



Counseling Program

Annual Report

Academic Year 2024-2025

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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.

Annual Report Summary & SWOT Analysis

Summary: The CMU Counseling Program continued to grow, but at a slower pace than the year prior. The retention rates remained strong, at 96%, and the program met benchmarks regarding diversity of the student population. Students met most benchmarks on key performance indicators and on student dispositions. Fewer students took the National Counselor Examination, the pass rate was 95% overall. Feedback from site supervisors remains positive with supervisors noting the strength of the students' counseling skills and ability to conceptualize cases. Graduate student positive feedback focused on support from faculty, while interns expressed dissatisfaction with accelerated courses, lack of electives and the cost of the program. One hundred percent of students reported being employed at the end of the program or planning to seek employment as a counselor.

Strengths: The CMU Counseling program continued to grow, with a total number of 391 students enrolled last year. The School Counseling Concentration experienced a decline while the Addiction Concentration remained steady, but low. The program met benchmarks for diversity as the program meets U.S. census population percentages for age and ethnicity. The program had a 96% retention rate, an 83% graduation rate and a 86% pass rate on the National Counselor Examination. One hundred percent (100%) of graduating students indicated they already had or planned to seek employment.

The program hired two new fixed term faculty and developed a new course; CED 682: Human Sexuality to replace CED 603: Introduction to Clinical Mental Health. The program converted all syllabi and key performance indicators to the 2024 CACREP standards. The program continues to provide ongoing professional development and partnered with three other Michigan Universities to co-host a statewide All Michigan Counselors Conference in April, 2025 with a continued partnership for the following year. The program faculty remains productive, publishing articles, supporting the profession and the university and increasing our community partnerships. The program successfully placed over 100 students in practicum sites as well. The post graduate certificate in school counseling was launched successfully, and the program appointed a new addiction concentration coordinator to increase recruitment efforts. The program also successfully hired and retained a part time Clinical Director to run the Center of Community Counseling and Development which has created stability. The Clinical Director has developed partnerships across campus to support counseling students and CMU undergraduate students by offering consistent counseling support and group counseling opportunities.

Weaknesses: The Counseling Program did not meet benchmarks for graduation or completion rates for African American students and did not meet graduation benchmarks for school counseling concentration students. Student feedback from the exit interview expressed dissatisfaction with accelerated courses. The Counseling Program has struggled to hire and retain tenure track faculty, with one tenure track faculty resigning and another hire deciding not to start. The students did not meet the key performance indicator that reinforced the roles of professional counselors, so this key assessment will be changed.

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Opportunities: The Counseling Program has identified ways to increase Addiction student concentration through faculty engagement and has utilized the graduate assistants to support recruitment and retention efforts. The program's growth has allowed for greater community partnerships across the state and nation, and the program will continue to reach out to community stakeholders. The post graduate certificate in school counseling offered the program another avenue to support K-12 schools in the state, but re-educating current clinical mental health counselors to serve as school counselors.

Threats: The primary threat is sustainability due to lack of tenure track faculty. The program also faces threat to the Mount Pleasant hybrid program from declining undergraduate enrollment at Central Michigan University.

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 admitted one Mount Pleasant Cohort, five full-time cohorts and one part time cohort. The program discontinued part time cohorts in Spring 2025 and instead adapted a schedule to meet part time student needs.

Results: The CMU Counseling Program received 285 applications and accepted 201 students; 151 students enrolled during the academic year.

Ethnicity/Race

For the 2024-2025 Academic Year, the CMU Counseling Program met its admitted student ethnic diversity benchmark for total program (19%), Mt. Pleasant (15%) and the online program (20%). **The benchmark was met.**

Gender

The gender percentages for total program were 17% male and 3% gender nonconforming/transgender, 32% male and 3% gender nonconforming/transgender for Mt. Pleasant, and 14% male and 3% gender nonconforming/transgender for the online program. **This benchmark was met.**

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Age

Thirty percent (30%) of admitted students were over the age of 30 for total program; 9% of admitted Mt. Pleasant students were over the age of 30 and 38% of admitted online students were over age 30. **The benchmark was met with the overall program and the online program, but not the Mount Pleasant Program.**

GPA

Ninety three percent (93%) of admitted students in the total program met the GPA criteria for admission, 91% of admitted students met the GPA criteria for Mount Pleasant and 93.4% of admitted students met the GPA criteria for the online program. **This benchmark was met.**

Acceptance Rates

The CMU Counseling Program had an overall acceptance rate of 71% for the total program, 92% for Mt. Pleasant and 67% for the online program. The enrollment rate was 75% for the total program, 71% for Mt. Pleasant and 76% for the online program.

The acceptance rate for the Clinical Mental Concentration was 71% total program: 78% Mt. Pleasant and 66% online. The acceptance rate for the Addiction concentration was 64% total program, 0% Mt. Pleasant and 69% online. The acceptance rate for the School Concentration was 71% total program, 50% Mt. Pleasant and 73% 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 391 students during the last academic year. Twenty-five percent (22%) 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 age of 32.3. The Mt. Pleasant program's mean age was 28, while all off-site programs had a mean age of 36. The chart in Appendix B (please use bookmarks) provides detailed demographic data by concentration, ethnicity, gender, and campus.

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Retention Rates from Fall 2024 to Fall 2025

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 96% retention rate for the overall program from Fall 2024 to Fall 2025 and an 98% 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.** The chart below provides retention rates by campus, concentration, and demographic data.

Retention Rates: Fall 2024-Spring 2025-Summer 2025					
Gender				Program Wide	
Male	Female	Another Gender		96%	
97%	96%	100%			
Concentration					
Addiction	Clinical Mental Health	School			
97%	96%	99%			
Campus					
Mt. Pleasant	Southfield	Online			
97%	100%	96%			
Race/Ethnicity					
White	AA	Latinx	Native American	Asian	2 or more
96%	95%	100%	100%	100%	97%

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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. Most students who graduated this year were in the part time program. Sixty-Six (66) students graduated in the academic year 2024-2025. Four (4) Addiction concentration students graduated, 55 Clinical Mental Health students graduated, and 7 school concentration students graduated. The mean completion rate was 3.1 years. **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 2021-2022 (part time program -3-3.5 years to complete) or 2022-2023 (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 2021-2022 (part time program) or 2022-2023 (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 86%; this benchmark is met.**

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Graduation Rates -Academic Years 2021-2022 PT and 2022-2023 - FT					
Gender				Program Wide	
Male	Female			83%	
82%	84%				
Concentration					
Addiction	Clinical Mental Health		School		
67%	88%		64%		
Campus					
Mt. Pleasant	Southfield				
86%	75%				
Race/Ethnicity					
White	AA	Hispanic	Asian	2 or more	
86%	70%	100%	100%	70%	

Field Placement Rates

The CMU Counseling Program successfully placed all practicum and internship students in academic year 2024-2025. The program employs a dedicated Practicum and Internship Coordinator who works diligently with students to locate appropriate placements.

Student Learning Objective Outcomes

Benchmark: Students will achieve a 3.5 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. The Southfield cohort completed internship and graduated this academic year. With the completion of this cohort, we now only provide the program in the Mount Pleasant hybrid program and the online program. The Southfield cohort met all benchmarks for internship in all three concentrations.

Addiction Concentration online students did not meet the benchmark for CED 630: Four quizzes, achieving an overall score of 3.1. All other Key Performance Indicator benchmarks were met.

Clinical Mental Health Concentration online students did not meet the benchmark for CED 630: Four Quizzes with a score of 3.4, however the MP students did meet that benchmark and the benchmark was met program wide for this concentration. All other key performance indicator benchmarks were met.

School Counseling Concentration Online students did not meet the benchmark for CED 640: Psychological Report with a score of 3.42 and MP school counseling students did not meet the benchmark either with a score of 3.0. All other key performance indicator benchmarks were met.

Please use the bookmarks to find Appendix C and access the complete program assessment data. The CMU Counseling Program revised all syllabi and the program assessment plan to the CACREP 2024 students during the 2024-2025 academic year. The program also revised CED 677: Counseling Theories to address textbook changes and concerns about rigor from a prior course build.

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 CMU Counseling Program met all benchmarks for Mount Pleasant and online students for this academic year. Only two students were in the MP Addiction concentration, and they graduated in December 2024, before the completion of the yearly dispositional review. **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)

Eleven (11) students took the MTTC during this academic year with a pass rate of 100%.

National Counselor Examination

The data reported is based on students who took the NCE prior to graduation to obtain the NCC credential.

Seventeen clinical mental health students took the exam prior to graduation with a pass rate of 86%. Two Addiction concentration students took the exam, and both passed. Two school students took the exam, and both passed as well which resulted in a 95% overall pass rate. NBCC does not provide data based on sites, only concentration. The program cannot access records on the IC/RC for Addiction Certification.

Stakeholder Feedback

Internship Exit Interview Survey

Forty-four (44) interns completed the internship exit interview. Please see Appendix E for the full report.

Sixty-three percent (63%) of respondents rated the program good or excellent. Overall feedback regarding the program remains generally favorable with lower scores related to the cost effectiveness of the program, assistance in locating employment. Ninety-six percent (96%) of respondents indicated that the program adequately prepared them on skills needed for the counseling profession. Qualitative positive feedback focused on professor engagement while critical feedback focused on length of classes and a desire for more elective options throughout the program.

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Job Placement Rates

One hundred percent (100%) 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.

Alumni Survey

The Alumni survey had a response rate of thirty-three (33) respondents. One hundred percent of all respondents reported working as professional counselors with a limited or full license. Twenty-three (23) respondents reported passing the NCE. Feedback on the program was generally positive. Critical feedback focused on wanting more engaged faculty and scholarships. The full report is available in Appendix F.

Site Supervisor Survey

One hundred and thirty-nine (139) site supervisors completed the survey, The feedback from site supervisors was overwhelmingly positive with no score falling below 5. The entire report is in Appendix G.

Employer Survey

The program was able to obtain feedback from 23 employers. All employers expressed positive feedback about the program. Please see the report in Appendix H.

Faculty Data Review & Program Changes

The faculty reviewed the Annual Report data on September 30, 2025. The faculty added a course to the curriculum, CED 682: Human Sexuality, to address feedback regarding electives for clinical mental health students and eliminated CED 603: Introduction to Clinical Mental Health, because after moving all courses to the 2024 CACREP standards, that course was no longer needed, as almost all standards were now required in core courses. The faculty moved the two remaining standards in CED 603 to the following courses: the standard on reviewing service delivery systems was moved to CED 630: Professional Orientation and Ethics and the second standard regarding setting up a private practice was moved to CED 691: Internship.

The faculty determined that the key performance indicator related to identifying role and responsibilities would be changed to how students perform on four (4) discussion questions in CED 630: Professional Orientation and Ethics and would eliminate tracking the result on all four quizzes and because the program eliminated CED 603 from the curriculum, the master's key performance indicator would be the internship case conceptualization assignment. No other changes to the key performance indicators were identified at this time.

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The faculty also decided to spend the next year exploring expanding certain courses to 12 or 16 weeks to address the ongoing feedback from interns and alumni on the length of the courses. Finally, the faculty also addressed the ongoing threat of struggling to secure tenure track faculty and recruitment of students to the Mount Pleasant Hybrid program. The program plans to increase recruitment efforts.

Advisory Council Feedback

The CMU Counseling Program Advisory Council met on October 23, 2025. The council provided feedback on recruitment strategies for all concentrations, including giving students examples of what a day in the life of school, addiction or clinical mental health counselor looks like. The advisory council made recommendations around the ethical use of artificial intelligence and council members noted that students continue to struggle with competent clinical documentation. The council member stressed the need to continue to focus on strong writing skills. The council made training recommendations regarding teaching students to work with a feminist theory framework and increasing their ability to work effectively with LGBTQ+ populations. Please see Appendix I for the meeting minutes.

Dean Response: The faculty met with Interim Dean Goodwin on 11/11/2025 to review the Annual Report and SWOT analysis. Dean Goodwin asked the faculty about the graduation rates for African American students, the ongoing recruitment issues regarding addiction concentration students, the feedback regarding the length of courses, and the possibility of offering a post graduate certificate in addiction counseling. The faculty stated we continue to work on retention efforts and have a graduate assistant assigned to assist with multicultural competence training, while faculty increase support efforts and garner feedback from students. Dr. Russell provided an update on recruitment efforts for the Addiction program, including working to increase social media presence, providing more information online on what addiction counselors do and reaching out to the current study body to consider changing their concentration. Faculty also discussed the reality that individuals with master's degree do not require college courses to meet addiction education certification requirements, so it's more lucrative for the program to post educational material to the noncredit innovation and online format. Regarding the feedback about 16-week courses, Faculty stated we are evaluating the program plan and assessment report to determine if we can move certain courses to a 16-week format.

Applicant Data Summaries -Online - Academic Year 2024-2025																									
	N	Concentration			Ethnicity									Gender					Age			UG GPA			Acceptance Rate
	Total	CMHC	AC	School	White	AA	AA/ White	Latinx	Asian	Hawlian Pacific Islander	Native American/B lack	Native American/A laskan	Not reported/Other	M	F	gender non conforming	Transgen der	Other/ missing	Range	Mean	SD	Range	Mean	SD	Total
Total Online Program	248	195	13	40	188	30	0	7	11	1	1	10	0	32	208	7	1	0	20-63	31.3	10.2	1.85-4.0	3.31	0.42	67%
Concentration																									
CMHC Online	195				142	26	0	5	11	1	1	9		28	162	4	1	0	20-63	31.2	10.4	1.85-4.0	3.3	0.43	66%
Addiction Online	13				12			1						0	12	1			21-60	34.00	10.00	2.92-4.00	3.44	0.35	69%
School Online	40				34	4	0	1				1		4	34	2			20-49	31.1	9.2	2.25-3.98	3.32	0.41	73.0%
Gender																									
Male Online	32	28	0	4	24	5	0	1	1			1							21-63	33.50	11.60	2.25-4	3.34	0.45	75.0%
Female online	208	162	12	34	158	24	0	5	10	1	1	9							20-63	31.20	10.00	1.85-4.0	3.30	0.42	66.0%
Transgender/ gender nonconrming/other Online:	8	5	1	2	6	1	0	1	0	0	0	0	0						20-33	25.00	3.90	3.05-3.94	3.50	0.33	63%
Ethnicity																									
White online	188	142	12	34										24	158	5	1		20-63	31.3	10.2	2.18-4.0	3.36	0.40	71.0%
BIPOC Online	60	53	1	6										8	50	2			21-63	31.30	10.30	1.85-4.0	3.16	0.45	57.0%

Admitted Student Data Summaries-Online-2024-2025																									
	N	Concentration			Ethnicity									Gender					Age			UG GPA			Matriculation Rate
		CMHC	AC	School	White	AA	AA/ White	Latinx	Asian	Hawlian Pacific Islander	Native American/B lack	Native American/A laskan	Not reported/Other	M	F	gender non conforming	Transgen der	Other/ missing	Range	Mean	SD	Range	Mean	SD	Total
Total Online Program	167	129	9	29	133	17	0	3	8	1	1	4		24	138	4	1	0	20-63	30.5	9.7	2.18-4	3.4	0.4	76%
Concentration																									
CMHC Online	129				97	15	0	3	8	1	1	4	0	20	106	2	1	0	20-63	30.5	9.7	2.18-4	3.4	0.4	73%
Addiction Online	9				9	0	0	0	0	0	0	0	0	8	0	1	0	0	21-60	32.40	12.00	3.08-4.0	3.50	0.30	100%
School Online	29				27	2	0	0	0	0	0	0	0	4	24	1	0	0	20-49	30.3	9.2	2.25-3.98	3.4	0.4	83%
Gender																									
Male Online	24	20	0	4	18	3	0	1	1	0	0	1	0						21-55	32.00	10.30	2.25-4.0	3.40	0.42	83%
Female online	138	105	8	24	111	13		2	7	1	1	3	0						20-63	30.40	9.70	2.18-4.0	3.40	0.40	75%
Transgender/ gender nonconrming/other Online	5	3	1	1	4	1	0	0	0	0	0	0	0						20-27	24.00	3.00	3.05-3.94	3.53	0.44	80%
Ethnicity																									
White online	133	97	9	27										18	111	3	1	0	20-60	30.30	9.50	2.18-4.0	3.42	0.40	80%
BIPOC Online	34	32	0	2										6	27	1	0	0	21-63	31.00	11.00	2.25-3.88	3.24	0.40	91%

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	
Total Mt. Pleasant Program	37	34	1	2	31	4	0	0	0	0	0	2	0	11	25		1		20-44	24	5.2	2.24-3.95	3.47	0.46	92%	
Concentration																										
CMHC MP	34				30	2						2		11	22	0	1	0	20-44	23.50	4.60	2.24-3.95	3.50	0.46	97%	
Addiction MP	1				1									0	1				N/A	40.00	N/A	N/A	3.12	N/A	0%	
School MP	2				0	2		0						0	2				N/A	21	N/A	2.79-3.42	3.1	0.45	50%	
Gender																										
Male MP	11	11	0	0	7	2						2							22-44	26.00	6.40	2.24-3.85	3.21	0.56	100%	
Female MP	25	22	1	2	23	2		0	0										20-40	23.00	4.40	2.77-3.95	3.57	0.38	88%	
Transgender/ gender nonconforming/other	1	1	0	0	1	0	0	0	0	0	0	0	0						N/A	20.00	N/A	N/A	3.78	N/A	100.0%	
Ethnicity																										
White MP	31	30	1	0										7	23	0	1		20-40	23.30	4.20	2.45-3.95	3.54	0.40	94%	
BIPOC MP	6	4		2										4	2	0			21-44	26.30	8.90	2.24-3.8	3.10	0.56	83.0%	

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
Total Mt. Pleasant Program	34	33	0	1	29	3	0	0	0	0	0	2	0	11	22	0	1	0	20-44	23.5	4.6	2.24-3.95	3.5	0.46	71%
Concentration																									
CMHC MP	33				29	2	0	0	0	0	0	2	0	11	21		1	0	20-44	23.5	4.6	2.24-3.95	3.5	0.46	73%
Addiction MP	0																								
School MP	1				0	1	0	0	0	0	0	0	0	0	1	0	0	0	N/A	21	N/A	N/A	3.42	N/A	100%
Gender																									
Male MP	11	11	0	0	7	2	0	0	0	0	0	2	0						22-44	26.00	6.40	2.24-3.85	3.21	0.55	82%
Female MP	22	21	0	1	21	1	0	0	0	0	0	0	0						20-32	22.40	3.00	2.77-3.95	3.60	0.33	68%
Transgender/ gender nonconforming/other	1	1	0	0	1	0	0	0	0	0	0	0	0						N/A	20.00	N/A	N/A	3.78	N/A	0%
Ethnicity																									
White MP	29	29	0	0										7	21	0	1	0	20-32	23.00	3.00	2.45-3.95	3.55	0.40	72%
BIPOC MP	5	4	0	1										4	1	0	0	0	21-44	27.40	9.50	2.24-3.8	3.20	0.61	60%

Program Wide Applicant Data Summaries - Academic Year 2024-2025																									
	N	Concentration			Ethnicity								Gender					Age			UG GPA			Acceptance Rate	
						AA	AA/ White	Latinx	Asian	Hawaiian/Pacific Islander	Native American/BIack	Native American/AIaskan	Not reported/Other			gender non conforming	Transgender	Other/ missing							
		CMHC	AC	School	White									M	F				Range	Mean	SD	Range	Mean	SD	Total
Total Program	285	229	14	42	219	34	0	7	11	1	1	12	0	43	233	7	2	0	20-63	30.1	10.00	1.85-4.0	3.34	0.43	71%
Concentration																									
CMHC Total	229				172	28	0	5	11	1	1	11	0	39	184	4	2	0	20-63	30.00	10.20	1.85-4.0	3.34	0.44	71%
Addiction Total	14				14			0						0	13	1			21-60	34.00	10.00	2.92-4.0	3.42	0.34	64%
School Total	42				34	6	0	1	0			1		4	36	2			20-49	30.10	9.24	2.25-3.98	3.31	0.41	71%
Gender																									
Male total	43	39	0	4	31	7	0	1	1			3							21-63	32.00	11.00	2.24-4	3.31	0.48	81.4%
Female Total	233	184	13	36	181	26	0	5	10	1	1	9							20-63	30.40	10.00	1.85-4.0	3.33	0.42	69.0%
Transgender/ gender noncoming/other Total	9	6	1	2	7	1		1											20-33	24.50	4.00	3.05-3.94	3.54	0.32	67%
Ethnicity																									
White Total	219	172	13	34										31	181	5	2		20-63	30.00	10.00	2.18-4.0	3.34	0.41	74%
BIPOC Total	66	57	1	8										12	52	2			21-63	31.00	10.22	1.85-4.0	3.15	0.46	59.0%

Program Wide Admitted Student Data Summaries 2024-2025																									
	N	Concentration			Ethnicity									Gender					Age			UG GPA			Matriculation Rate
		CMHC	AC	School	White	AA	AA/ White	Latinx	Asian	Hawaiian/Pacific Islander	Native American/B/Isack	Native American/A/Isaskan	Not reported/Other	M	F	gender non conforming	Transgender	Other/ missing	Range	Mean	SD	Range	Mean	SD	Total
Total Program	201	162	9	30	162	20	0	3	8	1	1	6	0	35	160	4	2	0	20-63	29.3	9.40	2.18-4.0	3.40	0.40	75%
Concentration																									
CMHC Total	162				126	17	0	3	8	1	1	6	0	31	127	2	2	0	20-63	29.00	9.30	18-4.0	3.40	0.41	73%
Addiction Total	9				9									0	8	1	0	0	21-60	32.40	12.00	3.08-4.0	3.50	0.30	100%
School Total	30				27	3								4	25	1	0	0	20-49	30.00	9.00	2.25-3.98	3.40	0.40	80%
Gender																									
Male total	35	31	0	4	25	5	0	1	1	0	0	3	0						21-55	30.30	10.00	2.24-4	3.34	0.50	83%
Female Total	160	127	8	25	132	14	0	2	7	1	1	3	0						20-63	29.30	9.50	2.18-4.0	3.40	0.40	74%
Transgender/ gender noncoming/other Total	6	4	1	1	5	1	0	0	0	0	0	0	0						20-27	23.00	3.00	3.05-3.94	3.60	0.40	67%
Ethnicity																									
White Total	162	126	9	27										25	132	3	4	0.00	20-60	29.00	9.10	2.18-4	3.44	0.40	72%
BIPOC Total	39	36	0	3										10	28	1	0	0.00	21-63	30.10	10.40	2.24-3.88	3.23	0.42	87%

Current Student Demographic Data Academic Year 2024-2025																									
	N	Concentration			Ethnicity															Gender			Age		
		CMHC	AC	School	White	African American	Latinx	Latinx/AA	AA/White	Latinx/White	AA/LX/White	NA/LX/White	Asian	Asian/White	Native American/Alaskan Native	Native American/White	Hawlian/Pacific Islander	Native American/Latinx	Not reported/Other	Male	Female	Another Gender	Range	Mean	SD
Total Program	391	292	33	66	299	37	1	1	3	15	1	2	14	2	3	4	2	1	6	65	325	1	21-67	32.3	9.12
Concentration																									
CMHC	292				212	28	1	1	2	14	1	2	14	2	3	4	2	1	5	49	242	1	21-67	32.2	9.13
AC	33				28	3			1	1										7	26	0	22-61	34	8.50
SC	66				59	6													1	9	57	0	23-53	31.2	8.20
Gender																									
Male	65	49	7	9	46	6				5		2		1	1	2			2				22-64	34	8.80
Female	325	242	26	57	252	31	1	1	3	10	1		14	1	2	2	2	1	4				21-67	32	9.12
Another Gender	1	1	0	0	1																		N/A	53	N/A
Campus																									
Southfield	17	13	2	2	10	2	1			1			1						2	0	17	0	26-67	39	9.18
Online	316	236	24	56	240	33		1	3	11	1	1	11	2	3	3	2	1	4	50	265	1	21-65	32.7	9.13
Mt. Pleasant	58	43	7	8	49	2				3		1	2			1				14	44	0	22-62	28	8.60
Ethnicity																									
White	299	212	28	59																46	252	1	21-62	31.6	9.00
BIPOC	86	75	5	6																17	69	0	22-65	34	9.00

Program Evaluation: Addiction Counseling 2024-2025 - Mt. Pleasant

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 Addiction 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.	3.A.10; 3.E.6	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630: Ethics Research Presentation (K)	N/A - no students	CED 641: Comprehensive Paper (K)	4.0	CED 690: Conducting intake (S)	3.8
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.	3.A.2;3.A.2; 5.A.8	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630: Professional Development Paper (K)	N/A - no students	CED 630: Four Quizzes (K)	N/A - no students	CED 641: Comprehensive Paper (K)	4.0
Social and cultural Identities and Experiences	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 theories and competencies to client mental health needs.	3.B.1; 3.B.3; 3.B.8; 3.B.11	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	N/A - no students	CED 620: Community Impact Group Assignment	4.0	CED 691: Internship Supervisor Final Evaluation (S)	3.6
Lifespan 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.	3.C.1;3.C.3;3.C.4; 3.C.8;3.C.10.	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 665: Developmental Case Study (K)	N/A - no students	CED 665: Comparing Stages Project (K)	N/A - no students	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.	3.D.1;3.D.5;3.D.6	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)	4.0	CED 610: Recorded Session 2 (S)	4.0	CED 610: Career Program (K)	4.0
Counseling Practice and 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.	3.E.1;3.E.2; 3.E.3;3.E.10; 5A.6	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)	N/A - no students	CED 643: Theory Group presentation and Discussion (K)	4.0	CED 691: Case Conceptualization (S) CED 691: Internship Supervisor Final Evaluation (S)	CED 691: 3.6 CED 691 Case Concept: 3.67
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 qualities that facilitate effective counseling and accurately perform basic counseling skills; including empathy, reflection and open questions.	3.E.8; 3.E.9; 5.A.4	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)	4.0	CED 644: Motivational Interview Role Play (S)	4.0	CED 691: Internship supervisor Final evaluation (S)	3.6
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.	3.F.1;3.F.2;3.F.5;3.F.7; 3.F.8	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)	4.0	CED 650: Group Treatment Plan (S)	4.0	CED 690/1: Facilitating Group at Practicum/ Internship Site - supervisor evaluation (S)	3.6
Assessment and Diagnostic Processes	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.	3.G.2;3.G.3;3.G.4; 3.G.5; 3.G.17	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) CED 640: Group Test Review	N/A - no students	CED 644: Case Conceptualization (S)	4.0	CED 691: Supervisor Final Evaluation (S)	3.6

Program Evaluation: Addiction Counseling 2024-2025 - Mt. Pleasant

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
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.	3.H.1;3.H.2;3.H.3	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)	4.0	N/A	N/A	CED 695: Treatment Literature Review (K)	4.0
Addiction Counseling	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; 5.A.9; 5.A.10	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)	4.0	CED 644: Case Conceptualization (S)	4.0	CED 691: Internship supervisor Final evaluation (S)	3.6
Addiction Counseling	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.3; 5.A.4; 5.A.6	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 699: 4.0 CED 644: 4.0	CED 644: Case Conceptualization (S)	4.0	CED 691: Internship Supervisor Final evaluation (S)	3.6

Program Evaluation: Addiction Counseling -2024-2025 - 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 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)	3.5	CED 641: Comprehensive Paper (K)	4.00	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: Interview Paper (K)	4	CED 630: Final Exam (K)	4.00	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 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 620: Community Impact Group Assignment	4	CED 650: Group Role Play (S)	4.00	CED 691: Internship Supervisor Final Evaluation (S)	3.60
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: case study quiz 1 (K)	4.00	CED 665: Comparing Stages Project (K)	4.00	CED 691: Case conceptualization (S)	3.60
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)	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; 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)	4.00	CED 643: Theory Group presentation and Discussion (K)	4.00	CED 691: Case Conceptualization (S) CED 691: Internship Supervisor Final Evaluation (S)	3.60
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)	4.00	CED 644: Motivational Interview Role Play (S)	4.00	CED 691: Internship supervisor Final evaluation (S)	3.60
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)	4.00	CED 650: Group Skills	4.00	CED 690/1: Facilitating Group at Practicum/ Internship Site - supervisor evaluation (S)	3.60

Program Evaluation: Addiction Counseling -2024-2025 - 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
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)	4.00	CED 644: Case Conceptualization (S)	4.00	CED 691: Supervisor Final Evaluation (S)	3.60
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)	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 3.0 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.0	CED 643: Client Analysis Paper (K)	4.00	CED 644: Case Conceptualization (S)	4.00	Internship supervisor Final evaluation (S)	3.60
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)	case summary: 4.0 MI Role play: 4.0	CED 644: Case Conceptualization (S)	4.00	CED 691: Internship Supervisor Final evaluation (S)	3.60

Program Evaluation: Addiction Counseling -2024-2025 -Online

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 Addiction 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.	3.A.10; 3.E.6	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630: Ethics Research Presentation (K)	4.0	CED 641: Comprehensive Paper (K)	3.43	CED 690: Conducting intake (S)	3.8
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.	3.A.2;3.A.2; 5.A.8	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630: Professional Development Paper (K)	4.0	CED 630: Four Quizzes (K)	3.11	CED 641: Comprehensive Paper (K)	3.43
Social and cultural Identities and Experiences	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 theories and competencies to client mental health needs.	3.B.1; 3.B.3; 3.B.8; 3.B.11	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	3.88	CED 620: Community Impact Group Assignment	3.9	CED 691: Internship Supervisor Final Evaluation (S)	N/A
Lifespan 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.	3.C.1;3.C.3;3.C.4; 3.C.8;3.C.10.	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 665: Developmental Case Study (K)	4.0	CED 665: Comparing Stages Project (K)	3.75	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.	3.D.1;3.D.5;3.D.6	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)	3.67	CED 610: Recorded Session 2 (S)	4.0	CED 610: Career Program (K)	4.0
Counseling Practice and 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.	3.E.1;3.E.2; 3.E.3;3.E.10; 5. A.6	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)	3.89	CED 643: Theory Group presentation and Discussion (K)	4.0	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 qualities that facilitate effective counseling and accurately perform basic counseling skills; including empathy, reflection and open questions.	3.E.8; 3.E.9; 5.4.A	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)	4.0	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.	3.F.1;3.F.2;3.F.5;3.F.7; 3.F.8	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)	4.0	CED 650: Group Treatment Plan (S)	4.0	CED 690/1: Facilitating Group at Practicum/ Internship Site - supervisor evaluation (S)	3.8
Assessment and Diagnostic Processes	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.	3.G.2;3.G.3;3.G.4; 3.G.5; 3.G.17	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)	CED 640 Report: 4.00	CED 644: Case Conceptualization (S)	4.0	CED 691: Supervisor Final Evaluation (S)	N/A

Program Evaluation: Addiction Counseling -2024-2025 -Online

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
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.	3.H.1;3.H.2;3.H.3	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: Treatment Literature Review (K)	4.00
Addiction Counseling	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; 5.A.9; 5.A.10	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)	3.8	CED 644: Case Conceptualization (S)	4.0	CED 691: Internship Supervisor Final Evaluation (S)	N/A
Addiction Counseling	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.3; 5.A.4; 5.A.6	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 699: 4.00 CED 644: 4.0	CED 644: Case Conceptualization (S)	4.0	CED 691: Internship Supervisor Final evaluation (S)	N/A

Program Evaluation: Addiction Counseling -2024-2025 -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 Addiction 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.	3.A.10; 3.E.6	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630: Ethics Research Presentation (K)	4.0	CED 641: Comprehensive Paper (K)	3.50	CED 690: Conducting intake (S)	3.8
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.	3.A.2;3.A.2; 5.A.8	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630: Professional Development Paper (K)	4.0	CED 630: Four Quizzes (K)	3.11	CED 641: Comprehensive Paper (K)	3.50
Social and cultural Identities and Experiences	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 theories and competencies to client mental health needs.	3.B.1; 3.B.3; 3.B.8; 3.B.11	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	3.88	CED 620: Community Impact Group Assignment	3.93	CED 691: Internship Supervisor Final Evaluation (S)	3.6
Lifespan 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.	3.C.1;3.C.3;3.C.4; 3.C.8;3.C.10.	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 665: Developmental Case Study (K)	4.0	CED 665: Comparing Stages Project (K)	3.75	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.	3.D.1;3.D.5;3.D.6	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)	3.8	CED 610: Recorded Session 2 (S)	4.0	CED 610: Career Program (K)	4.0
Counseling Practice and 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.	3.E.1;3.E.2; 3.E.3;3.E.10; 5A.6	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)	3.89	CED 643: Theory Group presentation and Discussion (K)	4.0	CED 691: Case Conceptualization (S) CED 691: Internship Supervisor Final Evaluation (S)	CED 691 Case Concept: 3.67
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 qualities that facilitate effective counseling and accurately perform basic counseling skills; including empathy, reflection and open questions.	3.E.8; 3.E.9; 5.4.A	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)	4.0	CED 691: Internship supervisor Final evaluation (S)	3.6
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.	3.F.1;3.F.2;3.F.5;3.F.7; 3.F.8	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)	4.0	CED 650: Group Treatment Plan (S)	4.0	CED 690/1: Facilitating Group at Practicum/ Internship Site - supervisor evaluation (S)	3.6
Assessment and Diagnostic Processes	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.	3.G.2;3.G.3;3.G.4; 3.G.5; 3.G.17	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 644: Case Conceptualization (S)	4.0	CED 691: Supervisor Final Evaluation (S)	3.6

Program Evaluation: Addiction Counseling -2024-2025 -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
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.	3.H.1;3.H.2;3.H.3	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: Treatment Literature Review (K)	4.00
Addiction Counseling	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; 5.A.9; 5.A.10	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)	3.88	CED 644: Case Conceptualization (S)	4.0	CED 691: Internship Supervisor Final Evaluation (S)	3.6
Addiction Counseling	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.3; 5.A.4; 5.A.6	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 699: 4.00 CED 644: 4.0	CED 644: Case Conceptualization (S)	4.0	CED 691: Internship Supervisor Final evaluation (S)	3.6

Program Evaluation: Clinical Mental Health Counseling - 2024-2025 -Mt. Pleasant

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards		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.	3.A.10; 3.E.6; 5.C.4	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630: Ethics Research Presentation (K)	3.86	CED 679: Role Play; Breach of Confidentiality (S)	3.61	CED 690: Conducting intake (S)	3.93
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.	3.A.2; 5.C.2	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630: Professional Development Paper (K)	3.86	CED 630: All four Quizzes	3.76	CED 603: Research Presentation	3.83
Social and Cultural Identities and Experiences	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 theories and competencies to client mental health needs.	3.B.1; 3.B.3; 3.B.8; 3.B.11	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	3.90	CED 620: Community Impact Group Assignment	4.0	CED 691: Internship Supervisor Final Evaluation (S)	3.88
LifeSpan 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.	3.C.1;3.C.3;3.C.4; 3.C.8;3.C.10.	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 665:Developmental Case Study (K)	3.91	CED 665: Comparing Stages Project (K)	3.91	CED 691: Case conceptualization (S)	3.95
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.	3.D.1;3.D.5;3.D.6	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)	3.57	CED 610: Recorded Session 2 (S)	3.57	CED 610: Career Program (K)	3.86
Counseling Practice and 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.	3.E.1;3.E.2; 3.E.3;3.E.10	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)	3.67	CED 686: Role Play (S)	4.00	CED 691: Case Conceptualization (S) CED 691: Internship Supervisor Final Evaluation (S)	CED 691 Case Concept: 3.95 CED 691: 3.8
Counseling Practice and Relationships	Students will acquire skills that demonstrate the ability to conduct culturally competent counseling.	Students will demonstrate the ability to accurately perform qualities that facilitate effective counseling and accurately perform basic counseling skills; including empathy, reflection and open questions.	3.E.8; 3.E.9	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 (S)	CED 660: 4.00 CED 679: 3.61	CED 690: Practicum supervisor final evaluation (S)	3.93	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.	3.F.1;3.F.2;3.F.5;3.F.7; 3.F.8	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 Treatment Plan (S)	4.0	CED 690/1: Facilitating Group at Practicum/ Internship Site - supervisor evaluation (S)	3.83
Assessment and Diagnostic Processing	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.	3.G.2;3.G.3;3.G.4; 3.G.5; 3.G.17	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)	CED 640 Report: 3.06	CED 686: Case Conceptualization (S)	4.00	CED 691: Internship Supervisor Final Evaluation (S)	3.8

Program Evaluation: Clinical Mental Health Counseling - 2024-2025 -Mt. Pleasant

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
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.	3.H.1;3.H.2;3.H.3	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: Literature Review (K)	4.00
Clinical Mental Health Specialized Practice Areas	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.4;3.C.11; 3.C.16	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 699: Diagnosis & Treatment Planning Exercises (S)	3.8	CED 686: Case Conceptualization (KS)	4.00	CED 691: Case Conceptualization (S)	3.95
Clinical Mental Health	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 culturally competent counseling strategies to treat clinical mental health disorders.	3.E.7;3.E.10;3.E.13; 3.E.15	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)	3.85	CED 686: Group Role Play Project (S)	4.00	CED 691: Internship supervisor final evaluation (S)	3.8

Program Evaluation: Clinical Mental Health Counseling - 2024-2025 - Southfield

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards		Student Learning Objective Assignments					
					Introduced		Reinforced		Mastered	
					Expected Outcomes					
					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.	3.A.10; 3.E.6; 5.C.4	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630: Ethics Research Presentation (K)	3.63	CED 603: Research Presentation (K) CED 679: Role Play; Breach of Confidentiality (S)	N/A	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 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.	3.A.2;3.A.2; 5.C.2	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630: Professional Development Paper (K)	3.88	CED 630: Final Exam (K)	3.88	CED 603: Counselor Setting interview paper	N/A
Social and Cultural Identities and Experiences	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 theories and competencies to client mental health needs.	3.B.1; 3.B.3; 3.B.8; 3.B.11	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	4	CED 650: Group Role Play (S) CED 620: Community Impact Group Assignment	3.72	CED 691: Case conceptualization (S) CED 691: Internship Supervisor Final Evaluation (S)	CC: 3.8 CED 691: 3.8
LifeSpan 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.	3.C.1;3.C.3;3.C.4; 3.C.8;3.C.10.	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 665:Developmental Case Study (K)	4.00	CED 665: Comparing Stages Project (K)	4.00	CED 691: Case conceptualization (S)	3.8
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.	3.D.1;3.D.5;3.D.6	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)	3.94	CED 610: Recorded Session 2 (S)	3.88	CED 610: Career Program (K)	3.88
Counseling Practice and 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.	3.E.1;3.E.2; 3.E.3;3.E.10	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)	3.05	CED 686: Role Play (S)	N/A	CED 691: Case Conceptualization (S) CED 691: Internship Supervisor Final Evaluation (S)	CC: 3.8 CED 691: 3.8
Counseling Practice and Relationships	Students will acquire skills that demonstrate the ability to conduct culturally competent counseling.	Students will demonstrate the ability to accurately perform qualities that facilitate effective counseling and accurately perform basic counseling skills; including empathy, reflection and open questions.	3.E.8; 3.E.9	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 (S)	CED 660: 3.65, CED 679: 3.29	CED 690: Practicum supervisor final evaluation (S)	N/A	CED 691: Internship Supervisor Final Evaluation	CED 691: 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.	3.F.1;3.F.2;3.F.5;3.F.7; 3.F.8	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)	3.53	CED 650: Group Role Play (S)	3.72	CED 690/1: Facilitating Group at Practicum/ Internship Site - supervisor evaluation (S)	3.6
Assessment and Diagnostic Processing	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.	3.G.2;3.G.3;3.G.4; 3.G.5; 3.G.17	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 640: Group Test Review(K) CED 640: Psychological Report (K, S)	3.81	CED 686: Case Conceptualization (S)	N/A	CED 691: Internship Supervisor Final Evaluation (S)	3.8

Program Evaluation: Clinical Mental Health Counseling - 2024-2025 - Southfield

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards		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.	3.H.1;3.H.2;3.H.3	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)	3.82	N/A	N/A	CED 695: Mini Research Proposal (K) Literature Review	3.41
Clinical Mental Health Specialized Practice Areas	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.4;3.C.11; 3.C.16	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 699: Diagnosis & Treatment Planning Exercises (S)	4	CED 686: Case Conceptualization (K,S)	N/A	CED 691: Case Conceptualization (S)	3.8
Clinical Mental Health	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 culturally competent counseling strategies to treat clinical mental health disorders.	3.E.7;3.E.10;3.E.13; 3.E.15	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)	3.88	CED 686: Group Role Play Project (S)	N/A	CED 691: Internship supervisor final evaluation (S)	3.8

Program Evaluation: Clinical Mental Health Counseling - 2024-2025 - Online

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards		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.	3.A.10; 3.E.6; 5.C.4	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630: Ethics Research Presentation (K)	3.96	CED 679: Role Play; Breach of Confidentiality (S)	3.74	CED 690: Conducting intake (S)	3.8
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.	3.A.2;3.A.2; 5.C.2	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630: Professional Development Paper (K)	3.78	CED 630: All four Quizzes	3.43	CED 603: Research Presentation	3.85
Social and Cultural Identities and Experiences	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 theories and competencies to client mental health needs.	3.B.1; 3.B.3; 3.B.8; 3.B.11	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	3.67	CED 620: Community Impact Group Assignment	3.91	CED 691: Internship Supervisor Final Evaluation (S)	N/A
LifeSpan 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.	3.C.1;3.C.3;3.C.4; 3.C.8;3.C.10.	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 665:Developmental Case Study (K)	3.56	CED 665: Comparing Stages Project (K)	3.73	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.	3.D.1;3.D.5;3.D.6	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)	3.61	CED 610: Recorded Session 2 (S)	3.85	CED 610: Career Program (K)	3.61
Counseling Practice and 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.	3.E.1;3.E.2; 3.E.3;3.E.10	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)	3.7	CED 686: Role Play (S)	4.00	CED 691: Case Conceptualization (S) CED 691: Internship Supervisor Final Evaluation (S)	N/A
Counseling Practice and Relationships	Students will acquire skills that demonstrate the ability to conduct culturally competent counseling.	Students will demonstrate the ability to accurately perform qualities that facilitate effective counseling and accurately perform basic counseling skills; including empathy, reflection and open questions.	3.E.8; 3.E.9	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 (S)	CED 660: 3.88 679: 3.74	CED 690: Practicum supervisor final evaluation (S)		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.	3.F.1;3.F.2;3.F.5;3.F.7; 3.F.8	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)	3.83	CED 650: Group Treatment plan (S)	3.89	CED 690/1: Facilitating Group at Practicum/ Internship Site - supervisor evaluation (S)	N/A
Assessment and Diagnostic Processing	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.	3.G.2;3.G.3;3.G.4; 3.G.5; 3.G.17	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)	CED 640 Report: 3.74	CED 686: Case Conceptualization (S)	3.82	CED 691: Internship Supervisor Final Evaluation (S)	N/A

Program Evaluation: Clinical Mental Health Counseling - 2024-2025 - Online

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards		Student Learning Objective Assignments					
					Introduced		Reinforced		Mastered	
					Expected Outcomes					
					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.	3.H.1;3.H.2;3.H.3	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)	3.85	N/A		CED 695: Literature Review (K)	3.77
Clinical Mental Health Specialized Practice Areas	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.4;3.C.11; 3.C.16	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 699: Diagnosis & Treatment Planning Exercises (S)	3.98	CED 686: Case Conceptualization (KS)	3.82	CED 691: Case Conceptualization (S)	N/A
Clinical Mental Health	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 culturally competent counseling strategies to treat clinical mental health disorders.	3.E.7;3.E.10;3.E.13; 3.E.15	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)	3.93	CED 686: Group Role Play Project (S)	4.00	CED 691: Internship supervisor final evaluation (S)	N/A

Program Evaluation: Clinical Mental Health Counseling - 2024-2025 - Program Wide

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards		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.	3.A.10; 3.E.6; 5.C.4	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630: Ethics Research Presentation (K)	3.94	CED 679: Role Play; Breach of Confidentiality (S)	3.72	CED 690: Conducting intake (S)	3.73
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.	3.A.2;3.A.2; 5.C.2	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630: Professional Development Paper (K)	3.79	CED 630: All four Quizzes	3.48	CED 603: Research Presentation	3.85
Social and Cultural Identities and Experiences	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 theories and competencies to client mental health needs.	3.B.1; 3.B.3; 3.B.8; 3.B.11	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	3.72	CED 620: Community Impact Group Assignment	3.93	CED 691: Internship Supervisor Final Evaluation (S)	3.86
LifeSpan 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.	3.C.1;3.C.3;3.C.4; 3.C.8;3.C.10.	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 665:Developmental Case Study (K)	3.64	CED 665: Comparing Stages Project (K)	3.77	CED 691: Case conceptualization (S)	3.95
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.	3.D.1;3.D.5;3.D.6	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)	3.61	CED 610: Recorded Session 2 (S)	3.83	CED 610: Career Program (K)	3.64
Counseling Practice and 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.	3.E.1;3.E.2; 3.E.3;3.E.10	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)	3.69	CED 686: Role Play (S)	4.00	CED 691: Case Conceptualization (S) CED 691: Internship Supervisor Final Evaluation (S)	CED 691 Case Concept: 3.95 CED 691: 3.86
Counseling Practice and Relationships	Students will acquire skills that demonstrate the ability to conduct culturally competent counseling.	Students will demonstrate the ability to accurately perform qualities that facilitate effective counseling and accurately perform basic counseling skills; including empathy, reflection and open questions.	3.E.8; 3.E.9	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 (S)	CED 660: 3.91 679: 3.72	CED 690: Practicum supervisor final evaluation (S)	3.73	CED 691: Internship Supervisor Final Evaluation	3.86
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.	3.F.1;3.F.2;3.F.5;3.F.7; 3.F.8	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)	3.84	CED 650: Group Treatment plan (S)	3.90	CED 690/1: Facilitating Group at Practicum/ Internship Site - supervisor evaluation (S)	3.77
Assessment and Diagnostic Processing	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.	3.G.2;3.G.3;3.G.4; 3.G.5; 3.G.17	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)	CED 640 Psy Report: 3.62	CED 686: Case Conceptualization (S)	3.84	CED 691: Internship Supervisor Final Evaluation (S)	3.86

Program Evaluation: Clinical Mental Health Counseling - 2024-2025 - Program Wide

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards		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.	3.H.1;3.H.2;3.H.3	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)	3.86	N/A	N/A	CED 695: Literature Review (K)	3.8
Clinical Mental Health Specialized Practice Areas	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.4;3.C.11; 3.C.16	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 699: Diagnosis & Treatment Planning Exercises (S)	3.95	CED 686: Case Conceptualization (KS)	3.84	CED 691: Case Conceptualization (S)	3.95
Clinical Mental Health	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 culturally competent counseling strategies to treat clinical mental health disorders.	3.E.7;3.E.10;3.E.13; 3.E.15	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)	3.91	CED 686: Group Role Play Project (S)	4.00	CED 691: Internship supervisor final evaluation (S)	3.86

Program Evaluation: School Counseling 2024-2025- Mount Pleasant

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards Tracked		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 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.	3.A.10; 3.E.6	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630: Ethics Research Presentation (K)	4.00	CED 679: Role Play; Breach of Confidentiality (S)	3.80	CED 690: Conducting intake (S)	3.50
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.	3.A.2; 5.H.6	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630:Professional Development paper (k)	4.00	CED 604: Discussion Board (K)	3.80	CED 604: School Counselor Interview Paper (K)	4.00
Social and Cultural Identities and Experiences	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 theories and competencies to client mental health needs.	3.B.1; 3.B.3; 3.B.8; 3.B.11	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	4.00	CED 620: Community Impact Group Assignment	3.40	CED 691: Internship Supervisor Final Evaluation (S)	3.70
LifeSpan 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.	3.C.1;3.C.3;3.C.4; 3.C.8;3.C.10.	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 665: Developmental Case Study	4.00	CED 665: Comparing Stages Project (K)	4.00	CED 691: ASCA-Case conceptualization (S)	3.70
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.	3.D.1;3.D.5;3.D.6; 5.H.2	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)	3.50	CED 610: Career Program (K)	3.00
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.	3.E.1;3.E.2; 3.E.3;3.E.10	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 686: Role Play (S)	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.	3.E.8; 3.E.9	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: 4.00 CED 679: 3.80	CED 690: Practicum supervisor final evaluation (S)	3.50	CED 691: Internship Supervisor Final Evaluation	3.70

Program Evaluation: School Counseling 2024-2025- Mount Pleasant

Domain/ Specialty Area	Program Objective	Key Performance Indicators: Student Learning Objectives (SLO)	CACREP Standards Tracked		Student Learning Objective Assignments					
				Expected Outcomes	Introduced		Reinforced		Mastered	
					Assignment	Score	Assignment	Score	Assignment	Score
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.	3.F.1;3.F.2;3.F.5;3.F.7; 3.F.8	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: Treatment Plan (S)	4.00	CED 691: Facilitating Group at Practicum/ Internship Site - supervisor evaluation (S)	4.00
Assessment and Diagnostic Processing	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.	3.G.2;3.G.3;3.G.4; 3.G.5; 3.G.17	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 686: Case Conceptualization (S)	4.00	CED 690: Conducting intake and assessment - Supervisor Midterm and Final evaluations (S)	3.50
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.	3.H.1;3.H.2;3.H.3	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: Treatment Literature review (K)	4.00
School Counseling -	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.H.4; 5.H.5; 5.H.11; 5.H.13; 5.H.14; 5. H..15; 5. H.17; 5.H.18	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)	4.00	CED 604: Comprehensive School Program (K, S)	4.00	CED 691: ASCA Lesson plan - powerpoint presentation - Social/Emotion domain (S) CED 691: Final Suervisor Evaluation (S)	ASCA: 3.7 CEDE 691: 3.7
School Counseling	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.H.16; 5.H.17; 5.H.18; 5.H.19	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 615: Popstsecondary Informational Interview paper (K)	4.00	CED 615: In-Service Presentation	3.75	CED 691: ASCA Lesson plan - powerpoint presentation - Academic or Career domain (S) CED 691: Final Supervisor Evaluation (S)	ASCA: 3.7 CED 691: 3.7

Program Evaluation: School Counseling 2024-2025- 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.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: 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 620: Community Impact Group Assignment	4.00	CED 650: Group Role Play (S)	3.60	CED 691: Internship Supervisor Final Evaluation (S)	3.80
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: case study quiz 1 (K)	4.00	CED 665: Comparing Stages Project (K)	4.00	CED 691: ASCA-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 3.0 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 demonsrate 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)	3.80

Program Evaluation: School Counseling 2024-2025- 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
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	3.80
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)	4.00
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)	3.50	CED 640: Final Exam (K)	3.25	CED 690: Conducting intake and assessment - Supervisor Midterm and Final evaluations (S)	3.80
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) 0 CED 691: Final Supervisor Evaluation (S)	ASCA: 4.0 CED 691: 3.8

Program Evaluation: School Counseling 2024-2025- 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
	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: Popstsecondary 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 Suervisor Evaluation (S)	ASCA: 4.0 CED 691: 3.8

Program Evaluation: School Counseling 2024-2025 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		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.	3.A.10; 3.E.6	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630: Ethics Research Presentation (K)	4.00	CED 679: Role Play; Breach of Confidentiality (S)	3.96	CED 690:discuss confidentiality (S)	3.60
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.	3.A.2; 5.H.6	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630:Professional Development paper (k)	3.88	CED 604: Discussion Board (K)	3.81	CED 604: School Counselor Interview Paper (K)	3.96
Social and Cultural Identities and Experiences	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 theories and competencies to client mental health needs.	3.B.1; 3.B.3; 3.B.8; 3.B.11	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	3.83	CED 620: Community Impact Group Assignment	4.00	CED 691: Internship Supervisor Final Evaluation (S)	N/A
LifeSpan 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.	3.C.1;3.C.3;3.C.4; 3.C.8;3.C.10.	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 665: Developmental Case Study (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.	3.D.1;3.D.5;3.D.6; 5.H.2	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)	3.76	CED 610: Recorded Session 2 (S)	3.83	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.	3.E.1;3.E.2; 3.E.3;3.E.10	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)	3.94	CED 686: Role Play (S)	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.	3.E.8; 3.E.9	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: 3.86 CED 679: 3.96	CED 690: Practicum supervisor final evaluation (S)	3.60	CED 691: Internship Supervisor Final Evaluation	N/A

Program Evaluation: School Counseling 2024-2025 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		Assignment	Score	Assignment	Score
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.	3.F.1;3.F.2;3.F.5;3.F.7; 3.F.8	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 Treatment Plan (S)	4.00	CED 691: Facilitating Group at Practicum/ Internship Site - supervisor evaluation (S)	N/A
Assessment and Diagnostic Processing	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.	3.G.2;3.G.3;3.G.4; 3.G.5; 3.G.17	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)	3.42	CED 686: Case Conceptualization (S)	3.75	CED 690: Conducting intake and assessment - Supervisor Midterm and Final evaluations (S)	3.65
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.	3.H.1;3.H.2;3.H.3	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)	3.65	N/A	N/A	CED 695: Treatment Literature review (K)	3.65
School Counseling -	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.H.4; 5.H.5; 5.H.11; 5.H.13; 5. H.14; 5. H..15; 5. H.17; 5.H.18	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)	3.96	CED 604: Comprehensive School Program (K, S)	3.68	CED 691: ASCA Lesson plan - powerpoint presentation - Social/Emotion domain (S) CED 691: Final Supervisor Evaluation (S)	N/A
School Counseling	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.H.16; 5.H.17; 5.H.18; 5.H.19	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)	3.85	CED 615: In-Service Presentation	3.89	CED 691: ASCA Lesson plan - powerpoint presentation - Academic or Career domain (S) CED 691: Final Supervisor Evaluation (S)	N/A

Program Evaluation: School Counseling 2024-2025 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		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.	3.A.10; 3.E.6	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630: Ethics Research Presentation (K)	4.00	CED 679: Role Play; Breach of Confidentiality (S)	3.93	CED 690:discuss confidentiality (S)	3.65
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.	3.A.2; 5.H.6	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 630:Professional Development paper (k)	3.89	CED 604: Discussion Board (K)	3.80	CED 604: School Counselor Interview Paper (K)	3.97
Social and Cultural Identities and Experiences	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 theories and competencies to client mental health needs.	3.B.1; 3.B.3; 3.B.8; 3.B.11	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	3.84	CED 620: Community Impact Group Assignment	3.86	CED 691: Internship Supervisor Final Evaluation (S)	3.75
LifeSpan 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.	3.C.1;3.C.3;3.C.4; 3.C.8;3.C.10.	Assignment Scores will average 3.5 or higher; Evaluation on Practicum/Internship evaluations based on standards will average 3.5	CED 665: Developmental Case Study (K)	4.00	CED 665: Comparing Stages Project (K)	4.00	CED 691: ASCA-Case conceptualization (S)	3.86
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.	3.D.1;3.D.5;3.D.6; 5.H.2	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)	3.77	CED 610: Recorded Session 2 (S)	3.81	CED 610: Career Program (K)	3.80
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.	3.E.1;3.E.2; 3.E.3;3.E.10	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)	3.94	CED 686: Role Play (S)	4.00	CED 691: Internship Supervisor Final Evaluation (S)	3.75
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.	3.E.8; 3.E.9	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: 3.87 CED 679: 3.93	CED 690: Practicum supervisor final evaluation (S)	3.65	CED 691: Internship Supervisor Final Evaluation	3.75

Program Evaluation: School Counseling 2024-2025 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		Assignment	Score	Assignment	Score
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.	3.F.1;3.F.2;3.F.5;3.F.7; 3.F.8	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 Treatment Plan (S)	4.00	CED 691: Facilitating Group at Practicum/ Internship Site - supervisor evaluation (S)	4.00
Assessment and Diagnostic Processing	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.	3.G.2;3.G.3;3.G.4; 3.G.5; 3.G.17	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)	3.41	CED 686: Case Conceptualization (S)	3.78	CED 690: Conducting intake and assessment - Supervisor Midterm and Final evaluations (S)	3.65
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.	3.H.1;3.H.2;3.H.3	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)	3.71	N/A	N/A	CED 695: Treatment Literature review (K)	3.71
School Counseling -	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.H.4; 5.H.5; 5.H.11; 5.H.13; 5. H.14; 5. H.15; 5. H.17; 5.H.18	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)	3.97	CED 604: Comprehensive School Program (K, S)	3.71	CED 691: ASCA Lesson plan - powerpoint presentation - Social/Emotion domain (S) CED 691: Final Supervisor Evaluation (S)	ASCA: 3.86 CED 691: 3.65
School Counseling	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.H.16; 5.H.17; 5.H.18; 5.H.19	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)	3.87	CED 615: In-Service Presentation	3.87	CED 691: ASCA Lesson plan - powerpoint presentation - Academic or Career domain (S) CED 691: Final Supervisor Evaluation (S)	ASCA: 3.86 CED 691: 3.65

Group Rubric Analysis



Program

Rubric

Dates

School Counseling

Dispositional Review (New)

CMICH-1085

9/1/24-9/1/25

Total Students Being Assessed: 6

CRITERIA LEVEL COUNTS

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

CRITERIA LEVEL DISTRIBUTION CHARTS

The student behavior is in accordance with ACA ethic... 1	6 (100%)
The student demonstrates the ability to utilize feed... 2	6 (100%)
The student is on time for class and hands assignmen... 3	6 (100%)

Group Rubric Analysis

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

Group Rubric Analysis



Program

Rubric

Dates

Addiction

Dispositional Review (New)

CMICH-1085

9/1/24-9/1/25

Total Students Being Assessed: 17

CRITERIA LEVEL COUNTS

Criteria	2 = Progressing Satisfactorily	1 = Need for intervention	Mean	Mode	Stdev
The student behavior is in accordance with ACA ethic... 1	21	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	22	0	2.00	2	0.00
The student demonstrates the ability to successfully... 7	22	0	2.00	2	0.00
The student demonstrates the ability to handle conflict 8	22	0	2.00	2	0.00
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	21 (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	22 (100%)	
The student demonstrates the ability to successfully... 7	22 (100%)	
The student demonstrates the ability to handle conflict 8	22 (100%)	
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

9/1/24-9/1/25

Total Students Being Assessed: 49

CRITERIA LEVEL COUNTS

Criteria	2 = Progressing Satisfactorily	1 = Need for intervention	Mean	Mode	Stdev
The student behavior is in accordance with ACA ethic... 1	50	0	2.00	2	0.00
The student demonstrates the ability to utilize feed... 2	49	1	1.98	2	0.14
The student is on time for class and hands assignmen... 3	49	1	1.98	2	0.14
The student demonstrates academic integrity through ... 4	50	0	2.00	2	0.00
The student demonstrates the ability to perform at b... 5	50	0	2.00	2	0.00
The student demonstrates maturity and respect for ot... 6	50	0	2.00	2	0.00
The student demonstrates the ability to successfully... 7	49	1	1.98	2	0.14
The student demonstrates the ability to handle conflict 8	49	1	1.98	2	0.14
The student demonstrates the ability to use basic co... 9	50	0	2.00	2	0.00
The student respects cultural, individual, and role ... 10	50	0	2.00	2	0.00
The student appears to be an effective fit for the c... 11	50	0	2.00	2	0.00

CRITERIA LEVEL DISTRIBUTION CHARTS

The student behavior is in accordance with ACA ethic... 1	50 (100%)	
The student demonstrates the ability to utilize feed... 2	49 (98%)	1
The student is on time for class and hands assignmen... 3	49 (98%)	1

Group Rubric Analysis

CRITERIA LEVEL DISTRIBUTION CHARTS		
The student demonstrates academic integrity through ... 4	50 (100%)	
The student demonstrates the ability to perform at b... 5	50 (100%)	
The student demonstrates maturity and respect for ot... 6	50 (100%)	
The student demonstrates the ability to successfully... 7	49 (98%)	1
The student demonstrates the ability to handle conflict 8	49 (98%)	1
The student demonstrates the ability to use basic co... 9	50 (100%)	
The student respects cultural, individual, and role ... 10	50 (100%)	
The student appears to be an effective fit for the c... 11	50 (100%)	

Group Rubric Analysis



Program

Rubric

Dates

CMHC

Dispositional Review (New)

CMICH-1085

9/1/24-10/1/25

Total Students Being Assessed: **188**

CRITERIA LEVEL COUNTS

Criteria	2 = Progressing Satisfactorily	1 = Need for intervention	N/A	Mean	Mode	Stdev
The student behavior is in accordance with ACA ethic... 1	220	1	0	2.00	2	0.07
The student demonstrates the ability to utilize feed... 2	220	1	0	2.00	2	0.07
The student is on time for class and hands assignmen... 3	215	6	0	1.97	2	0.16
The student demonstrates academic integrity through ... 4	220	1	0	2.00	2	0.07
The student demonstrates the ability to perform at b... 5	217	4	0	1.98	2	0.13
The student demonstrates maturity and respect for ot... 6	221	0	0	2.00	2	0.00
The student demonstrates the ability to successfully... 7	220	1	0	2.00	2	0.07
The student demonstrates the ability to handle conflict 8	221	0	0	2.00	2	0.00
The student demonstrates the ability to use basic co... 9	220	1	0	2.00	2	0.07
The student respects cultural, individual, and role ... 10	221	0	0	2.00	2	0.00
The student appears to be an effective fit for the c... 11	220	0	0	2.00	2	0.00

CRITERIA LEVEL DISTRIBUTION CHARTS

The student behavior is in accordance with ACA ethic... 1	220 (100%)	
The student demonstrates the ability to utilize feed... 2	220 (100%)	
The student is on time for class and hands assignmen... 3	215 (97%)	6

Group Rubric Analysis

CRITERIA LEVEL DISTRIBUTION CHARTS	
The student demonstrates academic integrity through ... 4	<div><div></div><div>220 (100%)</div></div>
The student demonstrates the ability to perform at b... 5	<div><div></div><div>217 (98%)</div></div>
The student demonstrates maturity and respect for ot... 6	<div><div></div><div>221 (100%)</div></div>
The student demonstrates the ability to successfully... 7	<div><div></div><div>220 (100%)</div></div>
The student demonstrates the ability to handle conflict 8	<div><div></div><div>221 (100%)</div></div>
The student demonstrates the ability to use basic co... 9	<div><div></div><div>220 (100%)</div></div>
The student respects cultural, individual, and role ... 10	<div><div></div><div>221 (100%)</div></div>
The student appears to be an effective fit for the c... 11	<div><div></div><div>220 (100%)</div></div>

Group Rubric Analysis



Program

Rubric

Dates

CMHC

Dispositional Review (New)

CMICH-1085

9/1/24-10/1/25

Total Students Being Assessed: 37

CRITERIA LEVEL COUNTS

Criteria	2 = Progressing Satisfactorily	1 = Need for intervention	N/A	Mean	Mode	Stdev
The student behavior is in accordance with ACA ethic... 1	37	0	0	2.00	2	0.00
The student demonstrates the ability to utilize feed... 2	37	0	0	2.00	2	0.00
The student is on time for class and hands assignmen... 3	35	2	0	1.95	2	0.23
The student demonstrates academic integrity through ... 4	37	0	0	2.00	2	0.00
The student demonstrates the ability to perform at b... 5	37	0	0	2.00	2	0.00
The student demonstrates maturity and respect for ot... 6	37	0	0	2.00	2	0.00
The student demonstrates the ability to successfully... 7	36	1	0	1.97	2	0.16
The student demonstrates the ability to handle conflict 8	37	0	0	2.00	2	0.00
The student demonstrates the ability to use basic co... 9	37	0	0	2.00	2	0.00
The student respects cultural, individual, and role ... 10	37	0	0	2.00	2	0.00
The student appears to be an effective fit for the c... 11	37	0	0	2.00	2	0.00

CRITERIA LEVEL DISTRIBUTION CHARTS

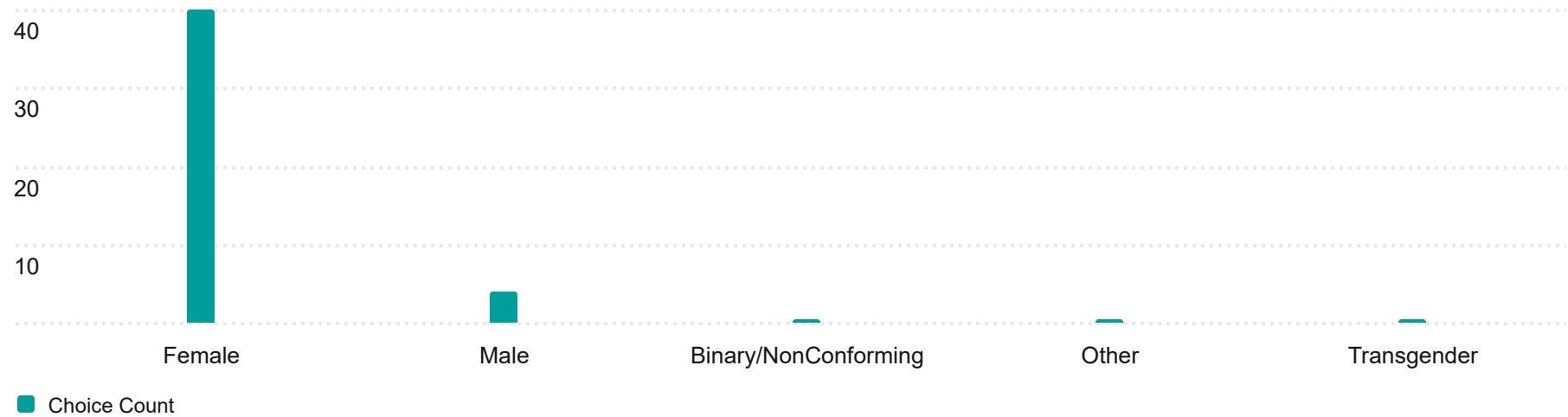
The student behavior is in accordance with ACA ethic... 1	37 (100%)	
The student demonstrates the ability to utilize feed... 2	37 (100%)	
The student is on time for class and hands assignmen... 3	35 (95%)	2 (5%)

Group Rubric Analysis

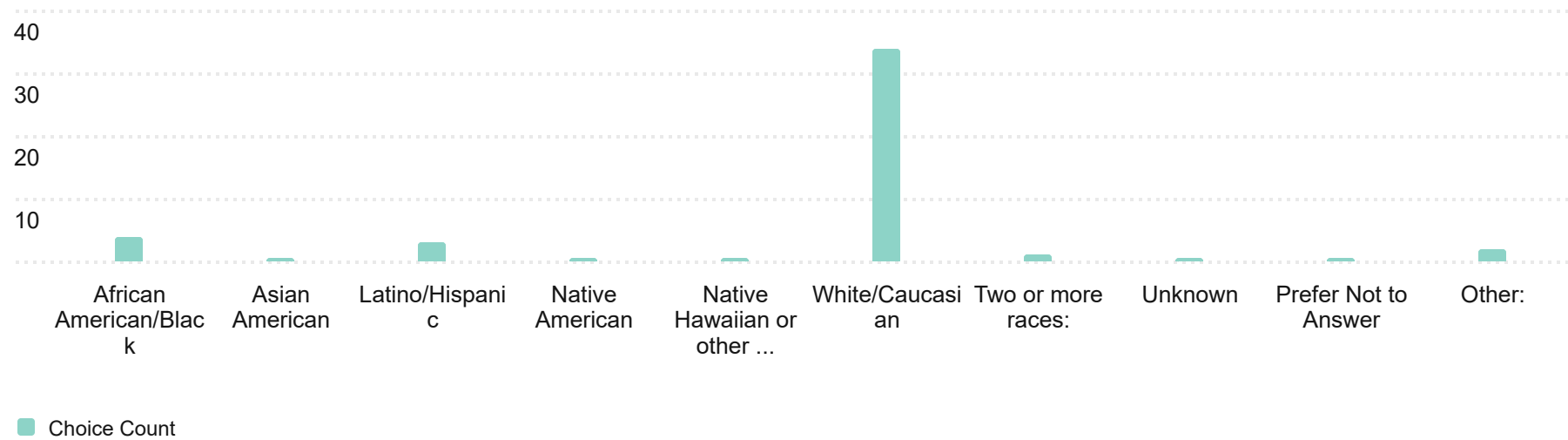
CRITERIA LEVEL DISTRIBUTION CHARTS		
The student demonstrates academic integrity through ... 4	37 (100%)	
The student demonstrates the ability to perform at b... 5	37 (100%)	
The student demonstrates maturity and respect for ot... 6	37 (100%)	
The student demonstrates the ability to successfully... 7	36 (97%)	1
The student demonstrates the ability to handle conflict 8	37 (100%)	
The student demonstrates the ability to use basic co... 9	37 (100%)	
The student respects cultural, individual, and role ... 10	37 (100%)	
The student appears to be an effective fit for the c... 11	37 (100%)	

Central Michigan University Counseling Program: Internship Exit Interview 2024 - 2025

Q3 - What is your gender? - Selected Choice



Q5 - What is your race?



Q26 - Where did you complete your program? - Selected Choice

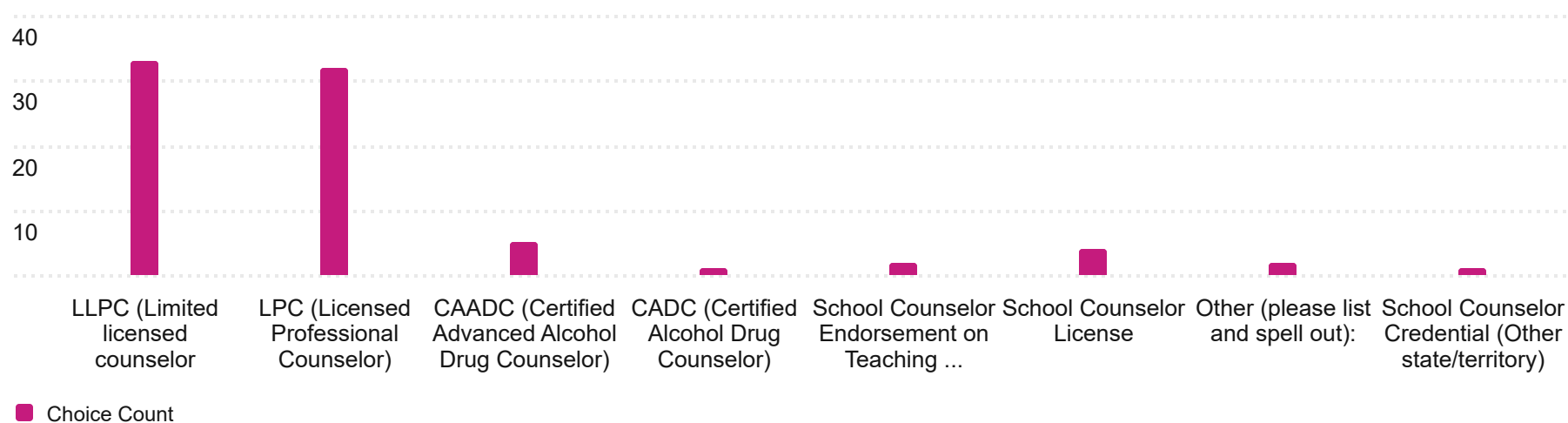
Mt. Pleasant Campus [100.00%]

Q9 - Please choose yes if you 1) are already employed in the counseling field; OR 2) have a job offer in the counseling field OR 3) plan to seek a job in the counseling field.

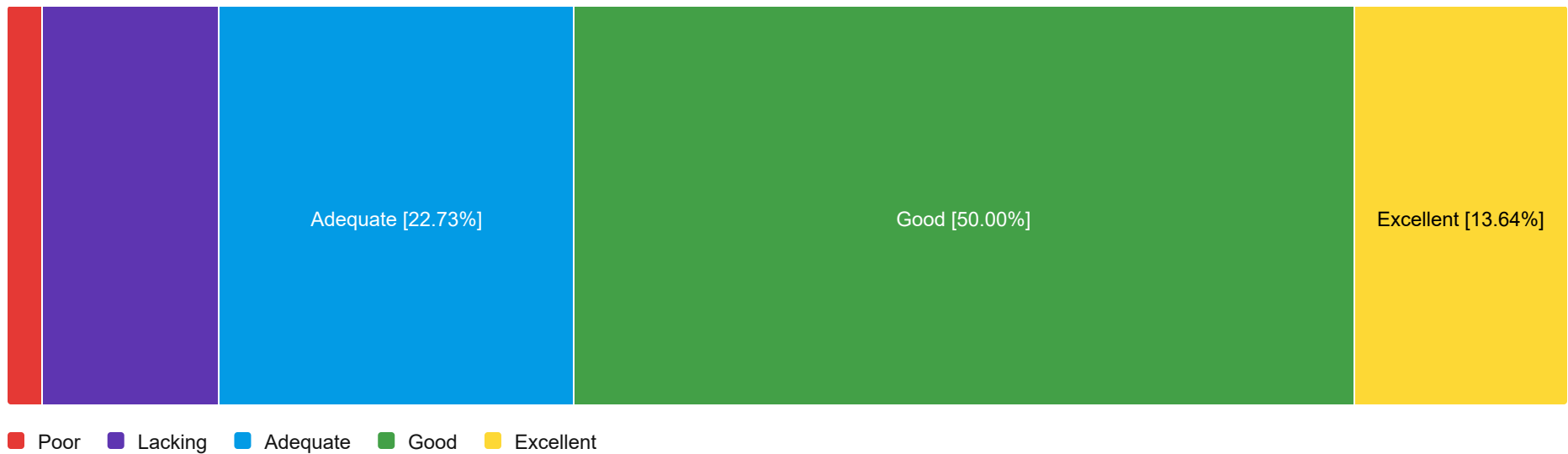


Yes [100.00%]

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



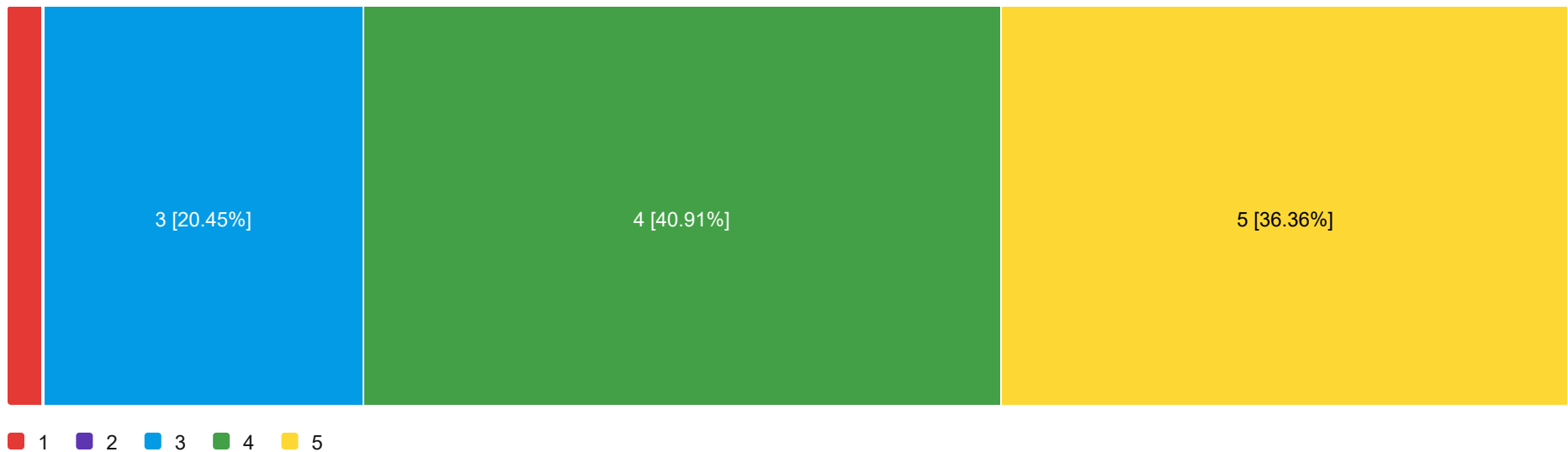
Q15 - Based on your perspective as a graduate/alumni, how would you rate these aspects of the program? If the area does not apply, please leave blank.



Field	Mean	Standard Deviation
Orientation to the requirements of your preparation program	3.61	0.93
Flexibility of curriculum/offerings to get through program in a timely manner	3.23	1.04
Availability of faculty members for advisement	3.66	1.02
Quality of curriculum advisement from faculty	3.41	1.07
Quality of instructional facilities (i.e., classroom, clinical rooms)	3.79	0.76
Quality of library and technology resources	4.21	0.70

Opportunities available to evaluate instruction and supervision	3.66	1.00
General quality of classroom instruction	3.45	1.14
Opportunities to be exposed to research and learn how to apply it in your practice	3.48	0.99
General quality of supervision you received in Practicum	4.14	1.01
Consistency of internship(s) activity within your course preparation experiences	3.75	1.15
Preparation for CPCE and/or National Counselor Exam	3.14	0.99
General assistance in locating a place of employment	2.67	1.18
General quality of the on-site supervision you received in your internship	4.25	1.03
Opportunities available to obtain feedback from faculty about your progress	3.70	1.13
Opportunities to attend workshops, conferences, or similar activities that went beyond minimum program requirements	4.05	0.89
Scholarly productivity of faculty (publications, presentations, grants)	3.44	1.01
Faculty members as professional counselors (service to profession, professional activities)	3.86	1.00
Cost effectiveness of program	2.84	0.98
During your program of study, encouragement to become involved in professional groups and associations	3.86	1.04
Counseling services/referrals available to you	3.20	1.12

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	4.09	0.87
Career and lifestyle issues in counseling	3.66	1.02
Small group dynamics and counseling	3.91	0.97
Multicultural Counseling	4.00	0.83
Developmental aspects of counseling	3.84	1.00
Standardized assessments and counseling	3.57	1.01

Crisis Intervention	3.59	1.07
Diagnosis	3.39	1.15
Licensing & Credentialing	3.18	1.15
Diagnosis & Treatment Planning	3.55	1.01
Special Needs cases	2.86	1.22
Professional Organizations	3.82	0.75
Research and Statistics	3.50	0.94

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	4.05	0.71
Lifespan Development	4.32	0.73
Multicultural Issues	4.34	0.71
Assessment in Counseling	3.98	0.72
Ethics and Legal Issues	4.48	0.72
Group Counseling	4.33	0.86
Counseling Techniques	3.88	0.99
Theories of Counseling	4.23	0.79
Introduction to Addiction	3.91	1.01
Research in Counseling	4.14	0.70
Counseling Practicum	4.43	0.75
Crisis & Trauma Counseling	4.20	0.76
Diagnosis & Treatment Planning	4.02	0.81
Introduction to Clinical Mental Health Counseling	4.33	0.72

Psychopathology	3.95	0.88
Introduction to School Counseling	3.61	1.07
School Counseling Seminar	3.52	1.16
Post Secondary Planning	3.73	1.00
Counseling Child and Adolescents	3.98	0.80
Psychopharmacology	3.84	0.96
Etiology of Addiction	3.86	0.93
Addiction Oriented Systems of Care	3.60	0.99
Internship	4.49	0.68
Elective #1 (please list)	4.25	0.43
Elective #2 (please list)	4.30	0.46
Other:	4.50	0.50

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

Please list aspects of strength in the Counselor Education program:

xyz

program fostered autonomy and the faculty members who were engaged seemed genuinely concerned about our education.

Variety of counselor educators that give a student a examples of how each counselor approaches theory and practice differently.

Time to complete assignments

This program does a good job in giving us material to better understand the counseling profession.

There were some very strong faculty, for example Dr. Arnekrans who was very knowledgeable and helpful throughout the program.

The program provides students with information that is valuable when entering the field. The courses that explore the various counseling theories help students develop a theoretical orientation.

The program is CACREP accredited.

The program have a few great professors and they truly made the most of my expereince. They were encouraging and helpful not just in school but professional as well.

The professors are all extremely approachable, accessible, and thughtful.

The one-on-one experience of a counseling roleplay with Dr. Mwangi.

The majority of my professors were extremely helpful and engaging. I felt that most of the professors were available to help with any questions or concerns.

The knowledge of the faculty is exceptional and the theories classes were helpful.

The flexibility with online classes

The Professors were attentive during the semester as their student. It was 100% online. CACREP accredited. Small class sizes and cohort that stayed together through most of the program encouraged bonds and feeling of family for the online curriculum.

Support available upon reaching out, amazing professor, easy to navigate online format, attainable expectations

Some professors were outstanding

Some of the professors were well prepared and shared practical/applicable content. Change in the program and course offering without notice. There needs to be a new professor for Etiology of Addiction (the class was worthless in comparison to what I experienced in my internship).

Some of the professors including Dr. Arnekrans were very strong and effective faculty.

Professors

Professors

Preparedness for ethical issues and upholding importance of standards

Prep for NCE, and licensing to prepare for practicum and internship

One time opportunity to role play 1:1 with a professor.

Offered a few in-person courses.

Most of the faculty is available and excellent. Teaching from CACREP standards. Being attuned to trends and invested in students.

Many amazing professors, Easy to navigate systems, Attainable expectations, & Available/meaningful support if you seek it.

I think the support of the professors was the biggest strength.

I think that it was good that we had faculty in the clinical mental health field and that there were professors that really cared about their students and not only saw as upcoming professional counselors, but as individuals/ humans too. This was not always the case but it was so nice to have professors that were empathetic and just willing to watch us grow as we continued to build our skills.

Great professors, supportive student body, relevant coursework

Fantastic program directors and coordinators that are helpful and supportive.

Faculty

Educated, kind and responsive faculty.

Dr. BG and Dr. Childers brought strong clinical knowledge to the program while demonstrating core counseling skills in their interactions with students.

Diverse range of courses and accessibility of professors

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

Please list aspects of the Counselor Education program needing improvement:

Communication; The program needs a LOT MORE practicality. I did not feel prepared for what I encountered during internship.

The practical side of counseling was missing in many of the classes. I found myself unprepared to deal with many of the real-life situations that I encountered during internship.

Opportunities to work one-on-one with professors to perfect our understanding.

Time for faculty and students to get to know each other to assess strengths, offer encouragement, and provide more personal guidance.

It would be nice to go over more information regarding licensing things we need to do after graduation along with what specific things we need in each field.

Moving to an online format for a human resourcing and interactions degree path is poor methodology for educating students.

The amount of group projects and lack of participation from many classmates I had to work with on group projects made the work very frustrating and difficult.

Lack of consistency in communication, changes not being communicated, Negative instructor attitude

The timing of courses.

The scheduling/timing of courses & how many course you can take at one time (increase it)

preparedness for licensure, should require classes for counseling children

Organization, clear communication, increased face to face classes for those who attend campus program. Improved professionalism for some staff/faculty.

internship (class portion) did a very poor job of real life situations. Addressed lower needs questions and basics not actual diagnosis or techniques. was more around rapport. Not helpful.

Communication/deadlines, more info on next steps after graduation

could have used a secondary course on Theories where students could dive more into a chosen theory or theories and learn more skills in their own areas of interest; could have used more skills and training in couples counseling and counseling children and adolescents

Some of the courses needed 16 weeks please, e.g., crisis, children/adolescence, research. Addiction classes as a whole were lacking. Fortunately I had some background otherwise I would absolutely not feel prepared to work with this population.

The inconsistency of the online classes was difficult. I had several professors that would require meeting several times over the 8 or 16 weeks which was very helpful. I had other professors that hardly communicated at all during class session and I felt that I was trying to teach myself.

If I would have known about the extra weeks that could be added to internship earlier in the program I may have completed internship in one semester. That is my only gripe about the program.

Would like to see more opportunities to practice diagnosing and writing treatment planning. I feel this could occur in every class throughout the entire program.

Challenges with communication due to some professors being out of state. Expand specializations offered, such as play therapy, creative arts therapy, and advanced multicultural counseling. Increase opportunities for cohort engagement and connection. Offer more in-person courses to enhance learning experiences. Provide more immersive and hands-on experiences for students. Address challenges in group work stemming from differing schedules. Improve support for scheduling classes to ease conflicts. Provide greater clarity in program structure and expectations.

communication

There were many struggles and obstacles for the first part time online cohort. Going back knowing what I know now, I would have gone full time as it felt that the content and expectations were still very high for being part time and again the program took way too long. A lot of students felt that the program was not as open to feedback about making the program more effective and helpful for students going through it. We had a lot of full time working professionals that had to go through many obstacles throughout the program.

The first part time online program went through a lot of changes and it did impact students quite a bit. The program felt very long with the amount of classes we were taking at a time. I also feel that some of the professors of certain aspects were not engaged in content and helpful to students. I also feel that the program was not as open to feedback for future programming, which is a shame due to the impact an online cohort can have on enrollment.

I think there is a need for more practice/watching of how to implement techniques and interventions. I feel like in some aspects we are kind of "thrown to the wolves" when entering practicum where we have to meet hours but we have never shadowed before or let alone sat in front of someone for the first time. I can see how at some point, we do have to dive in deep and there will always be a first time for everything, but I did not feel prepared for practicum. I also think that this may just be the structure of going to school, but I think that counseling is a true art and there is no "right" way to counseling, unless something is seen as unethical. Every counselor does their own thing and I wish this was presented in this way. I had a lot of anxiety during techniques because I was doing things wrong and losing points for things that weren't unethical, just not "correct" such as not saying "ums or mms" at times. Thank you for the opportunity to express my opinions.

I think reevaluating and making the classes more challenging.

The availability for classes. I was 38 weeks pregnant and getting home at 11:20 pm due to the only option for classes being at 7pm. It would be nice to have more than 1-2 times to choose from. I did not know I was essentially going into a night school program.

There needs to be much more support for students via advising (which currently is basically non-existent) while navigating this program. The general feeling in our cohort is that we were very much operating on our own with little support from the staff. Some of the adjuncts for the online courses were barely present- Dr. Erber-Lapierre showed up an entire week late for our Neuropharmacology course this fall, then was all but absent otherwise. It's just hard to invest so much time and money into a program that isn't very student-friendly.

This program truly felt like a hot mess express. I was an in person cohort and had maybe 3 classes in person. One of my semesters consisted of 3 - 8 week classes all at the same time which was stressful, overwhelming, and not helpful in preparing me professionally. I felt dismissed when met with a "nothing we can do. have you thought of extending your time in the program?" as the best solution. The faculty also preaches professionalism, however I can count almost 20 cases when my emails were never answered in a timely manner or at all. This was extremely frustrating when that was the "best" way to contact online instructors about questions on assignments. I also feel it is important to note that instructors expected students to adopt their way of counseling as the "correct" way instead of providing guidance to allow us to become our own unique professionals. Internship was initially very stressful because my confidence was non-existent leaving practicum. I was continually second guessing myself and needing a lot of guidance. Luckily, my supervisor was amazing and easily accessible. She also took an interest in nurturing me as a new clinician and really understanding my approach to better help me.

This program lacks tremendous support and guidance for students. More time should be spent on equipping students with the techniques and interventions utilized in counseling sessions. Students also need advisors they can consistently turn to for support throughout the program.

Perhaps if the semesters were not condensed..... More emphasis on diagnosis, treatment and theories. I had theories before I even understood what a theory actually was.

The faculty professionalism (lack of timely responses, unable to contact staff, unprepared staff, etc.), lack of organization, inconsistencies between blackboard and class syllabi

Changes in program requirements

Rules and regulations

techniques and theories. need more practical applications for moving on into the profession. communication and availability of faculty was lacking.

Communication within the program. Clear outlined expectations including ability to graduate earlier.

More trainings offered especially the ones needed for licensing

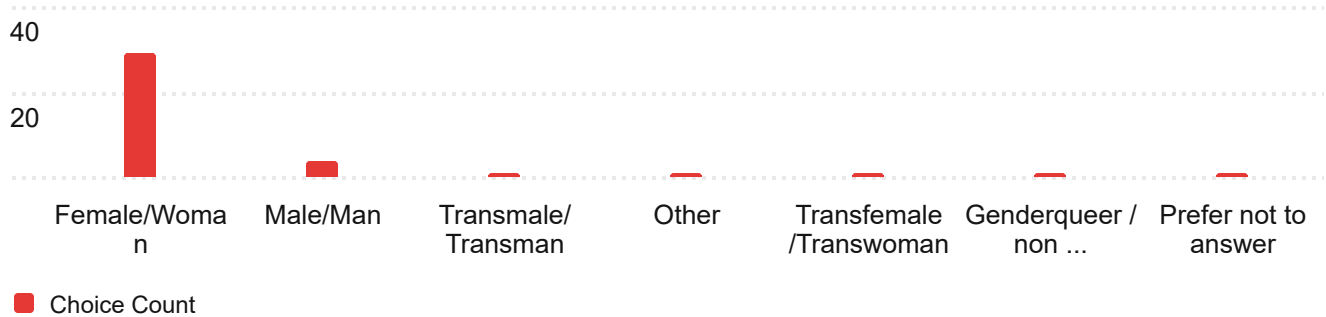
Specific techniques of counseling should be addressed (couples, families) and populations (kids, couples, families)

xyz

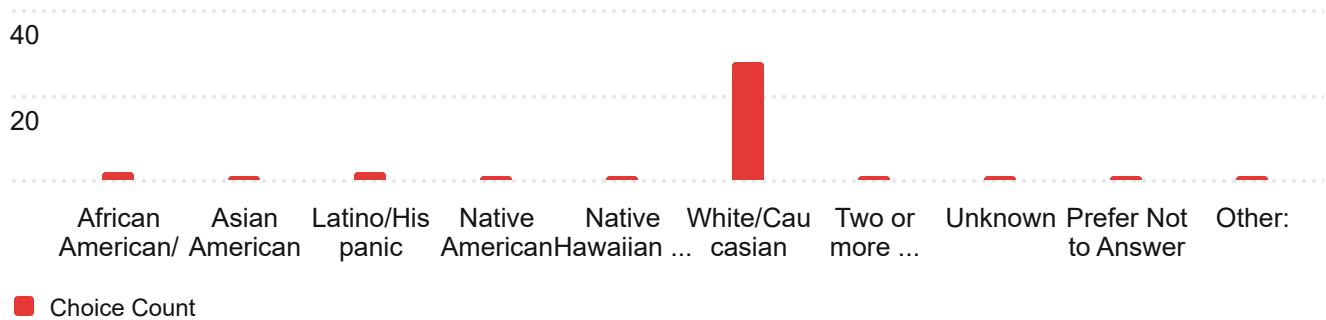
Removal of cohort model as it created some division and issues for me as a transfer, continue to hire more faculty that will stay in the program long term, make the program more cost effective for a teacher it is not cost effective and only loans were offered

Central Michigan University Counseling Program Alumni Survey - 2024-2025

Q3 - What is your gender? - Selected Choice



Q5 - What is your race? - Selected Choice

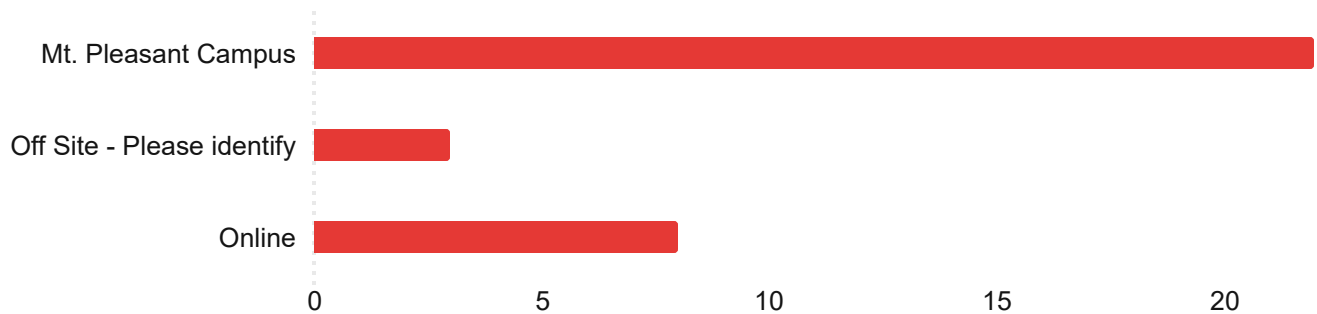


Q7 - What degree did you earn? Please check all that apply; If you have a dual concentration 60 credit degree please select both options. -

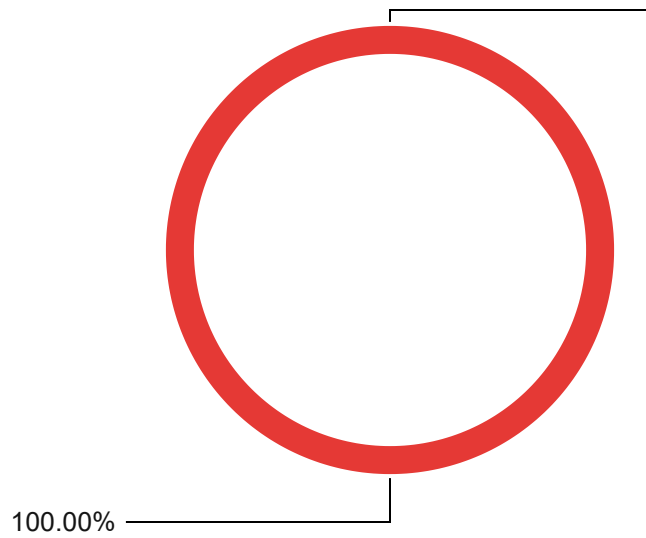
Selected Choice

Field	Choice Count
Masters of Art in School Counseling (48 credit hours)	1
Master of Art in Professional Counseling (48 credit hours)	6
Dual Track, Masters (48 credit hour students only)	0
Other	0
Masters of Art in Clinical Mental Health Counseling (60 credit hours)	20
Masters of Art in Addiction Counseling (60 credit hours)	2
Masters of Art in School Counseling (60 credit hours)	5

Q34 - Where did you complete your program?

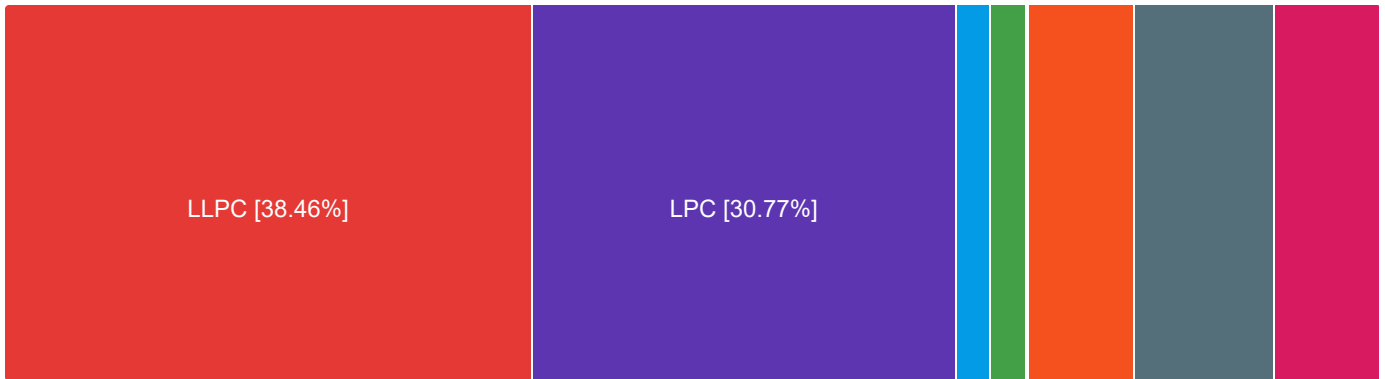


Q9 - Is your current employment in the field of counseling or counseling related? - Selected Choice



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

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

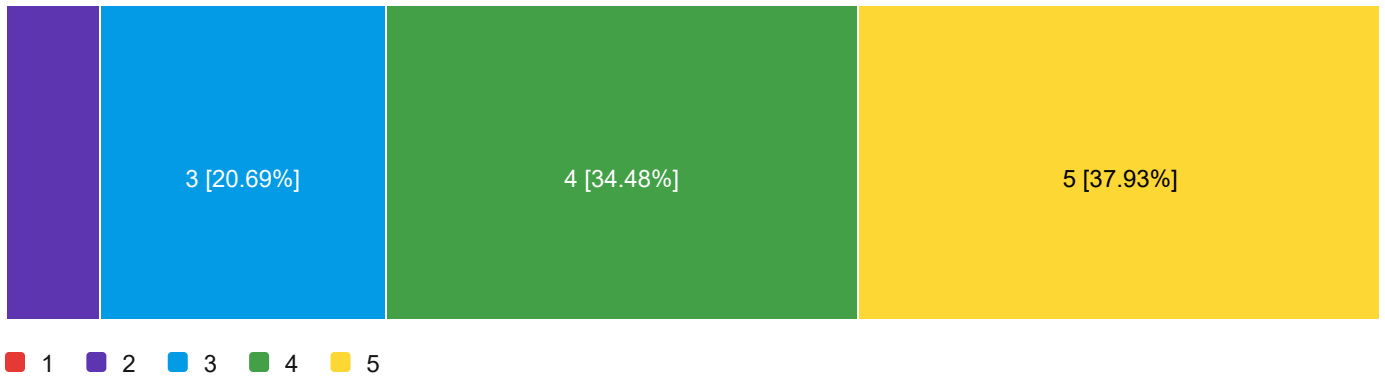


Q26 - Please indicate if you have taken and passed the National Counselor Examination

Field	Choice Count
Taken and passed	23
Not taken yet	7
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	2
On a development plan, planning to take	4
Taken and did not pass	0
N/A - not planning to obtain a CAADC	24



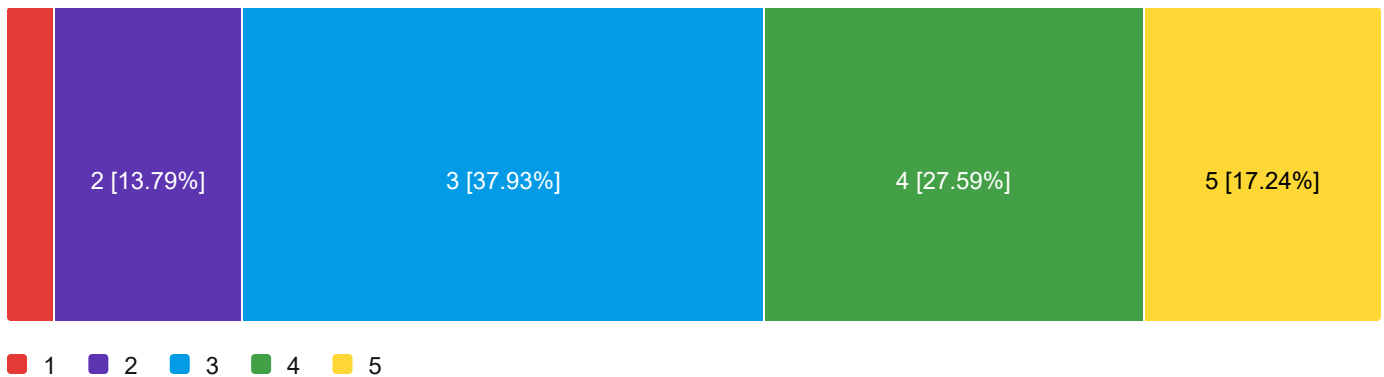
Q15 - Based on your post-graduation perspective, how would you rate these aspects of the program? Please use the following scale: 5 = Excellent; 4 = Good; 3 = Adequate; 2 = Lacking; 1 = Poor - IF THE STATEMENT DOES NOT APPLY; PLEASE LEAVE BLANK

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	5.03	0.93
Flexibility of curriculum/offerings to get through program in a timely manner	4.90	1.03
Availability of faculty members for advisement	4.86	1.31
Quality of curriculum advisement from faculty	4.83	1.18
Quality of instructional facilities (i.e., classroom, clinical rooms)	5.14	0.95
Quality of library and technology resources	5.25	0.78
Opportunities available to evaluate instruction and supervision	4.83	1.02
General quality of classroom instruction	4.90	1.06
Opportunities to be exposed to research and learn how to apply it in your practice	4.31	1.12
General quality of supervision you received in Practicum	4.48	1.25
Consistency of internship(s) activity within your course preparation experiences	4.76	0.77

Preparation for CPCE and/or National Counselor Exam	4.61	0.98
General assistance in locating a place of employment	3.79	1.24
General quality of the on-site supervision you received in your internship	4.72	0.98
Opportunities available to obtain feedback from faculty about your progress	5.03	1.03
Opportunities to attend workshops, conferences, or similar activities that went beyond minimum program requirements	4.62	1.24
Scholarly productivity of faculty (publications, presentations, grants)	4.61	1.26
Faculty members as professional counselors (service to profession, professional activities)	4.97	0.96
Cost effectiveness of program	4.38	1.10
During your program of study, encouragement to become involved in professional groups and associations	5.10	1.03
Counseling services/referrals available to you	4.48	1.13

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



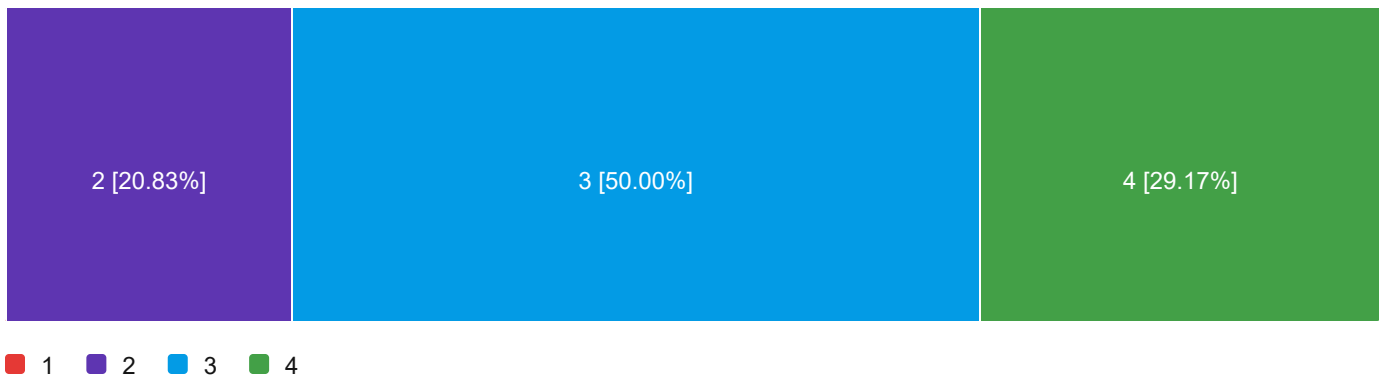
Field	Mean	Standard Deviation
Licensing & Credentialing	3.41	1.03
Professional Organizations	3.59	0.93
Professional Advocacy	3.66	1.03
Special Needs cases	2.85	1.11
Ethical decision making	3.90	1.03
Mandated Reporting	3.71	1.06

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

Field	Mean	Standard Deviation
Licensing & Credentialing	3.41	1.03
Professional Organizations	3.59	0.93
Professional Advocacy	3.66	1.03
Special Needs cases	2.85	1.11
Ethical decision making	3.90	1.03

Mandated Reporting	3.71	1.06
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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.

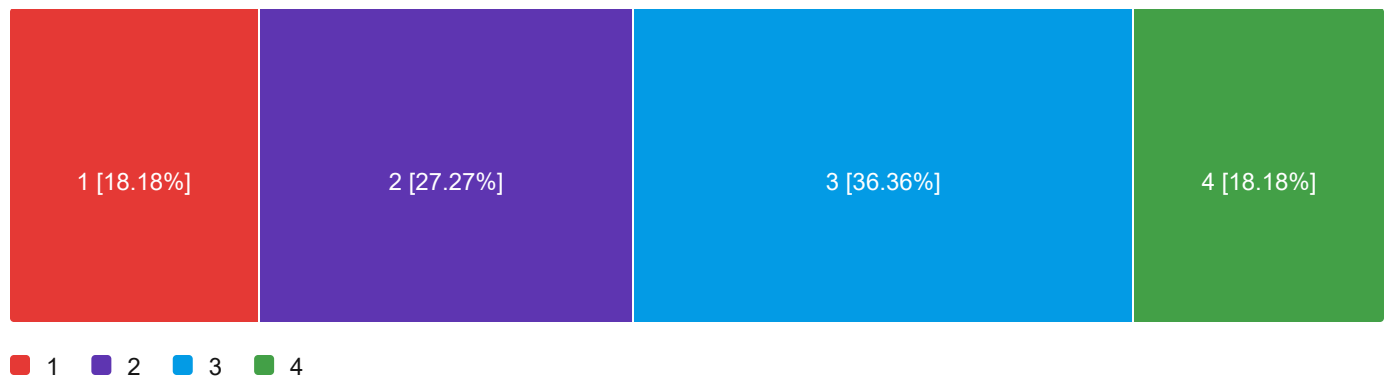


Q19 - Please evaluate each course using the following scale: 4 = Excellent Pre...

Field	Mean	Standard Deviation
Career Counseling	4.08	0.70
Lifespan Development	4.46	0.76
Multicultural Issues	4.25	0.66
Assessment in Counseling	3.96	0.79
Group Counseling	4.35	0.87
Counseling Techniques	4.19	1.07
Ethical & Legal Issues	4.44	0.70
Theories of Counseling	4.54	0.57
Diagnosis & Treatment Planning	4.23	0.80
Research	3.88	0.80
Crisis & Trauma Counseling	3.76	0.99

Counseling Practicum	4.27	0.71
Internship	4.31	0.67
Introduction to Addictions	3.95	1.00
Introduction to Clinical Mental Health Counseling	3.95	1.05
Psychopathology in Counseling	4.10	0.92
Introduction to School Counseling	3.94	1.13
Post Secondary Planning for School Counselors	3.56	1.07
School Counseling Seminar	3.80	1.17
Child & Adolescent Counseling	4.41	0.49
Psychopharmacology	3.67	0.94
Etiology of Addiction	3.67	1.11
Addiction Oriented Systems of Care	3.80	1.17
Elective #1 (please list)	3.67	1.25
Elective #2 (please list)	0.00	0.00
Other:	4.00	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	3.55	0.99
Lifespan Development	4.25	0.60
Multicultural Issues	4.17	0.69
Assessment in Counseling	4.00	0.85
Group Counseling	4.38	0.92
Counseling Techniques	4.31	0.91
Theories of Counseling	4.62	0.49
Counseling Practicum	4.46	0.75
Research	3.75	0.83
Diagnosis & Treatment Planning	4.25	0.72
Introduction to Clinical Mental Health Counseling	3.86	1.25

Introduction to School Counseling	4.86	0.35
School Counseling Seminar	4.75	0.43
Internship	4.50	0.76
Elective #1 (please list)	5.00	0.00
Elective #2 (please list)	5.00	0.00
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:

Great professors, online platform is easy to use and follow

I had a few great instructors who walked their talks and went extra miles.

Met my expectations and changed my career trajectory in a great way

A few Professors were very helpful in my professional development

The professors

Theory, group counseling

Broad scope and practical education for counseling

Excellent faculty. Great feeling of community within the program. Evening course offerings. Opportunities for Graduate Assistantships and ability for students to get involved with faculty research.

A few faculty members were excellent educators

I had faculty that I connected with and who were therapists in the field

The professors I had were fantastic

Organized and ability to take in person and online

Many opportunities to be involved and passionate faculty

Very strong faculty that care about students and are invested in their success. Faculty go above and beyond to keep the program up-to-date, accredited, and relevant.

Multicultural awareness and understanding, understanding of ethics and theory, availability for supervision

Excellent Professors, Staff and facilities

getting to know the professors and their availability. I also really liked the cohort model

Flexible for working professionals, excellent faculty

Excellent faculty, strong community support locally

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

Please list aspects of the Counselor Education program needing improvement:

Communication, consistency, tuition assistance or scholarships other than loans

I had a few terrible instructors who were unavailable, tech incompetent, uninterested, dismissive, or not walking their talk.

Needs to be more student-centered and offer better support for students.

Better access to advising, getting licensed, private practice, requirements of program

Alumni connections and events

Detailed information about day to day as a counselor. Making reports, subpoenas, crisis etc.

Back then- not a lot of clinical support

For school counseling, there should be a separate track for current educators.

Expansion of course offerings - some courses were only offered in an on-line format, and I would have preferred to take all classes face-to-face.

Based on my experience, most aspects needed improvement with a focus on course content and faculty preparation

This was 14 years ago -- There needed to be a better orientation to the program, more hands-on involvement from instructors in internships (i.e., monitoring), and more practice related to real-life situations that could be encountered in counseling sessions

It wasn't CACREP when I took it.

Not military friendly to properly use the GI Bill

More contemporary theories/modalities, preparation for private practice (ethics, insurance, etc)

Offering courses in face-to-face formats is my preferred modality of learning; Some courses were only offered online.

Crisis & Trauma counseling, licensure requirements, more support when creating a group in internship or finding a practice that does groups

More preparation and respect for private practice opportunities

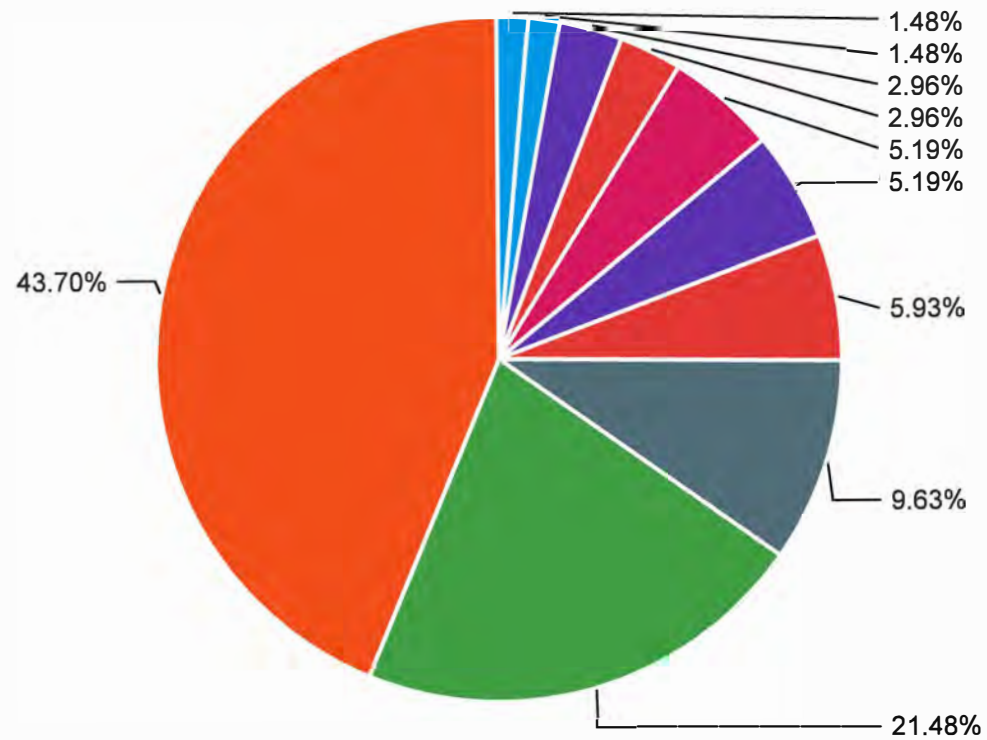
Quality of new professors and requiring professionalism of students

Feeling connected off campus, recognizing achievements of non traditional students

Better practical experiences, more robust scholarship for some courses, increased emphasis on professionalism for students

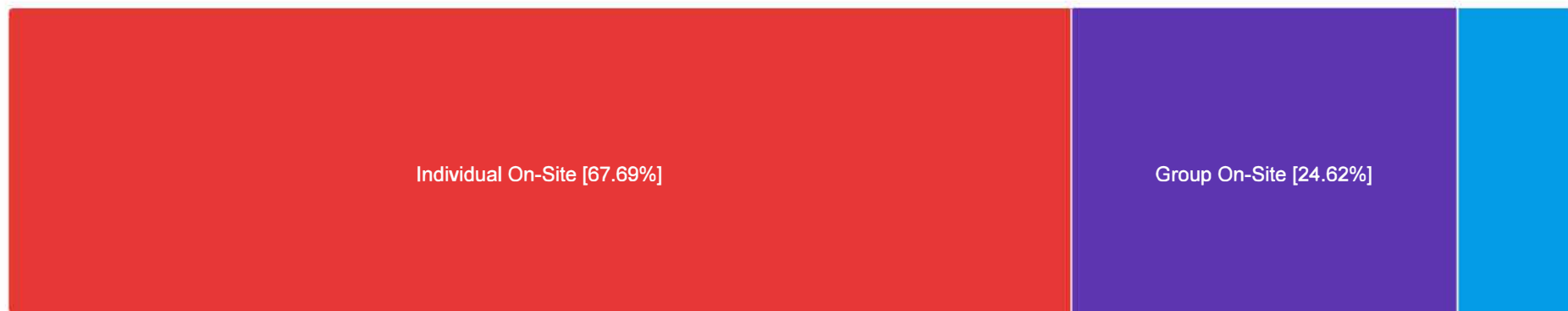
Central Michigan University Counseling Program - Survey of Site Supervisors - 2024-2025

Current Work Setting (Check All that Apply):



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

Q2 - Type of Supervision:



Other - Text

Group virtual

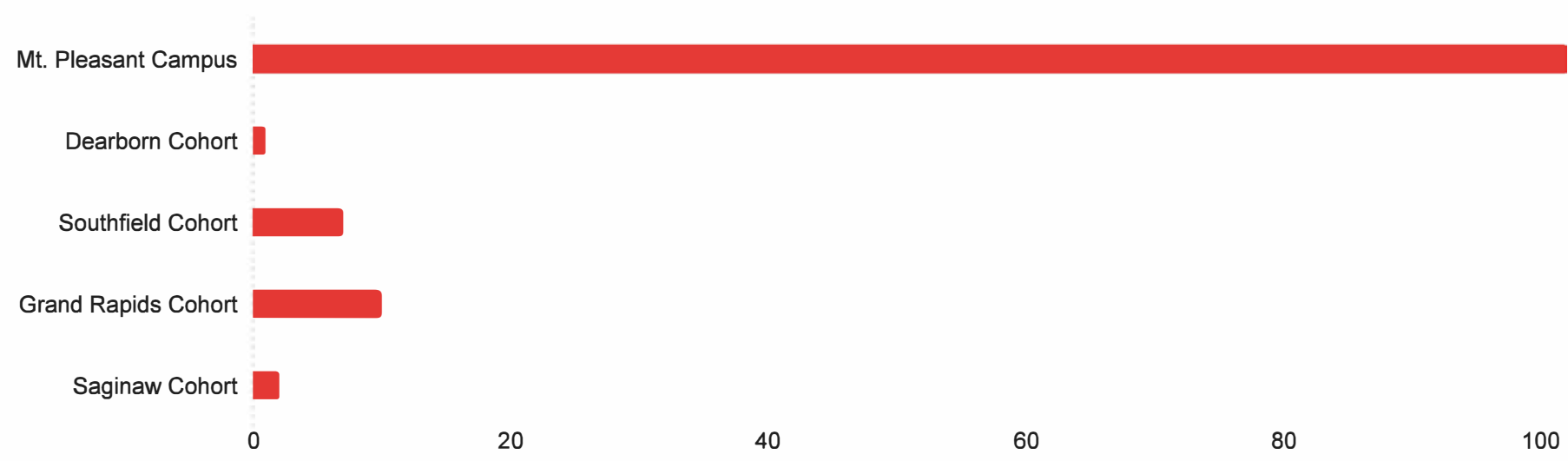
Virtual

Hybrid - on site individual, virtual individual, and virtual group

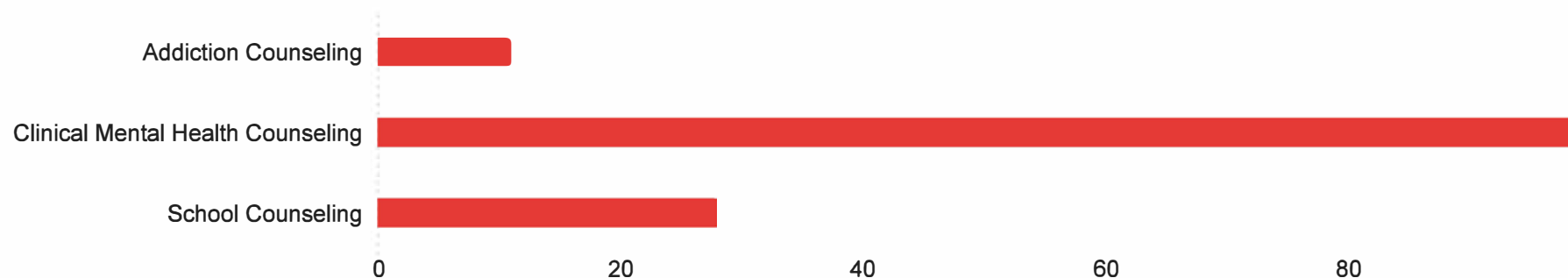
Zoom Supervision

As well as Zoom Supervision

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	5.56	0.77
The intern is comfortable working with a range of clients and disorders.	2.00	6.00	5.41	0.87
The intern has a good working knowledge of the DSM-5 and makes diagnoses consistent with presenting symptoms.	2.00	6.00	5.18	0.80
The intern demonstrates a solid understanding of ethical considerations in professional practice.	2.00	6.00	5.64	0.79

The intern is confident and comfortable working with clients from diverse cultures and backgrounds.	2.00	6.00	5.53	0.78
The intern can clearly articulate their guiding theory.	2.00	6.00	5.34	0.85
The intern was quick to learn policies and practices in the workplace/school setting.	2.00	6.00	5.60	0.86
The intern collaborates well with other community agencies and referral sources.	2.00	6.00	5.47	0.88
The intern completes required paperwork in an accurate and timely fashion.	2.00	6.00	5.61	0.80
The intern takes initiative to learn and grow as a new professional.	2.00	6.00	5.61	0.87
The intern seeks supervision and additional support when necessary.	2.00	6.00	5.67	0.82
The intern acts and presents in a professional manner.	2.00	6.00	5.74	0.79

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	5.38	0.78
Group Counseling	2.00	6.00	5.28	0.77
Family/Couple Counseling	2.00	6.00	4.96	0.87
Application of Theory & Technique	2.00	6.00	5.17	0.78
Consultation Skills	2.00	6.00	5.38	0.81

Treatment Planning	2.00	6.00	5.34	0.73
Case Management	2.00	6.00	5.25	0.83
Client Advocacy	2.00	6.00	5.46	0.83
Career Development	2.00	6.00	5.19	0.91
Human Growth & Development	2.00	6.00	5.27	0.77
Assessment & Appraisal	2.00	6.00	5.33	0.70
Ethical & Legal Issues	2.00	6.00	5.48	0.71
Research/Program Evaluation	3.00	6.00	5.27	0.77
Crisis Intervention	2.00	6.00	5.22	0.85
Use of Technology	2.00	6.00	5.63	0.79
Multicultural Sensitivity	2.00	6.00	5.57	0.79
Professional Dress/Presentation	2.00	6.00	5.65	0.76
Response to Supervision	2.00	6.00	5.67	0.76
Overall Rating of Employee Skills	2.00	6.00	5.58	0.74

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	5.53	0.62
Career and lifestyle issues in counseling	2.00	6.00	5.41	0.72
Small group dynamics and counseling	2.00	6.00	5.39	0.68
Multicultural Counseling	2.00	6.00	5.46	0.71
Developmental aspects of counseling	2.00	6.00	5.47	0.65
Standardized assessments and counseling	2.00	6.00	5.21	0.76
Crisis Intervention	2.00	6.00	5.29	0.75
Diagnosis	2.00	6.00	5.22	0.70
Licensing & Credentialing	2.00	6.00	5.27	0.80
Diagnosis & Treatment Planning	2.00	6.00	5.30	0.71
Special Needs cases	2.00	6.00	5.24	0.77
Professional Organizations	2.00	6.00	5.33	0.79
Research and Statistics	2.00	6.00	5.18	0.87

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	5.00	6.00	5.71	0.45
College & Career Readiness	5.00	6.00	5.79	0.41
Group Counseling in the Schools	5.00	6.00	5.58	0.49
Ability to work with diverse students and families.	5.00	6.00	5.86	0.35
Postsecondary Planning	5.00	6.00	5.77	0.42
Ability to apply the ASCA Model	5.00	6.00	5.67	0.47
Crisis Intervention in the schools	4.00	6.00	5.69	0.61
Knowledge of Addiction and substance use	5.00	6.00	5.50	0.50
Understanding how to advocate in the schools	5.00	6.00	5.79	0.41

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	5.41	0.72
Assessment and Diagnosis	2.00	6.00	5.28	0.73
Using a wide array of therapeutic interventions	2.00	6.00	5.26	0.82
Trauma Counseling	2.00	6.00	5.11	0.78
Knowledge of Addiction and/or substance abuse	2.00	6.00	4.97	0.94
Knowledge of theories of addiction	2.00	6.00	4.89	0.96
Advocacy in Clinical Mental Health and/or Addiction	2.00	6.00	5.24	0.80
Knowledge of referrals	2.00	6.00	5.15	0.92

Q6 - Comments:

Comments:

Nick is a great addition to our site!

Haven't been able to do a lot of these yet or have the experience based on clientele available for student. Will continue to expand during internship and give more opportunities for growth.

Very happy with intern's performance

Very good experience with interns

To continue asking questions and learning diagnostics and crisis intervention.

Q7 - Concerns:

Concerns:

None

None

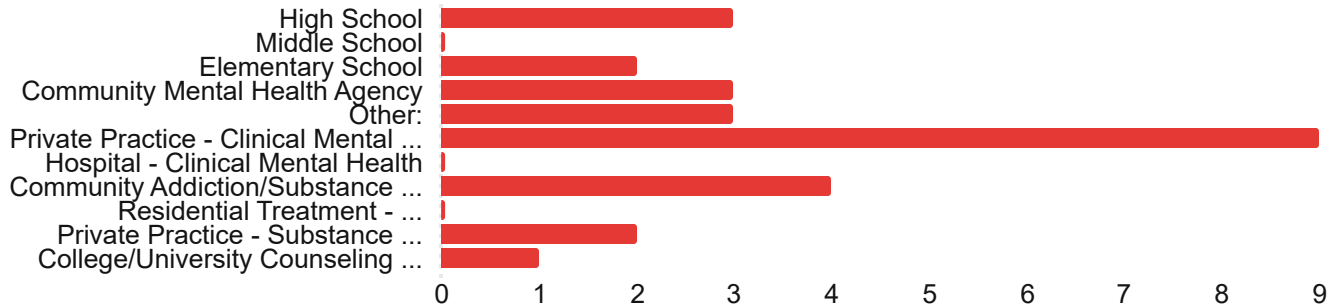
None

No concerns

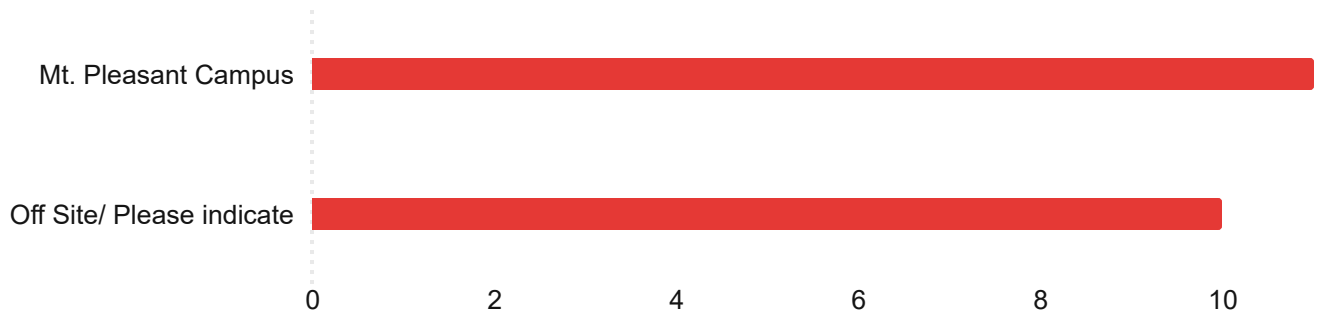
No concerns

Central Michigan University Counseling Program Survey of Employers - 2024-2025

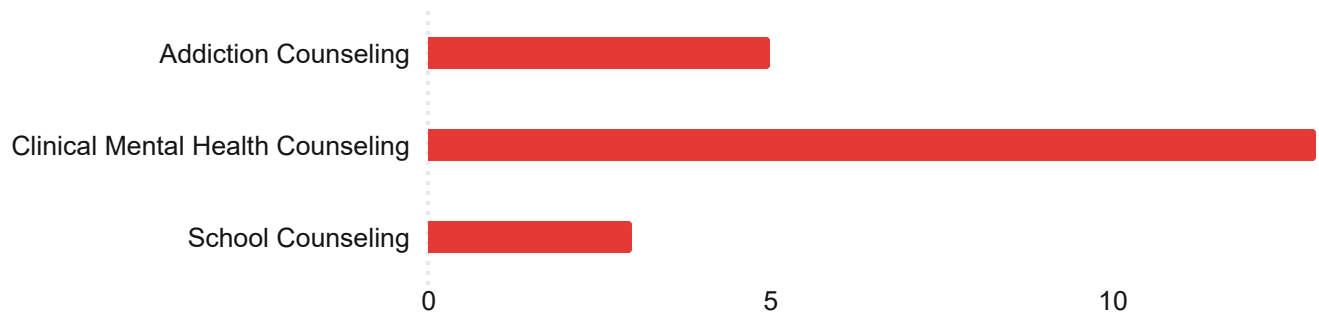
Q1 - Current Work Setting (Check All that Apply):



Q20 - Employee Matriculation Location



Q21 - Employee Counseling 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

Field	Mean	Standard Deviation
The employee seems well prepared for real world counseling work settings.	5.45	0.66
The employee is comfortable working with a range of clients and disorders.	5.27	0.54
The employee has a good working knowledge of the DSM-5 and makes diagnoses consistent with presenting symptoms.	5.19	0.66
The employee demonstrates a solid understanding of ethical considerations in professional practice.	5.55	0.50
The employee is confident and comfortable working with clients from diverse cultures and backgrounds.	5.32	0.70
The employee can clearly articulate their guiding theory.	5.23	0.73
The employee was quick to learn policies and practices in the workplace/school setting.	5.64	0.48
The employee collaborates well with other community agencies and referral sources.	5.27	0.91
The employee completes required paperwork in an accurate and timely fashion.	5.32	0.70
The employee takes initiative to learn and grow as a new professional.	5.64	0.57
The employee seeks supervision and additional support when necessary.	5.68	0.47
The employee acts and presents in a professional manner.	5.64	0.57

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

Field	Mean	Standard Deviation
Individual Counseling	5.05	0.77
Group Counseling	4.86	0.74
Family/Couple Counseling	4.42	1.04
Application of Theory & Technique	4.90	0.81
Consultation Skills	4.90	0.97
Treatment Planning	4.89	1.07
Case Management	4.68	0.92
Client Advocacy	5.15	0.96
Career Development	5.07	0.70
Human Growth & Development	5.00	0.87
Assessment & Appraisal	4.94	0.85
Ethical & Legal Issues	5.05	0.98
Research/Program Evaluation	4.73	0.75
Crisis Intervention	5.11	0.99
Use of Technology	5.27	0.86
Multicultural Sensitivity	5.19	0.96
Professional Dress/Presentation	5.23	0.95
Response to Supervision	5.55	0.89
Overall Rating of Employee Skills	5.18	0.72

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

Field	Mean	Standard Deviation
Ethical and legal issues in counseling	5.24	0.68
Career and lifestyle issues in counseling	4.55	1.63
Small group dynamics and counseling	4.05	1.86
Multicultural Counseling	5.20	0.75
Developmental aspects of counseling	5.14	0.71
Standardized assessments and counseling	4.30	1.55
Crisis Intervention	4.76	1.41
Diagnosis	4.67	1.39
Licensing & Credentialing	4.95	1.16
Diagnosis & Treatment Planning	4.76	1.44
Special Needs cases	3.94	1.90
Professional Organizations	4.28	1.59
Research and Statistics	2.39	2.00

Q6 - Comments:

Comments:

I have had a wonderful experience working with CMU practicum and internship students and CMU graduates. I think the program does a great job of preparing students for work in the counseling field. The areas that I scored less than a 5 are simply due to the need for additional experience and not a deficit on the part of the individual or their experience/education.

Student is doing very well in our placement. We are hoping to be able to continue with internship as well.

I have enjoyed my interns and communication from the program

NA

Overall, the CMU graduates that work for our practice are wonderful. They are conscientious and passionate about their clients and I look forward to hiring additional CMU grads.

Q7 - Concerns:

Concerns:

None at this time.

no concerns

NA

Application of theory and advanced counseling techniques.

None, we would gladly have another Central intern at our practice.



CMU Counseling Advisory Committee Meeting

Thursday October 23, 2025 6:00-7:30pm

Join this virtual meeting via my WebEx Room: <http://cmich.webex.com/meet/arnek1ak>

Copy/Paste the link into a browser and press "Join Meeting"

I. Attendance

Present: Allison Arnekrans, Sheri Pickover, Erin Arbogast, LaRhonda Flowers, Savannah Isaacson, Michelle Kiessel, Angela Volk, Laura Gourlay, Tobi Russell, Steven Lunsted, Liz Curtis, Thomas Michalos, Crystal Davis, Timothy Popma, Skyler Nunez, Zen, Nicholas Erber-LaPierre, Sheri Nash

II. Welcome

III. Introductions- (ALL-provide name, current title/position, and what perspective you are presenting on this committee)

a. New Faculty & Staff

- i. Dr. Camille Humes, Remote Fixed Term Faculty
- ii. Dr. Emily Richardson, Remote Fixed Term Faculty
- iii. Seven (6) GA positions this year to support faculty research, Addictions and School Concentrations, Social Media, Diversity Education/Training, Special Projects, etc.
- iv. Tenure-Track Position & Remote Fixed Term Positions Posted & Actively Recruiting- August 2026 Start Date. Arnekrans asked the committee members to please share the open positions to anyone who might be interested: <https://www.jobs.cmich.edu/postings/43826>

IV. Updates and Accomplishments

- a. Admissions/Overall #s (Pickover) – In Fall 2025, we admitted 74 new students. We had 151 applications for the Spring 2026 cycle, interviewed 104, and accepted 89. To date, we have 42 Registration Authorizations returned, and we will take 60 students to fill three online cohorts.
 - i. Low numbers in on-campus/hybrid program - Fall 2025 Mt. Pleasant Hybrid program showed low enrollment, so we offered them spots in the online program. We did not run a Mt. Pleasant Hybrid program for Fall 2025 and all but one transferred over to the online program. We are hosting an Open house, in addition to offering early admission to increase interest in the Mt. Pleasant Hybrid program.
 - ii. Recruitment opportunity: Counseling Program Open House TOMORROW- Friday Oct 24 from 11:00-3:00pm EST in EHS 321
- b. Accreditation Updates (Pickover)
 - i. New residency requirement –There are concerns about this requirement, most notably, that this was not data-driven, and there is no evidence to support this requirement. The CMU Counseling Program is working on filing a formal complaint. Other programs are requesting waivers to delay implementation. To remain compliant, we are moving forward with this requirement for students beginning in the Fall 2026 semester, with Spring 2027 being the first semester we implement a full-day residency commitment in both Mt. Pleasant and the Detroit metro area. This will also necessitate a change to our recruitment perspective; we previously advertised that our online program had no residency requirement.
 - ii. CACREP no longer reporting on DEI standards as of 9/16/25 – Our program is

still reporting this data. When the update was shared from CACREP, two faculty members hosted a listening session for students, which was well-received.

- c. Clinic update (Center for Community Counseling & Development- CCCD)
 - i. New group initiatives (Smith). Our Clinic Director has established a relationship with the College of Health Professions and the Early Childhood program and our CITs are now running groups with both of these on-campus programs.
 - ii. Collaboration with early childhood program (Pickover) – Committee asks: Please share ideas on grants to help expand work with the childhood programs
- d. School Counseling Concentration and Post-Graduate School Counseling Certificate (Armbruster) – M.A. in School Counseling has **20** new students for 2025–2026 (for comparison the total number of incoming School Counseling students for the 2024-2025 academic year was 23) and 72 total enrolled. (Please note: The number of 18 was shared during the meeting, though this has been updated to 20 students).
 - The Postgraduate Certificate in School Counseling is thriving with steady interest:
2024–2025 application rate: 7.1% (exceeds 4.9% benchmark).
New application deadlines: August 1 (Fall I) and September 15 (Fall II).
Enrollment: 13 total (12 in Fall I, 1 in Fall II).
 - Year-round school counseling classes are not yet feasible due to enrollment, but efforts are ongoing.
 - Crystal Davis will serve as the first Certificate representative on the Advisory Committee. Welcome, Crystal!
- e. Addiction Counseling updates and initiatives
 - i. Welcome new coordinator, Dr. Tobi Russell! – Partnering with a Graduate Assistant this academic year with a focus on increased social media presence and increased visibility. Currently, there are 38 Addiction Concentration students in the program. Dr. Russell is also working on a needs assessment and training to increase interest and to break through the stigma of this concentration. Dr. Arnekrans shared that while students may not be entering the program with an Addictions concentration, we are successfully changing students over in year 1 or by year 2.
- f. 2nd Annual All-Michigan Counselors Conference- Saturday March 21, 2026 from 9-4pm located at the Oakland Center- Oakland University. The first conference was born from this advisory committee. We had a huge success with the first one, and to capitalize on this energy and momentum, we're excited to share the 2nd annual event.
 - i. Consider attending and/or presenting (proposals due by November 15):
<https://michigan-counseling-conference.ce-go.com/2026-conference>
- g. Recent Faculty/Program Awards:
 - i. Dr. Pam Sickinger- *CMU Excellence in Teaching Award* (Feb 2025)
 - ii. Dr. Brandon Keene-Orton- *NCACES Outstanding Supervisor Award* (Oct 2025)
 - iii. Misty Smith and Erin Arbogast – *CMU Staff Excellence Award* (2025)

Review of the 2024-2025 Annual Report (see attachment)

- h. Challenges:
 - i. Enrollment numbers lowest in the Addiction Concentration
 - ii. 8-week online course format
 - iii. Faculty turnover
 - iv. Discussion and sharing session:
 - Volk: Shout out to the student word of mouth and shared an example of peer conversations getting others to transfer to the addiction track.
 - Pickover: Recruitment for MP and for School is needed. School numbers have dropped in the MA in Counseling Program, citing the example of having 10

School concentrations students who have signed a Registration Agreement for this spring 2026 admission cycle. Pickover asked for suggestions to increase School concentration interest. The discussion included people fleeing education in general, an ebb and flow of education numbers that dips, and the fact that we honestly don't know. Suggestions made around increasing information on what a School Counselor does, what the profession looks like, the employment opportunities, licensing and the flexibility and financial guarantees. A group conclusion was made on marketing efforts and elevating alumni voices, including "a day in the life of school counselor."

- Volk: How is practicum and internship placement? Pickover, we placed all but one student out of 150. Fabulous support of our P&I Coordinator, Misty Smith!
- Davis: Asked about the 8-week courses. Pickover explained the CMU calendar, noting that 8-week classes are accelerated, with some students finding it too much information in too short a time. We are currently reviewing our schedule to determine if we can make adjustments for Psychopharmacology, Diagnosis and Treatment, and other courses that require expansion, while ensuring our schedule still meets CACREP requirements.
- Popma: Asked if syllabi and faculty are all aligned in the 8-week courses with respect to assignment due dates, sharing that different assignment due dates in different 8-week courses could lead to unnecessary missed deadlines. Arnekrans stated that we are working on consistency in those online courses and improving our online experience in general.
- Kiessel: A current student shared that the structure and clarity in the course shells make the 8-week courses doable.

V. Feedback & Recommendations for the Program

- a. Overall feedback and recommendations for improvements based upon the annual plan
- b. Breakout sessions:
 - i. **Artificial intelligence (AI) tools**, such as ChatGPT, clinical documentation assistants, and telehealth integrations, are becoming increasingly present in counseling education and practice. What expectations or ethical guidelines do you believe counseling students should develop regarding the use of AI for learning, case conceptualization, assessment, or clinical documentation?

Discussion:

Michalos: Emphasized ethical use of virtual client tools. LLPs must demonstrate strong writing skills before using HIPAA-compliant AI tools.

Erber-LaPierre: Highlighted poor clinical writing among supervisees; stressed need for focused training before AI use.

Russell: Advocated for teaching well-written notes in the classroom before entering the professional world where it's everywhere.

Davis: Shared that knowing how to write a good note helped her evaluate AI tools effectively. Not all AI tools are created equal.

Curtis: Reinforced the importance of learning proper note-writing as a student.

Pickover: Warned from a counseling board perspective—AI cannot defend a license; signing AI-generated notes is risky.

Flowers: Noted AI bots are being used to identify interventions; raised concern about classroom mitigation strategies. Noted that AI use is harder to catch in writing but easier to catch in class exercises/real time work.

Isaacson & Kiessel (Students): Expressed hesitancy about using AI and expressed being a student who wanted to do the work and learn; fear of being misjudged for using AI if presenting well written work.

Zen: Suggested using AI outputs for comparison and discussion;

encouraged case conceptualization exercises in real time.

- ii. **Recruiting and retaining campus-based faculty:** *How can we make CMU/Mid-Michigan a desirable relocation? What can we highlight to make our positions more attractive?*
- iii. **Training Topics:** *What do our students need to learn more about or focus on to ensure preparedness for clinical placements and entry-level positions? What do YOU want to see in terms of professional development?*

Discussion:

Isaacson: Supervision after you leave the program. i.e., pay for supervision. Added costs of private practice. Arnekrans shared that with our CACREP 2024 standards, there was an Internship revamp and this is included a variety of licensing, “how do we apply this” topics.

Curtis: Always advocating for more training on feminist theory, LGBTQ+, Sexuality. Pickover shared that this was not included in the CACREP 2024 updates, however, the updates did include that all concentrations get CMH standards. The removal of DEI reporting and multicultural competency is now broad. This allow our program to replace 603: Intro to Clinical Mental Health with CED 682: Human Sexuality. It will be part of the CMHC.

Volk: Can an intern under our supervision see Medicaid clients? Russell: If they aren't licensed, they cannot.

VI. Identify Date for Spring 2026 Meeting

- a. *NEXT MEETING:* March 19, 2026 6:00-7:30pm via WebEx
 - i. *Arnekrans will send out meeting request*

VII. Adjourn 7:30 pm