The faculty in the Counselor Education (CED) program at Wayne State University (WSU) conduct annual student evaluation surveys. The results summarized in this document are based on survey responses from students who were enrolled in classes during the Winter 2017 semester.

**Our mission**: To prepare professional counselors who are knowledgeable in counseling theories and techniques, who can translate counseling theories and current research strategies in to effective practice, who are committed to respecting diversity among all people and who ascribe to the highest ethical standards and practices.
The CED faculty are proud to work with students across the lifespan. Whether students are coming straight out of undergrad or are hoping to spend their retirement years reconnecting with long-lost career ambitions, our faculty are prepared to offer a nurturing environment with top quality instruction.
Ethnicity
CED students identify with a range of ethnicities. Ethnic diversity is central to the urban education mission of Wayne State University.

M.A. Community Counseling
- White: 71%
- Other: 2%
- Middle Eastern: 8%
- Black or African American: 19%

M.A. School Counseling
- White: 48%
- Black or African American: 29%
- Middle Eastern: 14%
- Asian or Asian American: 10%
Gender
Recruiting men into counseling programs is a challenge. The CED faculty value gender diversity, and are developing strategies to encourage more men to apply to our programs.
Outside Commitments

Most counselor education students at Wayne State University are balancing outside commitments, including work and family, with the program’s requirements. Nearly every survey respondent reported at least one outside commitment that impacted their ability to take classes and/or complete the program. While it is impossible to meet every student’s individual needs, the counselor education faculty consider students’ reported outside commitments when deciding when to schedule and how to sequence classes.
Outside Commitments (cont.)

The most common outside commitments that interfere with students’ enrolling in classes and/or completing the program were family and work. A small number of students reported other commitments, such as medical or financial hardships.
Employment

Most counselor education students work while taking courses, and many students work full time during the program. Our faculty consider students’ reported work schedules when scheduling courses.

![M.A. Community Counseling Work Distribution](image1)

![M.A. School Counseling Work Distribution](image2)