

2024 Program Evaluation Report
 Graduate Counseling Program
 May 2023 – May 2024

Progress on Program Objectives

1. The EMU Graduate Counseling program prepares graduates who successfully integrate and implement counseling knowledge and skills.
2. The EMU Graduate Counseling program prepares graduates who successfully integrate and implement appropriate counselor professional dispositions.
3. The EMU Graduate Counseling program will reduce barriers to graduation for graduate counseling students.
4. The EMU Graduate Counseling program cultivates a diverse learning community that values diversity, equity, inclusiveness, and belonging for students, staff and faculty by reducing barriers to recruitment, retention, and graduation.
5. The EMU graduate counseling program will maintain and develop new high quality partnering practicum and internship site placements, especially placements that serve high need and high demand (rural and medically underserved) [HN&HD] communities.
6. The EMU graduate counseling program prepares students to effectively provide professional counseling in high need and high demand (rural and medically underserved) [HN&HD] areas.

1. The EMU Graduate Counseling program prepares graduates who successfully integrate and implement counseling knowledge and skills

Minimum Threshold: 90% of graduate counseling students will meet competency requirements for all MCP assignments in all 9 areas by graduation.

Class of 2024 graduation achievement: **85.7%** of graduating students met competency requirements for all Mastery Competency Portfolio assignments in all 9 focus areas

Competency pass rates for 2023

Faculty review competency assignments and rate them on a 3-point scale (1 = needs immediate improvement, 2 = needs minor changes, 3 =satisfactory). Following the review of each assignment, the faculty decide what action needs to be taken and who will complete that action by an appointed date.

Mastery Competency Assignment	Passing Rate	Faculty Score	Faculty Discussion/Action
<u>A: Professional Counseling Orientation and Ethics</u>			
KPI 1: EMU MAC students will demonstrate knowledge of the scope of practice, ethics, and professional participation of professional counselors and act as advocates for the profession. (SLO 1, 4, 5)			
COUN 507: PIFE, Ethics Case Literature Review	100%	2	Students score lowest on the APA section of the rubric and requested more instruction on APA in class. Schedule APA workshop with Mary Ann Zehr, PhD.

COUN 509: Supervision and Consultation, Supervision Experience, Paper, and Presentation	100%	3	No changes required at this time. Strong scores and positive feedback on the assignment in the COUN 509 course evaluations
<u>B: Social and Cultural Identities and Experiences</u> KPI 2. EMU MAC students will demonstrate knowledge of their own cultural identities, the effects of current and historical events on cultural and multigenerational trauma, and skills to establish and maintain culturally informed counseling relationships. (SLO 2, 3)			
COUN 607: Multicultural Counseling, Multicultural Advocacy Project Plan	100%	3	Newly developed
COUN 610: Advanced Multicultural Counseling - Case Conceptualization and Written Plan	100%	3	Newly revised
COUN 507: PIFE, IDI Reflection Paper; 610: Advanced Multicultural, IDI Reflection Paper;	100%	2	Needs a rubric for the IDI reflections papers - use in both COUN 507 and COUN 610
<u>C: Lifespan Development</u> KPI 3. EMU MAC students will demonstrate knowledge of individual, familial, and cultural development across the lifespan and skills to utilize developmentally appropriate interventions. (SLO 3,4)			
COUN 517: HG&D, Human Development Professional Presentation	100%	3	No action
COUN 617: Children and Adolescents, Presentation	100%	1	Switching to Final Exam as the competency next year to have a variety of measures
<u>D: Career Development</u> KPI 4. EMU MAC students will be prepared to attain sustainable counseling employment and will have the knowledge and skills to empower clients to engage in culturally sustaining career and educational development and employment opportunities. (SLO 1, 2, 4)			
COUN 507: PIFE, Foundational Counseling Career Packet	100%	2	Needs a rubric - build from Career rubric for consistency
COUN 528: Practicum, Paper of Readiness	100%	3	Newly developed
COUN 637: Career Development, Professional Development Dossier	100%	2	Move the due date to earlier in the semester so students can use materials for job applications.
<u>E: Counseling Practice and Relationships</u> KPI 5. EMU MAC students will demonstrate the ability to establish and maintain effective,			

theoretically grounded, and culturally informed, counseling relationships (SLO 3, 5)			
COUN 508: Counseling Techniques, Clinical Skill Demonstration	100%	2	Revise benchmark. Consider including professional dispositions work completed by Dr. Cline.
COUN 547: Counseling Theories, Final Paper	94%	2	Slight revision by including an opportunity to offer a self-evaluation; otherwise this assessment is very strong
COUN 518: Integrated Counseling Process (ICP), Clinical Skill Demonstration	100%	1	Revise benchmark. Consider including professional dispositions work completed by Dr. Cline.
F: Group Counseling and Group Work			
KPI 6. EMU MAC students will demonstrate the ability to understand clients through familial and systemic contexts and will be able to establish and maintain effective, theoretically grounded, and culturally informed, counseling groups for varied presentation topics and issues (SLO 3, 5)			
COUN 567: Group Counseling, Formal Group Proposal	100%	3	Excellent; works very well
COUN 627: Marriage and Family Counseling, Genogram and Analysis	100%	3	Newly revised
G: Assessment and Diagnostic Processes			
KPI 7. EMU MAC students will exhibit knowledge of ethical, culturally-informed, and empirically grounded assessment and diagnostic procedures and will demonstrate skills utilizing clinical interviews, testing instruments, and diagnostic criteria for providing diagnoses and creating treatment plans. (SLO 1, 3, 5)			
COUN 557: Assessment and Evaluation Procedures, Comprehensive Assessment Report (Score from Summer 2023)	100%	2	The assignment makes good use of at least 4 assessment instruments (tests), provides students with an opportunity for applied practice, and scores students' analysis and integration of test results. Strong scores and positive feedback on course evaluations.
COUN 530: Adv. Psychopathology, Case Conceptualization and Treatment Plan	95.8%	2	Adding self-assessment, otherwise works very well
COUN 697: Addictions Counseling, Case Study	100%	3	No action
H: Research and Program Evaluation			
KPI 8. EMU MAC students will implement the knowledge and skills of research and data literacy to ethically inform counseling practice, advancing the counseling profession, and evaluation of client			

outcomes and program functioning. (SLO 1, 2, 3)			
COUN 557: Assessment and Evaluation Procedures, Needs Assessment and Program Evaluation Report (new for Summer 2024)	Data in June 2024	N/A	Implemented in SU24. Evaluate in Aug 2024
COUN 536: Counseling Research and Program Evaluation, Research Literature Review	100%	3	Strong scores and positive feedback on course evaluations. Rubric scores are lowest on APA formatting. Perhaps a workshop facilitated by the writing center in students' first year will help with this. If not, perhaps a review lecture on APA (v.7) would help.
5.C. Clinical Mental Health Counseling KPI 9. EMU MAC students will demonstrate exemplary applied clinical skill and professional readiness, utilizing self-reflective awareness and adeptly integrating supervisory feedback, and engaging culturally informed, theoretically grounded, ethically guided clinical mental health counseling. (SLO 1, 2, 3, 4, 5)			
COUN 528: Practicum, CAS Supervisor	100%	1	Current assessment isn't granular and doesn't follow developmental milestones; Creating an assessment that is an aggregate of the best counseling assessments found in the literature; Plan to complete and begin implementation with new practicum students in Spring 2025
COUN 689 Internship 1, CAS Supervisor	100%	1	Current assessment isn't granular and doesn't follow developmental milestones; Creating an assessment that is an aggregate of the best counseling assessments found in the literature; Plan to complete and begin implementation with new practicum students in Spring 2025
COUN 690: Internship 2 CAS Supervisor	100%	1	Current assessment isn't granular and doesn't follow developmental milestones; Creating an assessment that is an aggregate of the best counseling assessments found in the literature; Plan to complete and begin implementation with new practicum students in Spring 2025
COUN 690: Internship 2, Capstone Paper and Presentation	100%	3	Strong; works well

Trends:

From 2017-2024, graduating cohorts have consistently had a grand mean score of 4.3 (out of 5) or higher on their MCP assignments. In 2023, 53.8% of graduating students met competency requirements for all Mastery Competency Portfolio assignments in all 8 focus areas. This low number was primarily due to a few low scores on the Counseling Techniques and Practicum and Internship CAS competency assignments. Faculty reviewed the ICP and Techniques competency assignments, and the Professional Practice Coordinator (Dr. Cline) provided clarification on the use of the CAS for practicum and supervisors. The review of the Techniques and ICP competency assignments and additional clarification around CAS scoring for site supervisors increased the MCP pass rate (90% benchmark) from 53.8% to 85.7%. Further review is needed of Advanced Psychopathology and Counseling Theories Competencies.

The majority of competency assignments administered during the 2023-2024 academic year had a pass rate of 100%. Counseling Theories and Advanced Psychopathology were the only two courses in which some students did not meet competency this year, which is an improvement on the prior year. During the 2022-2023 academic year, students had a competency pass rate of 100% in all classes except ICP (94% pass rate), Practicum (71%), Internship 1 (92%), and Internship 2 (77%). As mentioned above, additional clarification around the Counselor Assessment Scale that is used for the practicum and internship competencies has increased the competency pass rate for those courses.

2. The EMU Graduate Counseling program prepares graduates who successfully integrate and implement appropriate counselor professional dispositions.

Minimum Threshold: 90% of graduate counseling students will meet criteria for appropriate professional dispositions

Admission to Internship: **100%** of students who applied for internship displayed appropriate counselor professional dispositions and were admitted to internship.

Admission to Graduation: **100%** of graduating students displayed appropriate counselor professional dispositions

Please note that the data presented on the table below are non-paired data. These data reflect different students assessed during the same academic year, one group assessed for admission to internship and another group assessed for admission to graduation. For internship the expectation is 3 out of 5, for graduation the expectation is 3.5 out of 5.

	Averages- Spring 2024	
Professional Dispositions	Admission to Internship	Admission to Graduation
Conscientiousness	3.75	3.93
Self-Awareness	3.81	4.04

Coping and self-care	3.75	4.04
Interpersonal skills	3.75	4.07
Ethical Behavior	3.69	4.07
Emotional Stability	3.75	4
Moral Reasoning	3.75	4.07
Openness	3.88	4.07
Cultural Sensitivity	3.78	4.07
Cooperativeness	3.84	4.07

Trends:

2023-2024 was the first year that the EMU graduate counseling program measured specific professional disposition categories (Conscientiousness, Self-Awareness, etc.) during the Admission to Internship and Admission to Graduation processes (see - Admission to Internship and Admission to Graduation summary spreadsheets), so prior year data is unavailable. In 2022-2023, 13 out of the 15 (87%) students who applied for internship met or exceeded the "professional behavior" benchmark for admission to internship. This benchmark included subcategories such as Ethical behavior, Collegial interaction, Appropriate boundaries, Appropriate dress, Seeks consultation, Openness to feedback, Uses supervisory feedback, Completion of paperwork, and Respects meeting times. At the end of the 2022-2023 academic year, 12 out of 12 (100%) graduates met or exceeded this "professional behavior" benchmark for admission to graduation.

The 2023-2024 professional dispositions scores above are unpaired data, yet there is a clear positive trend from admission to internship to admission to graduation, with the mean of each professional disposition increasing between cohort data sets.

3. The EMU Graduate Counseling program will reduce barriers to graduation for graduate counseling students.

Minimum Threshold: Of the students admitted, 80% of students will complete the program within 4 years

2020-2024 cohort completion rate: 77.78%

Trends:

Students are expected to complete the program within 4 years, starting from the semester in which they first enroll. Most full-time students complete the program on a 3-year or 2-year track, with some students completing in their 4th year if they take a leave of absence or an extension. The completion rate for the prior cohort (2019-2023) was 94.44%. Two of the four students who left sought training as school counselors, rather than training as clinical mental health counselors. The other two students who left the program did so for personal reasons such as financial difficulties and COVID-related challenges.

The program continues to search out grants and funding opportunities to make the program affordable for all students.

Fall 2023 Retention rate: 92.3%

Trends:

The retention rate shows the percentage of students who were in the program the prior year and returned to the program for the fall semester. Students who graduated are not expected to return the following year, so they are not included in the count. Students who have withdrawn from the program during the past academic year or are on a leave of absence are counted as “not retained”. The fall 2022 retention rate was 95.5%

4. The EMU Graduate Counseling program cultivates a diverse learning community that values diversity, equity, inclusiveness, and belonging for students, staff and faculty by reducing barriers to recruitment, retention, and graduation.

Minimum Threshold: At least 50% of graduate counseling students will come from backgrounds that are historically disadvantaged and/or historically underrepresented within our program

2023-2024 student body: **48.8%** of graduate counseling students are from backgrounds that are historically disadvantaged and/or historically underrepresented within our program

2023-2024 Student demographic data

	Number enrolled	Percent of Program
First-generation	12	27.9%
Rural	12	27.9%
BIPOC	6	14%
Hispanic	2	4.7%
International	2	4.7%
Total Underrepresented	21	48.8%
Total Students	43	100%

Note that the “Total Underrepresented” row is not a sum of the prior rows because some students carry multiple intersectional identities and are represented more than once on the table.

Trends:

Out of the 43 students who were enrolled during the program census on the 10th day of Fall classes, 21 students (48.8%) were from backgrounds that are historically disadvantaged and/or historically underrepresented within our program.

Over the past few years, the percentage of students in the program from historically disadvantaged/underrepresented backgrounds has been between 40-55%. There are more BIPOC students enrolled this year than in prior years (N=2 (2021-22), 2 (2022-23), 6 (2023-24)). There has been a slight decrease in number of students from rural backgrounds this year (N=14 (2021-2022), 14 (2023-2023), 12 (2023-24)) and a slight increase in first-generation students (N=9 (21-22), 9 (22-23), 12 (23-24)).

In the 2022-2023 academic year, 41.46% of students (17 out of 41) were from historically disadvantaged or underrepresented backgrounds. In 2021-2022, 55.56% of students (20 out of 36) were from historically disadvantaged or underrepresented backgrounds.

See the DEIB plan on the [Evaluation page](#) of our website for definitions, action plans, and other information.

5. The EMU graduate counseling program will maintain and develop new high quality partnering practicum and internship site placements, especially placements that serve high need and high demand (rural and medically underserved) [HN&HD] communities.

Minimum Threshold: Maintain partnerships with 30 existing experiential training sites serving in high need and high demand communities

Number of established partnership sites willing to accept interns for Fall 2023: **39**

Number of established partnership sites willing to accept practicum students for Spring 2024: **23**

100% of practicum and internship students were placed at an appropriate fieldwork site by the beginning of their course.

Trends:

Practicum and internship students selected different sites in 2023-2024 than the sites that were most common in prior years. Some of that change may be driven by a different demand across partnering site placements, and some of it is perhaps driven by student preferences. The EMU graduate counseling program also revised and improved site supervision requirements, resourcing, and training which supported students by connecting them with high quality supervisors. Additionally, 7 sites indicated that they were interested in hosting our practicum or internship students in future years, but couldn't for 2024 (primarily because they didn't have any openings).

Our benchmark goal is to have 100% of practicum and internship students placed at an appropriate fieldwork site by the beginning of their course. This goal has been met consistently over the past few years.

6. The EMU graduate counseling program prepares students to effectively provide professional counseling in high need and high demand (rural and medically underserved) [HN&HD] areas.

Minimum Threshold: At least 85% of MAC Program trainees from each graduating cohort will practice in HN&HD areas upon graduation.

Class of 2023 alumni employment in HN&HD areas: **84.6%**

Trends:

For the class of 2023, 11 out of 13 graduates were working in HN&HD areas as of January 2024 when they were surveyed. For the class of 2022, 3 respondents said they work in rural/medically underserved areas (n=9 survey responses (2 of whom were not working at the time), out of 12 graduates). This low rate of employment in rural/medically underserved areas may reflect a misunderstanding of the HRSA definition (the definition favored by the EMU graduate counseling program) of rural and medically underserved areas by respondents. Future surveys will address this confusion, and can be double checked using the HRSA HPSA finder tool online.

Graduate Outcomes

Pass rate on credentialing examinations: 80%

80% of EMU Graduate Counseling students who took the National Clinical Mental Health Counseling Examination (NCMHCE) in Virginia in 2021 passed the exam. The Virginia Board of Counseling provides this information annually, and the data from 2021 is the most recent. The overall NCMHCE pass rate in Virginia in 2021 was 60%. Our benchmark goal is that 75% of the graduates who take the NCMHCE pass each year. Additionally, the class of 2023 were asked in the January 2024 survey if they had taken the exam and if they had passed on the first try. Four out of 5 (80%) had taken the exam and passed on the first try at time of the survey.

Degree completion rate for 2020-2024 cohort: 77.78%

Our benchmark goal is that 80% of students will complete the program within 4 years. See program objective #3 above for trend analysis.

Employment and doctoral admission rate: 100% for class of 2023

Our benchmark goal is that out of all program graduates actively seeking employment as professional counselors, 75% are employed within three months of graduation and 90% are employed within nine months. For the class of 2023, 10 out of 13 graduates (76.9%) were employed within 3 months, and 13 out of 13 (100%) were employed within 9 months.

Additional demographic data and analysis

Student demographic data for the 2023-2024 academic year is discussed in program objective #4 above. The tables below show demographic data for the most recent graduating cohort, applicants, current faculty, and applicants for open faculty positions. Please note that the "Total Underrepresented" row is not a sum of the prior rows because some individuals carry multiple intersectional identities and are represented more than once in the table.

Applicant demographic data for Fall 2024

	Completed Application	Applicant Accepted Enrollment	Percent Enrolling
First-generation	12	6	50%
Rural	9	6	66.67%
BIPOC	5	4	80%
Hispanic	1	1	100%
International	3	2	66.67%
Total Underrepresented Applicants	21	13	61.9%
Total Applicants	34	19	55.88%

Notes:

The third column of the table shows the applicants who accepted enrollment for Fall 2024. It does not include students who were accepted but deferred enrollment until Fall 2025. The table also does not include a breakdown to differentiate between withdrawn applications and denied admissions, but this analysis has been discussed by faculty.

Trends:

In 2024 there were fewer applicants of color compared to 2023 and 2022. There were roughly the same number of first-gen and rural applicants this year as last year. The number of Hispanic applicants has been consistently low over the past few years. The advertising and outreach work that our student ambassadors do each fall is key to maintaining and raising these numbers.

The Graduate Counseling program focuses on preparing students for LPC licensure in Virginia and the US more broadly. The vast majority of applicants have historically been US citizens who plan to remain in the US. Two international applicants (either permanent residents or international students) accepted enrollment this year, and 2 were accepted last year as well. We continue to work closely with EMU International Student Services to meet the needs of these students.

Graduate demographic data for 2020-2024 cohort (graduated across 2022, 2023, 2024)

	Enrolled	Graduated	Percent Graduated
First-generation	3	3	100%
Rural	6	5	83.33%

BIPOC	2	1	50%
Hispanic	0	0	–
International	1	0	0%
Total Underrepresented	10	7	70%
Total (entire cohort)	18	14	77.78%

Trends:

We don't have much long term data on graduate cohort demographics because there is a 4-year timespan from enrollment to graduation. Additionally, older applicant data before 2019 was stored on paper and has not been digitized.

Compared to the 2019-2023 graduate cohort, most of the percentages remain the same. The main difference is that the percent of BIPOC students graduating in the 2019-2023 cohort was 100% compared to the 50% graduating in the 2020-2024 cohort. This difference is primarily due to the small sample size (1 out of 2 graduating rather than 2 out of 2).

2023-2024 Full-time faculty demographic data

	Number Employed	Percent of Faculty
First-generation	0	0%
Rural	1	25%
BIPOC	0	0%
Hispanic	0	0%
International	0	0%
Total Underrepresented	1	25%
Total Faculty	4	100%

Trends:

100% of full-time faculty who were employed in 2022-2023 were retained in 2023-2024. The program has had good faculty retention over the past few years, which means that there have not been open full-time faculty positions to fill. Diversifying faculty is one of our current goals, and students have mentioned the need for more diverse faculty in feedback sessions with the program director.

Applicants for fall 2024 open faculty position

	Applied	Percent of Applicants
BIPOC	2	66.67%
Hispanic	0	0%
International	1	33.33%
Total Underrepresented	2	66.67%
Total Applicants	3	100%

Trends:

During 2023-2024 we accepted applications for a non-tenure track assistant professor position. All three applicants were then interviewed by the current faculty. We did not collect information about whether applicants were first-generation students or were from a rural background, so that information is not included in the table above. Our candidate of choice will be joining the department in Fall 2024.

Major Program Changes and Modifications

May 2023 to May 2024

- Department updates:
 - Replaced TVs with ipad stands for recording in counseling labs
 - Created self-care room
 - Changed furniture layout and purchased new items based on student suggestions
 - Upgraded the free student library in room 025
 - Added new sand tray play materials in the Expressive Arts room
- Switched to digital Mastery Competency Portfolios for incoming students in fall 2024
- Created advisory committee comprised of local clinicians working in a variety of settings
- Added a few new competency assignments to the Mastery Competency Portfolios
- In conjunction with the Associate Dean of Eastern Mennonite Seminary (under EMU) and a partnering faculty member at Yale, applied for and received Lilly Grant for Restoring Connections Lab

Upcoming

- Instituting first-year mentoring in Summer 2024
- Instituting additional supports for conditionally admitted students in Fall 2024
- Beginning Cultural Oases project, funded by an EMU DEI grant
- Changing admissions deadline from March 1 to January 15 for 2025
- Surveying employers every other year instead of annually to avoid survey fatigue

Survey feedback

From recent graduates, site supervisors, employers, advisory committee, and students

Below are consistent themes related to open ended questions asked of site supervisors, recent graduates, employers, students, and our advisory committee. Recent graduates and current students are asked directly about the program, while site supervisors and employers are asked about the strengths of their supervisee or employee. The advisory committee was asked about current needs they see in the community and what the program can focus on or improve to meet those needs. Current students primarily give feedback during in-person feedback sessions with the program director, or through shorter surveys about specific program procedures and modifications.

Qualitative themes about program strengths:

Focus on inner work, professional identity, and multicultural awareness (recent grads and students)

Faculty create a very supportive environment (recent grads and students)

Interns are open to feedback and eager to learn (site supervisors)

Solid foundational knowledge to enter the field with confidence (recent grads)

The courses, particularly Internship, Supervision, and both Multicultural classes (recent grads)

Sense of safety and community (students)

Qualitative themes about possible program improvements:

Training about the business side of counseling (recent grads and advisory committee)

More training on progress notes and clinical writing (site supervisors and recent grads)

A class on geriatric populations (advisory committee)

A class on sexuality (recent grads and students)

Ways for students to connect and get to know each other across cohorts (students)

More clarity and faculty responsiveness around competency portfolio (students)

Additional supports for students pursuing a doctorate (advisory committee)

Qualitative themes about the program mission statement:

All parts of the mission statement are important and covered throughout the program (recent grads)

Counselor identity formation, reflective self-awareness, multicultural development, and social justice stand out as very important (students and recent grads)

Maybe "exploration of diverse value systems" would be more accurate than "exploration of spirituality and values" (students)

Faculty responses to feedback

- Faculty discussed offering more information about the business responsibilities involved in running a practice. Some of this information is already covered in the PIFE course, but a Moodle folder of resources or an additional summer workshop might be useful. Faculty expressed concerns that students in their final year are already absorbing a lot of information, so adding this topic to a course might be overwhelming or might not be remembered. Additional planning would be required to be able to continuously offer current information on these topics.

- Faculty discussed adding a note-writing requirement to the practicum and internship courses. For 2024-2025, there will be a note writing requirement on the session background forms for both practicum and internship.
- Faculty agreed that preparing students to work with geriatric patients is even more essential now that LPCs can accept Medicare. COUN 507: Professional Identity, Function, and Ethics should include more discussion of Medicare. Additionally, a greater number of site placements with retirement communities can be sought if such partnering sites begin hiring LPCs qualified to supervise EMU graduate counseling practicum/internship students.
- The proposed Innovations in Counseling course for spring 2024 would have included 3 class periods about sexuality and sexual health. The class did not run because the minimum enrollment number was not reached. Faculty discussed offering a 1 credit elective course specifically about sexuality and sexual health. These types of classes can only run if enough students register for them.
- The first-year mentoring program will begin in summer 2024. Returning students volunteer to be paired with an incoming student in order to mentor them during their first year in the graduate counseling program. Faculty anticipate that this will foster connections across cohorts.
- Faculty discussed varied rates of returning graded work and resolved to have each faculty member return assignments promptly, especially MCP assignments. Faculty will review students' Mastery Competency Portfolios during advising, admission to internship, and admission to graduation. Additionally, the Professional Practice Coordinator will offer more orientation to the capstone process for any affiliate faculty who might teach COUN 690: Internship 2 in the future.
- In order to support students who are pursuing a doctoral degree, faculty proposed the creation of an independent study research class. Students would be informed of this option when they begin the program and could choose to take the course if they were interested.

Quantitative results

Response rate

Recent Graduate	Supervisor	Employer
12/13= 92.3%	10/24= 41.7%	1/10= 10%

Recent graduates

How would you rate the overall quality of your counselor training experience with EMU?

(1= Poor, 5= Excellent)

Average: 4.83

After graduating, how prepared were you to meet the standards of professional engagement in the field?

(1= Not prepared, 5= Well prepared)

Average: 4.67

After graduating, how prepared were you to meet the needs of your clients?
 (1= Not prepared, 5= Well prepared)

Average: 4.17

How well do you feel the program prepared you to practice with multicultural sensitivity and humility?
 (1= Not well at all, 5= Very well)

Average: 4.5

How well do you feel the program prepared you to counsel within other worldviews different from your own?

(1= Not well at all, 5= Very well)

Average: 4.5

On a scale of 1-5, please rate your experience with the following in EMU's Graduate Counseling program

(1=Poor, 2=Mediocre, 3=Fair, 4=Good, 5=Excellent)

Program Components	Mean
Individual supervision	4.58
Group supervision	4.66
Class assignments and projects	4.33
Ethical behavior of faculty/staff	4.83
Knowledge/skills of professors	4.92
Program policies and procedures	4.83
Willingness of faculty and advisers to work with students on personal and professional development	4.83

Employers

How many students from EMU's MA in counseling program have you had the opportunity to supervise/observe?

Average: 6

How prepared do you feel our graduates are to meet the standards of professional engagement as this applies to your agency?

(1= Not prepared, 5= Exceptionally prepared)

Average: 5

How prepared do you feel our graduates are to meet the needs of their clients?

(1= Not prepared, 5= Exceptionally prepared)

Average: 5

Using a scale of 1 to 5, how would you rate the multicultural competence and sensitivity of our graduates?

(1= Very Poor, 5= Excellent)

Average: 4

Supervisors

How many students from EMU's MA in counseling program have you had the opportunity to supervise/observe?

Average: 4

How prepared do you feel our students are to meet the standards of professional engagement as this applies to your agency?

(1= Not prepared, 5= Exceptionally prepared)

Average: 4.4

How prepared do you feel our students are to meet the needs of their clients?

(1= Not prepared, 5= Exceptionally prepared)

Average: 4.3

Using a scale of 1 to 5, how would you rate the multicultural competence and sensitivity of our students?

(1= Very Poor, 5= Excellent)

Average: 4.5

Review of DEIB plan

The full faculty reviewed and unanimously approved the 2024-2025 EMU Graduate Counseling DEIB Plan with minor revisions, including grammatical edits and word choice. One such suggestion was to revise the mission statement in the following way: "We strive to achieve the highest standards of training for clinical mental health counselors, emphasizing applied clinical skill and professional readiness, counselor identity formation, service to the underserved, multicultural development and awareness, social justice through advocacy, reflective self-awareness, and exploration of spirituality and diverse values within a community environment". This recommendation is consistent with 2023-2024 survey feedback on the mission statement and will be considered during the next review of the EMU graduate counseling mission statement (3 year cycle, 2026-2027).

See the DEIB plan on the [Evaluation page](#) of our website.