethics Paper (K)</b>	3.5	<b>CED 641: Comprehensive Paper (K)</b>	4.00	<b>CED 690: Conducting intake (S)</b>	4
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to implement the roles and function of counselors across all specialties and specifically the Addiction Counseling Profession; and identify strategies for self care, personal and professional self evaluation.	Students will demonstrate knowledge of and the ability to apply the different roles of an addiction counselor, including the various treatment setting options.	5.A.2.a; 2.F.1.b	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	<b>CED 630: Interview Paper (K)</b>	4	<b>CED 630: Final Exam (K)</b>	4.00	<b>CED 641: Comprehensive Paper (K)</b>	4.00
Social and Cultural Diversity	Students will acquire the knowledge and skills to explore the impact of multiculturalism and cultural pluralism on client and counselor and utilize social justice practices in models, competencies, and identity development in order to identify and understand power and oppression as obstacles in a diverse society.	Students will demonstrate knowledge of and the ability to apply multicultural competencies and theory to client mental health needs.	2.F.2.b;2.F.2.c; 2.F.2.e; 2.F.2.h	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	<b>CED 620: Community Impact Group Assignment</b>	4	<b>CED 650: Group Role Play (S)</b>	4.00	<b>CED 691: Internship Supervisor Final Evaluation (S)</b>	N/A
Human Growth and Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of human development theories across the lifespan and demonstrate the ability to use these skills to promote resilience and wellness.	Students will demonstrate knowledge of psychosocial development stages and how these stages impact other mental health issues; and the ability to apply this knowledge in a counseling setting.	2.F.3.a; 2.F.3.e; 2.F.3.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	<b>CED 665: case study quiz 1 (K)</b>	4.00	<b>CED 665: Comparing Stages Project (K)</b>	4.00	<b>CED 691: Case conceptualization (S)</b>	N/A
Career Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent career development and assessment; and the ability to apply these skills to assessment and counseling	Students will demonstrate knowledge of career development theories and the ability to analyze career assessments and develop career programs.	2.F.4.b, 2.F.4.d,2.F.4.e, 2.F.4.h, 2.F.4.f, 5.g.1.c, 5.g.3.e	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	<b>CED 610: Recorded Session 1 (S)</b>	4.00	<b>CED 610: Recorded Session 2 (S)</b>	4.00	<b>CED 610: Career Program (K)</b>	4.00
Counseling and Helping Relationships	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the counseling and consulting process.	Students will demonstrate knowledge of counseling theory and demonstrate the ability to conceptualize and apply theory to practice.	2.F.5.a; 2.F.5.g; 5.A.1.b	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	<b>CED 677: Theory Paper (K)</b>	4.00	<b>CED 643: Theory Group presentation and Discussion (K)</b>	4.00	<b>CED 691: Case Conceptualization (S) CED 691: Internship Supervisor Final Evaluation (S)</b>	N/A
Counseling and Helping Relationships	Students will acquire skills that demonstrate the ability to conduct culturally competent counseling.	Students will demonstrate the ability to accurately perform basic counseling skills; including empathy, reflection and open questions.	2.F.5.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	<b>CED 660: Dyadic Role Play (S)</b>	4.00	<b>CED 644: Motivational Interview Role Play (S)</b>	4.00	<b>CED 691: Internship supervisor Final evaluation (S)</b>	N/A
Group Counseling and Group Work	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the theories and experiential skills of conducting culturally competent group counseling.	Students will demonstrate knowledge of group theory; the required steps to developing a group, and the ability to conduct group counseling.	2.F.6.a; 2.F.6.e; 2.F.6.d; 2.F.6.e; 2.F.6.f; 2.F.6.g; 2.F.6.h	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	<b>CED 650: Group Counseling Proposal (K)</b>	4.00	<b>CED 650: Group Skills</b>	4.00	<b>CED 690/1: Facilitating Group at Practicum/ Internship Site - supervisor evaluation (S)</b>	N/A

**Program Evaluation: Addiction Counseling -2023-2024 - Southfield**

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards	Expected Outcomes	Student Learning Objective Assignments					
					Introduced		Reinforced		Mastered	
					Assignment	Score	Assignment	Score	Assignment	Score
Assessment and Testing	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent individual and group approaches to assessment and evaluation.	Students will demonstrate knowledge of and the ability to utilize formal and informal assessment methods to inform treatment.	2.F.7.b; 2.F.7.c; 2.F.7.d; 2.F.7.e; 5.A.1.f	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	<b>CED 640: Psychological Report (K, S)</b>	<b>4.00</b>	<b>CED 644: Case Conceptualization (S)</b>	<b>4.00</b>	<b>CED 691: Supervisor Final Evaluation (S)</b>	N/A
Research and Program Evaluation	Students will acquire the knowledge that demonstrates a comprehensive understanding of research methods, statistical analysis, needs assessment and program evaluation.	Students will demonstrate knowledge of ethical research practice and research design; and the ability to apply evidence based research to counseling practice.	2.F.8.a;2.F.8.b; 2.F.8.c; 2.F.8.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	<b>CED 695: Counseling Article Critique (K)</b>	<b>4.00</b>	N/A	N/A	<b>CED 695: Mini Research Proposal (K)</b>	<b>4.00</b>
Addiction Counseling - Contextual Dimensions	Students will acquire knowledge and skills that demonstrate a comprehensive understanding of a culturally competent continuum of Addiction treatment; including prevention, diagnosis, treatment, relapse prevention and referral, and the role of wellness, spirituality, support networks in Addiction treatment.	Students will demonstrate the ability to identify prevention and risk factors in the individual, family and community; and identify support networks and educational programs to facilitate successful treatment.	5.A.2.e; 5.A.2.G, 5.A.2.c	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	<b>CED 643: Client Analysis Paper (K)</b>	<b>4.00</b>	<b>CED 644: Case Conceptualization (S)</b>	<b>4.00</b>	<b>Internship supervisor Final evaluation (S)</b>	N/A
Addiction Counseling - Practice	Students will acquire skills that demonstrate a comprehensive ability to engage in the Addiction counseling process	Students will demonstrate the ability to conduct accurate assessment and diagnosis; and effectively use counseling strategies to treat substance abuse; including adapting to the client's stage of change.	5.A.2.i; 5.A.3.a; 5.A.3.b; 5.A.3.d; 5.A.3.g;	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	<b>CED 699: Integrative Case Summary (S)</b> <b>CED 644: Motivational Interview Role Play (S)</b>	<b>case summary: 4.0</b> <b>MI Role play: 4.0</b>	<b>CED 644: Case Conceptualization (S)</b>	<b>4.00</b>	<b>CED 691: Internship Supervisor Final evaluation (S)</b>	N/A

**Program Evaluation: Addiction Counseling -2023-2024- Saginaw**

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards	Expected Outcomes	Student Learning Objective Assignments					
					Introduced		Reinforced		Mastered	
					Assignment	Score	Assignment	Score	Assignment	Score
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to apply the ethical and legal considerations in professional counseling	Students will demonstrate knowledge of and the ability to apply ethical and legal standards of informed consent, duty to warn and working with altered clients.	2.F.1.i; 5.A.2.1	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630: Ethics Paper (K)		CED 641: Comprehensive Paper (K)	4	CED 690: Conducting intake (S)	4.00
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to implement the roles and function of counselors across all specialties and specifically the Addiction Counseling Profession; and identify strategies for self care, personal and professional self evaluation.	Students will demonstrate knowledge of and the ability to apply the different roles of an addiction counselor, including the various treatment setting options.	5.A.2.a; 2.F.1.b	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630: Interview Paper (K)		CED 630: Final Exam (K)		CED 641: Comprehensive Paper (K)	4.00
Social and Cultural Diversity	Students will acquire the knowledge and skills to explore the impact of multiculturalism and cultural pluralism on client and counselor and utilize social justice practices in models, competencies, and identity development in order to identify and understand power and oppression as obstacles in a diverse society.	Students will demonstrate knowledge of and the ability to apply multicultural competencies and theory to client mental health needs.	2.F.2.b;2.F.2.c; 2.F.2.e; 2.F.2.h	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 620: Community Impact Group Assignment		CED 650: Group Role Play (S)	4	CED 691: Internship Supervisor Final Evaluation (S)	3.68
Human Growth and Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of human development theories across the lifespan and demonstrate the ability to use these skills to promote resilience and wellness.	Students will demonstrate knowledge of psychosocial development stages and how these stages impact other mental health issues; and the ability to apply this knowledge in a counseling setting.	2.F.3.a; 2.F.3.e; 2.F.3.g	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 665: case study quiz 1 (K)		CED 665: Comparing Stages Project (K)		CED 691: Case conceptualization (S)	4.00
Career Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent career development and assessment; and the ability to apply these skills to assessment and counseling	Students will demonstrate knowledge of career development theories and the ability to analyze career assessments and develop career programs.	2.F.4.b, 2.F.4.d,2.F.4.e, 2.F.4.h, 2.F.4.f, 5.g.1.c, 5.g.3.e	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 610: Recorded Session 1 (S)	N/A	CED 610: Recorded Session 2 (S)	N/A	CED 610: Career Program (K)	N/A
Counseling and Helping Relationships	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the counseling and consulting process.	Students will demonstrate knowledge of counseling theory and demonstrate the ability to conceptualize and apply theory to practice.	2.F.5.a; 2.F.5.g; 5.A.1.b	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 677: Theory Paper (K)		CED 643: Theory Group presentation and Discussion (K)	4	CED 691: Case Conceptualization (S) CED 691: Internship Supervisor Final Evaluation (S)	CC: 4.0 eval: 3.68
Counseling and Helping Relationships	Students will acquire skills that demonstrate the ability to conduct culturally competent counseling.	Students will demonstrate the ability to accurately perform basic counseling skills; including empathy, reflection and open questions.	2.F.5.g	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 660: Dyadic Role Play (S)	4.00	CED 644: Motivational Interview Role Play (S)	4	CED 691: Internship supervisor Final evaluation (S)	3.68
Group Counseling and Group Work	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the theories and experiential skills of conducting culturally competent group counseling.	Students will demonstrate knowledge of group theory; the required steps to developing a group, and the ability to conduct group counseling.	2.F.6.a; 2.F.6.e; 2.F.6.d; 2.F.6.e; 2.F.6.f; 2.F.6.g; 2.F.6.h	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 650: Group Counseling Proposal (K)	4.00	CED 650: Group Role Play (S) Students complete 10 hours of small group experience	4	CED 690/1: Facilitating Group at Practicum/ Internship Site - supervisor evaluation (S)	CED 690: 4

**Program Evaluation: Addiction Counseling -2023-2024- Saginaw**

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards	Expected Outcomes	Student Learning Objective Assignments					
					Introduced		Reinforced		Mastered	
					Assignment	Score	Assignment	Score	Assignment	Score
Assessment and Testing	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent individual and group approaches to assessment and evaluation.	Students will demonstrate knowledge of and the ability to utilize formal and informal assessment methods to inform treatment.	2.F.7.b; 2.F.7.c; 2.F.7.d; 2.F.7.e; 5.A.1.f	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 640: Psychological Report (K, S)	3.00	CED 644: Case Conceptualization (S)	4	CED 691: Supervisor Final Evaluation (S)	3.68
Research and Program Evaluation	Students will acquire the knowledge that demonstrates a comprehensive understanding of research methods, statistical analysis, needs assessment and program evaluation.	Students will demonstrate knowledge of ethical research practice and research design; and the ability to apply evidence based research to counseling practice.	2.F.8.a;2.F.8.b; 2.F.8.c; 2.F.8.g	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 695: Counseling Article Critique (K)	4.00	N/A	N/A	CED 695: Mini Research Proposal (K)	4.00
Addiction Counseling - Contextual Dimensions	Students will acquire knowledge and skills that demonstrate a comprehensive understanding of a culturally competent continuum of Addiction treatment; including prevention, diagnosis, treatment, relapse prevention and referral, and the role of wellness, spirituality, support networks in Addiction treatment.	Students will demonstrate the ability to identify prevention and risk factors in the individual, family and community; and identify support networks and educational programs to facilitate successful treatment.	5.A.2.e; 5.A.2.G, 5.A.2.c	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 643: Client Analysis Paper (K)	4.00	CED 644: Case Conceptualization (S)	4	Internship supervisor Final evaluation (S)	3.68
Addiction Counseling - Practice	Students will acquire skills that demonstrate a comprehensive ability to engage in the Addiction counseling process	Students will demonstrate the ability to conduct accurate assessment and diagnosis; and effectively use counseling strategies to treat substance abuse; including adapting to the client's stage of change.	5.A.2.i; 5.A.3.a; 5.A.3.b; 5.A.3.d; 5.A.3.g;	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 699: Integrative Case Summary (S) CED 644: Motivational Interview Role Play (S)	CED 644: 4.0	CED 644: Case Conceptualization (S)	4	CED 691: Internship Supervisor Final evaluation (S)	3.68

**Program Evaluation: Addiction Counseling -2023-2024 -Online**

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards	Expected Outcomes	Student Learning Objective Assignments					
					Introduced		Reinforced		Mastered	
					Assignment	Score	Assignment	Score	Assignment	Score
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to apply the ethical and legal considerations in professional counseling	Students will demonstrate knowledge of and the ability to apply ethical and legal standards of informed consent, duty to warn and working with altered clients.	2.F.1.i; 5.A.2.1	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 630: Ethics Paper (K)	4	CED 641: Comprehensive Paper (K)	3.71	CED 690: Conducting intake (S)	N/A
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to implement the roles and function of counselors across all specialties and specifically the Addiction Counseling Profession; and identify strategies for self care, personal and professional self evaluation.	Students will demonstrate knowledge of and the ability to apply the different roles of an addiction counselor, including the various treatment setting options.	5.A.2.a; 2.F.1.b	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 630: Research Paper (K)	4	CED 630: Four Quizzes (K)	4	CED 641: Comprehensive Paper (K)	3.71
Social and Cultural Diversity	Students will acquire the knowledge and skills to explore the impact of multiculturalism and cultural pluralism on client and counselor and utilize social justice practices in models, competencies, and identity development in order to identify and understand power and oppression as obstacles in a diverse society.	Students will demonstrate knowledge of and the ability to apply multicultural competencies and theory to client mental health needs.	2.F.2.b;2.F.2.c; 2.F.2.e; 2.F.2.h	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 665: Discussion Board 3 Week 7	4	CED 620: Community Impact Group Assignment	3	CED 691: Internship Supervisor Final Evaluation (S)	N/A
Human Growth and Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of human development theories across the lifespan and demonstrate the ability to use these skills to promote resilience and wellness.	Students will demonstrate knowledge of psychosocial development stages and how these stages impact other mental health issues; and the ability to apply this knowledge in a counseling setting.	2.F.3.a; 2.F.3.e; 2.F.3.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 665: Development Case Study (K)	3.5	CED 665: Comparing Stages Project (K)	3	CED 691: Case conceptualization (S)	N/A
Career Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent career development and assessment; and the ability to apply these skills to assessment and counseling	Students will demonstrate knowledge of career development theories and the ability to analyze career assessments and develop career programs.	2.F.4.b, 2.f.4.d,2.f.4.e, 2.F.4.h, 2.f.4.f, 5.g.1.c, 5.g.3.e	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 610: Recorded Session 1 (S)	3.75	CED 610: Recorded Session 2 (S)	3.75	CED 610: Career Program (K)	4
Counseling and Helping Relationships	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the counseling and consulting process.	Students will demonstrate knowledge of counseling theory and demonstrate the ability to conceptualize and apply theory to practice.	2.F.5.a; 2.F.5.g; 5.A.1.b	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 677: Theory Paper (K)	4	CED 643: Theory Group presentation and Discussion (K)	4	CED 691: Case Conceptualization (S) CED 691: Internship Supervisor Final Evaluation (S)	N/A
Counseling and Helping Relationships	Students will acquire skills that demonstrate the ability to conduct culturally competent counseling.	Students will demonstrate the ability to accurately perform basic counseling skills; including empathy, reflection and open questions.	2.F.5.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 660: Dyadic Role Play (S)	3.25	CED 644: Motivational Interview Role Play (S)	3	CED 691: Internship supervisor Final evaluation (S)	N/A
Group Counseling and Group Work	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the theories and experiential skills of conducting culturally competent group counseling.	Students will demonstrate knowledge of group theory; the required steps to developing a group, and the ability to conduct group counseling.	2.F.6.a; 2.F.6.e; 2.F.6.d; 2.F.6.e; 2.F.6.f; 2.F.6.g; 2.F.6.h	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 650: Group Counseling Proposal (K)	3.75	CED 650: Group Role Play (S) Students complete 10 hours of small group experience	4	CED 690/1: Facilitating Group at Practicum/ Internship Site - supervisor evaluation (S)	N/A



**Program Evaluation: Addiction Counseling -2023-2024 -Online**

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards	Expected Outcomes	Student Learning Objective Assignments					
					Introduced		Reinforced		Mastered	
					Assignment	Score	Assignment	Score	Assignment	Score
Assessment and Testing	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent individual and group approaches to assessment and evaluation.	Students will demonstrate knowledge of and the ability to utilize formal and informal assessment methods to inform treatment.	2.F.7.b; 2.F.7.c; 2.F.7.d; 2.F.7.e; 5.A.1.f	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 640: Psychological Report (K, S)	3	CED 644: Case Conceptualization (S)	3.67	CED 691: Supervisor Final Evaluation (S)	N/A
Research and Program Evaluation	Students will acquire the knowledge that demonstrates a comprehensive understanding of research methods, statistical analysis, needs assessment and program evaluation.	Students will demonstrate knowledge of ethical research practice and research design; and the ability to apply evidence based research to counseling practice.	2.F.8.a;2.F.8.b; 2.F.8.e; 2.F.8.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 695: Counseling Article Critique (K)	2.4	N/A		CED 695: Mini Research Proposal (K)	3.2
Addiction Counseling - Contextual Dimensions	Students will acquire knowledge and skills that demonstrate a comprehensive understanding of a culturally competent continuum of Addiction treatment; including prevention, diagnosis, treatment, relapse prevention and referral; and the role of wellness, spirituality, support networks in Addiction treatment.	Students will demonstrate the ability to identify prevention and risk factors in the individual, family and community; and identify support networks and educational programs to facilitate successful treatment.	5.A.2.e; 5.A.2.G, 5.A.2.c	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 643: Client Analysis Paper (K)	4	CED 644: Case Conceptualization (S)	3.67	Internship supervisor Final evaluation (S)	N/A
Addiction Counseling - Practice	Students will acquire skills that demonstrate a comprehensive ability to engage in the Addiction counseling process	Students will demonstrate the ability to conduct accurate assessment and diagnosis; and effectively use counseling strategies to treat substance abuse; including adapting to the client's stage of change.	5.A.2.i; 5.A.3.a; 5.A.3.b; 5.A.3.d; 5.A.3.g;	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 699: Integrative Case Summary (S) CED 644: Motivational Interview Role Play (S)	CED 699: 3.50 CED 644: 3	CED 644: Case Conceptualization (S)	3.67	CED 691: Internship Supervisor Final evaluation (S)	N/A

**Program Evaluation: Addiction Counseling -2023-2024 -Program Wide**

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards	Expected Outcomes	Student Learning Objective Assignments					
					Introduced		Reinforced		Mastered	
					Assignment	Score	Assignment	Score	Assignment	Score
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to apply the ethical and legal considerations in professional counseling	Students will demonstrate knowledge of and the ability to apply ethical and legal standards of informed consent, duty to warn and working with altered clients.	2.F.1.i; 5.A.2.1	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 630: Ethics Paper (K)	4	CED 641: Comprehensive Paper (K)	3.8	CED 690: Conducting intake (S)	4
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to implement the roles and function of counselors across all specialties and specifically the Addiction Counseling Profession; and identify strategies for self care, personal and professional self evaluation.	Students will demonstrate knowledge of and the ability to apply the different roles of an addiction counselor, including the various treatment setting options.	5.A.2.a; 2.F.1.b	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 630: Research Paper (K)	4	CED 630: Four Quizzes (K)	3.75	CED 641: Comprehensive Paper (K)	3.8
Social and Cultural Diversity	Students will acquire the knowledge and skills to explore the impact of multiculturalism and cultural pluralism on client and counselor and utilize social justice practices in models, competencies, and identity development in order to identify and understand power and oppression as obstacles in a diverse society.	Students will demonstrate knowledge of and the ability to apply multicultural competencies and theory to client mental health needs.	2.F.2.b;2.F.2.c; 2.F.2.e; 2.F.2.h	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 665: Discussion Board 3 Week 7	4	CED 620: Community Impact Group Assignment	3.5	CED 691: Internship Supervisor Final Evaluation (S)	3.5
Human Growth and Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of human development theories across the lifespan and demonstrate the ability to use these skills to promote resilience and wellness.	Students will demonstrate knowledge of psychosocial development stages and how these stages impact other mental health issues; and the ability to apply this knowledge in a counseling setting.	2.F.3.a; 2.F.3.e; 2.F.3.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 665: Developmental Case Study (K)	3.5	CED 665: Comparing Stages Project (K)	3.5	CED 691: Case conceptualization (S)	3.89
Career Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent career development and assessment; and the ability to apply these skills to assessment and counseling	Students will demonstrate knowledge of career development theories and the ability to analyze career assessments and develop career programs.	2.F.4.b, 2.f.4.d,2.f.4.e, 2.F.4.h, 2.f.4.f, 5.g.1.c, 5.g.3.e	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 610: Recorded Session 1 (S)	3.75	CED 610: Recorded Session 2 (S)	3.75	CED 610: Career Program (K)	4
Counseling and Helping Relationships	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the counseling and consulting process.	Students will demonstrate knowledge of counseling theory and demonstrate the ability to conceptualize and apply theory to practice.	2.F.5.a; 2.F.5.g; 5.A.1.b	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 677: Theory Paper (K)	4	CED 643: Theory Group presentation and Discussion (K)	4	CED 691: Case Conceptualization (S) CED 691: Internship Supervisor Final Evaluation (S)	CC: 3.89 Eval: 3.5
Counseling and Helping Relationships	Students will acquire skills that demonstrate the ability to conduct culturally competent counseling.	Students will demonstrate the ability to accurately perform basic counseling skills; including empathy, reflection and open questions.	2.F.5.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 660: Dyadic Role Play (S)	3.57	CED 644: Motivational Interview Role Play (S)	3.33	CED 691: Internship supervisor Final evaluation (S)	3.5
Group Counseling and Group Work	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the theories and experiential skills of conducting culturally competent group counseling.	Students will demonstrate knowledge of group theory; the required steps to developing a group, and the ability to conduct group counseling.	2.F.6.a; 2.F.6.e; 2.F.6.d; 2.F.6.e; 2.F.6.f; 2.F.6.g; 2.F.6.h	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 650: Group Counseling Proposal (K)	3.67	CED 650: Group Role Play (S)	4	CED 690/1: Facilitating Group at Practicum/ Internship Site - supervisor evaluation (S)	3.6

**Program Evaluation: Addiction Counseling -2023-2024 -Program Wide**

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards	Expected Outcomes	Student Learning Objective Assignments					
					Introduced		Reinforced		Mastered	
					Assignment	Score	Assignment	Score	Assignment	Score
Assessment and Testing	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent individual and group approaches to assessment and evaluation.	Students will demonstrate knowledge of and the ability to utilize formal and informal assessment methods to inform treatment.	2.F.7.b; 2.F.7.c; 2.F.7.d; 2.F.7.e; 5.A.1.f	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 640: Psychological Report (K, S)	3.17	CED 644: Case Conceptualization (S)	3.83	CED 691: Supervisor Final Evaluation (S)	3.5
Research and Program Evaluation	Students will acquire the knowledge that demonstrates a comprehensive understanding of research methods, statistical analysis, needs assessment and program evaluation.	Students will demonstrate knowledge of ethical research practice and research design; and the ability to apply evidence based research to counseling practice.	2.F.8.a;2.F.8.b; 2.F.8.e; 2.F.8.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 695: Counseling Article Critique (K)	2.43	N/A		CED 695: Mini Research Proposal (K)	3.43
Addiction Counseling - Contextual Dimensions	Students will acquire knowledge and skills that demonstrate a comprehensive understanding of a culturally competent continuum of Addiction treatment; including prevention, diagnosis, treatment, relapse prevention and referral; and the role of wellness, spirituality, support networks in Addiction treatment.	Students will demonstrate the ability to identify prevention and risk factors in the individual, family and community; and identify support networks and educational programs to facilitate successful treatment.	5.A.2.e; 5.A.2.G, 5.A.2.c	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 643: Client Analysis Paper (K)	4	CED 644: Case Conceptualization (S)	3.83	Internship supervisor Final evaluation (S)	3.5
Addiction Counseling - Practice	Students will acquire skills that demonstrate a comprehensive ability to engage in the Addiction counseling process	Students will demonstrate the ability to conduct accurate assessment and diagnosis; and effectively use counseling strategies to treat substance abuse; including adapting to the client's stage of change.	5.A.2.i; 5.A.3.a; 5.A.3.b; 5.A.3.d; 5.A.3.g;	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 699: Integrative Case Summary (S) CED 644: Motivational Interview Role Play (S)	CED 699: 3.29 CED 644: 3.33	CED 644: Case Conceptualization (S)	3.83	CED 691: Internship Supervisor Final evaluation (S)	3.5

**Program Evaluation: Clinical Mental Health Counseling - 2023-2024 - Mt. Pleasant**

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards	Expected Outcomes	Student Learning Objective Assignments					
					Introduced		Reinforced		Mastered	
					Assignment	Score	Assignment	Score	Assignment	Score
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to apply the ethical and legal considerations in Clinical Mental Health Counseling	Students will demonstrate knowledge of and the ability to apply ethical and legal standards pertaining to informed consent, confidentiality, and duty to warn.	2.F.1.i; 5.C.2.1	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CED 630: Ethics Research Presentation (K)	4	CED 679: Role Play: Breach of Confidentiality (S)	3.25	CED 690: Conducting intake (S)	3.9
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to implement the roles and function of counselors across all specialties and specifically the Clinical Mental Health Profession; and identify strategies for self care, personal and professional self evaluation.	Students will demonstrate knowledge of and the ability to apply the different roles of a clinical mental health counselor, including the various treatment setting options.	2.F.1.b; 5.C.2.a	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CED 630: Professional Development Paper	4	CED 630: All four Quizzes	3.83	CED 603: Research Presentation	3.63
Social and Cultural Diversity	Students will acquire the knowledge and skills to explore the impact of multiculturalism and cultural pluralism on client and counselor and utilize social justice practices in models, competencies, and identity development in order to identify and understand power and oppression as obstacles in a diverse society.	Students will demonstrate knowledge of and the ability to apply multicultural competencies and theory to client mental health needs.	2.F.2.b; 2.F.2.c; 2.F.2.e; 2.F.2.h	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 665: Discussion Board 3 Week 7	3.57	CED 620: Community Impact Group Assignment	4	CED 691: Internship Supervisor Final Evaluation (S)	3.8
Human Growth and Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of human development theories across the lifespan and demonstrate the ability to use these skills to promote resilience and wellness.	Students will demonstrate knowledge of psychosocial development stages and how these stages impact other mental health issues; and the ability to apply this knowledge in a counseling setting.	2.F.3.a; 2.F.3.c; 2.F.3.g	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CED 665: Developmental Case Study (K)	3.57	CED 665: Comparing Stages Project (K)	3.83	CED 691: Case conceptualization (S)	3.67
Career Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent career development and assessment; and the ability to apply these skills to assessment and counseling	Students will demonstrate knowledge of career development theories and the ability to analyze career assessments and develop career programs.	2.f.4.b, 2.f.4.d, 2.f.4.e, 2.f.4.h, 2.f.4.f, 5.g.1.c, 5.g.3.e	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CED 610: Recorded Session 1 (S)	3.83	CED 610: Recorded Session 2 (S)	3.66	CED 610: Career Program (K)	3.83
Counseling and Helping Relationships	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the counseling and consulting process.	Students will demonstrate knowledge of counseling theory and demonstrate the ability to conceptualize and apply theory to practice.	2.F.5.a; 2.F.5.g; 5.C.1.b	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CED 677: Theory Paper (K)	3.5	CED 686: Role Play (S)	3.8	CED 691: Case Conceptualization (S) CED 691: Internship Supervisor Final Evaluation (S)	CED 691 CC: 3.67 CED 691 eval: 3.8
Counseling and Helping Relationships	Students will acquire skills that demonstrate the ability to conduct culturally competent counseling.	Students will demonstrate the ability to accurately perform basic counseling skills; including empathy, reflection and open questions.	2.F.5.g	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CED 660: Dyadic Role Play (S) CED 679: Crisis Role Play (S)	CED 660: 3.83 CED 679: 3.25	CED 690: Practicum supervisor final evaluation (S)	3.64	CED 691: Internship Supervisor Final Evaluation	3.8
Group Counseling and Group Work	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the theories and experiential skills of conducting culturally competent group counseling.	Students will demonstrate knowledge of group theory; the required steps to developing a group, and the ability to conduct group counseling.	2.F.6.a; 2.F.6.c; 2.F.6.d; 2.F.6.e; 2.F.6.f; 2.F.6.g; 2.F.6.h	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CED 650: Group Counseling Proposal (K)	3.56	CED 690/691 Group Midterm evaluation	3.75	CED 690/1: Facilitating Group at Practicum/ Internship Site - supervisor evaluation (S)	3.86

**Program Evaluation: Clinical Mental Health Counseling - 2023-2024 - Mt. Pleasant**

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards	Expected Outcomes	Student Learning Objective Assignments					
					Introduced		Reinforced		Mastered	
					Assignment	Score	Assignment	Score	Assignment	Score
Assessment and Testing	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent individual and group approaches to assessment and evaluation.	Students will demonstrate knowledge of and the ability to utilize formal and informal assessment methods to inform treatment.	2.f.7.b; 2.F.7.c; 2.F.7.d; 2.F.7.e; 5.C.1.e; 5.C.3.a	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CED 640: Psychological Report (K, S)	3.77	CED 686: Case Conceptualization (S)	3.8	CED 691: Internship Supervisor Final Evaluation (S)	3.8
Research and Program Evaluation	Students will acquire the knowledge that demonstrates a comprehensive understanding of research methods, statistical analysis, needs assessment and program evaluation.	Students will demonstrate knowledge of ethical research practice and research design; and the ability to apply evidence based research to counseling practice.	2.F.8.a;2.F.8.b; 2.F.8.c; 2.F.8.g	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CED 695: Counseling Article Critique (K)	4	N/A	N/A	CED 695: Literature Review (K) / "Counseling Research Proposal"	4
Clinical Mental Health - Contextual Dimensions	Students will acquire knowledge and skills that demonstrate a comprehensive understanding of a culturally competent continuum of clinical mental health treatment; including prevention, diagnosis, treatment, and referral; and the biological and neurological mechanisms as well as the impact of crisis and trauma on the continuum of care.	Students will demonstrate the ability to accurately assess, diagnose and develop evidence based treatment plans.	5.C.1.e; 5.C.2.d;5.C.3.a;5.C.1.e	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CED 699: Diagnosis & Treatment Planning Exercises (S)	3.88	CED 686: Case Conceptualization (K,S)	3.8	CED 691: Case Conceptualization (S)	3.67
Clinical Mental Health - Practice	Students will acquire skills that demonstrate a comprehensive ability to engage in the clinical mental health counseling process	Students will demonstrate the ability to effectively use counseling strategies to treat clinical mental health disorders.	5.C.3.b; 5.C.3.a	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CED 699: Integrative Case Summary (S)	3.63	CED 686: Group Role Play Project (S)	3.8	CED 691: Internship supervisor final evaluation (S)	3.8

Program Evaluation: Clinical Mental Health Counseling – 2023-2024 - Southfield

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards	Student Learning Objective Assignments						
				Expected Outcomes	Introduced		Reinforced		Mastered	
					Assignment	Score	Assignment	Score	Assignment	Score
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to apply the ethical and legal considerations in Clinical Mental Health Counseling.	Students will demonstrate knowledge of and the ability to apply ethical and legal standards pertaining to informed consent, confidentiality, and duty to warn.	2.F.1.a, 5.C.2.i	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CEC 630: Ethics Research Presentation (R)	3.63	CEC 679: Role Play: Breach of Confidentiality (S)	3.29	CEC 690: Conducting Intake (S)	3.7
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to implement the roles and function of counselors across all specialties and specifically the Clinical Mental Health Profession, and identify strategies for self-care, personal and professional self evaluation.	Students will demonstrate knowledge of and the ability to apply the different roles of a clinical mental health counselor, including the various treatment setting options.	2.F.1.b, 5.C.2.a	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CEC 630: Interview Paper (K)	3.88	CEC 630: Final Exam (K)	3.88	CEC 683: Research Presentation	3.29
Social and Cultural Diversity	Students will acquire the knowledge and skills to explore the impact of multiculturalism and cultural phenomena on client and counselor and utilize social justice practices in models, competencies, and identity development in order to identify and understand power and oppression as obstacles in a diverse society.	Students will demonstrate knowledge of and the ability to apply multicultural competencies and theory to client mental health needs.	2.F.2.a, 2.F.2.c, 2.F.2.e, 2.F.2.f	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CEC 620: Community Impact Group Assignment (K,S)	4	CEC 650: Group Role Play (S)	3.72	CEC 691: Case conceptualization (S) CEC 691: Internship Supervisor Final Evaluation (S)	N/A
Human Growth and Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of human development theories across the lifespan and demonstrate the ability to use these skills to promote resilience and wellness.	Students will demonstrate knowledge of psychosocial development stages and how these stages impact other mental health issues; and the ability to apply this knowledge in a counseling setting.	2.F.3.a, 2.F.3.c, 2.F.3.g	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CEC 665: case study quiz 1 (K)	4.00	CEC 665: Comparing Stages Project (K)	4.00	CEC 691: Case conceptualization (S)	N/A
Career Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent career development and assessment, and the ability to apply these skills to assessment and counseling.	Students will demonstrate knowledge of career development theories and the ability to analyze career assessments and develop career programs.	2.F.4.b, 2.F.4.d, 2.F.4.e, 2.F.4.h, 2.F.4.i, 5.g, 5.e	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CEC 610: Recorded Session 1 (S)	3.94	CEC 610: Recorded Session 2 (S)	3.88	CEC 610: Career Program (K)	3.88
Counseling and Helping Relationships	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the counseling and consulting process.	Students will demonstrate knowledge of counseling theory and demonstrate the ability to conceptualize and apply theory to practice.	2.F.5.a, 2.F.5.g, 5.C.1.b	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CEC 677: Theory Paper (K)	3.85	CEC 686: Role Play (S)	N/A	CEC 691: Case Conceptualization (S) CEC 691: Internship Supervisor Final Evaluation (S)	N/A
Counseling and Helping Relationships	Students will acquire skills that demonstrate the ability to conduct culturally competent counseling.	Students will demonstrate the ability to accurately perform basic counseling skills, including empathy, reflection and open questions.	2.F.5.g	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CEC 660: Dyadic Role Play (S) CEC 679: Crisis Role Play (S)	CEC 660: 3.65, CEC 679: 3.29	CEC 690: Practicum supervisor final evaluation (S)	3.76	CEC 691: Internship Supervisor Final Evaluation	N/A
Group Counseling and Group Work	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the theories and experiential skills of conducting culturally competent group counseling.	Students will demonstrate knowledge of group theory, the required steps to developing a group, and the ability to conduct group counseling.	2.F.6.a, 2.F.6.c, 2.F.6.d, 2.F.6.e, 2.F.6.f, 2.F.6.g, 2.F.6.h	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CEC 650: Group Counseling Proposal (K)	3.53	CEC 650: Group Role Play (S)	3.72	CEC 690:1: Facilitating Group at Practicum/ Internship Site - supervisor evaluation (S)	N/A
Assessment and Testing	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent individual and group approaches to assessment and evaluation.	Students will demonstrate knowledge of and the ability to utilize formal and informal assessment methods to inform treatment.	2.F.7.b, 2.F.7.c, 2.F.7.d, 2.F.7.e, 5.C.1.c, 5.C.3.a	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CEC 640: Psychological Report (K, S)	3.81	CEC 686: Case Conceptualization (S)	3.5	CEC 691: Internship Supervisor Final Evaluation (S)	N/A
Research and Program Evaluation	Students will acquire the knowledge that demonstrate a comprehensive understanding of research methods, statistical analysis, needs assessment and program evaluation.	Students will demonstrate knowledge of ethical research practice and research design, and the ability to apply evidence based research to counseling practice.	2.F.8.a, 2.F.8.b, 2.F.8.e, 2.F.8.g	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CEC 695: Counseling Article Critique (K)	3.82	N/A	N/A	CEC 695: Mini Research Proposal (K)	3.41
Clinical Mental Health - Contextual Dimensions	Students will acquire knowledge and skills that demonstrate a comprehensive understanding of a culturally competent continuum of clinical mental health treatment, including prevention, diagnosis, treatment, and referral, and the biological and neurological mechanisms as well as the impact of crisis and trauma on the continuum of care.	Students will demonstrate the ability to accurately assess, diagnose and develop evidence based treatment plans.	5.C.1.a, 5.C.2.a, 5.C.3.a, 5.C.1.c	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CEC 699: Diagnosis & Treatment Planning Exercises (S)	4	CEC 686: Case Conceptualization (K,S)	3.5	CEC 691: Case Conceptualization (S)	N/A
Clinical Mental Health - Practice	Students will acquire skills that demonstrate a comprehensive ability to engage in the clinical mental health counseling process	Students will demonstrate the ability to effectively use counseling strategies to treat clinical mental health disorders.	5.C.3.b, 5.C.3.a	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85%	CEC 699: Integrative Case Summary (S)	3.88	CEC 686: Group Role Play Project (S)	3.64	CEC 691: Internship supervisor final evaluation (S)	N/A

**Program Evaluation: Clinical Mental Health Counseling - 2023-2024 - Saginaw**

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards	Expected Outcomes	Student Learning Objective Assignments					
					Introduced		Reinforced		Mastered	
					Assignment	Score	Assignment	Score	Assignment	Score
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to apply the ethical and legal considerations in Clinical Mental Health Counseling	Students will demonstrate knowledge of and the ability to apply ethical and legal standards pertaining to informed consent, confidentiality, and duty to warn.	2.F.1.i; 5.C.2.1	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CED 630: Ethics Research Presentation (K)	3.7	CED 603: Research Presentation (K) CED 679: Role Play; Breach of Confidentiality (S)	CED 603: 3.5 CED 679: 2.4	CED 690: Conducting intake (S)	3.76
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to implement the roles and function of counselors across all specialties and specifically the Clinical Mental Health Profession; and identify strategies for self care, personal and professional self evaluation.	Students will demonstrate knowledge of and the ability to apply the different roles of a clinical mental health counselor, including the various treatment setting options.	2.F.1.b; 5.C.2.a	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CED 630: Interview Paper (K)	3.8	CED 630: Final Exam (K)	2.9	CED 603: Counselor Setting Interview paper	4
Social and Cultural Diversity	Students will acquire the knowledge and skills to explore the impact of multiculturalism and cultural pluralism on client and counselor and utilize social justice practices in models, competencies, and identity development in order to identify and understand power and oppression as obstacles in a diverse society.	Students will demonstrate knowledge of and the ability to apply multicultural competencies and theory to client mental health needs.	2.F.2.b,2.F.2.c; 2.F.2.e; 2.F.2.h	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CED 620: Community Impact Group Assignment (K,S)	4	CED 650: Diversity Group Role Play (S)	4	CED 691: Case conceptualization (S) CED 691: Internship Supervisor Final Evaluation (S)	CED 691 CC: 3.9 CED 691: 3.79
Human Growth and Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of human development theories across the lifespan and demonstrate the ability to use these skills to promote resilience and wellness.	Students will demonstrate knowledge of psychosocial development stages and how these stages impact other mental health issues; and the ability to apply this knowledge in a counseling setting.	2.F.3.a; 2.F.3.e; 2.F.3.g	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CED 665: case study quiz 1 (K)	3.8	CED 665: Comparing Stages Project (K)	4	CED 691: Case conceptualization (S)	3.9
Career Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent career development and assessment; and the ability to apply these skills to assessment and counseling	Students will demonstrate knowledge of career development theories and the ability to analyze career assessments and develop career programs.	2.F.4.b; 2.F.4.d; 2.F.4.e; 2.F.4.h; 2.F.4.i; 5.g.1.e; 5.g.3.e	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CED 610: Recorded Session 1 (S)	4	CED 610: Recorded Session 2 (S)	4	CED 610: Career Program (K)	4
Counseling and Helping Relationships	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the counseling and consulting process.	Students will demonstrate knowledge of counseling theory and demonstrate the ability to conceptualize and apply theory to practice.	2.F.5.a; 2.F.5.g; 5.C.1.b	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CED 677: Theory Paper (K)	3.7	CED 603: Position Paper (K)	4	CED 691: Case Conceptualization (S) CED 691: Internship Supervisor Final Evaluation (S)	CED 691 CC: 3.9 CED 691: 3.79
Counseling and Helping Relationships	Students will acquire skills that demonstrate the ability to conduct culturally competent counseling.	Students will demonstrate the ability to accurately perform basic counseling skills; including empathy, reflection and open questions.	2.F.5.g	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CED 660: Dyadic Role Play (S) CED 679: Crisis Role Play (S)	CED 660: 4.0 CED 679: 2.4	CED 690: Practicum supervisor final evaluation (S)	3.6	CED 691: Internship Supervisor Final Evaluation	3.79
Group Counseling and Group Work	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the theories and experiential skills of conducting culturally competent group counseling.	Students will demonstrate knowledge of group theory; the required steps to developing a group, and the ability to conduct group counseling.	2.F.6.a; 2.F.6.c; 2.F.6.d; 2.F.6.e; 2.F.6.f; 2.F.6.g; 2.F.6.h	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CED 650: Group Counseling Proposal (K)	4	CED 650: Group Role Play (S) Students complete 10 hours of small group experience	4	CED 690/1: Facilitating Group at Practicum/ Internship Site - supervisor evaluation (S)	3.69
Assessment and Testing	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent individual and group approaches to assessment and evaluation.	Students will demonstrate knowledge of and the ability to utilize formal and informal assessment methods to inform treatment.	2.E.7.b; 2.F.7.e; 2.E.7.d; 2.F.7.e; 5.C.1.e; 5.C.3.a	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CED 640: Psychological Report (K, S)	3.6	CED 686: Case Conceptualization (S)	3.95	CED 691: Internship Supervisor Final Evaluation (S)	3.79

**Program Evaluation: Clinical Mental Health Counseling - 2023-2024 - Saginaw**

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards	Expected Outcomes	Student Learning Objective Assignments					
					Introduced		Reinforced		Mastered	
					Assignment	Score	Assignment	Score	Assignment	Score
Research and Program Evaluation	Students will acquire the knowledge that demonstrates a comprehensive understanding of research methods, statistical analysis, needs assessment and program evaluation.	Students will demonstrate knowledge of ethical research practice and research design; and the ability to apply evidence based research to counseling practice.	2.F.8.a;2.F.8.b; 2.F.8.c; 2.F.8.g	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CED 695: Counseling Article Critique (K)	3.5	N/A	N/A	CED 695: Mini Research Proposal (K)	3.9
Clinical Mental Health - Contextual Dimensions	Students will acquire knowledge and skills that demonstrate a comprehensive understanding of a culturally competent continuum of clinical mental health treatment; including prevention, diagnosis, treatment, and referral; and the biological and neurological mechanisms as well as the impact of crisis and trauma on the continuum of care.	Students will demonstrate the ability to accurately assess, diagnose and develop evidence based treatment plans.	5.C.1.c; 5.C.2.d;5.C.3.a;5.C.1.e	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CED 699: Diagnosis & Treatment Planning Exercises (S)	3.7	CED 686: Case Conceptualization (K,S)	3.95	CED 691: Case Conceptualization (S)	3.79
Clinical Mental Health - Practice	Students will acquire skills that demonstrate a comprehensive ability to engage in the clinical mental health counseling process	Students will demonstrate the ability to effectively use counseling strategies to treat clinical mental health disorders.	5.C.3.b; 5.C.3.a	Assignment Scores will average 85% (3.0) or higher; Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	CED 699: Integrative Case Summary (S)	3.8	CED 686: Group Role Play Project (S)	3.85	CED 691: Internship supervisor final evaluation (S)	3.79



Program Evaluation: Clinical Mental Health Counseling - 2023-2024 - Grand Rapids

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards	Expected Outcomes	Student Learning Objective Assignments					
					Introduced		Reinforced		Mastered	
					Assignment	Score	Assignment	Score	Assignment	Score
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to apply the ethical and legal considerations in Clinical Mental Health Counseling	Students will demonstrate knowledge of and the ability to apply ethical and legal standards pertaining to informed consent, confidentiality, and duty to warn.	2.F.1.i; 5.C.2.i	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CED 60b: Ethics Research Presentation (K)</b>	4	<b>CED 60b: Research Presentation (K)</b> <b>CED 67b: Role Play: Breach of Confidentiality (S)</b>	<b>CED 60i: 3.5</b> <b>CED 67c: 2.4</b>	<b>CED 69b: Conducting Intake (S)</b>	3.76
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to implement the roles and function of counselors across all specialties and specifically the Clinical Mental Health Profession; and identify strategies for self care, personal and professional self evaluation.	Students will demonstrate knowledge of and the ability to apply the different roles of a clinical mental health counselor, including the various treatment setting options.	2.F.1.b; 5.A.2.a	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CED 60b: Interview Paper (K)</b>	4	<b>CED 63b: Final Exam (K)</b>	<b>CED 60c: Counselor Setting Interview Paper</b>	4	
Social and Cultural Diversity	Students will acquire the knowledge and skills to explore the impact of multiculturalism and cultural pluralism on client and counselor and utilize social justice practices to models, competencies, and identity development in order to identify and understand power and oppression as obstacles in a diverse society.	Students will demonstrate knowledge of and the ability to apply multicultural competencies and theory to client mental health needs.	2.F.2.b; 2.F.2.c; 2.F.2.e; 2.F.2.b	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CED 62b: Community Impact Group Assignment (K,S)</b>	4	<b>CED 60b: Diversity Group Role Play (S)</b>	4	<b>CED 69i: Case conceptualization (S)</b> <b>CED 69j: Internship Supervisor Final Evaluation (S)</b>	<b>CED 69i (C): 3.9</b> <b>CED 69j: 3.79</b>
Human Growth and Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of human development theories across the lifespan and demonstrate the ability to use these skills to promote resilience and wellness.	Students will demonstrate knowledge of psychosocial development stages and how these stages impact other mental health issues; and the ability to apply this knowledge in a counseling setting.	2.F.3.a; 2.F.3.c; 2.F.3.g	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CED 66c: case study quiz 1 (K)</b>	3.8	<b>CED 66c: Comparing Stages Project (K)</b>	<b>CED 69i: Case conceptualization (S)</b>	3.9	
Career Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent career development and assessment; and the ability to apply these skills to assessment and counseling	Students will demonstrate knowledge of career development theories and the ability to analyze career assessments and develop career programs.	2.F.4.b; 2.F.4.d; 2.F.4.e; 2.F.4.b; 2.F.4.c; 5.g.1.e; 5.g.3.e	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CED 60b: Recorded Session 1 (S)</b>	4	<b>CED 60b: Recorded Session 2 (S)</b>	4	<b>CED 60b: Career Program (K)</b>	4
Counseling and Helping Relationships	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the counseling and consulting process.	Students will demonstrate knowledge of counseling theory and demonstrate the ability to conceptualize and apply theory to practice.	2.F.5.a; 2.F.5.g; 5.C.1.b	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CED 67f: Theory Paper (K)</b>	3.7	<b>CED 60i: Position Paper (K)</b>	4	<b>CED 69i: Case Conceptualization (S)</b> <b>CED 69j: Internship Supervisor Final Evaluation (S)</b>	<b>CED 69i (C): 3.9</b> <b>CED 69j: 3.79</b>
Counseling and Helping Relationships	Students will acquire skills that demonstrate the ability to conduct culturally competent counseling.	Students will demonstrate the ability to accurately perform basic counseling skills, including empathy, reflection and open questions.	2.F.5.g	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CED 66b: Dyadic Role Play (S)</b> <b>CED 67g: Crisis Role Play (S)</b>	<b>CED 66b: 4.0</b> <b>CED 67g: 2.4</b>	<b>CED 69b: Practicum supervisor final evaluation (S)</b>	3.6	<b>CED 69j: Internship Supervisor Final Evaluation (S)</b>	3.79
Group Counseling and Group Work	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the theories and experiential skills of conducting culturally competent group counseling.	Students will demonstrate knowledge of group theory; the required steps to developing a group, and the ability to conduct group counseling.	2.F.6.a; 2.F.6.c; 2.F.6.d; 2.F.6.e; 2.F.6.f; 2.F.6.g; 2.F.6.h	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CED 65b: Group Counseling Proposal (K)</b>	4	<b>CED 65b: Group Role Play (S)</b> Students complete 10 hours of small group experience	4	<b>CED 69i: Facilitating Group at Practicum: Internship Site - supervisor evaluation (S)</b>	3.69
Assessment and Testing	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent individual and group approaches to assessment and evaluation.	Students will demonstrate knowledge of and the ability to utilize formal and informal assessment methods to inform treatment.	2.F.7.b; 2.F.7.c; 2.F.7.d; 2.F.7.e; 5.C.1.c; 5.C.3.a	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CED 64b: Psychological Report (K, S)</b>	4.00	<b>CED 68c: Case Conceptualization (S)</b>	3.95	<b>CED 69j: Internship Supervisor Final Evaluation (S)</b>	3.79
Research and Program Evaluation	Students will acquire the knowledge that demonstrates a comprehensive understanding of research methods, statistical analysis, needs assessment and program evaluation.	Students will demonstrate knowledge of ethical research practice and research design; and the ability to apply evidence based research to counseling practice.	2.F.8.a; 2.F.8.b; 2.F.8.c; 2.F.8.g	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CED 69c: Counseling Article Critique (K)</b>	3.8	N/A	N/A	<b>CED 69c: Mini Research Proposal (K)</b>	3.7
Clinical Mental Health - Contextual Dimensions	Students will acquire knowledge and skills that demonstrate a comprehensive understanding of a culturally competent continuum of clinical mental health treatment; including prevention, diagnosis, treatment, and referral; and the biological and neurological mechanisms as well as the impact of crisis and trauma on the continuum of care.	Students will demonstrate the ability to accurately assess, diagnose and develop evidence based treatment plans.	5.C.1.c; 5.C.2.a; 5.C.3.a; 5.C.1.e	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CED 69g: Diagnosis &amp; Treatment Planning Exercises (S)</b>	3.7	<b>CED 68c: Case Conceptualization (K,S)</b>	3.95	<b>CED 69i: Case Conceptualization (S)</b>	3.79
Clinical Mental Health - Practice	Students will acquire skills that demonstrate a comprehensive ability to engage in the clinical mental health counseling process	Students will demonstrate the ability to effectively use counseling strategies to treat clinical mental health disorders.	5.C.3.b; 5.C.3.a	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85%	<b>CED 69g: Integrative Case Summary (S)</b>	4	<b>CED 68b: Group Role Play Project (S)</b>	3.85	<b>CED 69j: Internship supervisor final evaluation (S)</b>	3.79

Program Evaluation: Clinical Mental Health Counseling - 2023-2024 - Online

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards	Expected Outcomes	Student Learning Objective Assignments					
					Introduced		Reinforced		Mastered	
					Assignment	Score	Assignment	Score	Assignment	Score
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to apply the ethical and legal considerations in Clinical Mental Health Counseling	Students will demonstrate knowledge of and the ability to apply ethical and legal standards pertaining to informed consent, confidentiality, and duty to warn.	2.F.1.i; 5.C.2.i	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CED 60b: Ethics Research Presentation (K)</b> <b>3.91</b>	<b>3.91</b>	<b>CED 67b: Role Play: Breach of Confidentiality (S)</b> <b>3.58</b>	<b>3.58</b>	<b>CED 69b: Conducting Intake (S)</b> <b>NA</b>	<b>NA</b>
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to implement the roles and function of counselor across all specialties and specifically the Clinical Mental Health Profession; and identify strategies for self care, personal and professional self evaluation.	Students will demonstrate knowledge of and the ability to apply the different roles of a clinical mental health counselor, including the various treatment setting options.	2.F.1.b; 5.C.2.a	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CED 63b: Professional Development Paper</b> <b>3.85</b>	<b>3.85</b>	<b>CED 63b: All four Quizzes</b> <b>3.83</b>	<b>3.83</b>	<b>CED 68b: Research Presentation</b> <b>3.76</b>	<b>3.76</b>
Social and Cultural Diversity	Students will acquire the knowledge and skills to explore the impact of multiculturalism and cultural pluralism on client and counselor and utilize social justice practices in models, competencies, and identity development in order to identify and understand power and oppression as obstacles in a diverse society.	Students will demonstrate knowledge of and the ability to apply multicultural competencies and theory to client mental health needs.	2.F.2.b; 2.F.2.c; 2.F.2.e; 2.F.2.h	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CED 64b: Discussion Board 3 Week 7</b> <b>3.6</b>	<b>3.6</b>	<b>CED 62b: Community Impact Group Assignment</b> <b>3.91</b>	<b>3.91</b>	<b>CED 69i: Internship Supervisor Final Evaluation (S)</b> <b>NA</b>	<b>NA</b>
Human Growth and Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of human development theories across the lifespan and demonstrate the ability to use these skills to promote resilience and wellness.	Students will demonstrate knowledge of psychosocial development stages and how these stages impact other mental health issues; and the ability to apply this knowledge in a counseling setting.	2.F.3.a; 2.F.3.c; 2.F.3.g	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CED 66b: case study quiz 1 (K)</b> <b>3.77</b>	<b>3.77</b>	<b>CED 66b: Comparing Stages Project (K)</b> <b>3.57</b>	<b>3.57</b>	<b>CED 69i: Case conceptualization (S)</b> <b>NA</b>	<b>NA</b>
Career Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent career development and assessment; and the ability to apply these skills to assessment and counseling	Students will demonstrate knowledge of career development theories and the ability to analyze career assessments and develop career programs.	2.F.4.b; 2.F.4.d; 2.F.4.e; 2.F.4.h; 2.F.4.i; 5.g.1.e; 5.g.3.e	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CED 61b: Recorded Session 1 (S)</b> <b>3.82</b>	<b>3.82</b>	<b>CED 61b: Recorded Session 2 (S)</b> <b>3.86</b>	<b>3.86</b>	<b>CED 61b: Career Program (K)</b> <b>3.86</b>	<b>3.86</b>
Counseling and Helping Relationships	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the counseling and consulting process.	Students will demonstrate knowledge of counseling theory and demonstrate the ability to conceptualize and apply theory to practice.	2.F.5.a; 2.F.5.g; 5.C.1.b	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CED 67b: Theory Paper (K)</b> <b>3.75</b>	<b>3.75</b>	<b>CED 68b: Role Play (S)</b> <b>4</b>	<b>4</b>	<b>CED 69i: Case Conceptualization (S)</b> <b>NA</b>	<b>NA</b>
Counseling and Helping Relationships	Students will acquire skills that demonstrate the ability to conduct culturally competent counseling.	Students will demonstrate the ability to accurately perform basic counseling skills, including empathy, reflection and open questions.	2.F.5.g	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CED 66b: Dyadic Role Play (S)</b> <b>3.80</b> <b>3.78</b>	<b>3.80</b> <b>3.78</b>	<b>CED 69b: Practicum supervisor final evaluation (S)</b> <b>NA</b>	<b>NA</b>	<b>CED 69i: Internship Supervisor Final Evaluation (S)</b> <b>NA</b>	<b>NA</b>
Group Counseling and Group Work	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the theories and experiential skills of conducting culturally competent group counseling.	Students will demonstrate knowledge of group theory; the required steps to developing a group, and the ability to conduct group counseling.	2.F.6.a; 2.F.6.c; 2.F.6.d; 2.F.6.e; 2.F.6.f; 2.F.6.g; 2.F.6.h	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CED 65b: Group Counseling Proposal (K)</b> <b>4</b>	<b>4</b>	<b>CED 69b/69i Group Midterm evaluation</b> <b>NA</b>	<b>NA</b>	<b>CED 69i: Facilitating Group at Practicum: Internship Site - supervisor evaluation (S)</b> <b>NA</b>	<b>NA</b>
Assessment and Testing	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent individual and group approaches to assessment and evaluation.	Students will demonstrate knowledge of and the ability to utilize formal and informal assessment methods to inform treatment.	2.F.7.b; 2.F.7.c; 2.F.7.d; 2.F.7.e; 5.C.1.e; 5.C.3.a	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CED 64b: Psychological Report (K, S)</b> <b>3.5</b>	<b>3.5</b>	<b>CED 68b: Case Conceptualization (S)</b> <b>4</b>	<b>4</b>	<b>CED 69i: Internship Supervisor Final Evaluation (S)</b> <b>NA</b>	<b>NA</b>
Research and Program Evaluation	Students will acquire the knowledge that demonstrates a comprehensive understanding of research methods, statistical analysis, needs assessment and program evaluation.	Students will demonstrate knowledge of ethical research practice and research design; and the ability to apply evidence based research to counseling practice.	2.F.8.a; 2.F.8.b; 2.F.8.c; 2.F.8.g	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CED 69b: Counseling Article Critique (K)</b> <b>3.75</b>	<b>3.75</b>	<b>NA</b>	<b>NA</b>	<b>CED 69b: Literature Review (K) / "Counseling Research Proposal"</b> <b>3.83</b>	<b>3.83</b>
Clinical Mental Health - Contextual Dimensions	Students will acquire knowledge and skills that demonstrate a comprehensive understanding of a culturally competent continuum of clinical mental health treatment; including prevention, diagnosis, treatment, and referral; and the biological and neurological mechanisms as well as the impact of crisis and trauma on the continuum of care.	Students will demonstrate the ability to accurately assess, diagnose and develop evidence based treatment plans.	5.C.1.e; 5.C.2.a; 5.C.3; 5.C.3.e	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CED 69b: Diagnosis &amp; Treatment Planning Exercises (S)</b> <b>3.91</b>	<b>3.91</b>	<b>CED 68b: Case Conceptualization (K,S)</b> <b>4</b>	<b>4</b>	<b>CED 69i: Case Conceptualization (S)</b> <b>NA</b>	<b>NA</b>
Clinical Mental Health - Practice	Students will acquire skills that demonstrate a comprehensive ability to engage in the clinical mental health counseling process	Students will demonstrate the ability to effectively use counseling strategies to treat clinical mental health disorders.	5.C.3.b; 5.C.3.a	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CED 69b: Integrative Case Summary (S)</b> <b>3.93</b>	<b>3.93</b>	<b>CED 68b: Group Role Play Project (S)</b> <b>4</b>	<b>4</b>	<b>CED 69i: Internship supervisor final evaluation (S)</b> <b>NA</b>	<b>NA</b>

Program Evaluation: Clinical Mental Health Counseling - 2023-2024 - Program Wide

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards	Student Learning Objective Assignments						
				Expected Outcomes	Introduced		Reinforced		Mastered	
					Assignment	Score	Assignment	Score	Assignment	Score
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to apply the ethical and legal considerations in Clinical Mental Health Counseling	Students will demonstrate knowledge of and the ability to apply ethical and legal standards pertaining to informed consent, confidentiality, and duty to warn.	2.F.1.i; 5.C.2.i	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CEID 60b: Ethics Research Presentation (K)</b>	3.92	<b>CEID 67b: Role Play: Breach of Confidentiality (S)</b>	3.39	<b>CEID 69b: Conducting Intake (S)</b>	3.83
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to implement the roles and function of counselor across all specialties and specifically the Clinical Mental Health Profession; and identify strategies for self care, personal and professional self evaluation.	Students will demonstrate knowledge of and the ability to apply the different roles of a clinical mental health counselor, including the various treatment setting options.	2.F.1.b; 5.C.2.a	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CEID 63b: Professional Development Paper</b>	3.86	<b>CEID 63b: All four Quizzes</b>	3.84	<b>CEID 68b: Research Presentation</b>	3.61
Social and Cultural Diversity	Students will acquire the knowledge and skills to explore the impact of multiculturalism and cultural pluralism on client and counselor and utilize social justice practices in models, competencies, and identity development in order to identify and understand power and oppression as obstacles in a diverse society.	Students will demonstrate knowledge of and the ability to apply multicultural competencies and theory to client mental health needs.	2.F.2.b; 2.F.2.c; 2.F.2.e; 2.F.2.h	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CEID 60c: Discussion Board 3 Week 7</b>	3.62	<b>CEID 62b: Community Impact Group Assignment</b>	3.91	<b>CEID 69i: Internship Supervisor Final Evaluation (S)</b>	3.8
Human Growth and Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of human development theories across the lifespan and demonstrate the ability to use these skills to promote resilience and wellness.	Students will demonstrate knowledge of psychosocial development stages and how these stages impact other mental health issues; and the ability to apply this knowledge in a counseling setting.	2.F.3.a; 2.F.3.c; 2.F.3.g	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CEID 66b: Developmental Case Study (K)</b>	3.75	<b>CEID 66c: Comparing Stages Project (K)</b>	3.59	<b>CEID 69i: Case conceptualization (S)</b>	3.75
Career Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent career development and assessment; and the ability to apply these skills to assessment and counseling	Students will demonstrate knowledge of career development theories and the ability to analyze career assessments and develop career programs.	2.F.4.b; 2.F.4.d; 2.F.4.e; 2.F.4.h; 2.F.4.i; 5.g.1.e; 5.g.3.e	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CEID 60b: Recorded Session 1 (S)</b>	3.8	<b>CEID 60b: Recorded Session 2 (S)</b>	3.82	<b>CEID 60b: Career Program (S)</b>	3.83
Counseling and Helping Relationships	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the counseling and consulting process.	Students will demonstrate knowledge of counseling theory and demonstrate the ability to conceptualize and apply theory to practice.	2.F.5.a; 2.F.5.g; 5.C.1.b	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CEID 67f: Theory Paper (K)</b>	3.72	<b>CEID 68b: Role Play (S)</b>	3.68	<b>CEID 69i: Case Conceptualization (S)</b> <b>CEID 69i: Internship Supervisor Final Evaluation (S)</b>	<b>CEID 69i: CC 375</b> <b>CEID 69i: eval 344</b>
Counseling and Helping Relationships	Students will acquire skills that demonstrate the ability to conduct culturally competent counseling.	Students will demonstrate the ability to accurately perform basic counseling skills, including empathy, reflection and open questions.	2.F.5.g	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CEID 66b: Dyadic Role Play (S)</b> <b>CEID 67b: Crisis Role Play (S)</b>	<b>CEID 66b: 3.81</b> <b>CEID 67b: 3.29</b>	<b>CEID 69b: Practicum supervisor final evaluation (S)</b>	3.78	<b>CEID 69i: Internship Supervisor Final Evaluation</b>	3.8
Group Counseling and Group Work	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the theories and experiential skills of conducting culturally competent group counseling.	Students will demonstrate knowledge of group theory; the required steps to developing a group, and the ability to conduct group counseling.	2.F.6.a; 2.F.6.c; 2.F.6.d; 2.F.6.e; 2.F.6.f; 2.F.6.g; 2.F.6.h	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CEID 69b: Group Counseling Proposal (K)</b>	3.88	<b>CEID 69b/69i Group Midterm evaluation</b>	3.7	<b>CEID 69i: Facilitating Group at Practicum: Internship Site - supervisor evaluation (S)</b>	3.8
Assessment and Testing	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent individual and group approaches to assessment and evaluation.	Students will demonstrate knowledge of and the ability to utilize formal and informal assessment methods to inform treatment.	2.F.7.b; 2.F.7.c; 2.F.7.d; 2.F.7.e; 5.C.1.e; 5.C.3.a	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CEID 64b: Psychological Report (K, S)</b>	3.49	<b>CEID 68c: Case Conceptualization (S)</b>	3.5	<b>CEID 69i: Internship Supervisor Final Evaluation (S)</b>	3.8
Research and Program Evaluation	Students will acquire the knowledge that demonstrates a comprehensive understanding of research methods, statistical analysis, needs assessment and program evaluation.	Students will demonstrate knowledge of ethical research practice and research design; and the ability to apply evidence based research to counseling practice.	2.F.8.a; 2.F.8.b; 2.F.8.c; 2.F.8.g	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CEID 69c: Counseling Article Critique (K)</b>	3.75	N/A		<b>CEID 69c: Literature Review (K)</b>	3.83
Clinical Mental Health - Contextual Dimensions	Students will acquire knowledge and skills that demonstrate a comprehensive understanding of a culturally competent continuum of clinical mental health treatment; including prevention, diagnosis, treatment, and referral; and the biological and neurological mechanisms as well as the impact of crisis and trauma on the continuum of care.	Students will demonstrate the ability to accurately assess, diagnose and develop evidence based treatment plans.	5.C.1.c; 5.C.2.d; 5.C.3.a; 5.C.1.e	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CEID 69d: Diagnosis &amp; Treatment Planning Exercises (S)</b>	3.91	<b>CEID 68c: Case Conceptualization (K,S)</b>	3.5	<b>CEID 69i: Case Conceptualization (S)</b>	3.8
Clinical Mental Health - Practice	Students will acquire skills that demonstrate a comprehensive ability to engage in the clinical mental health counseling process	Students will demonstrate the ability to effectively use counseling strategies to treat clinical mental health disorders.	5.C.3.b; 5.C.3.a	Assignment Scores will average 85% (3.0) or higher: Evaluation on Practicum/Internship evaluations based on standards will average 85% (3.0)	<b>CEID 69d: Integrative Case Summary (S)</b>	3.91	<b>CEID 68b: Group Role Play Project (S)</b>	3.68	<b>CEID 69i: Internship supervisor final evaluation (S)</b>	3.8

Program Evaluation: School Counseling 2023-2024 Program Wide

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards Tracked	Expected Outcomes	Student Learning Objective Assignments					
					Introduced		Reinforced		Mastered	
					Assignment	Score	Assignment	Score	Assignment	Score
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to apply the ethical and legal considerations in professional school counseling.	Students will demonstrate knowledge of and the ability to apply ethical and legal standards pertaining to informed consent, confidentiality, and duty to warn.	2.F.1.i; 5.G.2.n	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 630: Ethics Paper (K)	3.81	CED 679: Role Play; Breach of Confidentiality (S)	3.00	CED 690:discuss confidentiality (S)	3.89
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to implement the roles and functions of counselors across all specialties and specifically the school counseling profession; and identify strategies for self care, personal and professional self evaluation.	Students will demonstrate knowledge of and the ability to apply the different roles of a school counselor.	2.F.1.b; 5.G.2.a; 5.G.2.b	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 630:Professional Career paper (k)	3.57	CED 604: Discussion Board (K)	3.36	CED 604: School Counselor Interview Paper (K)	3.00
Social and Cultural Diversity	Students will acquire the knowledge and skills to explore the impact of multiculturalism and cultural pluralism on client and counselor and utilize social justice practices in models, competencies, and identity development in order to identify and understand power and oppression as obstacles in a diverse society.	Students will demonstrate knowledge of and the ability to apply multicultural competencies and theory to client mental health needs.	2.F.2.b;2.F.2.c; 2.F.2.e; 2.F.2.h	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 665: Discussion Board 3	3.75	CED 620: Community Impact Group Assignment	3.76	CED 691: Internship Supervisor Final Evaluation (S)	3.70
Human Growth and Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of human development theories across the lifespan and demonstrate the ability to use these skills to promote resilience and wellness.	Students will demonstrate knowledge of psychosocial development stages and how these stages impact other mental health issues; and the ability to apply this knowledge in a counseling setting.	2.F.3.a; 2.F.3.e; 2.F.3.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 665: Developmental Case Study (K)	3.63	CED 665: Comparing Stages Project (K)	3.83	CED 691: ASCA-Case conceptualization (S)	3.83
Career Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent career development and assessment; and the ability to apply these skills to assessment and counseling.	Students will demonstrate knowledge of career development theories and the ability to analyze career assessments and develop career programs.	2.F.4.b, 2.F.4.d,2.F.4.e, 2.F.4.h, 2.F.4.f, 5.g.1.c, 5.g.3.e	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 610: Recorded Session 1 (S)	3.50	CED 610: Recorded Session 2 (S)	3.56	CED 610: Career Program (K)	3.50
Counseling and Helping Relationships	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the counseling and consulting process.	Students will demonstrate knowledge of group theory; the required steps to developing a group, and the ability to apply theory to practice.	2.F.5.a; 2.F.5.g;	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 677: Theory Paper (K)	3.76	CED 677: Theory Group presentation and Discussion (K)	4.00	CED 691: Internship Supervisor Final Evaluation (S)	3.70
Counseling and Helping Relationships	Students will acquire skills that demonstrate the ability to conduct culturally competent counseling.	Students will demonstrate the ability to accurately perform basic counseling skills; including empathy, reflection and open questions.	2.F.5.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 660: Dyadic Role Play (S) CED 679: Crisis Role Play	CED 660: 3.86 CED 679: 3.0	CED 690: Practicum supervisor final evaluation (S)	3.85	CED 691: Internship Supervisor Final Evaluation	3.70
Group Counseling and Group Work	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the theories and experiential skills of conducting culturally competent group counseling.	Students will demonstrate knowledge of group theory; the required steps to developing a group, and the ability to conduct group counseling.	2.F.6.a; 2.F.6.e; 2.F.6.d; 2.F.6.e; 2.F.6.f; 2.F.6.g; 2.F.6.h	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 650: Group Counseling Proposal (K)	3.44	CED 690/691: practicum/Internship group midterm evaluation (S)	3.33	CED 691: Facilitating Group at Practicum/ Internship Site - supervisor final evaluation (S)	3.65
Assessment and Testing	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent individual and group approaches to assessment and evaluation.	Students will demonstrate knowledge of and the ability to utilize formal and informal assessment methods to inform treatment.	2.F.7.b; 2.F.7.c; 2.F.7.d; 2.F.7.e	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 640: Psychological Report (K, S)	3.69	CED 610: Recorded Session 2 (S)	3.56	CED 690: Conducting intake and assessment - Supervisor Midterm and Final evaluations (S)	3.89
Research and Program Evaluation	Students will acquire the knowledge that demonstrates a comprehensive understanding of research methods, statistical analysis, needs assessment and program evaluation.	Students will demonstrate knowledge of ethical research practice and research design; and the ability to apply evidence based research to counseling practice.	2.F.8.a;2.F.8.b; 2.F.8.e; 2.F.8.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 695: Counseling Article Critique (K)	3.75	N/A	N/A	CED 695: Treatment Literature review (K) / assigned as "Counseling Research Proposal"	3.83
School Counseling - Contextual Dimensions & Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding of all the roles and responsibilities of school counselors; and will acquire skills that demonstrate a comprehensive ability to provide a continuum of culturally competent professional school counseling services across the educational curriculum.	Students will understand and demonstrate the multiple roles of a school counselor ; and will design a data-driven comprehensive school counseling program that addresses the academic, career, and social/emotional development needs of all students through the creation and delivery of core curriculum .	5.G.2.a, 5.G.2.b, 5.G.2.c, 5.G.2.d; 5.G.3.a, 5.G.3.b, 5.G.3.c, 5.G.3.d, 5.G.3.j; 5.G.3.k, 5.G.3.o	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 604: Interview Paper (K)	3.00	CED 604: Comprehensive School Program (K, S)	3.67	CED 691: ASCA Lesson plan - powerpoint presentation - Social/Emotion domain (S) CED 691: Final Supervisor Evaluation (S)	ASCA: 3.83 Eval: 3.7
School Counseling - Contextual Dimensions & Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding of all the roles and responsibilities of school counselors; and will acquire skills that demonstrate a comprehensive ability to provide a continuum of culturally competent professional school counseling services across the educational curriculum.	Students will understand the role of the school counselor in relation to college and career readiness and will design interventions that promote academic development, facilitate school and postsecondary transitions, increase promotion and graduate rates, and promote equity in student achievement and college access	5.G.2.e; 5.G.3.d, 5.G.3.g, 5.G.3.j; 5.3.G.k	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 615: Postsecondary Informational Interview paper (K)	4.00	CED 615: In-Service Presentation	3.45	CED 691: ASCA Lesson plan - powerpoint presentation - Academic or Career domain (S) CED 691: Final Supervisor Evaluation (S)	ASCA: 3.83 Eval: 3.7

Program Evaluation: School Counseling 2023-2024 Online

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards Tracked	Expected Outcomes	Student Learning Objective Assignments					
					Introduced		Reinforced		Mastered	
					Assignment	Score	Assignment	Score	Assignment	Score
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to apply the ethical and legal considerations in professional school counseling.	Students will demonstrate knowledge of and the ability to apply ethical and legal standards pertaining to informed consent, confidentiality, and duty to warn.	2.F.1.i; 5.G.2.n	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 630: Ethics Research Paper (K)	3.79	CED 679: Role Play; Breach of Confidentiality (S)	3.00	CED 690:discuss confidentiality (S)	N/A
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to implement the roles and functions of counselors across all specialties and specifically the school counseling profession; and identify strategies for self care, personal and professional self evaluation.	Students will demonstrate knowledge of and the ability to apply the different roles of a school counselor.	2.F.1.b; 5.G.2.a; 5.G.2.b	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 630:Professional Career paper (k)	3.52	CED 604: Discussion Board (K)	3.25	CED 604: School Counselor Interview Paper (K)	2.75
Social and Cultural Diversity	Students will acquire the knowledge and skills to explore the impact of multiculturalism and cultural pluralism on client and counselor and utilize social justice practices in models, competencies, and identity development in order to identify and understand power and oppression as obstacles in a diverse society.	Students will demonstrate knowledge of and the ability to apply multicultural competencies and theory to client mental health needs.	2.F.2.b;2.F.2.c; 2.F.2.e; 2.F.2.h	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 665: Discussion Board 3	3.68	CED 620: Community Impact Group Assignment	3.84	CED 691: Internship Supervisor Final Evaluation (S)	N/A
Human Growth and Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of human development theories across the lifespan and demonstrate the ability to use these skills to promote resilience and wellness.	Students will demonstrate knowledge of psychosocial development stages and how these stages impact other mental health issues; and the ability to apply this knowledge in a counseling setting.	2.F.3.a; 2.F.3.e; 2.F.3.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 665: Developmental Case Study (K)	3.63	CED 665: Comparing Stages Project (K)	3.79	CED 691: ASCA-Case conceptualization (S)	N/A
Career Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent career development and assessment; and the ability to apply these skills to assessment and counseling.	Students will demonstrate knowledge of career development theories and the ability to analyze career assessments and develop career programs.	2.F.4.b, 2.F.4.d,2.F.4.e, 2.F.4.h, 2.F.4.f, 5.g.1.c, 5.g.3.e	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 610: Recorded Session 1 (S)	3.60	CED 610: Recorded Session 2 (S)	3.55	CED 610: Career Program (K)	3.44
Counseling and Helping Relationships	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the counseling and consulting process.	Students will demonstrate knowledge of counseling theory and demonstrate the ability to conceptualize and apply theory to practice.	2.F.5.a; 2.F.5.g;	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 677: Theory Paper (K)	3.94	CED 677: Theory Group presentation and Discussion (K)	4.00	CED 691: Internship Supervisor Final Evaluation (S)	N/A
Counseling and Helping Relationships	Students will acquire skills that demonstrate the ability to conduct culturally competent counseling.	Students will demonstrate the ability to accurately perform basic counseling skills; including empathy, reflection and open questions.	2.F.5.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 660: Dyadic Role Play (S) CED 679: Crisis Role Play	CED 660: 3.81 CED 679: 3.0	CED 690: Practicum supervisor final evaluation (S)	N/A	CED 691: Internship Supervisor Final Evaluation	N/A
Group Counseling and Group Work	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the theories and experiential skills of conducting culturally competent group counseling.	Students will demonstrate knowledge of group theory; the required steps to developing a group, and the ability to conduct group counseling.	2.F.6.a; 2.F.6.e; 2.F.6.d; 2.F.6.c; 2.F.6.f; 2.F.6.g; 2.F.6.h	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 650: Group Counseling Proposal (K)	3.63	CED 690/691: practicum/Internship group midterm evaluation (S)	N/A	CED 691: Facilitating Group at Practicum/ Internship Site - supervisor evaluation (S)	N/A
Assessment and Testing	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent individual and group approaches to assessment and evaluation.	Students will demonstrate knowledge of and the ability to utilize formal and informal assessment methods to inform treatment.	2.F.7.b; 2.F.7.c; 2.F.7.d; 2.F.7.e	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 640: Psychological Report (K, S)	3.63	CED 610: Recorded Session 2 (S)	3.55	CED 690: Conducting intake and assessment - Supervisor Midterm and Final evaluations (S)	N/A
Research and Program Evaluation	Students will acquire the knowledge that demonstrates a comprehensive understanding of research methods, statistical analysis, needs assessment and program evaluation.	Students will demonstrate knowledge of ethical research practice and research design; and the ability to apply evidence based research to counseling practice.	2.F.8.a;2.F.8.b; 2.F.8.e; 2.F.8.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 695: Counseling Article Critique (K)	3.75	N/A	N/A	CED 695: Treatment Literature review (K) / assigned as "counseling research proposal"	3.88
School Counseling - Contextual Dimensions & Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding of all the roles and responsibilities of school counselors; and will acquire skills that demonstrate a comprehensive ability to provide a continuum of culturally competent professional school counseling services across the educational curriculum.	Students will understand and demonstrate the multiple roles of a school counselor ; and will design a data-driven comprehensive school counseling program that addresses the academic, career, and social/emotional development needs of all students through the creation and delivery of core curriculum .	5.G.2.a, 5.G.2.b, 5.G.2.c, 5.G.2.d; 5.G.3.a, 5.G.3.b, 5.G.3.c, 5.G.3.d, 5.G.3.j; 5.G.3.k, 5.G.3.o	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 604: Interview Paper (K)	2.75	CED 604: Comprehensive School Program (K, S)	3.00	CED 691: ASCA Lesson plan - powerpoint presentation - Social/Emotion domain (S) CED 691: Final Supervisor Evaluation (S)	N/A
School Counseling - Contextual Dimensions & Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding of all the roles and responsibilities of school counselors; and will acquire skills that demonstrate a comprehensive ability to provide a continuum of culturally competent professional school counseling services across the educational curriculum.	Students will understand the role of the school counselor in relation to college and career readiness and will design interventions that promote academic development, facilitate school and postsecondary transitions, increase promotion and graduate rates, and promote equity in student achievement and college access	5.G.2.e; 5.G.3.d, 5.G.3.g, 5.G.3.j; 5.3.G.k	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 615: Postsecondary Informational Interview paper (K)	4.00	CED 615: In-Service Presentation	3.67	CED 691: ASCA Lesson plan - powerpoint presentation - Academic or Career domain (S) CED 691: Final Supervisor Evaluation (S)	N/A

Program Evaluation: School Counseling 2023-2024 - Saginaw

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards Tracked	Expected Outcomes	Student Learning Objective Assignments					
					Introduced		Reinforced		Mastered	
					Assignment	Score	Assignment	Score	Assignment	Score
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to apply the ethical and legal considerations of professional school counseling.	Students will demonstrate knowledge of and the ability to apply ethical and legal standards pertaining to informed consent, confidentiality, and duty to warn.	2.F.1.i; 5.G.2.n	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630: Ethics Paper (K)	3.50	CED 679: Role Play; Breach of Confidentiality (S)	3	CED 690: discuss confidentiality (S)	3.7
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to implement the roles and functions of counselors across all specialties and specifically the school counseling profession; and identify strategies for self care, personal and professional self evaluation.	Students will demonstrate knowledge of and the ability to apply the different roles of a school counselor.	2.F.1.b; 5.G.2.a; 5.G.2.b	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630: Interview Paper (K)	3.50	CED 604: Discussion Board (K)	3	CED 604: School Counselor Interview Paper (K)	4
Social and Cultural Diversity	Students will acquire the knowledge and skills to explore the impact of multiculturalism and cultural pluralism on client and counselor and utilize social justice practices in models, competencies, and identity development in order to identify and understand power and oppression as obstacles in a diverse society.	Students will demonstrate knowledge of and the ability to apply multicultural competencies and theory to client mental health needs.	2.F.2.b; 2.F.2.c; 2.F.2.e; 2.F.2.h	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 620: Community Impact Group Assignment	4.00	CED 650: Group Role Play (S)	4	CED 691: Internship Supervisor Final Evaluation (S)	3.83
Human Growth and Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of human development theories across the lifespan and demonstrate the ability to use these skills to promote resilience and wellness.	Students will demonstrate knowledge of psychosocial development stages and how these stages impact other mental health issues; and the ability to apply this knowledge in a counseling setting.	2.F.3.a; 2.F.3.e; 2.F.3.g	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 665: case study quiz 1 (K)	3.80	CED 665: Comparing Stages Project (K)	4	CED 691: ASCA-Case conceptualization (S)	4
Career Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent career development and assessment; and the ability to apply these skills to assessment and counseling.	Students will demonstrate knowledge of career development theories and the ability to analyze career assessments and develop career programs.	2.F.4.b; 2.F.4.d; 2.F.4.e; 2.F.4.h; 2.F.4.i; 5.g.1.c; 5.g.3.e	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 610: Recorded Session 1 (S)	4.00	CED 610: Recorded Session 2 (S)	4	CED 610: Career Program (K)	4.00
Counseling and Helping Relationships	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the counseling and consulting process.	Students will demonstrate knowledge of counseling theory and demonstrate the ability to conceptualize and apply theory to practice.	2.F.5.a; 2.F.5.g	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 677: Theory Paper (K)	4.00	CED 677: Theory Group presentation and Discussion (K)	4	CED 691: Internship Supervisor Final Evaluation (S)	3.83
Counseling and Helping Relationships	Students will acquire skills that demonstrate the ability to conduct culturally competent counseling.	Students will demonstrate the ability to accurately perform basic counseling skills; including empathy, reflection and open questions.	2.F.5.g	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 660: Dyadic Role Play (S) CED 679: Crisis Role Play	CED 660: 4.0 CED 679: 3.0	CED 690: Practicum supervisor final evaluation (S)	N/A	CED 691: Internship Supervisor Final Evaluation	3.83
Group Counseling and Group Work	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the theories and experiential skills of conducting culturally competent group counseling.	Students will demonstrate knowledge of group theory; the required steps to developing a group; and the ability to conduct group counseling.	2.F.6.a; 2.F.6.c; 2.F.6.d; 2.F.6.e; 2.F.6.f; 2.F.6.g; 2.F.6.h	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 650: Group Counseling Proposal (K)	4.00	CED 650: Group Role Play (S) Students complete 10 hours of small group experience	4	CED 691: Facilitating Group at Practicum/ Internship Site - supervisor evaluation (S)	3.8
Assessment and Testing	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent individual and group approaches to assessment and evaluation.	Students will demonstrate knowledge of and the ability to utilize formal and informal assessment methods to inform treatment.	2.F.7.b; 2.F.7.c; 2.F.7.d; 2.F.7.e	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 640: Psychological Report (K, S)	3.75	CED 640: Final Exam (K)	4	CED 690: Conducting intake and assessment - Supervisor Midterm and Final evaluations (S)	3.70
Research and Program Evaluation	Students will acquire the knowledge that demonstrates a comprehensive understanding of research methods, statistical analysis, needs assessment and program evaluation.	Students will demonstrate knowledge of ethical research practice and research design; and the ability to apply evidence based research to counseling practice.	2.F.8.a; 2.F.8.b; 2.F.8.e; 2.F.8.g	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 695: Counseling Article Critique (K)	4.00	N/A		CED 695: Mini Research Proposal (K)	4.00
School Counseling - Contextual Dimensions & Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding of all the roles and responsibilities of school counselors; and will acquire skills that demonstrate a comprehensive ability to provide a continuum of culturally competent professional school counseling services across the educational curriculum.	Students will understand and demonstrate the multiple roles of a school counselor; and will design a data-driven comprehensive school counseling program that addresses the academic, career, and social/emotional development needs of all students through the creation and delivery of core curriculum.	5.G.2.a; 5.G.2.b; 5.G.2.c; 5.G.2.d; 5.G.3.a; 5.G.3.b; 5.G.3.c; 5.G.3.d; 5.G.3.j; 5.G.3.k; 5.G.3.o	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 604: Interview Paper (K)	4	CED 604: Comprehensive School Program (K, S)	3.67	CED 691: ASCA Lesson plan - powerpoint presentation - Social/Emotion domain (S) CED 691: Final Supervisor Evaluation (S)	ASCA: 4 Eval: 3.83
	Students will acquire knowledge and skills that demonstrate a comprehensive understanding of all the roles and responsibilities of school counselors; and will acquire skills that demonstrate a comprehensive ability to provide a continuum of culturally competent professional school counseling services across the educational curriculum.	Students will understand the role of the school counselor in relation to college and career readiness and will design interventions that promote academic development, facilitate school and postsecondary transitions, increase promotion and graduate rates, and promote equity in student achievement and college access.	5.G.2.e; 5.G.3.d; 5.G.3.g; 5.G.3.j; 5.G.3.k	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 615: Postsecondary Informational Interview paper (K)	4	CED 615: In-Service Presentation	4	CED 691: ASCA Lesson plan - powerpoint presentation - Academic or Career domain (S) CED 691: Final Supervisor Evaluation (S)	ASCA: 4 Eval: 3.83

Program Evaluation: School Counseling 2023-2024 - Grand Rapids

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards Tracked	Expected Outcomes	Student Learning Objective Assignments					
					Introduced		Reinforced		Mastered	
					Assignment	Score	Assignment	Score	Assignment	Score
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to apply the ethical and legal considerations in professional school counseling.	Students will demonstrate knowledge of and the ability to apply ethical and legal standards pertaining to informed consent, confidentiality, and duty to warn.	2.F.1.i; 5.G.2.n	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630: Ethics Paper (K)	4	CED 679: Role Play: Breach of Confidentiality (S)	3	CED 690: discuss confidentiality (S)	4
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to implement the roles and functions of counselors across all specialties and specifically the school counseling profession; and identify strategies for self care, personal and professional self evaluation.	Students will demonstrate knowledge of and the ability to apply the different roles of a school counselor.	2.F.1.b; 5.G.2.a; 5.G.2.b	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630: Interview Paper (k)	4	CED 604: Discussion Board (K)	3	CED 604: School Counselor Interview Paper (K)	4
Social and Cultural Diversity	Students will acquire the knowledge and skills to explore the impact of multiculturalism and cultural pluralism on client and counselor and utilize social justice practices in models, competencies, and identify development in order to identify and understand power and oppression as obstacles in a diverse society.	Students will demonstrate knowledge of and the ability to apply multicultural competencies and theory to client mental health needs.	2.F.2.b; 2.F.2.c; 2.F.2.e; 2.F.2.h	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 620: Community Impact Group Assignment	4	CED 650: Group Role Play (S)	4	CED 691: Internship Supervisor Final Evaluation (S)	3.83
Human Growth and Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of human development theories across the lifespan and demonstrate the ability to use these skills to promote resilience and wellness.	Students will demonstrate knowledge of psychosocial development stages and how these stages impact other mental health issues; and the ability to apply this knowledge in a counseling setting.	2.F.3.a; 2.F.3.e; 2.F.3.g	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 665: case study quiz 1 (K)	3.8	CED 665: Comparing Stages Project (K)	4	CED 691: ASCA-Case conceptualization (S)	4
Career Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent career development and assessment; and the ability to apply these skills to assessment and counseling.	Students will demonstrate knowledge of career development theories and the ability to analyze career assessments and develop career programs.	2.F.4.b; 2.F.4.d; 2.F.4.e; 2.F.4.h; 2.F.4.f; 5.g.1.c; 5.g.3.e	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 610: Recorded Session 1 (S)	4	CED 610: Recorded Session 2 (S)	4	CED 610: Career Program (K)	4
Counseling and Helping Relationships	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the counseling and consulting process.	Students will demonstrate knowledge of counseling theory and demonstrate the ability to conceptualize and apply theory to practice.	2.F.5.a; 2.F.5.g	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 677: Theory Paper (K)	4	CED 677: Theory Group presentation and Discussion (K)	4	CED 691: Internship Supervisor Final Evaluation (S)	3.83
Counseling and Helping Relationships	Students will acquire skills that demonstrate the ability to conduct culturally competent counseling.	Students will demonstrate the ability to accurately perform basic counseling skills; including empathy, reflection and open questions.	2.F.5.g	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 660: Dyadic Role Play (S) CED 679: Crisis Role Play	CED 660: 3.8 CED 679: 3.0	CED 690: Practicum supervisor final evaluation (S)	3.7	CED 691: Internship Supervisor Final Evaluation	3.83
Group Counseling and Group Work	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the theories and experiential skills of conducting culturally competent group counseling.	Students will demonstrate knowledge of group theory, the required steps to developing a group, and the ability to conduct group counseling.	2.F.6.a; 2.F.6.c; 2.F.6.d; 2.F.6.e; 2.F.6.f; 2.F.6.g; 2.F.6.h	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 650: Group Counseling Proposal (K)	4	CED 650: Group Role Play (S) Students complete 10 hours of small group experience	4	CED 691: Facilitating Group at Practicum/ Internship Site - supervisor evaluation (S)	3.8
Assessment and Testing	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent individual and group approaches to assessment and evaluation.	Students will demonstrate knowledge of and the ability to utilize formal and informal assessment methods to inform treatment.	2.F.7.b; 2.F.7.c; 2.F.7.d; 2.F.7.e	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 640: Psychological Report (K, S)	4	CED 640: Final Exam (K)	2.6	CED 690: Conducting intake and assessment - Supervisor Midterm and Final evaluations (S)	3.7
Research and Program Evaluation	Students will acquire the knowledge that demonstrates a comprehensive understanding of research methods, statistical analysis, needs assessment and program evaluation.	Students will demonstrate knowledge of ethical research practice and research design; and the ability to apply evidence based research to counseling practice.	2.F.8.a; 2.F.8.h; 2.F.8.e; 2.F.8.g	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 695: Counseling Article Critique (K)	3.25	N/A	N/A	CED 695: Mini Research Proposal (K)	2.75
School Counseling - Contextual Dimensions & Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding of all the roles and responsibilities of school counselors; and will acquire skills that demonstrate a comprehensive ability to provide a continuum of culturally competent professional school counseling services across the educational curriculum.	Students will understand and demonstrate the multiple roles of a school counselor; and will design a data-driven comprehensive school counseling program that addresses the academic, career, and social/emotional development needs of all students through the creation and delivery of core curriculum.	5.G.2.a; 5.G.2.b; 5.G.2.c; 5.G.2.d; 5.G.3.a; 5.G.3.b; 5.G.3.c; 5.G.3.d; 5.G.3.e; 5.G.3.f; 5.G.3.g	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 604: Interview Paper (K)	4	CED 604: Comprehensive School Program (K, S)	3.75	CED 691: ASCA Lesson plan - powerpoint presentation - Social/Emotion domain (S) CED 691: Final Supervisor Evaluation (S)	ASCA: 4 Eval: 3.83
	Students will acquire knowledge and skills that demonstrate a comprehensive understanding of all the roles and responsibilities of school counselors; and will acquire skills that demonstrate a comprehensive ability to provide a continuum of culturally competent professional school counseling services across the educational curriculum.	Students will understand the role of the school counselor in relation to college and career readiness and will design interventions that promote academic development, facilitate school to postsecondary transitions, increase promotion and graduate rates, and promote equity in student achievement and college access	5.G.2.e; 5.G.3.d; 5.G.3.g; 5.G.3.j; 5.G.3.k	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 615: Postsecondary Informational Interview paper (K)	4	CED 615: In-Service Presentation	4	CED 691: ASCA Lesson plan - powerpoint presentation - Academic or Career domain (S) CED 691: Final Supervisor Evaluation (S)	ASCA: 4 Eval: 3.83

Program Evaluation: School Counseling 2023-2024 - Southfield

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards Tracked	Expected Outcomes	Student Learning Objective Assignments					
					Introduced		Reinforced		Mastered	
					Assignment	Score	Assignment	Score	Assignment	Score
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to apply the ethical and legal considerations in professional school counseling	Students will demonstrate knowledge of and the ability to apply ethical and legal standards pertaining to informed consent, confidentiality, and duty to warn.	2.F.1.i; 5.G.2.n	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 630: Ethics Paper (K)	4.00	CED 679: Role Play; Breach of Confidentiality (S)	3.75	CED 690: discuss confidentiality (S)	3.80
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to implement the roles and functions of counselors across all specialties and specifically the school counseling profession; and identify strategies for self care, personal and professional self evaluation.	Students will demonstrate knowledge of and the ability to apply the different roles of a school counselor.	2.F.1.h; 5.G.2.a; 5.G.2.b	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 630: Interview Paper (k)	4.00	CED 604: Discussion Board (K)	3.00	CED 604: School Counselor Interview Paper (K)	3.00
Social and Cultural Diversity	Students will acquire the knowledge and skills to explore the impact of multiculturalism and cultural pluralism on client and counselor and utilize social justice practices in models, competencies, and identity development in order to identify and understand power and oppression as obstacles in a diverse society.	Students will demonstrate knowledge of and the ability to apply multicultural competencies and theory to client mental health needs.	2.F.2.b; 2.F.2.c; 2.F.2.e; 2.F.2.h	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 628: Community Impact Group Assignment	4.00	CED 650: Group Role Play (S)	3.60	CED 691: Internship Supervisor Final Evaluation (S)	N/A
Human Growth and Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of human development theories across the lifespan and demonstrate the ability to use these skills to promote resilience and wellness.	Students will demonstrate knowledge of psychosocial development stages and how these stages impact other mental health issues; and the ability to apply this knowledge in a counseling setting.	2.F.3.a; 2.F.3.c; 2.F.3.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 665: case study quiz 1 (K)	4.00	CED 665: Comparing Stages Project (K)	4.00	CED 691: ASCA-Case conceptualization (S)	N/A
Career Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent career development and assessment; and the ability to apply these skills to assessment and counseling	Students will demonstrate knowledge of career development theories and the ability to analyze career assessments and develop career programs.	2.F.4.h; 2.F.4.i; 2.F.4.j; 2.F.4.k; 2.F.4.l; 2.F.4.m; 2.F.4.n; 2.F.4.o; 2.F.4.p; 2.F.4.q; 2.F.4.r; 2.F.4.s; 2.F.4.t; 2.F.4.u; 2.F.4.v; 2.F.4.w; 2.F.4.x; 2.F.4.y; 2.F.4.z	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 610: Recorded Session 1 (S)	4.00	CED 610: Recorded Session 2 (S)	4.00	CED 610: Career Program (K)	4.00
Counseling and Helping Relationships	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the counseling and consulting process.	Students will demonstrate knowledge of counseling theory and demonstrate the ability to conceptualize and apply theory to practice.	2.F.5.a; 2.F.5.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 677: Theory Paper (K)	4.00	CED 677: Theory Group presentation and Discussion (K)	4.00	CED 691: Internship Supervisor Final Evaluation (S)	N/A
Counseling and Helping Relationships	Students will acquire skills that demonstrate the ability to conduct culturally competent counseling.	Students will demonstrate the ability to accurately perform basic counseling skills; including empathy, reflection and open questions.	2.F.5.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 660: Dyadic Role Play (S) CED 679: Crisis Role Play	CED 660: 3.83 CED 679: 3.75	CED 690: Practicum supervisor final evaluation (S)	3.83	CED 691: Internship Supervisor Final Evaluation	N/A
Group Counseling and Group Work	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the theories and experiential skills of conducting culturally competent group counseling.	Students will demonstrate knowledge of group theory; the required steps to developing a group; and the ability to conduct group counseling.	2.F.6.a; 2.F.6.c; 2.F.6.d; 2.F.6.e; 2.F.6.f; 2.F.6.g; 2.F.6.h	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 650: Group Counseling Proposal (K)	3.20	CED 650: Group Role Play (S) Students group skills	3.60	CED 691: Facilitating Group at Practicum/ Internship Site- supervisor evaluation (S)	N/A
Assessment and Testing	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent individual and group approaches to assessment and evaluation.	Students will demonstrate knowledge of and the ability to utilize formal and informal assessment methods to inform treatment.	2.F.7.h; 2.F.7.i; 2.F.7.j; 2.F.7.k; 2.F.7.l; 2.F.7.m; 2.F.7.n; 2.F.7.o; 2.F.7.p; 2.F.7.q; 2.F.7.r; 2.F.7.s; 2.F.7.t; 2.F.7.u; 2.F.7.v; 2.F.7.w; 2.F.7.x; 2.F.7.y; 2.F.7.z	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 640: Psychological Report (K, S)	3.50	CED 640: Final Exam (K)	3.25	CED 690: Conducting intake and assessment - Supervisor Midterm and Final evaluation (S)	N/A
Research and Program Evaluation	Students will acquire the knowledge that demonstrates a comprehensive understanding of research methods, statistical analysis, needs assessment and program evaluation.	Students will demonstrate knowledge of ethical research practice and research design; and the ability to apply evidence based research to counseling practice.	2.F.8.a; 2.F.8.b; 2.F.8.c; 2.F.8.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 695: Counseling Article Critique (K)	4.00	N/A	N/A	CED 695: Mini Research Proposal (K)	3.75
School Counseling - Contextual Dimensions & Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding of all the roles and responsibilities of school counselors; and will acquire skills that demonstrate a comprehensive ability to provide a continuum of culturally competent professional school counseling services across the educational curriculum.	Students will understand and demonstrate the multiple roles of a school counselor; and will design a data-driven comprehensive school counseling program that addresses the academic, career, and social/emotional development needs of all students through the creation and delivery of core curriculum.	5.G.2.a; 5.G.2.b; 5.G.2.c; 5.G.2.d; 5.G.3.a; 5.G.3.b; 5.G.3.c; 5.G.3.d; 5.G.3.j; 5.G.3.k; 5.G.3.o	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 604: Interview Paper (K)	3.00	CED 604: Comprehensive School Program (K, S)	4.00	CED 691: ASCA Lesson plan - powerpoint presentation - Social/Emotion domain (S) CED 691: Final Supervisor Evaluation (S)	N/A
	Students will acquire knowledge and skills that demonstrate a comprehensive understanding of all the roles and responsibilities of school counselors; and will acquire skills that demonstrate a comprehensive ability to provide a continuum of culturally competent professional school counseling services across the educational curriculum.	Students will understand the role of the school counselor in relation to college and career readiness and will design interventions that promote academic development, facilitate school and postsecondary transitions, increase promotion and graduate rates, and promote equity in student achievement and college access	5.G.2.e; 5.G.3.d; 5.G.3.g; 5.G.3.j; 5.G.3.k	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 615: Poppostsecondary Informational Interview paper (K)	4.00	CED 615: In-Service Presentation	3.25	CED 691: ASCA Lesson plan - powerpoint presentation - Academic or Career domain (S) CED 691: Final Supervisor Evaluation (S)	N/A



Program Evaluation: School Counseling 2023-2024- Mount Pleasant

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards Tracked	Expected Outcomes	Student Learning Objective Assignments					
					Introduced		Reinforced		Mastered	
					Assignment	Score	Assignment	Score	Assignment	Score
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to apply the ethical and legal considerations in professional school counseling.	Students will demonstrate knowledge of and the ability to apply ethical and legal standards pertaining to informed consent, confidentiality, and duty to warn.	2.F.1.i; 5.G.2.n	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 630: Ethics Paper (K)	3.00	CED 679: Role Play; Breach of Confidentiality (S)	3.00	CED 690: discuss confidentiality (S)	4.00
Professional Counseling Orientation and Ethical Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding and ability to implement the roles and functions of counselors across all specialties and specifically the school counseling profession; and identify strategies for self care, personal and professional self evaluation.	Students will demonstrate knowledge of and the ability to apply the different roles of a school counselor.	2.F.1.h; 5.G.2.a; 5.G.2.b	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 630: Professional Career paper (K)	4.00	CED 604: Discussion Board (K)	4.00	CED 604: School Counselor Interview Paper (K)	3.33
Social and Cultural Diversity	Students will acquire the knowledge and skills to explore the impact of multiculturalism and cultural pluralism on client and counselor and utilize social justice practices in models, competencies, and identity development in order to identify and understand power and oppression as obstacles in a diverse society.	Students will demonstrate knowledge of and the ability to apply multicultural competencies and theory to client mental health needs.	2.F.2.b; 2.F.2.c; 2.F.2.e; 2.F.2.h	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 665: Discussion Board 3	4.00	CED 620: Community Impact Group Assignment	3.25	CED 691: Internship Supervisor Final Evaluation (S)	3.55
Human Growth and Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of human development theories across the lifespan and demonstrate the ability to use these skills to promote resilience and wellness.	Students will demonstrate knowledge of psychosocial development stages and how these stages impact other mental health issues and the ability to apply this knowledge in a counseling setting.	2.F.3.a; 2.F.3.c; 2.F.3.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 665: case study quiz 1 (K)	3.60	CED 665: Comparing Stages Project (K)	4.00	CED 691: ASCA Case conceptualization (S)	3.67
Career Development	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of culturally competent career development and assessment; and the ability to apply these skills to assessment and counseling.	Students will demonstrate knowledge of career development theories and the ability to analyze career assessments and develop career programs.	2.F.4.b; 2.F.4.d; 2.F.4.e; 2.F.4.h; 2.F.4.f; 5.g.1.c; 5.g.3.e	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 610: Recorded Session 1 (S)	3.20	CED 610: Recorded Session 2 (S)	3.60	CED 610: Career Program (K)	3.66
Counseling and Helping Relationships	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the counseling and consulting process.	Students will demonstrate knowledge of counseling theory and demonstrate the ability to conceptualize and apply theory to practice.	2.F.5.a; 2.F.5.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 677: Theory Paper (K)	4.00	CED 677: Theory Group presentation and Discussion (K)	4.00	CED 691: Internship Supervisor Final Evaluation (S)	3.55
Counseling and Helping Relationships	Students will acquire skills that demonstrate the ability to conduct culturally competent counseling.	Students will demonstrate the ability to accurately perform basic counseling skills; including empathy, reflection and open questions.	2.F.5.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 660: Dyadic Role Play (S) CED 679: Crisis Role Play	CED 660: 4.0 CED 679 3.0	CED 690: Practicum supervisor final evaluation (S)	3.88	CED 691: Internship Supervisor Final Evaluation	3.55
Group Counseling and Group Work	Students will acquire the knowledge and skills that demonstrate a comprehensive understanding of the theories and experiential skills of conducting culturally competent group counseling.	Students will demonstrate knowledge of group theory; the required steps to developing a group; and the ability to conduct group counseling.	2.F.6.a; 2.F.6.c; 2.F.6.d; 2.F.6.e; 2.F.6.f; 2.F.6.g; 2.F.6.h	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 650: Group Counseling Proposal (K)	2.00	CED 690/691: practicum/internship group midterm evaluation (S)	4.00	CED 691: Facilitating Group at Practicum/ Internship Site- supervisor evaluation (S)	3.50
Assessment and Testing	Students will acquire the knowledge and skills that demonstrate a competent individual and group approaches to assessment and evaluation.	Students will demonstrate knowledge of and the ability to utilize formal and informal assessment methods to inform treatment.	2.F.7.b; 2.F.7.c; 2.F.7.d; 2.F.7.e	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 640: Psychological Report (K, S)	3.83	CED 610: Recorded Session 2 (S)	3.60	CED 690: Conducting intake and assessment - Supervisor Midterm and Final evaluations (S)	4.00
Research and Program Evaluation	Students will acquire the knowledge that demonstrates a comprehensive understanding of research methods, statistical analysis, needs assessment and program evaluation.	Students will demonstrate knowledge of ethical research practice and research design; and the ability to apply evidence based research to counseling practice.	2.F.8.a; 2.F.8.b; 2.F.8.e; 2.F.8.g	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 695: Counseling Article Critique (K)	4.00	N/A	N/A	CED 695: Treatment Literature review (K)/ assigned as "counseling research proposal"	3.50
School Counseling - Contextual Dimensions & Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding of all the roles and responsibilities of school counselors; and will acquire skills that demonstrate a comprehensive ability to provide a continuum of culturally competent professional school counseling services across the educational curriculum.	Students will understand and demonstrate the multiple roles of a school counselor; and will design a data-driven comprehensive school counseling program that addresses the academic, career, and social/emotional development needs of all students through the creation and delivery of core curriculum.	5.G.2.a; 5.G.2.b; 5.G.2.c; 5.G.2.d; 5.G.3.a; 5.G.3.b; 5.G.3.c; 5.G.3.d; 5.G.3.j; 5.G.3.k; 5.G.3.o	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 604: Interview Paper (K)	3.33	CED 604: Comprehensive School Program (K, S)	4.00	CED 691: ASCA Lesson plan- powerpoint presentation - Social/Emotion domain (S) CED 691: Final Supervisor Evaluation (S)	ASCA 3.67 Eval: 3.55
School Counseling - Contextual Dimensions & Practice	Students will acquire knowledge and skills that demonstrate a comprehensive understanding of all the roles and responsibilities of school counselors; and will acquire skills that demonstrate a comprehensive ability to provide a continuum of culturally competent professional school counseling services across the educational curriculum.	Students will understand the role of the school counselor in relation to college and career readiness and will design interventions that promote academic development, facilitate school and postsecondary transitions, increase promotion and graduate rates, and promote equity in student achievement and college access	5.G.2.c; 5.G.3.d; 5.G.3.g; 5.G.3.j; 5.G.3.k	Assignment Scores will average 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 615: Postsecondary Informational Interview paper (K)	4.00	CED 615: In-Service Presentation	3.00	CED 691: ASCA Lesson plan- powerpoint presentation - Academic or Career domain (S) CED 691: Final Supervisor Evaluation (S)	ASCA 3.67 Eval: 3.55

# Group Rubric Analysis



Program

Rubric

Dates

Addiction

Dispositional Review (New)

CMICH-1085

9/1/23-10/1/24

Total Students Being Assessed: **19**

CRITERIA LEVEL COUNTS						
Criteria	2 = Progressing Satisfactorily	1 = Need for intervention	Mean	Mode	Stdev	
The student behavior is in accordance with ACA ethic... 1	22	0	2.00	2	0.00	
The student demonstrates the ability to utilize feed... 2	22	0	2.00	2	0.00	
The student is on time for class and hands assignmen... 3	21	1	1.95	2	0.21	
The student demonstrates academic integrity through ... 4	22	0	2.00	2	0.00	
The student demonstrates the ability to perform at b... 5	21	1	1.95	2	0.21	
The student demonstrates maturity and respect for ot... 6	21	1	1.95	2	0.21	
The student demonstrates the ability to successfully... 7	22	0	2.00	2	0.00	
The student demonstrates the ability to handle conflict 8	21	1	1.95	2	0.21	
The student demonstrates the ability to use basic co... 9	22	0	2.00	2	0.00	
The student respects cultural, individual, and role ... 10	22	0	2.00	2	0.00	
The student appears to be an effective fit for the c... 11	22	0	2.00	2	0.00	

CRITERIA LEVEL DISTRIBUTION CHARTS	
The student behavior is in accordance with ACA ethic... 1	22 (100%)
The student demonstrates the ability to utilize feed... 2	22 (100%)
The student is on time for class and hands assignmen... 3	21 (95%) 1

# Group Rubric Analysis

CRITERIA LEVEL DISTRIBUTION CHARTS	
The student demonstrates academic integrity through ... 4	22 (100%)
The student demonstrates the ability to perform at b... 5	21 (95%) 1
The student demonstrates maturity and respect for ot... 6	21 (95%) 1
The student demonstrates the ability to successfully... 7	22 (100%)
The student demonstrates the ability to handle conflict 8	21 (95%) 1
The student demonstrates the ability to use basic co... 9	22 (100%)
The student respects cultural, individual, and role ... 10	22 (100%)
The student appears to be an effective fit for the c... 11	22 (100%)

# Group Rubric Analysis



Program

Rubric

Dates

School Counseling

Dispositional Review (New)

CMICH-1085

9/1/23-10/1/24

Total Students Being Assessed: **51**

CRITERIA LEVEL COUNTS						
Criteria	2 = Progressing Satisfactorily	1 = Need for intervention	Mean	Mode	Stdev	
The student behavior is in accordance with ACA ethic... 1	51	0	2.00	2	0.00	
The student demonstrates the ability to utilize feed... 2	51	0	2.00	2	0.00	
The student is on time for class and hands assignmen... 3	50	1	1.98	2	0.14	
The student demonstrates academic integrity through ... 4	51	0	2.00	2	0.00	
The student demonstrates the ability to perform at b... 5	51	0	2.00	2	0.00	
The student demonstrates maturity and respect for ot... 6	51	0	2.00	2	0.00	
The student demonstrates the ability to successfully... 7	51	0	2.00	2	0.00	
The student demonstrates the ability to handle conflict 8	51	0	2.00	2	0.00	
The student demonstrates the ability to use basic co... 9	50	1	1.98	2	0.14	
The student respects cultural, individual, and role ... 10	51	0	2.00	2	0.00	
The student appears to be an effective fit for the c... 11	51	0	2.00	2	0.00	

CRITERIA LEVEL DISTRIBUTION CHARTS	
The student behavior is in accordance with ACA ethic... 1	51 (100%)
The student demonstrates the ability to utilize feed... 2	51 (100%)
The student is on time for class and hands assignmen... 3	50 (98%)

# Group Rubric Analysis

CRITERIA LEVEL DISTRIBUTION CHARTS	
The student demonstrates academic integrity through ... 4	51 (100%)
The student demonstrates the ability to perform at b... 5	51 (100%)
The student demonstrates maturity and respect for ot... 6	51 (100%)
The student demonstrates the ability to successfully... 7	51 (100%)
The student demonstrates the ability to handle conflict 8	51 (100%)
The student demonstrates the ability to use basic co... 9	50 (98%)
The student respects cultural, individual, and role ... 10	51 (100%)
The student appears to be an effective fit for the c... 11	51 (100%)

# Group Rubric Analysis



Program

Rubric

Dates

CMHC

Dispositional Review (New)

CMICH-1085

9/1/23-10/1/24

Total Students Being Assessed: **178**

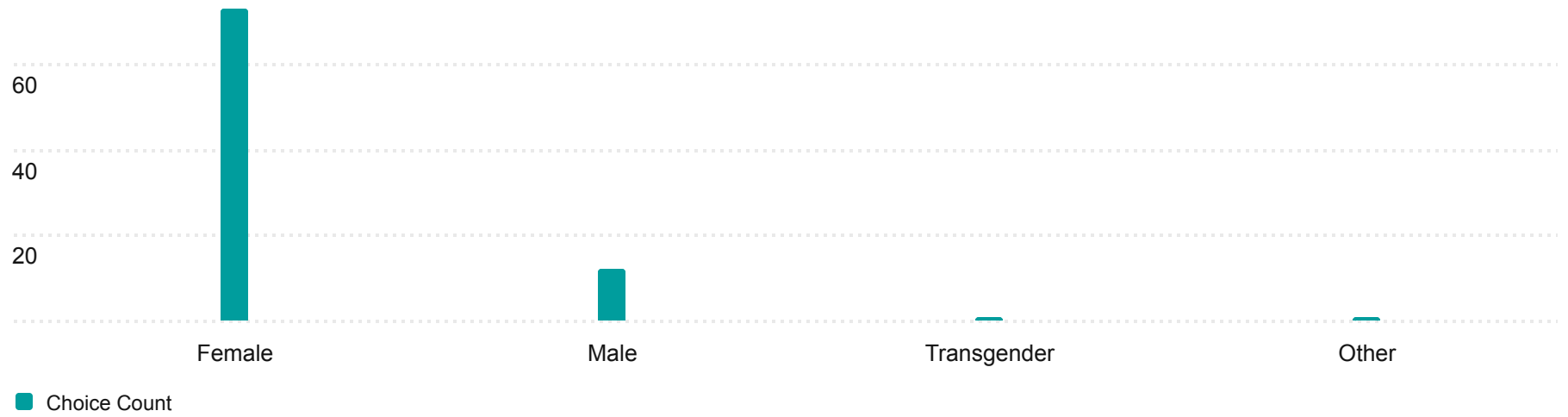
CRITERIA LEVEL COUNTS						
Criteria	2 = Progressing Satisfactorily	1 = Need for intervention	Mean	Mode	Stdev	
The student behavior is in accordance with ACA ethic... 1	190	1	1.99	2	0.07	
The student demonstrates the ability to utilize feed... 2	187	4	1.98	2	0.14	
The student is on time for class and hands assignmen... 3	184	7	1.96	2	0.19	
The student demonstrates academic integrity through ... 4	190	1	1.99	2	0.07	
The student demonstrates the ability to perform at b... 5	188	3	1.98	2	0.12	
The student demonstrates maturity and respect for ot... 6	190	1	1.99	2	0.07	
The student demonstrates the ability to successfully... 7	191	0	2.00	2	0.00	
The student demonstrates the ability to handle conflict 8	188	3	1.98	2	0.12	
The student demonstrates the ability to use basic co... 9	190	1	1.99	2	0.07	
The student respects cultural, individual, and role ... 10	191	0	2.00	2	0.00	
The student appears to be an effective fit for the c... 11	189	2	1.99	2	0.10	

CRITERIA LEVEL DISTRIBUTION CHARTS	
The student behavior is in accordance with ACA ethic... 1	190 (99%)
The student demonstrates the ability to utilize feed... 2	187 (98%)
The student is on time for class and hands assignmen... 3	184 (96%)

# Group Rubric Analysis

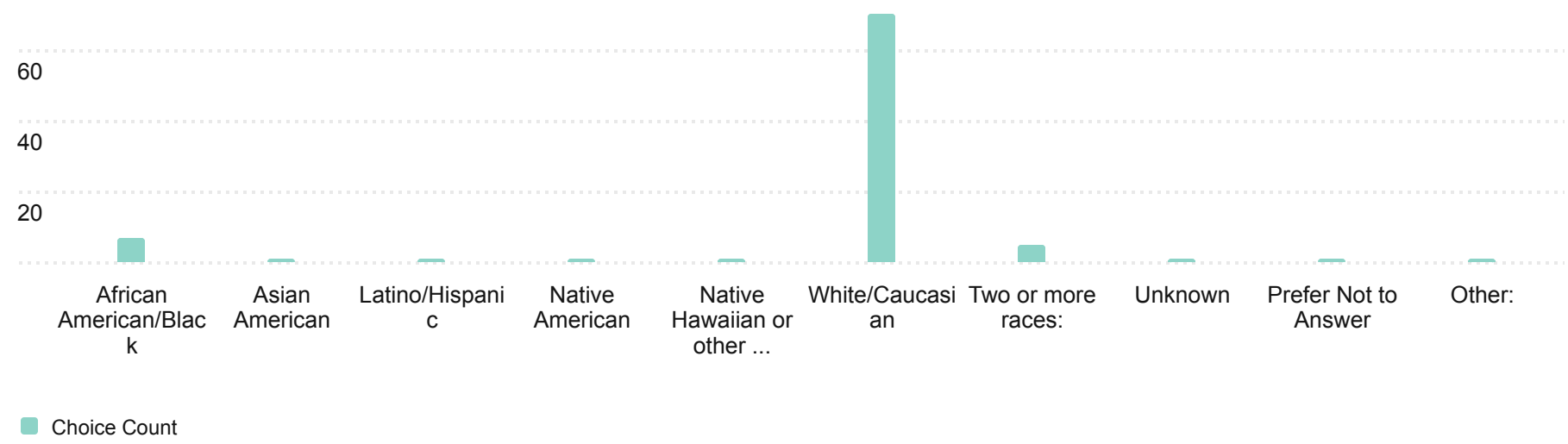
CRITERIA LEVEL DISTRIBUTION CHARTS	
The student demonstrates academic integrity through ... 4	190 (99%)
The student demonstrates the ability to perform at b... 5	188 (98%)
The student demonstrates maturity and respect for ot... 6	190 (99%)
The student demonstrates the ability to successfully... 7	191 (100%)
The student demonstrates the ability to handle conflict 8	188 (98%)
The student demonstrates the ability to use basic co... 9	190 (99%)
The student respects cultural, individual, and role ... 10	191 (100%)
The student appears to be an effective fit for the c... 11	189 (99%)

Q3 - What is your gender? - Selected Choice





### Q5 - What is your race?



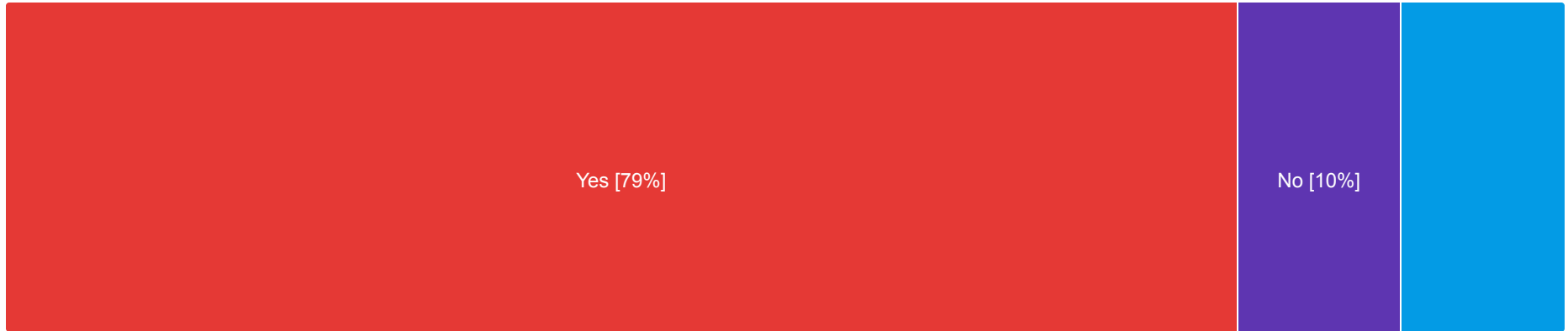
Q26 - Where did you complete your program?



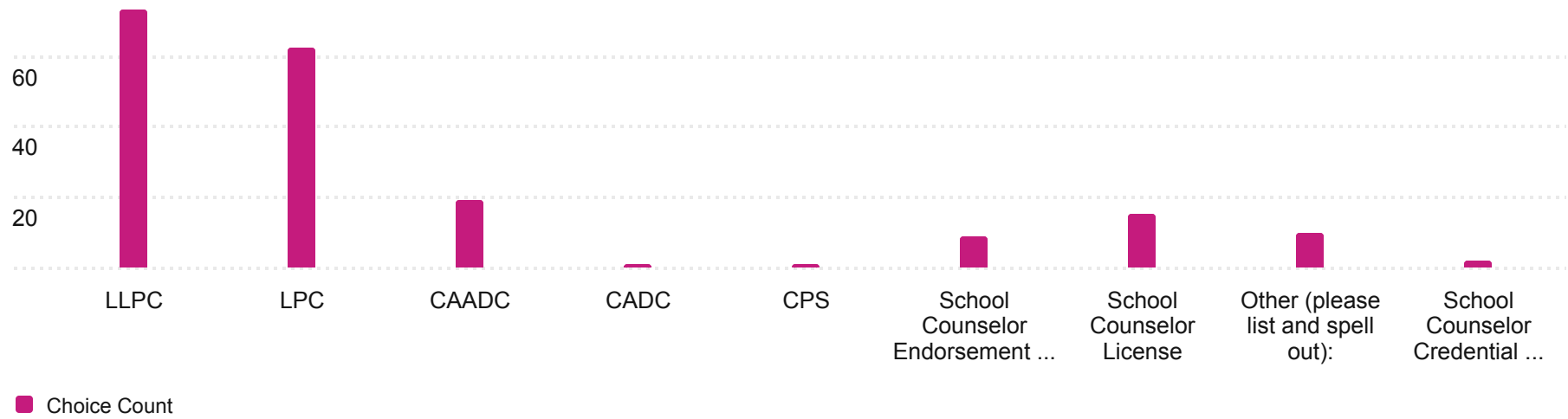
Mt. Pleasant Campus [100%]

Q9 - Are you employed in the counseling field (or have a job offer) or are seeking employment in the counseling field? If you have a position please list you place of employment under "Yes". -

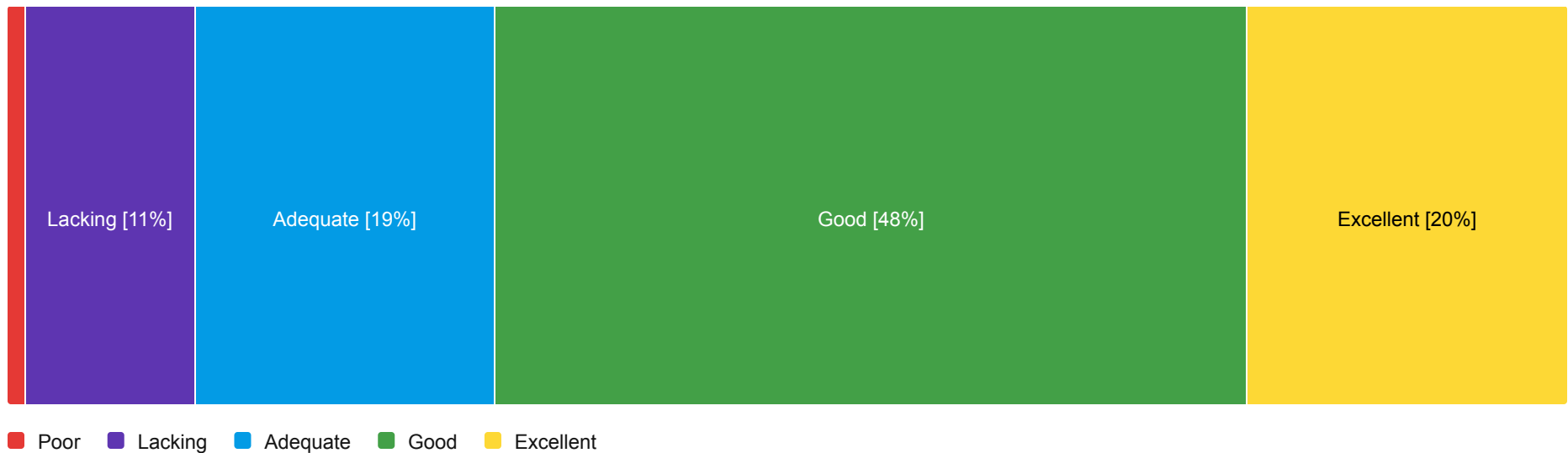
Selected Choice



## Q13 - What license do you plan to pursue? Select all that apply: - Selected Choice



Q15 - Based on your perspective as a graduate/alumni, how would you rate these aspects of the program? If the area does not apply, please leave blank.



Field	Mean	Standard Deviation
Orientation to the requirements of your preparation program	3.76	0.94
Flexibility of curriculum/offerings to get through program in a timely manner	3.69	1.09
Availability of faculty members for advisement	4.13	0.97
Quality of curriculum advisement from faculty	3.90	1.01
Quality of instructional facilities (i.e., classroom, clinical rooms)	3.90	0.86
Quality of library and technology resources	4.18	0.75

Opportunities available to evaluate instruction and supervision	4.09	0.81
General quality of classroom instruction	3.90	1.00
Opportunities to be exposed to research and learn how to apply it in your practice	3.64	0.99
General quality of supervision you received in Practicum	4.35	0.94
Consistency of internship(s) activity within your course preparation experiences	4.22	0.89
Preparation for CPCE and/or National Counselor Exam	3.57	1.00
General assistance in locating a place of employment	3.07	1.14
General quality of the on-site supervision you received in your internship	4.57	0.78
Opportunities available to obtain feedback from faculty about your progress	4.05	0.84
Opportunities to attend workshops, conferences, or similar activities that went beyond minimum program requirements	3.84	0.93
Scholarly productivity of faculty (publications, presentations, grants)	3.57	0.86
Faculty members as professional counselors (service to profession, professional activities)	4.10	0.89
Cost effectiveness of program	2.98	1.01
During your program of study, encouragement to become involved in professional groups and associations	4.07	0.77
Counseling services/referrals available to you	3.62	1.05

Q18 - Please indicate how you feel about your preparation in the following areas using the scale: 1 (low/poor), 5 (Excellent): If the area does not apply, please leave blank.



Field	Mean	Standard Deviation
Ethical and legal issues in counseling	4.34	0.74
Career and lifestyle issues in counseling	4.04	0.87
Small group dynamics and counseling	3.93	0.98
Multicultural Counseling	4.00	1.04
Developmental aspects of counseling	4.20	0.83
Standardized assessments and counseling	3.70	0.96

Crisis Intervention	3.76	1.04
Diagnosis	3.78	0.92
Licensing & Credentialing	3.26	1.17
Diagnosis & Treatment Planning	3.86	0.97
Special Needs cases	2.87	1.21
Professional Organizations	3.88	1.00
Research and Statistics	3.51	1.02



Q19 - Please rate the Counselor Education Program using the following scale: 4 = Excellent Preparation; 3 = Sufficient preparation; 2 = Lacking, 1 = Poor - did not learn what I needed to know. If the course does not apply to you, please leave blank.

Field	Mean	Standard Deviation
Career Counseling	4.11	0.70
Lifespan Development	4.36	0.74
Multicultural Issues	4.15	0.83
Assessment in Counseling	4.06	0.72
Ethics and Legal Issues	4.53	0.63
Group Counseling	4.26	0.85
Counseling Techniques	4.35	0.79
Theories of Counseling	4.36	0.69
Introduction to Addiction	4.06	0.86
Research in Counseling	4.06	0.69
Counseling Practicum	4.52	0.66
Crisis & Trauma Counseling	4.07	0.89
Diagnosis & Treatment Planning	4.23	0.77
Introduction to Clinical Mental Health Counseling	4.45	0.59

Psychopathology	4.15	0.81
Introduction to School Counseling	4.13	0.84
School Counseling Seminar	3.91	0.93
Post Secondary Planning	3.89	0.89
Counseling Child and Adolescents	4.20	0.75
Psychopharmacology	3.82	1.00
Etiology of Addiction	3.92	0.91
Addiction Oriented Systems of Care	3.77	1.02
Internship	4.70	0.54
Elective #1 (please list)	4.47	0.62
Elective #2 (please list)	4.46	0.84
Other:	4.33	0.47

## Q20 - Please list aspects of strength in the Counselor Education program:

Please list aspects of strength in the Counselor Education program:

some of the professors were outstanding. great counseling presence, supportive, knowledgeable (Dr Erber-Lapierre, Dr. Verona, Dr. Baillie & Dr. Bennett-Garraway)

faculty

easy to communicate with professors

You can tell the faculty truly care about the topic they are teaching on and everyone seems to be a wealth of knowledge. Any staff you talk to, be it advisor or class teacher, about coursework or requirements or licensing is super helpful.

Wonderful and comprehensive knowledge of the counselor and the counselor in the helping profession.

Very friendly faculty. Easy to get ahold of and discuss progress.

There is a lot of modern and relevant information presented in overall good ways.

The whole program was good. i think for us being new in the saginaw cohort was a rough start but overall great.

The support from the faculty was outstanding

The staff was always supportive and understanding with their students

The program provides broad perspectives of the counseling field through the staff. The program gives opportunities to take courses that interest the students.

The program offers the means to learn the information. The counselor educators that invest in the students make ALL the difference. I experienced recruitment to professional orgs, scholarships, trainings, and community within the program.

The program made great efforts during the pandemic to adjust to the needs of the students. Some professors were very invested and available to discuss any aspect of this program and profession.

The professors were readily available

The professors are phenomenal, almost all of them. There were only 1 or 2 that I struggled with but the majority of them were always available and incredibly willing to support me in any way I needed, even when it wasn't related to school.

The professors are extremely knowledgeable, engaging, and supportive.

The professors and their dedication to help us succeed.

The in person classes I had were fantastic, the flexibility that many professors allowed was helpful when taking classes in internship or while working, and the mentor program

The foundational classes were great with faculty. Professors are respectable and helpful. We were given opportunities outside of class to learn. My advisor was available. The professor's seem excited to teach which is encouraging. There was a lot of encouragement most of the time that boosted my confidence. Role plays and making us step outside of our comfort zone. The program felt well organized. Encouraging us to do self care and take care of ourselves.

The faculty for the most part was easy to communicate with and were accommodating to student's needs.

The experience and knowledge of the professors in the counseling field was a great strength of this program.

The advisors were very knowledgeable. I always felt like the program was very easy to follow and answers were available.

Supportive staff. Inclusivity. Flexible attendance opportunities.

Support and advocacy by Professors as counseling professionals with regard to self care, support/awareness/acceptance/pride in profession. Course content in most courses well designed and thorough.

Some of the professors here are what makes me love this program. The way they care for the students here and support us helped me through this program. Their first hand experience that they shared and integrated into the material was incredibly helpful.

Receptiveness towards student requests

Provides quality of education and I feel well versed.

Professors with real world experience. Most of our professors would bend over backwards to help us.

Professors were amazing, classes were excellent, I overall loved being a part of this program

Professors are extremely knowledgeable and have experience in application of the material in a live setting which adds value to the instruction.

Professors are all very knowledgeable and experienced in their professions. Most were amazing to work with and willing to help and support students when in their class or not.

Pickover

Overall it is good.

Our practicum facilities are absolutely exceptional, I loved that our practicum supervisor could observe sessions regularly and frequently without hindering the client.

Nearly all of my professors were available for any assistance needed during the duration of the program. Many of my professors really showed that they wanted us students to succeed in this profession.

## Q22 - Please list aspects of the Counselor Education program needing improvement:

Please list aspects of the Counselor Education program needing improvement:

Some 8 week classes were difficult as accelerated classes and I feel like I didn't learn as much as I should have always trying to be reactive rather than proactive in taking a deeper dive in the material.

Some of the 8 week accelerated classes had too much material for an 8 week course. I feel like I didn't learn as much as I should have because it was so fast paced with caused me to be reactive rather than proactive in taking a deep dive into the material.

Some of the classes had too much material to really learn as an 8 week accelerated course. I felt like I was just skimming the surface with no chance to take a deep dive into the material or time to let it sink in.

Multiculturalism, especially in the aspects of LGBTQAI+. CED 620 is 8 weeks. It should be 16 weeks to allow subject matter experts to guest speak each week. Very little is covered with gender fulity, pronouns, etc.

Multiculturalism, especially in the aspects of LGBTQAI+. Very little is done to develop counselors on pronouns, gender fluidity, etc. CED 620 is a quick 8 week class. I feel it should be 16 weeks to allow for a guest speaker every week.

The Counselor Education program needs improvement in the Crisis and Trauma course as well as the Group Counseling class. The Crisis and Trauma class was an 8 week course that did not provide adequate instruction on how to handle crisis situations such as a suicidal client. This course should be a full 16 week course, providing step by step instruction on what to do when a client is having a crisis. Group Counseling should include running groups in class so students can get their 10 group hours. Private practices do not always provide groups to their clients which makes it difficult for interns to complete their group hours.

More trainings in specific areas and modalities

The program feels as though Dr. Arnekrans and Dr. Pickover are carrying the weight of the entire program. Since beginning this program in Fall 2021, I have witnessed a concerning amount of turnover among the faculty. Many of the professors I developed a rapport with are no longer with CMU. I have encountered several new professors who, like myself, were unclear about course requirements and needed to consult others in the department to address questions. As a member of the first cohort to progress through the program since our CACREP accreditation, my cohort and I have felt like guinea pigs navigating a constantly evolving system. With few exceptions, such as Dr. Arnekrans and Misty Smith, I have not felt that the department has fulfilled their promises of support in my academic journey. It often seems as though I am being processed to fulfill the university's statistical and monetary goals rather than receiving a comprehensive and supportive education. Although I applied specifically to pursue my Master's degree in-person and on-campus, an increasing number of classes have only been available in online and asynchronous format. Furthermore, in an apparent effort to accommodate more students, course lengths have been shortened, resulting in a reduction in depth. Vital courses for counseling students were reduced from 16 weeks to 8 weeks. Conversations with students from subsequent cohorts confirm that other essential courses, including Ethics, Multiculturalism, and Theories, have also been shortened. These courses felt rushed even when offered over 16 weeks; the prospect of completing them in just 8 weeks seems particularly concerning. The multicultural education component was notably inadequate and seemed more like a politically charged obligation rather than substantive education. My Multicultural class and other related courses focused more on discussing aspects of white privilege rather than providing a thorough understanding of other cultures. The discussions often left me feeling uncomfortable and guilty about my own privilege without offering meaningful insights into the cultures, beliefs, or practices of people from various races, sexual orientations, gender identities, or physical abilities. Lastly, my fellow students and I encountered difficulties when attempting to address concerns about a faculty member. Although our intent was to highlight issues between the professor and students to the department's superiors rather than seek punitive action, we were reprimanded for escalating the matter. Despite a meeting with department officials, we were discouraged from raising further concerns, as no action was taken regarding the situation.

Some classes are only 8 weeks, such as diagnosing and treatment planning, and this is absolutely not long enough to learn about this. I think many of the 8 week courses should be 16 weeks.

I think the class requirements could be explained better. Many classmates including myself have had confusion about that over the course of my time here. I also wish classes were offered more often.

The quality of instruction decreased as I moved further in the program. I would have liked support when I didn't get all of my hours during internship but instead was treated like I wasn't trying or like I was making the program look bad. If there's a way the program can gatekeep they should do it. I've had classmates talk about getting high or drunk during class, not acting professionally or ethically in settings where they should be, not knowing the basics because they didn't care about class. Some people aren't ready. Group projects sometimes didn't feel helpful, they just caused us more stress.

The lack of in person classes, lack of in state faculty (especially for internship), lack of responsiveness and clear instructions from some instructors, asynchronous classes having mandatory in person meetings that's not asynchronous

I would have loved to had more experience in the classroom regarding diagnosis, treatment, crisis, and assessment.

N/a

Most functionally, the program becoming so online, and so many classes being 8 weeks, CACREP approved or not, is uneducational. Self taught classes that do not meet virtually or in person, particularly 8 weeks, have been the biggest disappointment as someone who chose CMU specifically so that I could come and learn in person. I actually get upset enough about this that I would rather, and am very open to, an in person conversation if that would be helpful.

I think there needs to be an overall better level of care of the program and the students. There were a few students that were in the program that openly said very discriminating and ignorant things about different minorities in class, that were never addressed by faculty. Whenever I or a classmate would try to bring concerns to the professors, we were often dismissed. These students that said such hurtful things, to the point they were making people CRY, should be better prepared by the program before they enter the counseling field. The professors also need to do a better job of facilitating the program together, as I had several classes where the professors taught things that contradicted each other. In my techniques class, I was taught to address and multicultural or diverse difference between the client and counselor in the first session. However, I had several professors that encouraged us to wait until an opportune time to address those differences because it may cause tension or awkwardness by addressing it too soon. Overall, there also seemed to be a lack of care of students by the professors. There were only 4 professors that actually made an effort to help myself and fellow students, and two of them are no longer teaching for the program.

Professor teaching skills, preparedness of the program for real-life situations, curriculums for crisis, ethics, and theories are too short and don't learn much

A few courses that I took I felt needed some clarification or perhaps better instruction. I also personally learn better with an in person class, so having that option for my later courses would have been beneficial.

Sometimes it was a bit unorganized, some of the classes. I didn't really have a problem with this though because I knew it was newly CACREP accredited and there were a lot of new things with our online/off site program.

The timeline, 3 years is a long time for a master's program. I understand this has something to do with LARA, though.

orientation to program and counseling profession - all requirements needed.

A little more clarification on the comprehensive exam requirement may have been helpful. Also, if they could develop a chart of some sort for licensing, that would certainly be of use to future graduates.

Felt like I could have been better prepared for practicum/internship. Early classes do not offer a "real counseling experience"

More focus on profession based topics such as crisis, diagnosis, treatment



Working with students and general rigidity of program.

The synchronous program could use evaluation. I understand online education being more accessible, however, it is hard to learn about caring for people when you're not being taught by people. There leaves to much room for translation... it's not math. Conversation, consulting, collaboration all contribute to the growing process in this field. Also, counselors and counseling students benefit from understanding that they are not alone in this helping profession. Working and learning together help reduce the frequency imposter syndrome and self-doubt overall.

Asynchronous classes deemed difficult. I believe that learning concepts of working with people should be taught by people experienced in that field. Not all professors were equally knowledgeable on how to utilize, implement, or update the teaching platform (Blackboard). Simple updates to dates were not done and this created confusion for me and my classmates.

Near total lack of practical treatment education, exceedingly slow pace cohort (should overlap classes to reduce by at least a year of classes), too much DEI and not enough practical application learning, far too many instructors seemed to have low-no subject matter expertise or experience.

I think there needs to be more organization with the program and internship requirements. I would have also would have liked more opportunities to practice counseling techniques and more focus on practical skills.

Communication between superiors and subordinates. A course that can discuss the real world application of counseling, like billing, insurance, credentialing, hospitalization, legality.

I find the online asynchronous classes to be somewhat of a difficulty. I feel like I pay a lot of money to get little to no consistent feedback and to teach myself material. Often, I could tell that instructors were given a master syllabus and black board shell and did not often look at what it actually entailed. I have encountered a lot of difficulty with communication over my time in the program, which had left me feeling discouraged and frustrated at times.

I think the counseling techniques classes need something more. I know a lot comes with experience but I think it was a very limiting class. I would look into teaching a variety of techniques on top of the basics or adding advanced techniques as an elective would be beneficial. Some of the 8-week courses I think should've been 16 weeks due to the level of content trying to be consumed in that short of time. At times it felt like we were just cramming material. As an online university I am surprised at some of the group projects. I think trying to get more than 4 people to do a group project together just isn't feasible and caused a lot of stress for a couple classes. I understand that group projects/work is a requirement for CACREP standards but I would suggest looking at ways to make it more flexible for the students or at the very least making group projects only contain <4 people. All in all I did love this program these are just some of the things that I think would elevate the students experience.

I did not like that I was limited in courses to allow me to use the full benefits of my GI Bill not being able to take more than 3 courses in a semester. I think that as veterans we are able to take courses and process a lot of information in a short amount of time as our schools in the military are designed that way. In addition, most veterans have a lot of life experience especially in multicultural areas that also help in this field. Retention of quality instructors would also be helpful, a lot of the instructors that I have had left the program and the ones that it was there first semester teaching some of them were hard to reach at times or did not submit grades in a timely manner.

addressing multicultural concerns when they come up during class by students.

flexibility with how many credits to take. Could have been done faster and still done good in school

When adjuncts taught my class they were VERY hit or miss in the quality of instruction. I understand why because they often are working another full time position and teaching on the side, but they were often not familiar with the structure or information in the course. I had a class in Diversity that was particularly poorly run and was a source of frustration for me because I thought it was such an important class. I also feel, while the counseling program prepared me very well to be a one on one counselor, the school counseling program sometimes has a disconnect between what school counselors are actually required to do and what we learn in class.

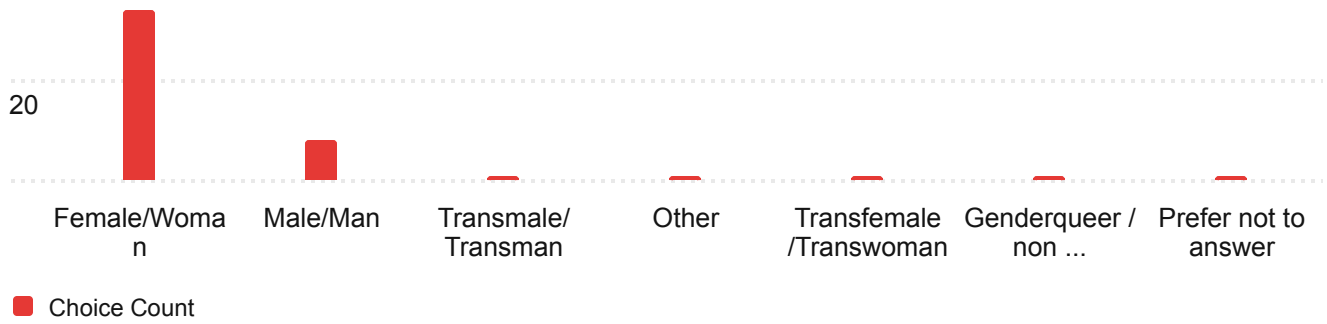
What is expected of us can be confusing. We are provided with master syllabi that have incorrect information and expected to teach ourselves all the information. I also have no idea what I am doing when it comes to licensure and there should be a class just on that and NCE prep.

Elective options

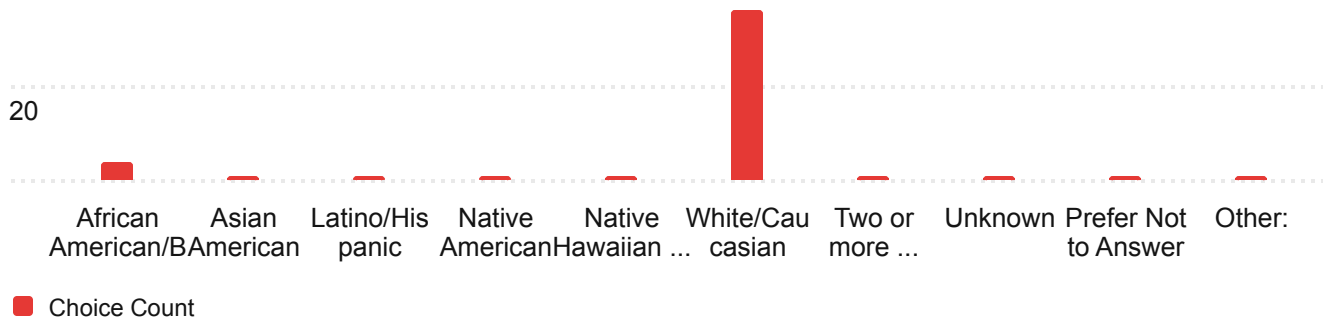
Research methods and ethics. These two classes were the hardest and confusing at times. I felt unprepared during those classes.

I would say that overall the communication of the program could use some improvement. For example, information about the LLPC requirements after graduation, understanding of licensure and credentialing, etc

### Q3 - What is your gender? - Selected Choice



### Q5 - What is your race? - Selected Choice

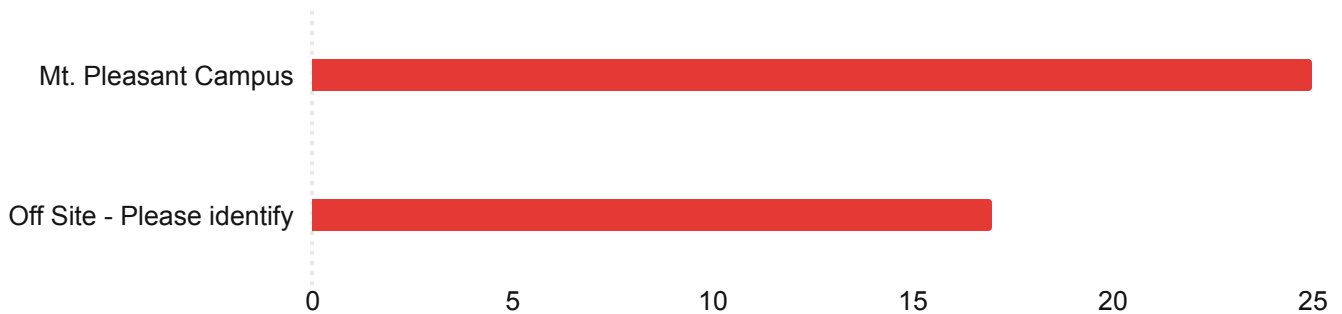


Q7 - What degree did you earn? Please check all that apply; If you have a dual concentration 60 credit degree please select both options. -

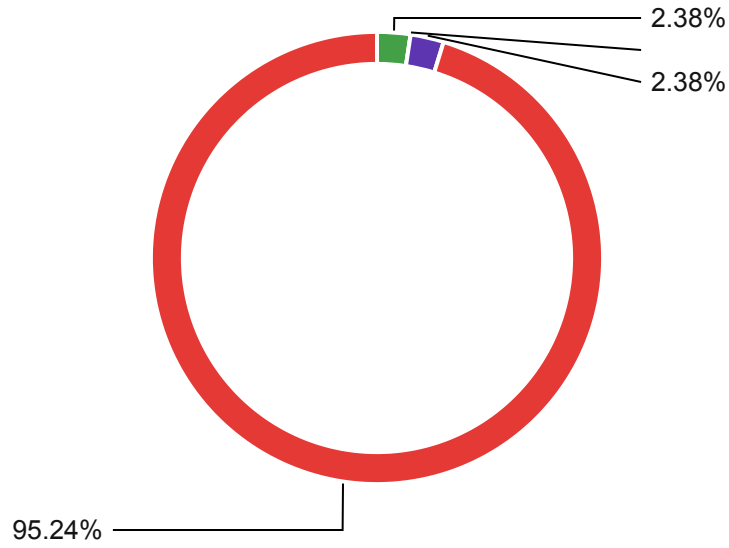
**Selected Choice**

Field	Choice Count
Masters of Art in School Counseling (48 credit hours)	0
Master of Art in Professional Counseling (48 credit hours)	1
Dual Track, Masters (48 credit hour students only)	1
Other	0
Masters of Art in Clinical Mental Health Counseling (60 credit hours)	26
Masters of Art in Addiction Counseling (60 credit hours)	6
Masters of Art in School Counseling (60 credit hours)	10

Q34 - Where did you complete your program?

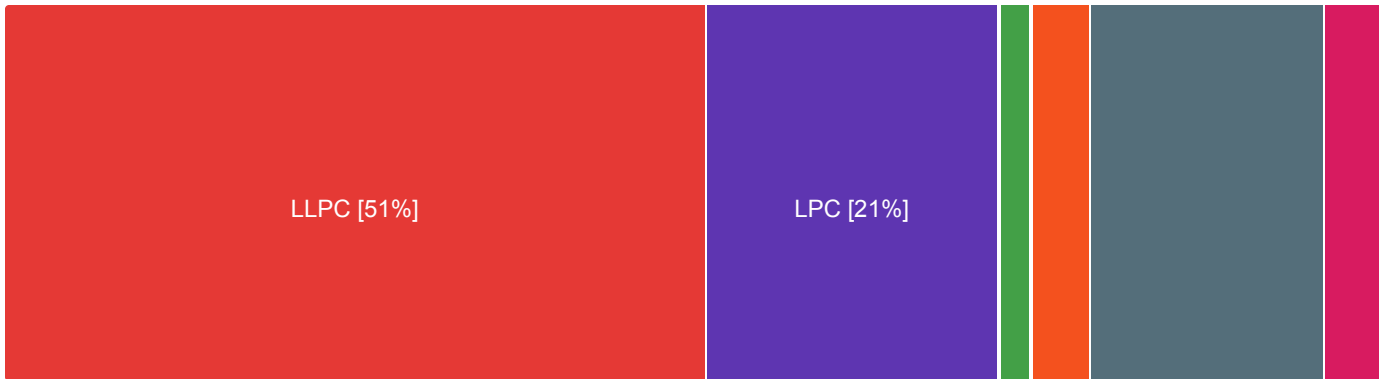


### Q9 - Is your current employment in the field of counseling or counseling related? - Selected Choice



■ Other (what is your current employment setting): ■ Not Currently Employed ■ No ■ Yes

Q13 - What current licensure do you have? Select all that apply:



Q26 - Please indicate if you have taken and passed the National Counselor Examination

Field	Choice Count
Taken and passed	26
Not taken yet	13
Taken and did not pass	0

Q27 - Please indicate if you have taken and passed the IC/RC for Addiction Counselors to obtain a CAADC

Field	Choice Count
Taken and passed	3
On a development plan, planning to take	7
Taken and did not pass	0
N/A - not planning to obtain a CAADC	29



Q15 - Based on your post-graduation perspective, how would you rate these aspects of the program? Please use the following scale: 5 = Excellent; 4 = Good; 3 = Adequate; 2 = Lacking; 1 = Poor - IF THE STATEMENT DOES NOT APPLY; PLEASE LEAVE BLANK

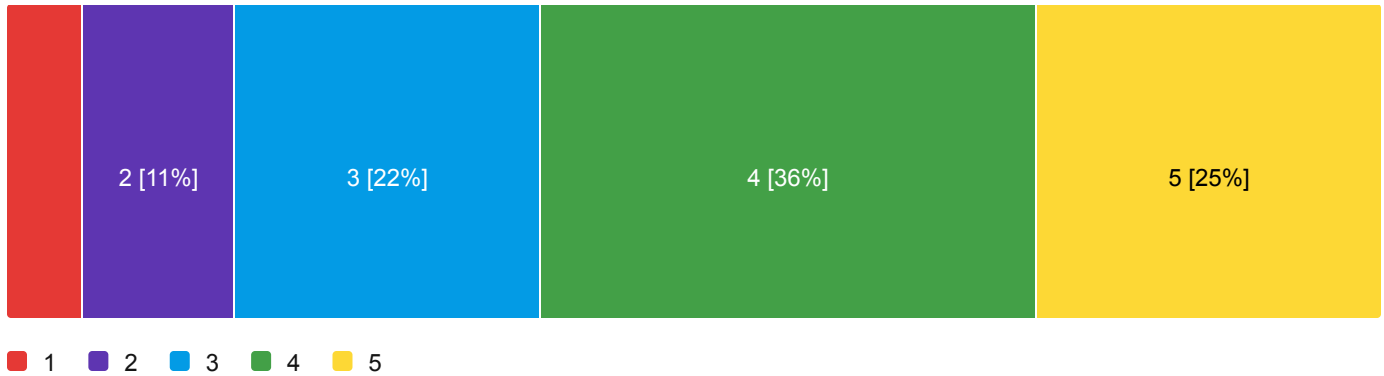
Q15 - Based on your post-graduation perspective, how would you rate these aspects...

Field	Mean	Standard Deviation
Orientation to the requirements of your preparation program	5.31	0.66
Flexibility of curriculum/offerings to get through program in a timely manner	5.41	0.63
Availability of faculty members for advisement	5.54	0.64
Quality of curriculum advisement from faculty	5.59	0.59
Quality of instructional facilities (i.e., classroom, clinical rooms)	5.44	0.74
Quality of library and technology resources	5.50	0.65
Opportunities available to evaluate instruction and supervision	5.57	0.64
General quality of classroom instruction	5.38	0.63
Opportunities to be exposed to research and learn how to apply it in your practice	4.95	1.06
General quality of supervision you received in Practicum	5.46	0.68
Consistency of internship(s) activity within your course preparation experiences	5.61	0.54

Preparation for CPCE and/or National Counselor Exam	4.86	1.04
General assistance in locating a place of employment	3.94	1.28
General quality of the on-site supervision you received in your internship	5.30	0.93
Opportunities available to obtain feedback from faculty about your progress	5.35	0.85
Opportunities to attend workshops, conferences, or similar activities that went beyond minimum program requirements	5.19	1.06
Scholarly productivity of faculty (publications, presentations, grants)	4.97	0.97
Faculty members as professional counselors (service to profession, professional activities)	5.58	0.60
Cost effectiveness of program	4.62	1.00
During your program of study, encouragement to become involved in professional groups and associations	5.78	0.41
Counseling services/referrals available to you	5.24	0.97



Q18 - Please indicate how you feel about your preparation in the following areas using the scale: 1 (low/poor), 5 Excellent



Field	Mean	Standard Deviation
Licensing & Credentialing	3.64	1.13
Professional Organizations	4.53	0.60
Professional Advocacy	4.39	0.76
Special Needs cases	3.36	1.12
Ethical decision making	4.53	0.83
Mandated Reporting	4.33	0.78

Q18 - Please indicate how you feel about your preparation in the following areas...

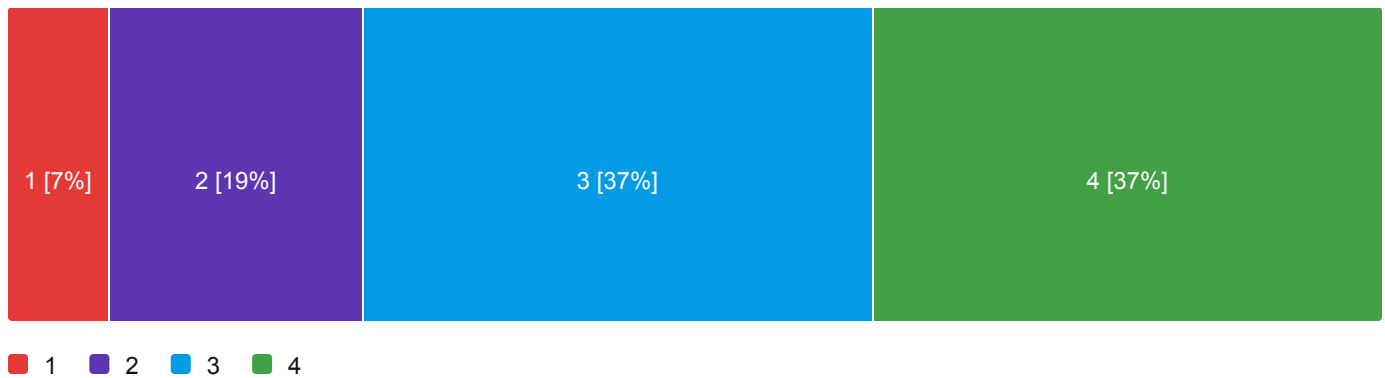
Field	Mean	Standard Deviation
Licensing & Credentialing	3.64	1.13
Professional Organizations	4.53	0.60
Professional Advocacy	4.39	0.76
Special Needs cases	3.36	1.12
Ethical decision making	4.53	0.83

Mandated Reporting

4.33

0.78

Q19 - Please evaluate each course using the following scale: 4 = Excellent Preparation, 3 = Preparation Sufficient, 2 = Preparation Lacking, 1 = Preparation insufficient. If you did not take the course and/or it does not apply, please leave blank.

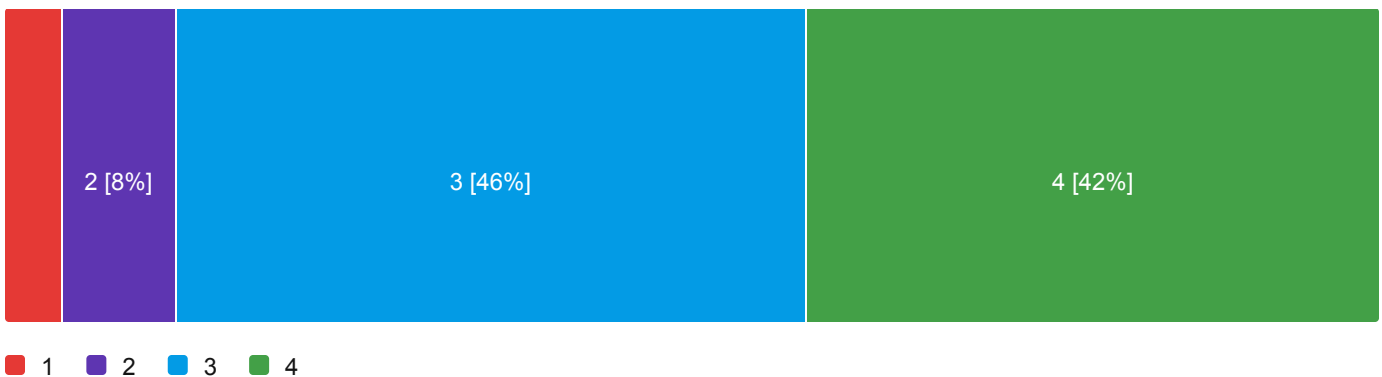


Q19 - Please evaluate each course using the following scale: 4 = Excellent Pre...

Field	Mean	Standard Deviation
Career Counseling	4.04	0.92
Lifespan Development	4.39	0.67
Multicultural Issues	4.07	0.96
Assessment in Counseling	4.29	0.84
Group Counseling	4.43	0.78
Counseling Techniques	4.39	0.77
Ethical & Legal Issues	4.36	0.77
Theories of Counseling	4.64	0.67
Diagnosis & Treatment Planning	4.54	0.73
Research	4.14	0.83
Crisis & Trauma Counseling	4.31	0.87

Counseling Practicum	4.52	0.69
Internship	4.61	0.82
Introduction to Addictions	4.16	0.83
Introduction to Clinical Mental Health Counseling	4.43	0.77
Psychopathology in Counseling	4.40	0.80
Introduction to School Counseling	4.07	0.93
Post Secondary Planning for School Counselors	3.67	1.11
School Counseling Seminar	3.60	1.11
Child & Adolescent Counseling	4.16	0.81
Psychopharmacology	4.00	0.87
Etiology of Addiction	3.93	0.96
Addiction Oriented Systems of Care	4.08	1.00
Elective #1 (please list)	4.50	0.87
Elective #2 (please list)	4.67	0.47
Other:	5.00	0.00

Q32 - Please rate each course whether the course prepared you to be successful in your employment as a counselor using the following scale: 4 = Excellent preparation, am able to to be competent in my work; 3 = Sufficient preparation, need refreshers; 2 = Lacking, need to further education to fill in gaps; 1 = Poor, did not learn material. If you did not take the course and/or it does not apply, please leave blank.



Field	Mean	Standard Deviation
Career Counseling	4.25	0.78
Lifespan Development	4.50	0.50
Multicultural Issues	4.22	0.79
Assessment in Counseling	4.50	0.64
Group Counseling	4.59	0.49
Counseling Techniques	4.56	0.57
Theories of Counseling	4.67	0.54
Counseling Practicum	4.50	0.57
Research	4.24	0.65
Diagnosis & Treatment Planning	4.56	0.57
Introduction to Clinical Mental Health Counseling	4.57	0.58

Introduction to School Counseling	4.17	0.90
School Counseling Seminar	3.67	0.94
Internship	4.61	0.49
Elective #1 (please list)	4.33	0.94
Elective #2 (please list)	4.67	0.47
Other:	0.00	0.00

## Q20 - Please list aspects of strength in the Counselor Education program:

Please list aspects of strength in the Counselor Education program:

Material, professor experiences, etc.

Dr. Pickover and Dr. Arnekrans dedication to both the program and the students in it was a huge asset to me. They are both incredibly knowledgeable and supportive, and have a great way of giving constructive feedback.

I loved the opportunity for research and graduate assistantships throughout the program. I also appreciate how the full time faculty really invests in their students.

The program is accommodating for people working full time while going to school.

Professors were engaged and easy to get a hold of

Caring and highly educated professors with various backgrounds

Professors are knowledgeable in their respective fields. Most professors and supervisors were supportive, encouraging and provided helpful feedback.

The knowledge that the professors have is fantastic and they were always engaging when learning the material. They had a passion in the field which helped with learning the material as well. I liked having a cohort to be able to do classes with.

Drs P and A

focus on ethics and client beneficence

I had a great Advisor and wonderful experiences the courses, especially in person.

communication of staff, passion of staff to teach, curriculum

I like how the class sizes were small and we were really able to get to know the faculty and staff.

Faculty, CACREP accreditation

I liked the faculty and the support to grow

The full time faculty, encouragement to join CSI and advocate for the profession

Adequate academic support for students if they reach out

Consistent effort into making sure theories and applied skills were in place to ensure confidence

Availability of Professors, strength of academic material.

Preparations for clients

Professors and format

The instructors, in-person classes

Very strong faculty who are dedicated to their students and the program. Small class sizes. Great facilities and equipment for practicum.

communication with peers and teachers



## Q22 - Please list aspects of the Counselor Education program needing improvement:

Please list aspects of the Counselor Education program needing improvement:

Preparation for testing, licensure

Many of the newer professors seem to really struggle with providing support and resources, and seem to lack timeliness with grading/feedback/etc

It's been very difficult to get my LLPC licensure as a school counselor. There aren't as many avenues as there are for clinical counseling. Additionally, I just applied for a counseling job and they asked if I knew about splits and I didn't. That's something people applying for clinical jobs should know. My multicultural issues class was taught by an adjunct who didn't have a lot of time to devote to it and there were several people in the class who made racist comments and it was brushed off as "speaking their opinion". I remember it as the single worst class I have taken at CMU.

Adding DSM incorporation into each aspect of the programs when it comes to diagnosis and treatment planning, understanding the dsm 5tr is integral for understanding what is going on.

The organization of it, such as changing class dates the first day of class.

N/A I had a great experience.

Lack of a consistent schedule for those who work

more help with understanding the credentialing process

I would have appreciated more information about how to work in private practice. Also more practical techniques to help me manage anxiety and stress in my life and in my clients' lives.

I wish there was more in the school counseling track that talked about academic advising, such as looking over example transcripts, how to navigate those specific conversations about deficiencies or students who are excelling and need more of a challenge, etc. I've learned a ton on the job but I would have loved to be prepared for that before graduation.

Be able to take electives as cohort student

Multicultural issues were by far the main focus of the entire program. Although this is important, there is a whole class dedicated to it and I feel that it was the main topic of discussion in the majority of the classes I took at CMU

Blackboard accuracy, allowing week zero assignments

I felt severely underprepared for internship/practicum in terms of faculty support. I felt as if the distance between faculty and their own internship experience erased memories of the emotional/mental toll internship takes and could not empathize with various student's struggles. As if there was a lot of "ideally, here is how your internship will turn out", not "realistically, this is what you need to be prepared for"

Addressing the variety of record keeping that is existent based on insurance and governmental programs. Perhaps an overview of the most common systems of record keeping etcetera.

Licensing and credentialing especially for school counselors

More opportunities to practice the skill or project based assignments to reinforce learning.

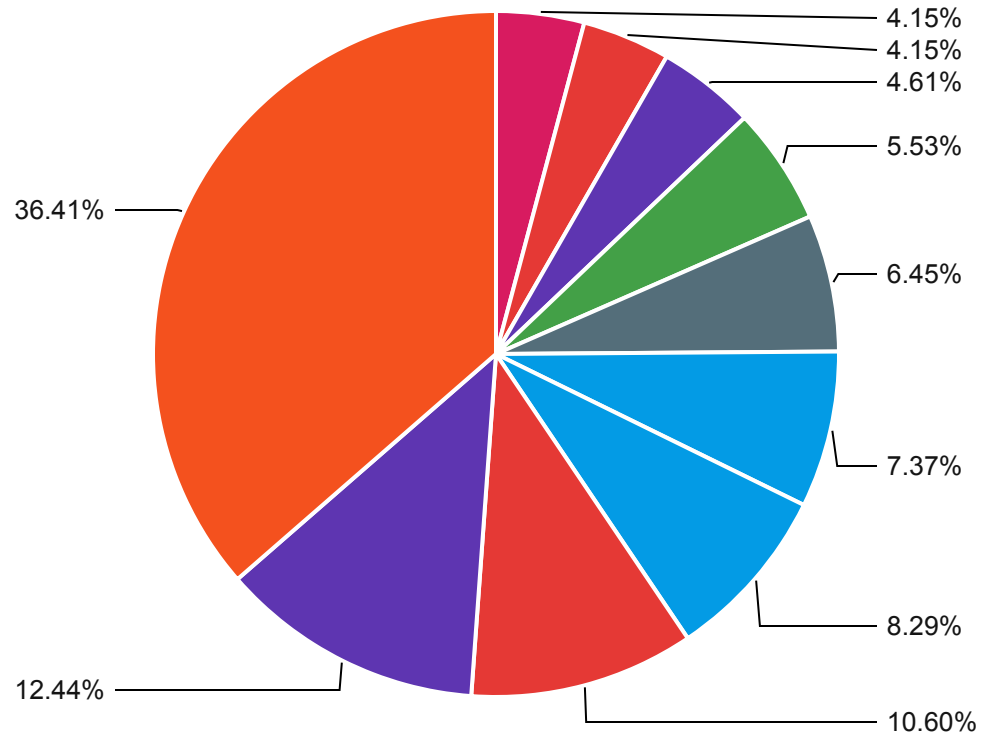
More in-depth experience with some topics

I don't learn as well in online asynchronous courses, so I would have liked the option to take all classes in-person.

larger list of internship sites

# Site Supervisor Survey

Q1 - Current Work Setting (Check All that Apply):



- Community Addiction/Substance Abuse Agency
- Residential Treatment - Addiction/Substance Abuse
- Private Practice - Substance Abuse/Addiction
- Community Mental Health Agency
- Hospital - Clinical Mental Health
- College/University Counseling Center
- Elementary School
- High School
- Middle School
- Private Practice - Clinical Mental Health

## Q2 - Type of Supervision:



Other - Text

virtual

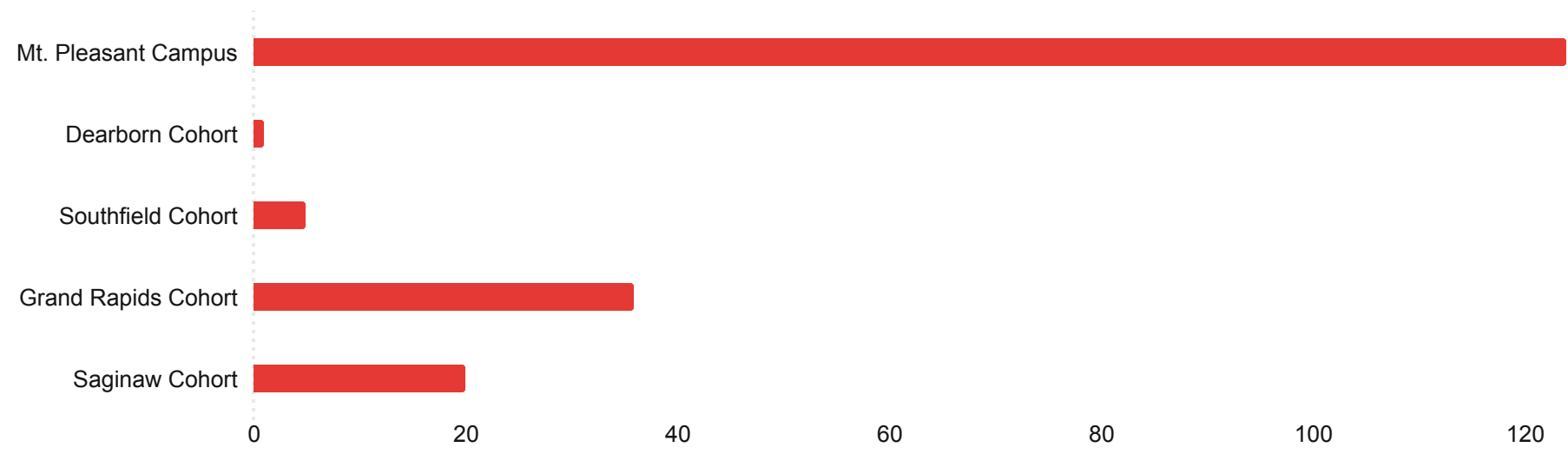
Individual and group virtual

On-line

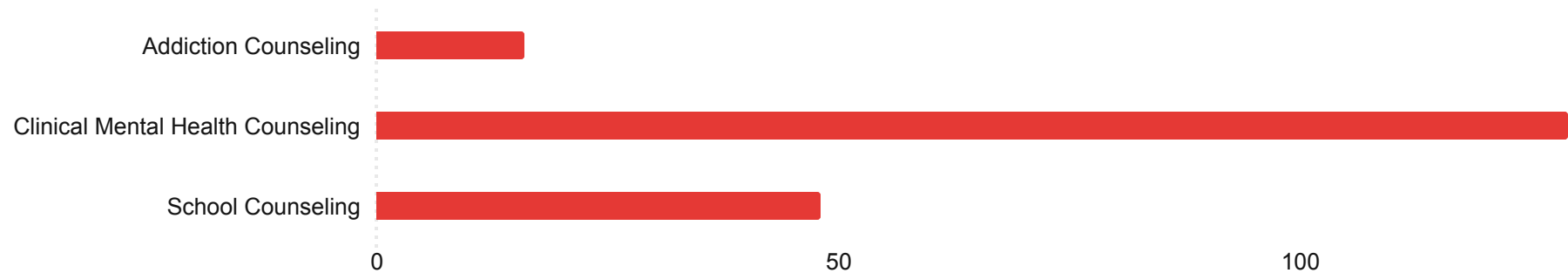
In-vivo

Some supervision via video

## Q20 - Student Matriculation Location



## Q21 - Student Concentration



Q3 - Select the number that best expressed your agreement with the following statements based on this scale: 5=Strongly Agree; 4 = Agree; 3 = Not Sure; 2 = Disagree; 1 = Strongly Disagree If the item does not apply, please disregard.

Field	Min	Max	Mean	Standard Deviation
The intern seems well prepared for real world counseling work settings.	2.00	6.00	5.58	0.73
The intern is comfortable working with a range of clients and disorders.	2.00	6.00	5.54	0.76
The intern has a good working knowledge of the DSM-5 and makes diagnoses consistent with presenting symptoms.	2.00	6.00	5.36	0.78
The intern demonstrates a solid understanding of ethical considerations in professional practice.	2.00	6.00	5.66	0.74

The intern is confident and comfortable working with clients from diverse cultures and backgrounds.	2.00	6.00	5.61	0.71
The intern can clearly articulate their guiding theory.	2.00	6.00	5.42	0.86
The intern was quick to learn policies and practices in the workplace/school setting.	2.00	6.00	5.66	0.77
The intern collaborates well with other community agencies and referral sources.	2.00	6.00	5.63	0.78
The intern completes required paperwork in an accurate and timely fashion.	2.00	6.00	5.60	0.80
The intern takes initiative to learn and grow as a new professional.	2.00	6.00	5.69	0.77
The intern seeks supervision and additional support when necessary.	2.00	6.00	5.72	0.76
The intern acts and presents in a professional manner.	2.00	6.00	5.72	0.75

Q4 - To help us improve our educational preparation, please select the number that best represents the skills of our student at your work-site using the following scale: 5 = Exemplary; 4 = Professional; 3 = Adequate; 2 = Lacking; 1 = Significantly Lacking.

Field	Min	Max	Mean	Standard Deviation
Individual Counseling	2.00	6.00	5.48	0.74
Group Counseling	2.00	6.00	5.24	0.85
Family/Couple Counseling	2.00	6.00	5.04	0.99
Application of Theory & Technique	2.00	6.00	5.27	0.86
Consultation Skills	2.00	6.00	5.45	0.77

Treatment Planning	2.00	6.00	5.34	0.87
Case Management	2.00	6.00	5.36	0.89
Client Advocacy	2.00	6.00	5.55	0.79
Career Development	2.00	6.00	5.39	0.83
Human Growth & Development	2.00	6.00	5.44	0.83
Assessment & Appraisal	2.00	6.00	5.36	0.81
Ethical & Legal Issues	2.00	6.00	5.54	0.74
Research/Program Evaluation	2.00	6.00	5.40	0.88
Crisis Intervention	2.00	6.00	5.40	0.82
Use of Technology	2.00	6.00	5.68	0.73
Multicultural Sensitivity	2.00	6.00	5.56	0.75
Professional Dress/Presentation	2.00	6.00	5.59	0.76
Response to Supervision	2.00	6.00	5.67	0.76
Overall Rating of Employee Skills	2.00	6.00	5.58	0.75



Q17 - Please indicate your rating of the supervisee's educational preparation in the following areas using the scale: 1 (low/poor), 5 (Excellent):

Field	Min	Max	Mean	Standard Deviation
Ethical and legal issues in counseling	2.00	6.00	5.56	0.72
Career and lifestyle issues in counseling	2.00	6.00	5.43	0.81
Small group dynamics and counseling	2.00	6.00	5.36	0.81
Multicultural Counseling	2.00	6.00	5.48	0.72
Developmental aspects of counseling	2.00	6.00	5.49	0.77
Standardized assessments and counseling	2.00	6.00	5.39	0.79
Crisis Intervention	2.00	6.00	5.46	0.77
Diagnosis	2.00	6.00	5.33	0.83
Licensing & Credentialing	2.00	6.00	5.32	0.86
Diagnosis & Treatment Planning	2.00	6.00	5.39	0.83
Special Needs cases	2.00	6.00	5.33	0.79
Professional Organizations	2.00	6.00	5.36	0.79
Research and Statistics	2.00	6.00	5.34	0.88

Q18 - Please indicate your rating of the supervisee's educational preparation in school counseling using the following scale: 1 (low/poor), 5 (Excellent):

Field	Min	Max	Mean	Standard Deviation
Ethical and legal issues in counseling in school counseling	2.00	6.00	5.58	0.81
College & Career Readiness	2.00	6.00	5.53	0.85
Group Counseling in the Schools	2.00	6.00	5.26	0.90
Ability to work with diverse students and families.	2.00	6.00	5.57	0.76
Postsecondary Planning	2.00	6.00	5.46	0.94
Ability to apply the ASCA Model	2.00	6.00	5.42	0.94
Crisis Intervention in the schools	2.00	6.00	5.53	0.79
Knowledge of Addiction and substance use	2.00	6.00	5.31	0.82
Understanding how to advocate in the schools	2.00	6.00	5.44	0.92

Q19 - Please indicate your rating of the supervisee's educational preparation in the Clinical Mental Health/Addiction Counseling field using the following scale: 1 (low/poor), 5 (Excellent):

Field	Min	Max	Mean	Standard Deviation
Ethical and legal issues in counseling in clinical mental health or Addiction settings	2.00	6.00	5.53	0.65
Assessment and Diagnosis	2.00	6.00	5.34	0.74
Using a wide array of therapeutic interventions	2.00	6.00	5.38	0.85
Trauma Counseling	2.00	6.00	5.27	0.84
Knowledge of Addiction and/or substance abuse	2.00	6.00	5.23	0.81
Knowledge of theories of addiction	2.00	6.00	5.21	0.87
Advocacy in Clinical Mental Health and/or Addiction	2.00	6.00	5.38	0.73
Knowledge of referrals	2.00	6.00	5.36	0.76

## Q6 - Comments:

Comments:

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na

Ms. XXX came well prepared and was a ready learner. She gained in confidence throughout.

Ms. XXX was well prepared for the internship. She demonstrated a great deal of maturity and growth over the semesters.

I hate Tevera. I have done these same evals multiple times.

Lisa has done a great job here at Ellie.

## Q7 - Concerns:

Concerns:

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na

none

none

None

NA



## Central Michigan Counseling Unit Meeting Minutes

November 5, 2024

11:00am to 1:00pm Team Channel

Call to Order: 11:00am

Present: M. Smith, S. Pickover, P. Faircloth, A. Arnekrans, E. Armbruster, S. Marshall, S. Smith, L. Flowers, E. Arbogast, B. Keene  
Orton, P. Sickinger, T. Russell, R. Mwangi, M. Goodwin - Dean

Absent: N/A

Minute Taker: Campbell      Facilitator: Pickover

Approval of Minutes: First Motion: R. Mwangi Second: E. Armbruster

Motion Passes: Yes

### Annual Report Faculty Review

Faculty reviewed SWOT analysis and identified threats as need for more faculty and need to reduce class size.

Feedback from Advisory Council included providing AI training, supporting BIPOC students and engaging addiction professionals to develop a panel discussion to encourage recruitment.

Faculty reviewed each section of the report. Faculty noted that the program has grown, and the program is meeting benchmarks for diversity, completion rates, retention rates, NCE test scores and other test scores. The faculty discussed the low graduation rate for BIPOC students. Faculty discussed options including implementing ideas from a needs assessment survey and engaging alumni to support BIPOC students. Faculty also addressed that BIPOC students may never feel a sense of belonging, and other faculty challenged all faculty members to engage in more active self-reflection around cultural humility. Faculty also expressed need to implement interventions soon to evaluate outcome measures.



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Faculty review program assessment and noted that several key performance indicators that were not met were most likely to a limited number of students in the concentration. However, faculty did address engaged the theater department to assist students in the crisis and trauma class.

Faculty did not make any immediate changes to Key Performance Indicators or SLO's but did recommend moving CED 604: Introduction to School Counseling to a synchronous course starting in Fall 2025.

Faculty reviewed the exit interview and noted that school concentration students expressed concern over learning material in school that is not implemented in their places of employment. Faculty noted that CACREP and the Michigan Department of Education require teaching the ASCA national model; the program will now track how many school counseling alumni work at schools that implement the ASCA model to advocate and support students. The exit interview also had feedback regarding the length of 8-week classes. Faculty will review throughout the next academic year the feasibility of moving some courses to 12 weeks.

Faculty reviewed the site supervisor survey and found site supervisors provided positive feedback on the level of preparations of interns, and faculty noted the juxtaposition between the intern exit interview feedback which focused on feeling ill prepared in areas related to diagnosis or crisis and the site supervisor feedback with indicated students were prepared.

The Dean requested how Dean's office can support the program. The faculty discussed the need for ongoing faculty hires to maintain CACREP compliance and program quality, as well as re-evaluating course caps.

Faculty identified the following action steps for the next academic year:

Amended minutes as of 11/19/2024: Will conduct a survey to students regarding service delivery of CED 604 and will wait until the new ASCA model is released as well to make changes to the course. Continue moving syllabi to CACREP 2024 standards and make required adjustments to Key Performance Indicators. Create a panel discussion of addiction professionals to target addiction concentration recruitment. Implement ideas from the needs assessment survey into courses to meet needs of BIPOC students.