

**2025 Program Evaluation External Report**  
Graduate Counseling Program  
May 2024 – May 2025

**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 2025 graduation achievement: **87.5%** of graduating students met competency requirements for all Mastery Competency Portfolio assignments in all 9 focus areas

**Goal Not Met**

**Competency pass rates for 2024-2025**

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	Greater training on use of APA style. Comes up every year, and activities to provide greater instruction in APA have been marginally successful.

			Further training on writing a literature review well - Dr. Mary Ann Zehr
COUN 509: Supervision and Consultation, Supervision Experience, Paper, and Presentation	100%	3	No action needed
<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 507: PIFE, IDI Reflection Paper; 610: Advanced Multicultural, IDI Reflection Paper;	100%	3	No action needed
COUN 610: Advanced Multicultural Counseling - Case Conceptualization and Written Treatment Plan	100%	2	Could be more granular
COUN 607: Multicultural Counseling, Multicultural Advocacy Project Plan	100%	3	No action needed
COUN 610: Advanced Multicultural Counseling Advocacy Project Implementation	100%	3	No action needed
<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 needed
COUN 617: Children and Adolescents, Presentation	100%	3	This competency meets evaluation needs well
<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%	3	The assignment was beneficial based on student course evaluation feedback and student performance. Dr. Horst connected this to the Career course for students who completed COUN 507 in FA23.

COUN 528: Practicum, Paper of Readiness	100%	3	No action needed
COUN 637: Career Development, Professional Development Dossier	100%	3	Move the due date sooner in the semester so that students have materials for job applications sooner.
<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	94.4%	2	Need a procedure for competency revisions when students score below benchmark.
COUN 547: Counseling Theories, Final Paper	100%	3	This competency meets evaluation needs well
COUN 518: ICP, Clinical Skill Demonstration	100%	2	Reassess benchmark competency score criteria. Consider “3” instead of “2” to measure growth from COUN 508 to COUN 518 on the same instrument. Need a procedure for competency revisions when students score below benchmark.
<u>F: Group Counseling and Group Work</u> 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	No action needed
COUN 627: Marriage and Family Counseling, Genogram and Analysis	100%	3	No action needed
<u>G: Assessment and Diagnostic Processes</u> 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 2024)	100%	2	Instruments need to be updated (e.g. MMPI-2 is still used in place of the MMPI-3). Suggest budgeting for updated assessment instruments for SU26. Consult with the course instructor and program director.

COUN 530: Adv. Psychopathology, Case Conceptualization and Treatment Plan	93.8%	3	This competency meets evaluation needs well
COUN 697: Addictions Counseling, Case Study	100%	3	No action needed
<u>H: Research and Program Evaluation</u> 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 (score from Summer 2024)	100%	2	The addition of this assignment served students well. Student evaluations reflected a need for more instruction on program evaluation to better support work on this assignment. Suggest adding an additional module or enhanced activities/instruction for SU26.
COUN 536: Counseling Research and Program Evaluation, Research Literature Review	100%	3	No action needed
<u>5.C. Clinical Mental Health Counseling</u> 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%	2	CAS requires revamping - work is ongoing
COUN 689 Internship 1, CAS Supervisor	100%	2	CAS requires revamping - work is ongoing
COUN 690: Internship 2 CAS Supervisor	93.3%	2	CAS requires revamping - work is ongoing
COUN 690: Internship 2, Capstone Paper and Presentation	100%	3	No action needed

#### Trends:

In 2025, 87.5% of graduating students met competency requirements for all Mastery Competency Portfolio assignments in all 9 focus areas. This is a slight improvement from 2024 when 85.7% of graduating students met competency requirements for all MCP assignments in all 9 focus areas, but it is still below our minimum threshold goal of 90%.

The Professional Practice Coordinator is currently updating the CAS, which will hopefully improve the CAS scoring system and low scores. In response to student feedback, in spring 2026 we will combine practicum sections for about 30 minutes for the instructional portion of class, then split into sections for tape review to ensure that the same material is covered for all students.

**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.

**Goal Met**

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

**Goal Met**

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.

	<b>Averages- Spring 2025</b>	
<b>Professional Dispositions</b>	<b>Admission to Internship</b>	<b>Admission to Graduation</b>
Conscientiousness	4.41	4.27
Self-Awareness	4.5	4.19
Coping and self-care	4.32	4
Interpersonal skills	4.45	4.16
Ethical Behavior	4.5	4.28
Emotional Stability	4.32	4.16
Moral Reasoning	4.45	4.28
Openness	4.5	4.34
Cultural Sensitivity	4.27	4.13
Cooperativeness	4.41	4.28

## Trends

All students assessed during Admission to Internship or Admission to Graduation this year displayed appropriate counselor professional dispositions. There is a slight decrease in scores for Admission to Graduation compared to Admission to Internship because the expectations are higher and the threshold for success has moved. For some students, concerns in areas like Coping and Self Care surface more during their final year in the program due to program rigor and outside stressors.

### **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

2021-2025 cohort completion rate: **82.35%**

#### **Goal Met**

##### 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 (2020-2024) was 77.78%. We are now meeting our minimum threshold goal of an 80% graduation rate.

Fall 2024 Retention rate: 89.66%

##### 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 as 2nd or 3rd year students. 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 2023 retention rate was 92.3%.

### **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

Total 2024-2025 enrolled students: 45 students were matriculated during the program census on the 10th day of Fall classes.

Total historically disadvantaged or underrepresented: 28 students

2024-2025 student body: **62.2%** of graduate counseling students are from backgrounds that are historically disadvantaged and/or historically underrepresented within our program

#### **Goal Met**

**2024-2025 Student demographic data**

	Number enrolled	Percent of Program
First-generation	15	33.3%
Rural	15	33.3%
BIPOC	8	17.8%
Hispanic	3	6.7%
International	4	8.8%
Total Underrepresented	28	62.2%
Total Students	45	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 chart. Data is based on questions in the EMU graduate program application form. The BIPOC statistic is based on a question asking students to identify their race and does not include Hispanic ethnicity, which is addressed in a separate question.

**Trends:**

In 2023-2024, 48.8% of graduate counseling students were from backgrounds that are historically disadvantaged and/or historically underrepresented within our program. We are now meeting our minimum threshold goal that at least 50% of graduate counseling students will come from backgrounds that are historically disadvantaged and/or historically underrepresented within our program.

The numbers of first-generation students in the program has had a steady increase over the last few years (N=9 (2021-22), 8 (2022-23), 12 (2023-24), 15 (2024-25)). The number of BIPOC students has continued to increase (N=2 (2021-22), 2 (2022-23), 6 (2023-24), 8 (2024-25)), as has the number of Hispanic students (N=1 (2021-22), 0 (2022-23), 2 (2023-24), 3 (2024-25)). The number of students from rural backgrounds has dipped before but increased this year (N=14 (2021-22), 13 (2022-23), 12 (2023-24), 15 (2024-25)).

See DEI plan for definitions 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 2024: **41**

Number of established partnership sites willing to accept practicum students for Spring 2025: **19**  
**Goal Met**

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

Trends:

Interns in 2024-2025 chose similar clinical sites as interns last year. This year, 3 out of the 11 practicum students chose sites that we haven't partnered with before, which is a larger proportion than usual. This shift, combined with student feedback, has prompted faculty to make changes to the timeline for finding sites. While we continue to maintain partnerships with high quality internship and practicum sites, some students choose to find their own sites due to location or distinct professional goals. In fall 2025, we will hold the practicum informational meeting earlier in the fall semester so students have more time to find sites before beginning practicum in the spring semester.

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 and was met again for 2024-2025.

#### **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 2024 alumni employment in HN&HD areas: **92.9%**

13 out of 14 graduates were working in HN&HD areas as of January 2025 when they were surveyed

**Goal Met**

Trends:

When the class of 2023 was surveyed, 11 out of 13 respondents (84.6%) said they were working in rural/medically underserved areas. This consistency is encouraging. Many graduates end up working at their former internship site (or one of our other partnering sites) after graduation, so program objective #5 plays a part in this success as well.

### **Graduate Outcomes**

Pass rate on credentialing examinations: 80%

Our benchmark goal is a 75% pass rate. The current pass rate of 80% is from 2021, which is the most up-to-date information currently available from the Virginia Board of Counseling reports. Only 3 out of 14 alumni from the class of 2024 had taken the exam at the time of the survey, but all 3 (100%) passed on the first try. Until July 2024, only the NCMHCE exam counted toward VA credentialing. As of 7/1/2024, applicants can choose to take the NCE exam



instead of the NCMHCE. The VA Board of Counseling does not have pass rates for the NCE exam yet.

Degree completion rate for 2021-2025 cohort: 82.35%

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 2024

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 2024, 12 out of 13 graduates who were seeking employment as professional counselors (85.7%) were employed within 3 months, and 13 out of 13 (100%) were employed within 9 months of graduation.

### **Additional demographic data and analysis**

Student demographic data is discussed for program objective #4 above. The tables below show demographic data for applicants, the most recent graduating cohort, current faculty, and applicants for open faculty positions.

#### **Applicant demographic data for Fall 2025**

	Completed Application	Applicant Accepted Enrollment	Percent Enrolling
First-generation	7	3	42.9%
Rural	10	6	60%
BIPOC	2	1	50%
Hispanic	3	1	33%
International	3	1	33%
Total Underrepresented Applicants	15	7	46.7%
Total Applicants	30	18	60%

Notes: The table does not include a breakdown to differentiate between withdrawn applications and denied admissions, but this analysis has been discussed by faculty. 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 chart. The table includes late applicants who were offered interviews in May.

Trends:

The number of first-generation applicants have decreased since the last 2 years (N= 11 (2022-23), 12 (2023-24), 7 (2024-25)), as has the number of BIPOC applicants (N= 8 (2022-23), 5 (2023-24), 2

(2024-25)). The number of rural applicants has remained fairly steady (N= 9 (2022-23), 9 (2023-24), 10 (2024-25)). The percentages of underrepresented students enrolling in the program have generally decreased since last year. This is partially due to the small sample size, as well as some applicants withdrawing their application due to financial pressures or acceptance at other schools. In fall 2025 we plan to update our recruitment strategies to better reach prospective students in these categories.

**Graduate demographic data for 2021-2025 cohort (graduated across 2023, 2024, 2025)**

	Enrolled	Graduated	Percent Graduated
First-generation	6	4	66.67%
Rural	7	5	71.43%
BIPOC	0	0	-
Hispanic	0	0	-
International	0	0	-
Total Underrepresented	10	7	70%
Total (entire cohort)	17	14	82.35%

**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. The graduation rate for the 2019-2023 cohort was 94.44% and graduation rate for the 2020-2024 cohort was 77.78%.

**2024-2025 Full-time faculty demographic data**

	Number Employed	Percent of Faculty
First-generation	1	20%
Rural	1	20%
BIPOC	1	20%
Hispanic	0	0%
International	0	0%
Total Underrepresented	2	40%
Total Faculty	5	100%

**Notes/trends:**

100% of full-time faculty who were employed in 2023-2024 were retained in 2024-2025. During 2023-2024 we accepted applications for a non-tenure track assistant professor position. In fall 2024, Dr Tamika Jackson joined the department. There were no full-time faculty positions open during the 2024-2025 academic year.

## **Major Program Changes and Modifications**

### **May 2024 to May 2025**

- Hired and trained 5 student employees to work in the Restoring Connections lab, funded by the Lilly Grant
- Instituted first-year mentoring in Summer 2024
- Instituted supplementary advising for conditionally admitted and first-generation students in Fall 2024
- Began Cultural Oases project, funded by an EMU DEI grant
- Changed admissions deadline from March 1 to January 15 for 2025
- Dr. Tamika Jackson joined the department in Fall 2024
- Added 3 students to the Advisory Committee
- Offered Sexual Health elective in Spring 2025
- Disbursed MAC Grant awards to 7 students, with preference given to BIPOC students
- Closing out current HRSA grant or applying for a No-Cost Extension in Year 5 if not awarded a competing continuation.
- Applied for a new HRSA grant for 2025-2029. Award notifications anticipated in June.

### **Upcoming**

- Offering Jungian Dream Analysis elective in Fall 2025
- Planning for additional electives related to student interest (e.g. spirituality and religion in counseling).
- Dr. Czyszczon on sabbatical in spring 2026
- CACREP site visit in the fall
- Student-led creation of a community care committee
- Starting in spring 2026, we will combine practicum sections for about 30 minutes for the instructional portion of class, then split into sections for tape review.
- Examining semester hour requirements for select required courses (i.e. COUN 610: Advanced Multicultural Counseling, COUN 617: Counseling Children and Adolescents) based on student feedback and faculty observations

## **Survey feedback**

From Alumni, 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 supervisor 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:**

*Graduates are professional and well-prepared clinically* (site supervisors and employers)  
*Graduates are open to feedback and have a growth mindset* (site supervisors and employers)  
*In-person, cohort model creates strong bonds with classmates* (alumni and students)  
*Intentionality of coursework and emphasis on inner work* (alumni and students)  
*Hands-on experiential learning throughout program* (advisory committee and alumni)  
*Faculty genuinely care about students* (alumni and students)  
*Strong emphasis on multicultural sensitivity and competency* (alumni, students, site supervisors)

**Qualitative themes about possible program improvements:**

*Training about the business side of counseling and private practice* (alumni and employers)  
*Training focused on working with kids, their parents, and schools* (alumni and advisory committee)  
*More training on writing treatment plans and progress notes* (site supervisors, students, alumni)  
*Additional help finding practice sites and navigating conflict at sites* (students)  
*Ways for students to connect and get to know each other across cohorts* (students)  
*More clarity and faculty responsiveness around competency portfolio assignments* (students)  
*Electives or required courses about telehealth, sexual health, and trauma* (alumni, students, site supervisors)  
*Info session or community support group to address the political climate and the role of counselors* (students and advisory committee)

**Qualitative themes about the program objectives:**

*Hands-on experiential learning really supports program objectives 1-2* (advisory committee and alumni)  
*Could add emphasis on preparing graduates for licensure* (advisory committee)  
*Focusing on diversity is important, objective #4 could be more specific and/or diversity could be mentioned more in the other objectives* (alumni, advisory committee)  
*Could add an objective about inner work and personal growth* (alumni)  
*Program is doing well with objective #3 by not requiring competency exams, applying for grants that provide financial support to students* (advisory committee, alumni)

**Faculty responses to feedback**

- Faculty agree that some textbooks need to be updated. This year faculty will adopt new textbooks in classes like Counseling Techniques and Practicum.
- Faculty acknowledge that there is currently some inconsistency in practicum quality and it would be good to provide more uniformity in what content is covered. Starting in spring 2026, we will combine practicum sections for about 30 minutes for the instructional portion of class, then split into sections for tape review. This will help ensure that every student gets the same basic information, in accordance with Program Objective 1.
- Some student feedback said that there were not enough professional practice site options in certain cities/counties, and that not enough of the site options were private practice. Part of our

Program Objective 5 is to prioritize placements serving high need/high demand communities. As such, we focus on maintaining partnerships with sites that are community behavioral health centers, specialty clinics, and other community-based organizations rather than private practices. However, faculty acknowledge that the timeline for finding sites could be improved. In response to survey feedback, in the fall of 2025 we will hold the practicum informational meeting earlier in the fall semester so students have more time to find sites before beginning practicum in the spring semester.

- We consistently hear from site supervisors and employers that our students and alumni are well-prepared clinically and are open to feedback. Faculty members expressed appreciation for this feedback, noting that it provides evidence of alignment with Program Objectives 1 and 2.
- Based on feedback from site supervisors, students, and alumni, faculty have added additional resources about writing treatment plans, writing progress notes, and working in private practice to the online learning portal. All students enrolled in practicum or internship have access to these materials. Faculty are also considering creating a repository of licensure study materials that can be accessed after a student graduates. This aligns with Program Objective 1.
- Alumni regularly say that the focus on multicultural sensitivity was a highlight of the program and a key part of their training. Site supervisors and employers also consistently say that our students and alumni are competent when working with clients from backgrounds different from their own. This shows that we are successfully cultivating a learning community that “values diversity, equity, inclusiveness, and belonging” as stated in Program Objective 4. Students and community partners have also suggested other ways to improve: inviting more guest speakers who are BIPOC/other minority identities, additional mentorship and community-building opportunities, and more training about multicultural humility when students begin the program. Faculty will work to implement some of these suggestions in order to better achieve Program Objective 4.
- During the August 2025 department retreat, faculty will review a new draft of the program objectives that incorporates feedback from our advisory committee and alumni.
- Faculty agree that grading can be inconsistent across courses and will work to address this. There will be renewed efforts to return graded assignments in a timely manner in order to better meet Program Objective 3.
- Faculty will look into resources to help students and their communities cope with the sociopolitical climate, especially as it pertains to counselors/counselors in training.

## Quantitative results

### Response rate

Alumni	Supervisor	Employer
14/14= 100%	12/22 = 54.5%	3/15= 20%

### **Alumni Responses**

(N=14) Class of 2024

How well do you feel that these program objectives reflect your experiences in the EMU Graduate Counseling Program?

5- Extremely Well (71.4%)

4- Well (14.3%)

Left blank (14.3%)

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

5- Excellent (92.9%)

4- Above average (7.1%)

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

5- Well prepared (71.4%)

4- More than Adequately Prepared (28.6%)

After graduating, how prepared were you to meet the needs of your clients?

5- Well prepared (57.1%)

4- More than Adequately Prepared (42.9%)

How well do you feel the program prepared you to practice with multicultural sensitivity and humility?

5- Very Well (35.7%)

4- Well (57.1%)

3- Adequately (7.1%)

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

5- Very Well (64.3%)

4- Well (35.7%)

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

A. Individual supervision

5- Excellent (85.7%)

4- Good (14.3%)

B. Group supervision

5- Excellent (64.3%)

4- Good (28.6%)

3- Fair (7.1%)

C. Class assignments and projects

5- Excellent (57.1%)

4- Good (35.7%)

3- Fair (7.1%)

D. Ethical behavior of faculty/staff

5- Excellent (92.9%)

4- Good (7.1%)

E. Knowledge/skills of professors

5- Excellent (85.7%)

4- Good (7.1%)

3- Fair (7.1%)

F. Program policies and procedures

5- Excellent (85.7%)

4- Good (14.3%)

G. Willingness of faculty and advisers to work with students on personal and professional development

5- Excellent (78.6%)

4- Good (21.4%)

**Site Supervisor Responses**

(N= 12)

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

5- Well prepared (58.3%)

4- More than Adequately Prepared (41.7%)

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

5- Well prepared (25%)

4- More than Adequately Prepared (58.3%)

3- Adequately Prepared (16.7%)

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

5- Excellent (33.3%)

4- Good (58.3%)

3- Fair (8.3%)

How well do you feel that these program objectives reflect your experiences in the EMU Graduate Counseling Program?

5 - Extremely Well (58.3%)

4- Well (25%)

3- Adequately (16.7%)

### **Employer Responses**

(N=3)

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

5- Well prepared (33.3%)

4- More than Adequately Prepared (66.7%)

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

5- Well prepared (33.3%)

4- More than Adequately Prepared (66.7%)

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

5- Excellent (66.7%)

4- Good (33.3%)

From your experiences with EMU graduates, how well do you feel these program objectives are executed?

5- Extremely well (100%)

### **Student Responses**

Quantitative data from student survey (N=15)

How would you rate the overall quality of your advising meetings?

5- Excellent (93.3%)

4- Good (6.7%)

Rate your level of agreement with the following statements:

A. It is easy to schedule meetings with my advisor

5- Strongly agree (73.3%)

4- Agree (6.7%)

1- Strongly disagree (20%)

B. Having a required advising meeting each semester is useful

5- Strongly agree (66.7%)

4- Agree (13.3%)

1- Strongly disagree (20%)

C. When I have questions about course planning or other academic matters, my advisor is able to help



- 5- Strongly agree (80%)
- 1- Strongly disagree (20%)

D. My advisor cares about my academic performance

- 5- Strongly agree (80%)
- 1- Strongly disagree (20%)

E. My advisor cares about me personally

- 5- Strongly agree (66.7%)
- 4- Agree (13.3%)
- 1- Strongly disagree (20%)

*Note: it is possible that some students didn't understand the rating scale. In the question before it, all 15 students said their advising meetings were excellent or good. But 3 of them put "Strongly disagree" for the statements in this question. They didn't include any negative comments when asked for qualitative feedback in the following question. We plan to review this part of the survey next year for clarity and revise as needed.*

Rate your level of agreement with the statements below. If you have not yet started practicum, please select N/A

A. I knew what steps to take to find a site placement

- 5- Strongly agree (33.3%)
- 4- Agree (40%)
- 0- N/A (26.7%)

B. It was easy to find a site placement

- 5- Strongly agree (6.7%)
- 4- Agree (33.3%)
- 3- Neither agree nor disagree (13.3%)
- 2- Disagree (6.7%)
- 1- Strongly disagree (6.7%)
- 0- N/A (33.3%)

C. I had sufficient faculty support while trying to find a site placement

- 5- Strongly agree (33.3%)
- 4- Agree (26.7%)
- 3- Neither agree nor disagree (6.7%)
- 0- N/A (33.3%)

### **Advisory committee feedback**

From virtual meeting (6 out of 9 in attendance) and related survey (N=1). Some questions were asked in both the meeting and the survey, some were just in one. The advisory committee is composed of community partners and student representatives from the Graduate Counseling program.

From your experiences with EMU students or your experiences in the program, how well do you feel these program objectives are executed? Are there any program objectives that stand out to you as particularly important? Why those parts?

- I feel confident with objectives #1 and #2. Counseling techniques and practice are covered well in the first year of the program. The experiential learning nature of the program is really effective and prepares graduates well. Graduates are comfortable and make clients feel comfortable.
- It seems like the goal of the program is to build better humans. If a student does the work (inner work and coursework), they can graduate. This feels like it matches program objective #3 about reducing barriers to graduation. Some other programs have barriers like competency exams and stats classes that can be a barrier.
- Gatekeeping is a strength of the program. Students trust that faculty are making the right gatekeeping choices.

What thoughts or recommendations do you have for us to better meet our program objectives?

- Maybe more preparedness for diagnostics and different approaches for different disorders. This may have improved since I've graduated, but just a thought from my experience waaaaay back when!
- Maybe the department could send a package of licensure exam study materials with students when they graduate. It is good that faculty don't teach to the licensure exam since it isn't reflective of real work with clients, but graduates could use a few more resources.
- Need to address how to make diverse students feel like they belong. Mentoring is a big part of it. We should focus on rich and diverse partnerships with sites. Some students have had to go outside of the site list to find a placement. The focus should be on training quality counselors who are going to enrich the communities we are serving.
- Part of what helps graduates be prepared for licensure is having a good supervisor in residency. It was nice when the department hosted a supervisor training years ago and that would be good to do again.

Is there anything that you think should be added to the program objectives?

- It feels like we are doing objective #2 well and interns are showing up with clients well. Maybe we could change the wording to "culturally appropriate counselor professional dispositions".
- It would be good to define and provide clarity for objective #4. It is nice to say we are cultivating diversity, but how are we doing it?
- Could maybe add something about "helping prepare graduates for licensure" or that graduates are "well-prepared for licensure in VA and beyond".

What are some of the most pressing mental and behavioral health needs you encounter in our communities?

- More work with KIDS. There is such a high need. Counseling students should know how to support in school systems. They need to know what things are going on in local schools and what to do about it.
- There is an uptick of unrest in LGBTQ clients. Sometimes there is pushback on the political neutrality of counselors, particularly from trans clients and immigrants that say they need to talk about these issues. Counselors need to make space for clients to talk about those things.
- Counselors may need to focus on using a different part of their counseling brain to meet clients where they are. Lately people want resources and want to know what to do instead of doing deep work. Helping them feel safe is important before you can do depthful work.
- The program could do more on the community front and teach about what it means to be a community counselor. This could look like adding new trainings or tabling at community events to destigmatize counseling and give out information.
- Faculty need to have conversations about ethics and social media presence with students. It can be hard to set boundaries with young clients who may want to call late at night. Yes, counselors should be in the community but also be aware of ethics and teach students about how ethics applies to their online lives.

Which components of counselor training feel most important to prepare new clinical mental health counselors to provide clinical services after graduation?

- Empathy-building and being able to "read the room", adjusting to each client's needs.

### **DEI plan**

In May 2024, the full faculty reviewed and unanimously approved the 2024-2025 EMU Graduate Counseling DEIB Plan. The plan will be reviewed again during the 2025-2026 academic year.

[Link to DEI plan](#)