

# Bi Annual Program Evaluation Report

## Counselor Education Programs College of Education Wayne State University

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Reviewed by the CED Faculty

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**WAYNE STATE**  
College of Education

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The purpose of this report is to aggregate diverse data sources into a comprehensive program evaluation plan that the Counselor Education (CED) faculty and College of Education administrators can use to improve curriculum, course offerings, learning outcomes, and overall student satisfaction with the programs.

The data sources for this report include a survey that was emailed to CED students who were enrolled in classes during the Spring/Summer 2018 and Fall 2018 semesters. Survey invites were emailed to 193 students, and 138 students responded (71.5% response rate). Data regarding students' graduation rates, time to degree, financial aid, and similar metrics were obtained from Wayne State University databases. [Karin Abel](#), a research and reporting specialist in the College of Education Dean's Office, provided raw data as well as aggregate reports from the University's databases.

## Previous Program Objectives

The 2017 CED Program Evaluation Report identified multiple growth areas for the CED programs.

CACREP accreditation (ongoing)

Transitioning to the 2016 CACREP Standards (ongoing)

Implementing a human trafficking workshop (unmet; will be discontinued)

Adding experiential learning opportunities earlier in the curriculum to provide students with hands on learning, while supporting early remediation and gatekeeping (met; measurement is ongoing)

Reviewing class and curricular organization (ongoing)

Exploring hiring options to replace Dr. Coven, who retired at the end of the 2016-2017 academic year (unmet; ongoing)

Developing strategies to reduce the number of students who are waitlisted for Techniques and Practicum courses (this has not been an issue, so it is no longer a priority for the CED Faculty)

Consider offering high-demand special topics courses on bereavement, crisis counseling, psychological disorders, and establishing a private practice

Reviewing recruitment strategies, with an emphasis on increasing male enrollment

### CACREP Accreditation

A two-year provisional accreditation was granted to two master's (CMHC & SC) as well as the Ph.D. Counselor Education programs, as it was found that the [Clinical Mental Health Counseling](#) (CMHC) and [School Counseling](#) (SC) programs were not meeting the following standards:

I.AA.4: Assessment of student learning and performance on professional identity, professional practice, and program area standards

I.AA.6: Distribution of an official report that documents outcomes of the systematic program evaluation, with descriptions of any program modifications, to students currently in the program, program faculty, institutional administrators, personnel in cooperating agencies (e.g., employers, site supervisors), and the public.

The 2017 program evaluation report and this report are intended to meet standard I.AA.6.

Additionally, the CED faculty developed and implemented systems for measuring students'

knowledge of program area standards, students' counseling skills, and students' professional dispositions. This objective will be carried forward as a current goal, and the CED faculty will file an interim report with CACREP, with the aim of obtaining full accreditation for the CMHC and SC master's degree programs as well as the Counselor Education Ph.D. program. The Clinical Rehabilitation Counseling (CRC) program recently earned full CACREP accreditation.

### **Transitioning to the 2016 CACREP Standards**

The CED faculty have made substantial progress in transitioning the master's programs (CMHC, SC, and CRC) to the 2016 CACREP standards. A matrix that maps 2016 Standards into classes that are responsible for teaching and measuring students' mastery of the standards has been developed, and faculty have begun revising course syllabi, so learning outcomes and measurements are congruent with the 2016 Standards.

As part of the transition and overall program evaluation processes, the CED Faculty have substantially revamped the curricula by creating a core group of courses that are taken by all master's level students. In addition to the core courses, students pursue specialty courses in three potential concentrations: Clinical mental Health Counseling, School Counseling, or Clinical Rehabilitation Counseling. The faculty will carry this item forward, as they continue to evaluate, revise, and update the CED curricula.

### **Human Trafficking Workshop**

A human trafficking workshop has not been implemented, however, during December 2018 the CED Faculty hosted a one-day training on human trafficking to make this content available to students. However, this action item will not be pursued, since workshops are available through statewide professional organizations including the [Michigan Mental Health Counselors' Association](#) (MMHCA) as well as the [Michigan Counseling Association](#) (MCA). Further, the [Michigan administrative rules governing counseling](#) specify that one can obtain knowledge and self-certify competence in human trafficking through reading professional journal articles.

### **Experiential Learning Opportunities**

Experiential learning opportunities have been added to specific courses earlier in students' programs, including the Counseling Orientation class and the Career Counseling course.

Additionally, the faculty are in the process of renaming the counseling theories class to also

emphasize techniques, which students will practice in the course. This objective will be carried forward, as additional data are needed to evaluate the effectiveness of these changes in providing students with more experiential learning opportunities while also bolstering early remediation and gatekeeping.

### **Faculty Hiring**

No additional faculty have been hired following Dr. Coven's retirement. Effective Winter 2019, Dr. Tami Wright is no longer a part of the CED programs. The CED Faculty will continue working with the Dean of the College of Education to explore options for hiring additional tenure track faculty.

### **Waitlists in Clinical Courses**

In the time since the 2017 program evaluation report was written, there has not been waitlists for either Techniques or Practicum, although the CED Faculty did not take any action to adjust how students matriculate or enter these courses. The CED Faculty are also preemptively ensuring this will not become an issue through reworking the master's curricula. This reworking emphasizes increasing graduation rates and decreasing time to graduation through creating a structured and predictable flow through the program. This restructuring includes the vicarious benefit of allowing the CED Faculty to predict the number of seats that need to be available in clinical courses during a given semester.

### **Special Topics Courses**

Given current CED faculty loads, resources to develop and implement additional courses on special topics are limited. This objective was not met, and it will not be carried forward at this time. However, creating special topics courses will be reconsidered when additional faculty resources are available, as curricular revisions have provided CMHC students with options to take two elective courses during their degree programs and offering special topics courses that are open to diverse majors would financially benefit CED.

### **Marketing and Recruitment**

No changes to recruitment strategies have been made, and no action has been taken to increase male enrolment. This objective will not be carried forward, as there have been large pools of diverse program applicants, and evaluation of student demographics indicated that Counselor

Education students are already substantially more diverse than comparable graduate programs, including Social Work. Due to the strong diversity among students, this objective will not be carried forward.

## **Current Program Objectives**

Complete an interim report to obtain full CACREP accreditation for the CMHC, SC, and Ph.D. programs.

Revise the CED curricula

Refine data collection to ensure students are meeting expectations regarding their knowledge, skills, and professional dispositions.

### **CACREP Accreditation**

As noted [above](#), the CED Faculty are preparing to submit a report to CACREP detailing progress that has been made toward ensuring that the following 2009 CACREP Standards are met by the CMHC, SC, and Ph.D. programs:

I.AA.4: Assessment of student learning and performance on professional identity, professional practice, and program area standards

I.AA.6: Distribution of an official report that documents outcomes of the systematic program evaluation, with descriptions of any program modifications, to students currently in the program, program faculty, institutional administrators, personnel in cooperating agencies (e.g., employers, site supervisors), and the public.

The CED Faculty feel that they have successfully met both standards across all three programs. Standard I.AA.4 has been met in the CMHC and SC programs through the implementation of additional student assessment measures, which are summarized in the following table:



<u>Timeline</u>	<u>Assessment Method</u>	<u>Area assessed</u>	<u>Assessed by</u>
Admission Interview	Admission Interview Report	Disposition	Interview committee
Intro	Counselor Activity Self Efficacy Scales (CASES)	Disposition	Assessment Liaison
Techniques	Comprehensive Knowledge Exam	Knowledge	Course Instructor
Techniques	Counselor Activity Self-Efficacy Scales (CASES)	Skills and Dispositions	Assessment Liaison
Techniques	Supervisor Skills Rating Form ( <i>midterm and final</i> )	Knowledge, Skills and Dispositions	Doctoral Supervisor
Practicum	Supervisor Skills Rating Form ( <i>midterm and final</i> )	Knowledge, Skills and Dispositions	Doctoral Supervisor
Practicum	Counselor Activity Self-Efficacy Scales (CASES)	Skills and dispositions	Assessment Liaison
Internship	Supervisor Skills Rating Form ( <i>internship version</i> )	Knowledge, Skills and Dispositions	Site Supervisor
Internship	Comprehensive Knowledge Exam	Knowledge	Internship Instructor
Internship	Counselor Activity Self-Efficacy Scales (CASES)	Skills and Dispositions	Assessment Liaison
Every class	Course Assessment Form ( <i>mapped to CACREP Standards and outcome measures</i> )	Student Outcomes Program Outcomes	Course instructor

March  
(winter  
semester)

Student Annual Progress Report

Student Outcomes

Faculty  
Advisors

At the doctoral level, an additional doctoral portfolio has been implemented, so that the CED Faculty can easily evaluate doctoral students' professional identities in the areas identified in the 2016 CACREP Standards: counseling, supervision, teaching, research and scholarship, and leadership and advocacy.

In addition to bolstering data on students' knowledge, skills, and professional dispositions, the CED Faculty have also implemented procedures for generating and distributing bi-annual program evaluation reports, including this report. Program evaluation reports are posted to the CED website, and relevant stakeholders are notified via email when new reports are published. In summary, the CED Faculty believe they have met the previously unmet standards, and the Faculty are on track to submit their report and accompanying documentation to CACREP prior to April 1<sup>st</sup>, 2019.

### **Revised Counseling Curricula**

The CED Faculty have undertaken extensive revisions to the CED curricula. The revisions are summarized in the [Standard Plan of Work](#), published as Appendix B of this document. These revisions were driven primarily by the data published in the 2017 and 2019 CED program evaluation reports, although College and University policies and operating procedures were also considered.

The primary aims in revising the counseling curricula are:

Transition all programs to the 2016 CACREP Standards by the end of the 2019-2020 academic year.

Increase graduation rates across all master's programs to a minimum of 75% starting with students admitted during the Fall 2019 semester.

Decrease average time to degree to less than four years for all master's students starting with students admitted during the Fall 2019 semester.

Increase [average student satisfaction](#) to above a 4 (on a 1-5 scale) starting with students admitted during the Fall 2019 semester.

One of the primary difficulties in developing new curricula was balancing the needs of students who are working full time with [a 65% of students' preference to take more than 8 credits per semester](#). The CED Faculty plan to utilize [hybrid course formats](#) to hopefully meet the needs of all students, while limiting the [number of days](#) students are required to be on campus during a given week. Hybrid courses would allow students to take two courses simultaneously, with courses meeting in person on alternating weeks. Students would be expected to complete online course work during the weeks they are not meeting in person. This format lends itself well to creative, experiential teaching approaches, as students can acquire knowledge during online units and apply knowledge during in person meetings.

Data from students' program evaluation surveys consistently suggested students found scheduling frustrating, and many students reported difficulties finding classes at times that worked for them, as multiple courses they needed would be scheduled simultaneously. The revised curriculum provides substantially more structure regarding the order in which students are expected to take courses. This allows clarity regarding which courses students will take during a given semester in the program. As the CED Faculty are committed to maintaining programs that meet diverse students' needs, including students who work full time or who have other obligations outside the program, the Faculty are committed to providing highly predictable scheduling where a student can know with confidence not only what course they will take during a given semester they are in the program, but also on what day of the week the course will be scheduled.

The curriculum revision process provided a natural opportunity to develop a course matrix based on the 2016 CACREP Standards. During the revision process, a core master's program was developed based on the [2016 CACREP Professional Identity Standards](#). Developing a common core for students in the CMHC, SC, and CRC concentrations provides consistency in training and allows for streamlined processes for evaluating students' knowledge, skills, and professional dispositions.

Streamlining student evaluation processes also allows for increased data on students, including graduation rates and average time to degree. Currently, the CED Faculty rely largely on databases maintained by the University for data on graduation rates and time to degree.

However, this poses significant challenges, including the ways in which students are coded when they change majors. For example, prior to CRC being included as a concentration in CED,

students who transferred from the CMHC or SC concentrations to the CRC concentration would be counted as non-graduating students. Similarly, students who chose to pursue the Art Therapy concentration part way through their program appear as non-graduating CED students. This issue has been partially addressed, as CRC is now a part of CED, however, it is important that the CED Faculty retain accurate student records for program and student evaluation purposes. Structuring students' flow through the program will ease the process of tracking graduation rates and time to graduation while hopefully simultaneously increasing graduation rates and decreasing time to degree by removing scheduling barriers, increasing peer support, providing predictability, and providing more clear paths for identifying and remediating students who struggle.

The next steps in the curriculum revision process are:

Submit curriculum revisions to the College of Education Curriculum Committee for review and approval.

Develop a strategy to ensure current students can take classes already on their plan of work or a strategy for transitioning current students to new plans of work that are inclusive of curricular changes.

Develop and implement specific mechanisms for gathering and retaining data on students that take advantage of additional structure, including knowledge and skill development and outcomes, graduation rates, time to degree, and non-completing students.

Students who are admitted to the CED master's program beginning Spring/Summer 2019 will begin taking courses according to the new plan of work. Assistant Dean Somers has offered to provide an external consultant to work with current students to transition them to a new plan of work.

The CED Faculty have generally not begun updating the Ph.D. curriculum to meet the 2016 CACREP Standards, however, they plan to review and revise the Ph.D. curriculum after the revisions to the master's curricula have been implemented.

In addition to curricular revisions, the CED Faculty are pursuing other strategies for increasing students' graduation rates, including a mentoring program that Dr. Davenport successfully implemented. This connects students who are new to the program with advanced counseling students. Similarly, the CED Faculty have also implemented more consistent communication with students thorough town hall meetings, program evaluation reports, and program newsletters.

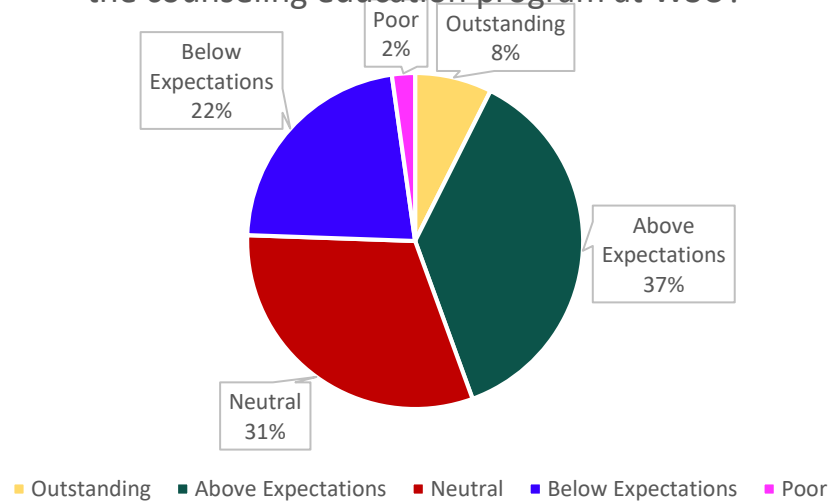
## **Data Collection**

The CED Faculty are committed to ongoing data collection to evaluate the ongoing impact of curricular changes as well as changes to the student assessment process. The Faculty believe they have developed and implemented data collection procedures to measure students' knowledge, skills, and professional dispositions, however, ongoing data-driven refinement is foundational to these assessment programs.

## **Student Satisfaction**

Students' satisfaction with the counseling programs was measured with two questions. The first asked students how they would rate their experience in the CED program. The second asked students how likely they were to refer someone to a CED program. These questions were identical to the satisfaction questions used in the 2017 Program Evaluation Report. Student satisfaction and willingness to recommend the program to others decreased between the 2017 report and this report. Interestingly, respondents' scores on likelihood to recommend the program were higher than their satisfaction with the program.

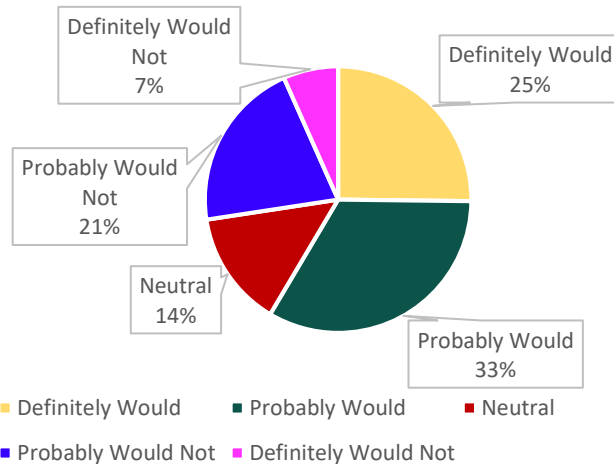
Overall, how would you rate your experience in the counseling education program at WSU?



<u>Response</u>	<u>Frequency</u>
Outstanding	10
Above Expectations	50
Neutral	42
Below Expectations	30
Poor	3
n= 135	

	<u>2017 Results</u>	<u>2018 Results</u>
Range	1-5	1-5
Mean	3.89	3.25
Median	3	3
Mode	4	4
Std. Dev.	0.94	0.96
n= 131		135

Based on your experiences to date, how willing are you to recommend the Counselor Education programs at WSU?



<u>Response</u>	<u>Frequency</u>
Definitely Would	34
Probably Would	45
Neutral	19
Probably Would Not	28
Definitely Would Not	9
n= 135	

	<u>2017 Results</u>	<u>2018 Results</u>
Range	1-5	1-5
Mean	3.91	3.5
Median	4	4
Mode	5	4
Std. Dev.	1.11	1.26
n= 131		135

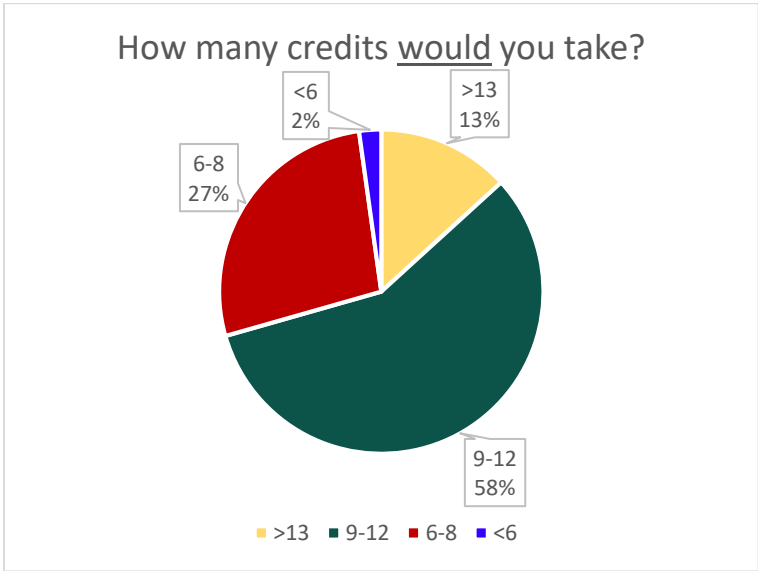
## Scheduling

### Course Load

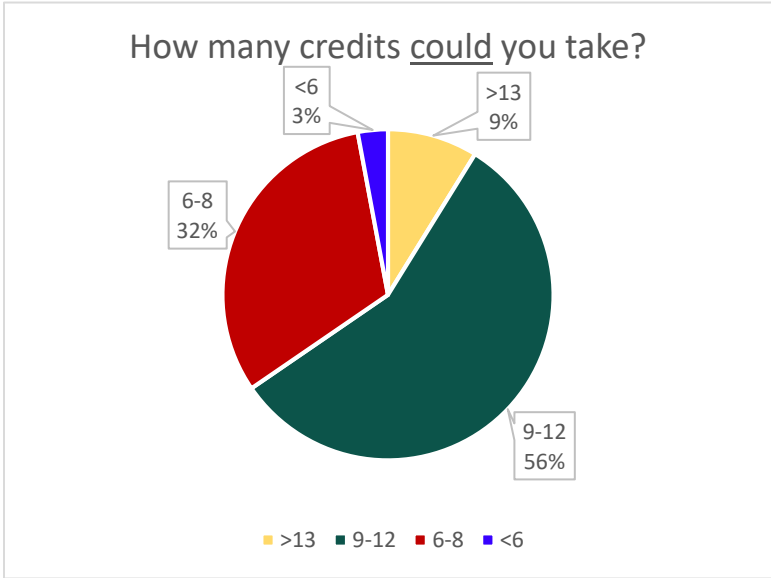
To evaluate interest in full vs part time programs, respondents were asked how many courses they could take in a semester as well as how many courses they would prefer to take in a given semester. More than 70% of respondents indicated they could take a full-time program, and over 65% of respondents indicated they would prefer to take a full-time course load ( $\geq 8$  credits/semester). While most students report that they prefer to take a full course load, relatively few can take a full course load. Data from Fall 2015 through Fall 2018 were analyzed, and at most, 29.3% of students were able to take nine or more credit hours. This discrepancy suggests barriers likely prevent students from registering for the number of credits they would prefer to take in a given semester. This was factored into the master's degree curricula being redesigned, and the new curriculum provides students with additional clarity about what courses will be offered during a given semester, and it also prevents two courses that a student may need to take during the same semester from being scheduled at the same day and time.

Additional information on students' credit loads and time to degree are available in [Appendix C](#).





<u>Credits</u>	<u>Frequency</u>	<u>Percent</u>
>13	18	13.24%
9-12	78	57.35%
6-8	37	27.21%
<6	3	2.21%
n= 136		

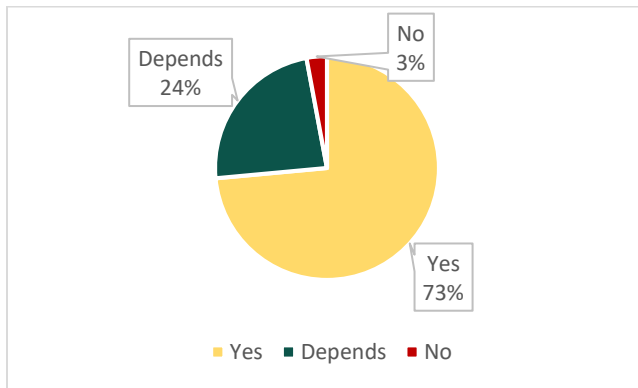


<u>Credits</u>	<u>Frequency</u>	<u>Percent</u>
>13	12	8.82%
9-12	77	56.62%
6-8	43	31.62%
<6	4	2.94%
n= 136		

## Course Start Times

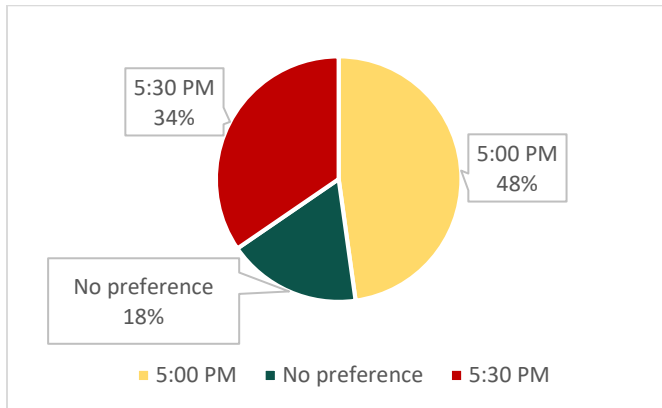
Students were asked if they are available to start classes at 5:00 pm on any given weeknight. More than 73% of respondents indicated that they can start classes right at 5:00 pm on a given weeknight. Respondents were also given the option to specify if they prefer classes that start at 5:00 pm or if they prefer courses that start at 5:30 pm. More respondents indicated they prefer courses to start at 5:00 pm (47.79%) compared to 5:30 (34.56%).

### Are you available to start classes at 5:00 pm?



	<u>Frequency</u>	<u>Percent</u>
Yes	100	73.53%
Depends	32	23.53%
No	4	2.94%
<b>n=</b>	<b>136</b>	

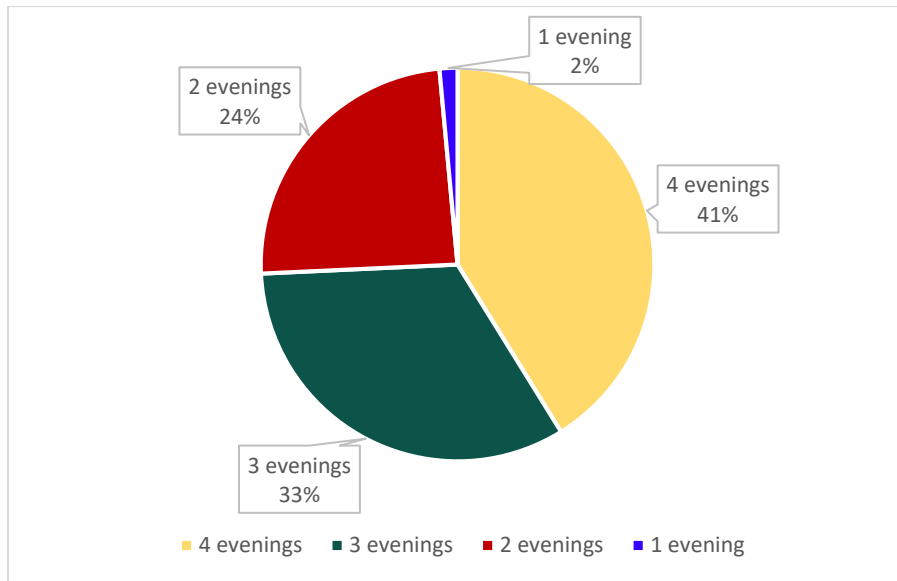
### Do you prefer classes that start at 5:00 pm or 5:30 pm?



	<u>Frequency</u>	<u>Percent</u>
5:00 pm	65	47.79%
No preference	24	17.65%
5:30 pm	47	34.56%
<b>n=</b>	<b>136</b>	

### Availability for On Campus Courses

When asked how many weeknights they are available to take on campus classes, most respondents indicated that they could come to campus at least three evenings per week. It is noteworthy that just under 25% of respondents indicated they could be on campus a maximum of two evenings per week.



<u># of evenings</u>	<u>Frequency</u>	<u>Percent</u>
4 evenings	56	41.18%
3 evenings	45	33.09%
2 evenings	33	24.26%
1 evening	2	1.47%
n=		136

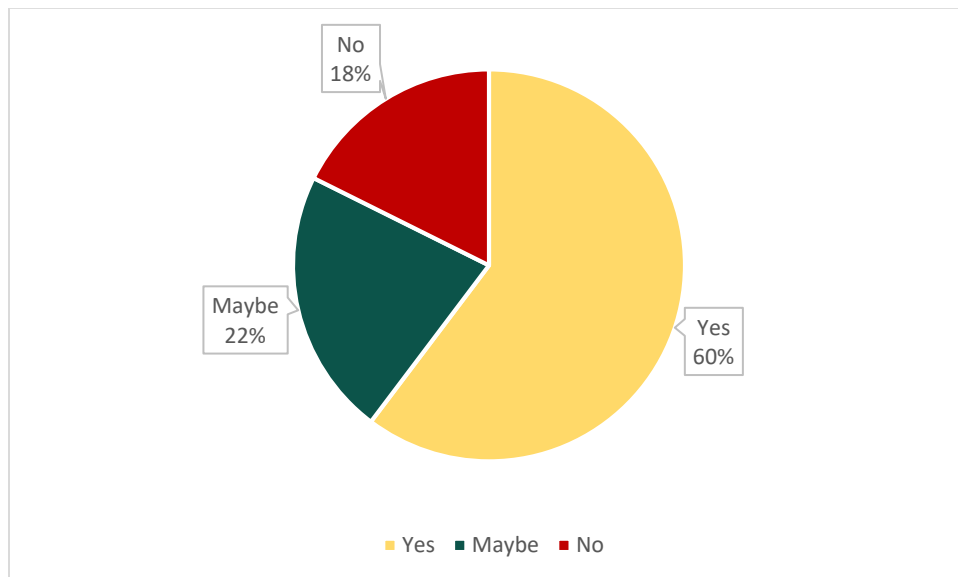
### Scheduling Barriers

Classes not being offered or being offered during overlapping times were both substantial barriers. In their written feedback, students noted that classes not being offered at days or times that worked and a lack of structure in the order classes are taken are significant barriers to their completing their programs. Scheduling conflicts was, by far, the most frequent written feedback.

## Structured Course Plans

Students were asked if they would have agreed to a full-time program plan that allowed them to graduate within three years. More than 60% of respondents said they would have agreed to the full-time program plan. The 22% who indicated they might have agreed to a full-time plan were asked to describe why they picked “Maybe”. The most common descriptive responses were uncertainty if the time that classes were scheduled would work with their current jobs, their ability to obtain financial aid during Spring/Summer semesters, and concerns that the CED faculty could not successfully schedule classes in a way that allowed them to take that many credit hours.

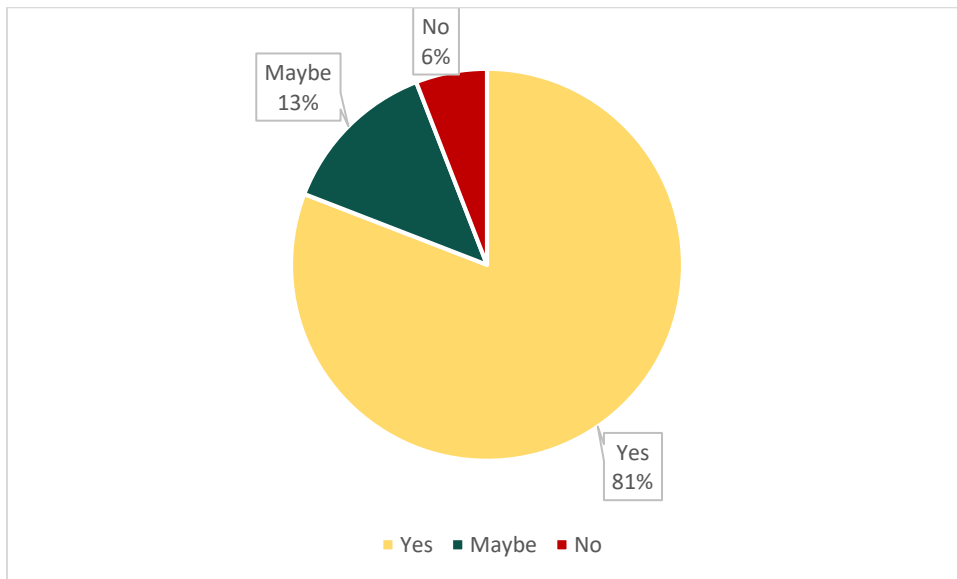
Thinking back to when you were admitted to the program - if you had been offered a course plan that required you to take between 9 and 11 credits per semester during Fall, Winter, and Spring/Summer semesters so that you could graduate within 3 years of admission, would you have agreed to that course plan?



	<u>Frequency</u>	<u>Percent</u>
Yes	82	60.29%
Maybe	30	22.06%
No	24	17.65%
n=	136	

## Hybrid Courses

As a part of the CED faculty's efforts to develop additional hybrid course offerings to accommodate students' schedules, students were asked if they thought they would be able to take additional courses during a given semester (thereby reducing time to graduation). More than 80% of respondents indicated that they would be able to take more classes per semester. The primary barrier for students who responded "Maybe" was the rigor of the course load.



	<u>Frequency</u>	<u>Percent</u>
Yes	110	80.88%
Maybe	18	13.24%
No	8	5.88%
n=	136	

## Course Sequencing

Respondents were given the option of specifying courses that they wished they had taken earlier or later in the program. Techniques was the most specified course that students wished they had taken earlier (n=11) followed by the Fundamentals of Quantitative Research course (n=8) and Theories (n=4). An additional 13 respondents indicated they thought that a class that is like techniques should be offered earlier in the program, so that students have the counseling skills to apply what they are learning in throughout the program.

Ten respondents stated they would have liked to take the Theories class later in their programs, and six of those ten respondents indicated they had forgotten the theories by the time they got to techniques and/or practicum. Six respondents stated they would have preferred to take the group class later in their programs. As the Theories course is foundational to substantial program content, including career and group counseling, it is not practical to move the course further back in the program. However, these data indicate a need that can likely be met through increased exposure to counseling theories throughout the program.

<b><u>Earlier</u></b>		<b><u>Later</u></b>	
Techniques	11	Theories	10
Research	8	Group	6
Theories	7		
Workshops	4		
Multicultural	3		
More clinical work	13		

## **Graduation Rates**

Graduation rates for all counseling programs (master's and doctoral) are obtained through university databases. However, there are barriers to interpreting graduation rate data, including the way that students who transfer between programs are coded. Programmatic changes, such as including the Rehabilitation Counseling Program (RCI) as a counseling degree program, have the potential to provide more accurate graduation rate data, as historic graduation rates were depressed due to students who transferred from a CED concentration (CMHC or SC) to RCI were counted as non-graduating counseling students. A similar situation existed with the Art Therapy concentration available to CMHC students. Both RCI (now renamed to Clinical Rehabilitation Counseling; CRC) and the Art Therapy concentration have both been added as concentrations under CED. The process of adding these additional concentrations was facilitated by redesigning the master's counseling curriculum to have a clearly identifiable "core" curriculum that meets the 2016 CACREP Professional Identity standards. Thus, students will be given the opportunity to develop a consistent, strong identity as a professional counselor, while also taking courses that are specific to their individual concentration (CMHC, SC, and/or CRC).

Time to degree poses a second barrier to calculating accurate graduation rates. As graduate students are required to complete degree requirements in six years or less, graduation rates are typically only accessible for students who began the program several years ago. This issue is compounded, as some students are granted extensions to the six-year maximum time to degree for personal reasons, such as medical and family emergencies.

Regardless of the barriers to obtaining accurate data, graduation rates clearly represent a growth area for the CED master's and doctoral programs, as rates are typically around 55%-60%, after accounting for students who transfer to RCI and Art Therapy. Students who do not successfully complete their program typically enroll in courses for more than one year before discontinuing in the program. Data from students who began in a CED master's program between Fall 2009 and Winter 2014 indicate that, on average, a student who does not complete the program attends for 2.36 years and takes 31.76 credit hours before dropping out. This equates to more than \$22,800 in tuition expenses for students who do not complete their degree.

Academic Period	Number of Students	Number of Beginning Students	Number Graduated	Graduation Rate	Average Number of Academic Periods Attended for Graduates	Average Number of Credit Hours Taken by Graduates	Average Years in Attendance for Graduates	Number Not Graduating	Average Number of Academic Periods Attended Not Graduating	Average Number of Credit Hours Taken for those Not Graduating	Average Years in Attendance for those Not Graduating	N
200909	176	38	21	55.26%	10.90	63.81	4.40	17	6.47	39.00	2.70	
201001	191	22	12	54.55%	9.00	57.50	3.86	10	4.10	21.60	1.66	
201006	144	15	8	53.33%	11.13	65.50	4.58	7	10.14	44.14	4.72	
201009	184	31	18	58.06%	11.06	64.22	4.41	13	5.00	28.38	2.13	
201101	180	19	9	47.37%	11.44	64.44	4.30	10	3.90	24.10	1.36	
201106	120	17	6	35.29%	11.17	62.67	3.89	11	5.09	24.00	2.12	
201109	168	24	14	58.33%	10.00	65.43	3.67	10	4.30	22.80	1.97	
201201	170	23	10	43.48%	10.40	68.40	3.83	13	3.62	17.69	1.56	
201206	113	15	9	60.00%	10.44	64.89	3.82	6	5.00	26.83	2.00	
201209	185	33	12	36.36%	11.17	66.92	4.11	21	5.95	35.67	2.41	
201301	184	26	7	26.92%	10.43	60.43	3.62	19	5.37	30.26	2.10	
201306	127	15	3	20.00%	10.67	62.67	3.67	12	8.67	44.58	3.00	
201309	210	36	17	47.22%	9.29	64.53	3.31	19	6.84	43.53	2.56	
201401	231	29	4	13.79%	7.25	55.75	2.75	25	7.24	42.00	2.72	



## **Financial Aid**

University data indicate most master's and doctoral counseling students rely on financial aid to pay tuition and, in some cases, cost of living expenses. University data indicate that during a given Fall or Winter semester, between 65% and 80% of students take out financial aid, with an average loan amounts over \$9,000/semester. These data were primary considerations in redesigning the master's program curricula, as decreased time to degree, increased graduation rates, and more efficient course scheduling can all play a role in reducing the financial aid burden for graduates. There are multiple barriers to obtaining a clear understanding of students' financial aid use, including the myriad of loan types (Subsidized/Unsubsidized Direct, Grad PLUS, etc) as well as the way that some loans, particularly direct loans, are disbursed. Students who receive direct loans may be taking courses three semesters per year (Fall, Winter, and Spring/Summer), however, they only receive loan disbursements during Fall and Winter semesters, with a maximum disbursement amount of just over \$10,000 per semester (\$20,000 per year). Thus, these students are expected to either save a portion of their loan disbursement to pay for Spring/Summer tuition, or they can seek additional funding through a PLUS, private, or other types of loans. Additional funding typically requires students and/or their parents to pass a risk screening, which at minimum involves a credit check.

An average master's student takes out over \$4,000 in student loans per semester (Fall and Winter) more than the loans that they use to pay their tuition. Students may use these excess funds either to take courses during the Spring/Summer semester and/or to pay indirect expenses associated with their education, including purchasing textbooks, paying rent, or paying other cost of living expenses. Shortening time to degree has the potential to reduce the amount of student loan debt accrued by students who take excess funds and use them to pay indirect or other personal expenses by limiting the amount of time those students are in the program. Fewer semesters in the program equates to fewer opportunities to take out excess loans. While the data are somewhat unclear, there is evidence to suggest that many CED students pursue additional loans, such as PLUS loans, to pay for Spring/Summer tuition, as more than 30% of counseling students receive loan disbursements during the Spring/Summer semesters.

## Student Demographics

As recruiting and retaining diverse students is a top priority for the CED Faculty, University data were compiled to contextualize ethnic and gender diversity within the broader university climate. The social work programs were selected as a relevant comparison point, as the social work programs involve clinically training human service and mental health professionals. Further, the social work programs have a strong reputation for recruiting and retaining diverse students. Data indicate that counseling students are more ethnically diverse than social work students, with 53.2% of counseling students identifying as White and 60.2% of social work students identifying as white. Both programs have similar student compositions regarding gender – 12.4% of counseling students identify as male while 13% of social work students identify as male. The following table summarizes student demographics across the counseling master’s and doctoral degree programs as well as the social work graduate programs. For additional comparison points between the Social Work and Counseling programs, including time to degree and credit load, please see [Appendix C](#).

Comparison of Counseling Majors and Social Work Majors IPEDS Race Ethnic Categories and Gender

Program/IPEDS Race & Ethnic	2015	2016	2017	2018	2019	Total	2015	2016	2017	2018	2019	Total
<b>Counseling</b>												
2 or more races	30	27	38	49	28	172	3.6%	3.4%	5.2%	7.0%	6.8%	4.9%
American Indian or Alaskan Native	3	6	3			12	0.4%	0.8%	0.4%	0.0%	0.0%	0.3%
Asian	15	10	6	9	5	45	1.8%	1.3%	0.8%	1.3%	1.2%	1.3%
Black or African American	328	296	244	207	135	1,210	39.0%	37.0%	33.1%	29.7%	32.8%	34.7%
Hispanic or Latino	26	26	18	22	14	106	3.1%	3.3%	2.4%	3.2%	3.4%	3.0%
Native Hawaiian and Other Pacific Islander	2					2	0.2%	0.0%	0.0%	0.0%	0.0%	0.1%
Non-Resident Alien	12	12	12	9	1	46	1.4%	1.5%	1.6%	1.3%	0.2%	1.3%
Unknown	18	8	4	4	4	38	2.1%	1.0%	0.5%	0.6%	1.0%	1.1%
White	407	414	412	398	224	1,855	48.4%	51.8%	55.9%	57.0%	54.5%	53.2%
<b>Counseling Total</b>	<b>841</b>	<b>799</b>	<b>737</b>	<b>698</b>	<b>411</b>	<b>3,486</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Social Work</b>												
2 or more races	60	63	95	83	74	375	2.9%	2.8%	4.3%	3.7%	5.0%	3.7%
American Indian or Alaskan Native	10	12	11	4		37	0.5%	0.5%	0.5%	0.2%	0.0%	0.4%
Asian	24	42	45	43	31	185	1.2%	1.9%	2.0%	1.9%	2.1%	1.8%
Black or African American	582	605	616	608	405	2,816	28.1%	28.8%	27.9%	27.2%	27.4%	27.5%
Hispanic or Latino	71	93	94	116	85	459	3.4%	4.1%	4.3%	5.2%	5.8%	4.5%
Native Hawaiian and Other Pacific Islander		1				1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Non-Resident Alien	5	8	12	34	28	87	0.2%	0.4%	0.5%	1.5%	1.9%	0.8%
Unknown	32	28	25	21	16	122	1.5%	1.2%	1.1%	0.9%	1.1%	1.2%
White	1,288	1,402	1,309	1,327	838	6,164	62.2%	62.2%	59.3%	59.3%	56.7%	60.2%
<b>Social Work Total</b>	<b>2,072</b>	<b>2,254</b>	<b>2,207</b>	<b>2,236</b>	<b>1,477</b>	<b>10,246</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Program/IPEDS Race &amp; Ethnic Collapsed*</b>												
<b>Counseling</b>												
Minority	404	365	309	287	182	1,547	48.0%	45.7%	41.9%	41.1%	44.3%	44.4%
Unknown	30	20	16	13	5	84	3.6%	2.5%	2.2%	1.9%	1.2%	2.4%
White	407	414	412	398	224	1,855	48.4%	51.8%	55.9%	57.0%	54.5%	53.2%
<b>Counseling Total</b>	<b>841</b>	<b>799</b>	<b>737</b>	<b>698</b>	<b>411</b>	<b>3,486</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Social Work</b>												
Minority	747	816	861	854	595	3,873	36.1%	36.2%	39.0%	38.2%	40.3%	37.8%
Unknown	37	36	37	55	44	209	1.8%	1.6%	1.7%	2.5%	3.0%	2.0%
White	1,288	1,402	1,309	1,327	838	6,164	62.2%	62.2%	59.3%	59.3%	56.7%	60.2%
<b>Social Work Total</b>	<b>2,072</b>	<b>2,254</b>	<b>2,207</b>	<b>2,236</b>	<b>1,477</b>	<b>10,246</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
*Note: Minority includes 2 or more races, American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latino, and Native Hawaiian and Other Pacific Islander. Unknown includes Non-Resident Alien and Unknown.												
<b>Program/Gender</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>Total</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>Total</b>
<b>Counseling</b>												
Female	765	711	623	598	355	3,052	91.0%	89.0%	84.5%	85.7%	86.4%	87.6%
Male	76	88	114	99	54	431	9.0%	11.0%	15.5%	14.2%	13.1%	12.4%
Neither				1	2	3	0.0%	0.0%	0.0%	0.1%	0.5%	0.1%
<b>Counseling Total</b>	<b>841</b>	<b>799</b>	<b>737</b>	<b>698</b>	<b>411</b>	<b>3,486</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Social Work</b>												
Female	1,820	1,960	1,913	1,932	1,290	8,915	87.8%	87.0%	86.7%	86.4%	87.3%	87.0%
Male	252	293	292	303	187	1,327	12.2%	13.0%	13.2%	13.6%	12.7%	13.0%
Neither		1	2	1		4	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%
<b>Social Work Total</b>	<b>2,072</b>	<b>2,254</b>	<b>2,207</b>	<b>2,236</b>	<b>1,477</b>	<b>10,246</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Program/Race &amp; Gender Collapsed**</b>												
<b>Counseling</b>												
Minority Female	372	329	260	243	156	1,360	45.9%	42.2%	36.1%	35.5%	38.6%	40.0%
Minority Male	32	36	49	44	24	185	3.9%	4.6%	6.8%	6.4%	5.9%	5.4%
White Female	366	362	347	347	198	1,620	45.1%	46.5%	48.1%	50.7%	49.0%	47.7%
White Male	41	52	65	50	26	234	5.1%	6.7%	9.0%	7.3%	6.4%	6.9%
<b>Counseling Total</b>	<b>811</b>	<b>779</b>	<b>721</b>	<b>684</b>	<b>404</b>	<b>3,399</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Social Work</b>												
Minority Female	671	724	765	774	523	3,457	33.0%	32.7%	35.3%	35.5%	36.5%	34.5%
Minority Male	76	91	94	80	72	413	3.7%	4.1%	4.3%	3.7%	5.0%	4.1%
White Female	1,116	1,204	1,117	1,109	727	5,273	54.8%	54.3%	51.5%	50.3%	50.7%	52.6%
White Male	172	198	192	217	111	890	8.5%	8.9%	8.9%	10.0%	7.7%	8.9%
<b>Social Work Total</b>	<b>2,035</b>	<b>2,217</b>	<b>2,168</b>	<b>2,180</b>	<b>1,433</b>	<b>10,033</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

\*\*Note: Unknown Race/Ethnic and Neither Gender have not been included.

**Appendix A:  
Acronym Glossary**

<b><u>Acronym</u></b>	<b><u>Definition</u></b>
CACREP	<a href="#"><u>Council for Accreditation of Counseling &amp; Related Educational Programs</u></a>
CED	<a href="#"><u>Counselor Education</u></a> – used to refer to the Clinical Mental Health Counseling M.A., School Counseling M.A., Clinical Rehabilitation Counseling M.A., & Counselor Education Ph.D. programs at Wayne State University
CMHC	Clinical Mental Health Counseling master’s degree concentration
COE	<a href="#"><u>The College of Education</u></a> at Wayne State University
CRC	Clinical Rehabilitation Counseling master’s degree concentration
DSM-5	The 5 <sup>th</sup> Edition of the <a href="#"><u>Diagnostic &amp; Statistical Manual</u></a> of the American Psychiatric Association
LARA	The Division of <a href="#"><u>Licensing and Regulatory Affairs</u></a> oversees professional counseling licensure (LLPC & LPC) in Michigan
LPC	A Licensed Professional Counselor is someone who has been legally recognized as having the privileges to evaluate, diagnose, and treat mental health concerns
MTTC	Michigan Test of Teacher Competency – Taken for licensure as a school counselor in Michigan
NBCC	<a href="#"><u>National Board for Certified Counselors</u></a>
NCE	The National Counselor Examination – Used for licensure as a professional counselor in multiple states.
SC	School Counseling master’s degree concentration
TBF	The division of <a href="#"><u>Theoretical &amp; Behavioral Foundations</u></a> . One of the four divisions in the College of Education at Wayne State University
WSU	<a href="#"><u>Wayne State University</u></a>

**Appendix B:  
Standard Plan of Work**

<b>Semester Taken</b>	<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>	<b>Format</b>	<b>Pre/Co-Requisites</b>	<b>Day</b>
<b>Semester 1</b> (9 Credits – On campus Tuesday & Wednesday)						
	CED 6000	Professional Counseling: Orientation	3	Lecture	None	Tues
	CED 6010	Counseling Theories & Techniques	3	Hybrid	Pre/Co: CED 6000	Wed
	CED 6020	Diversity, Multicultural Competence, and Social Justice Advocacy	3	Hybrid	Pre/Co: CED 6000	Wed
<b>Semester 2</b> (10 Credits – On campus TBD & Wednesday)						
	EER 7640	Research	3	Hybrid	None	TBD
	EDP xxxx	Development	3	Hybrid?	None	Wed
	CED 6030	Professional Counseling Laws and Ethics	1	Hybrid	CED 6000	Sat?
	CED 6040	Counseling Testing & Assessment	3	Hybrid	CED 6020 Pre/Co: EER 7640	Wed
<b>Semester 3</b> (9 Credits – On campus Tuesday & Wednesday)						
	CED 6050	Introduction to Group Counseling	2	Lecture	CED 6030 CED 6040 Co: CED 6051	Tues

Semester Taken	Course #	Course Title	Credits	Format	Pre/Co-Requisites	Day
	CED 6051	Group Counseling Participation	1	Lab	Co: CED 6050	Tues
	CED 6060	Fundamentals of Diagnosis & Psychopathology	3	Hybrid	CED 6010 CED 6040 EER 7640	Wed
	CED 6070	Career Development & Counseling	3	Hybrid	CED 6010 CED 6030 CED 6040 EDP xxxx	Wed
<b>Semester 4</b> (3 Credits + 2 Concentration Courses – On Campus Tuesday + [Monday or Wednesday])						
	CED 6080	Trauma Informed Counseling	3	Hybrid	CED 6060	Tues
	CMHC & SC: CED 6090	CMHC & SC: Sexuality & Gender Identity	2	Hybrid	CED 6060	Tues
	CRC: CED 7210	CRC: Medical Aspects	3	Hybrid	None	Tues
	CMHC: CED 7300	CMHC: Consulting and Collaboration for Human Service Professionals	3	Hybrid	None	Wed
	SC: CED 7100	SC: Intro to SC	4	Lecture		Mon
	CRC: CED 7220	CRC: Psychological Aspects	3	Hybrid		Mon
<b>Semester 5</b>						

Semester Taken	Course #	Course Title	Credits	Format	Pre/Co-Requisites	Day
(3 Credits + 2 Concentration Courses)						
	CED 6100	Individual and Systemic Approaches to Treating Addictions	3	Online	CED 6060 CED 6080	Online
	CMHC: TBD	Elective 1	3	TBD	None	TBD
	SC: CED 7110	Advanced School Counseling	3	TBD	CED 7100	TBD
	CRC: CED 7230	Employment Strategies	3	Hybrid	None	Thurs
	CMHC: TBD	Elective 2	3	TBD	TBD	TBD
	SC: CED 7120	Postsecondary Counseling	2	Online	CED 7100	Online
	CRC: CED 7240	Rehabilitation Counseling Professional Roles	3	Hybrid	None	Thurs
<b>Semester 6</b>						
(4 Credits – On campus Wednesday)						
	CED 7000	Counseling Skills <sup>3</sup>	4	Lab	CED 6100	Wed
<b>Semester 7</b>						
(5 Credits – On campus either Monday & Tuesday or Wednesday & Thursday)						
	CMHC & SC: CED 7010	CMHC & SC: Counseling Practicum <sup>3</sup>	5	Clinical	CED 7000	M,T,W,R
	CED 7299	Rehabilitation Counseling Practicum	5	Clinical	CED 7000, CED 7200, CED 7210,	TBD

Semester Taken	Course #	Course Title	Credits	Format	Pre/Co-Requisites	Day
					CED 7220, CED 7230, & CED 7240	
<b>Semester(s) 8+</b> (6 Credits – On Campus Thursday)						
	CED 7020	Counseling Internship	1-6	Internship	CED 7010	Thurs

3. Indicates two sections of a course will be taught

\*All 6000 level courses begin at 5:30 PM

\*\*Core Plan of Work sums to 51 hours for CMHC/SC students & 44 hours for CRC students.

CMHC students are required to complete 6 semester hours of elective courses and the 3 semester hour CED 7300 Consultation and Collaboration for Human Service Professionals course.

SC students are required to take 9 semester hours of concentration specific coursework.

CRC students are required to take 16 semester hours of concentration specific course work.

\*\*\*This Plan of Work must sum to a minimum of 60 semester hours.

CMHC & SC concentrations will admit students three semesters per year (Fall, Winter, and Spring/Summer).

The CRC concentration will admit students once per year (Fall).



# **Counselor Education Plan of Work: M.A. in Counseling**

## **Counselor Education Concentration Course Requirements**

### **Clinical Mental Health Counseling (51+9=60 credits):**

CE 7300 Consulting and Collaboration for Human Service Professionals (3 credits; hybrid; semester 4)

Elective 1 (3 credits; semester 5)

Elective 2 (3 credits; semester 5)

### **School Counseling (51+9=60 credits):**

CE 7100 Introduction to School Counseling, Consulting, and Collaboration (4 credits; Tues; semester 4)

CE 7110 Advanced School Counseling (3 credits; Adjunct; any day; semester 5)

CE 7120 School Counseling: Postsecondary Planning and College Counseling (2 credits; Adjunct; online; semester 5)

### **Clinical Rehabilitation Counseling (44+16=60 credits):**

CE 7210 Medical Aspects of Disability (3 credits; hybrid; Tues)

Taken in place of CE 6070 Consulting

CE 7220 Psychological Aspects of Disability (3 credits; Adjunct; Tues)

CE 7230 Employment Strategies (3 credits; hybrid; Thurs)

CE 7240 Rehabilitation Counseling Professional Roles (3 credits; hybrid; Thurs)

CE 7299 Rehabilitation Counseling Practicum (4 credits; TBD)

Taken in place of CE 7020 Counseling Practicum

## Appendix C: Comparing Social Work and Counseling Programs

### TBF Counseling Information on Admissions from Website

Admission may be recommended if the applicant's honor point average is 2.5 or above for the undergraduate course work. Applicants admitted with an undergraduate honor point average between 2.5 - 2.75 will be given Qualified admission.

MA in Counseling	Academic Year of Admission (Academic Year 2010 includes Fall 2009, Winter 2010 and Spring/Summer 2010)								
	2010	2011	2012	2013	2014	2015	2016	2017	2018
Students Beginning a Graduate Program	76	67	62	74	75	68	54	48	51
Degrees Awarded to Students who Began Program	42	34	34	29	35	22	2		
Graduation Rate	55.3%	50.7%	54.8%	39.2%	46.7%	32.4%	3.7%	0.0%	0.0%
Average of Number of Semesters to Degree	10.6	11.4	10.4	11.4	10.0	10.3	8.0		
Average of Number of Credit Hours to Degree	62.5	63.9	66.4	66.0	66.2	68.0	60.5		
Number Still Attending as of Fall 2018			1	7	11	18	33	41	41
Number of Drop-Outs	34	33	27	38	29	28	19	7	10
Attrition Rate	44.7%	49.3%	43.5%	51.4%	38.7%	41.2%	35.2%	14.6%	19.6%
Average Loan Amount for Those Graduating	\$66,862	\$70,494	\$59,027	\$62,399	\$59,849	\$51,486	\$25,353		
Average Loan Amount for Drop-Outs	\$36,588	\$26,790	\$19,798	\$32,220	\$28,645	\$32,784	\$21,750	\$9,572	\$10,038
Average Number of Semesters Attended by Drop-Outs	6.1	4.5	3.7	4.8	4.2	4.6	3.3	2.6	1.4
Average of Number of Credit Hours for Drop-Outs	32.8	24.6	18.5	27.0	24.1	24.9	22.5	13.0	8.0

### Social Work MSW Information on Admissions from Website

The School of Social Work at Wayne State University offers full-time and planned part-time study programs leading to the Master of Social Work. The full-time degree program consists of four semesters of study in which field work is concurrent with class work. Students spend two full days each week in the field and two days in classes for two consecutive years. Required classes in the full-time program may be offered during the day or evening, on Saturdays, and online.

The planned part-time program permits students to complete degree requirements over a three- or four-year period. Part-time study is open only to students who have been formally admitted to the program by the Admissions Director.

Core Year is 32 cr hrs

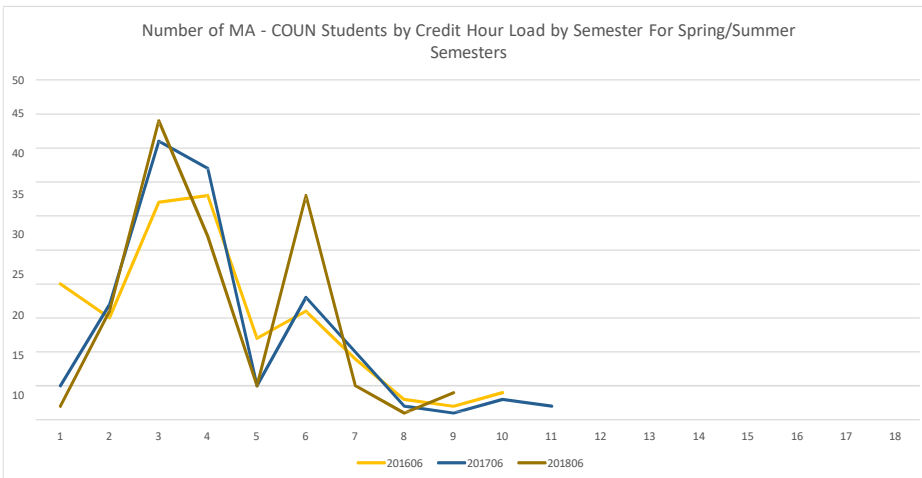
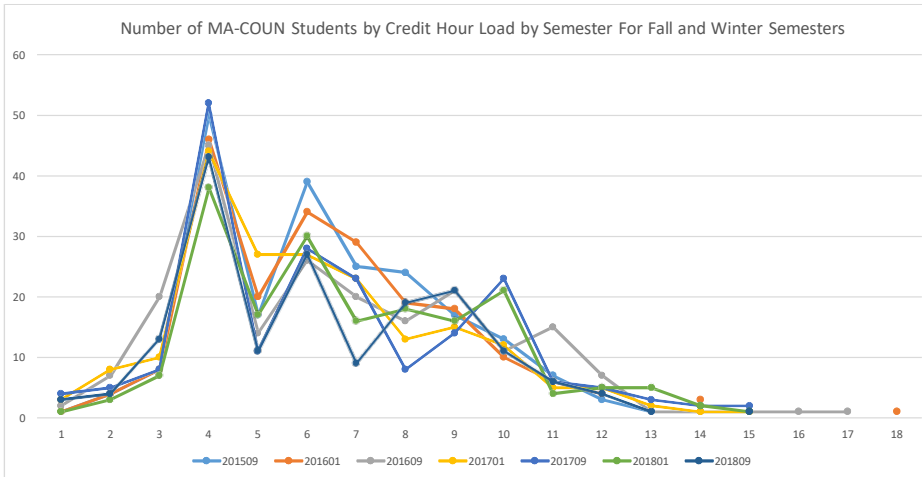
Credits in Advance Year is 28 to 30

- (1) be admissible to the University Graduate School, hold a baccalaureate degree from an accredited institution, have a minimum honor point average of 2.75, and submit the official transcript(s) from all universities/colleges attended to the University Admissions-Graduate Division; (2) submit a complete application with all required documents. (3) Applicants must complete 30 semester credits in academic work, distributed in the social and biological sciences and in the humanities; (4) demonstrate suitability and fitness for the profession and the ability to undertake successfully graduate professional education in social work.

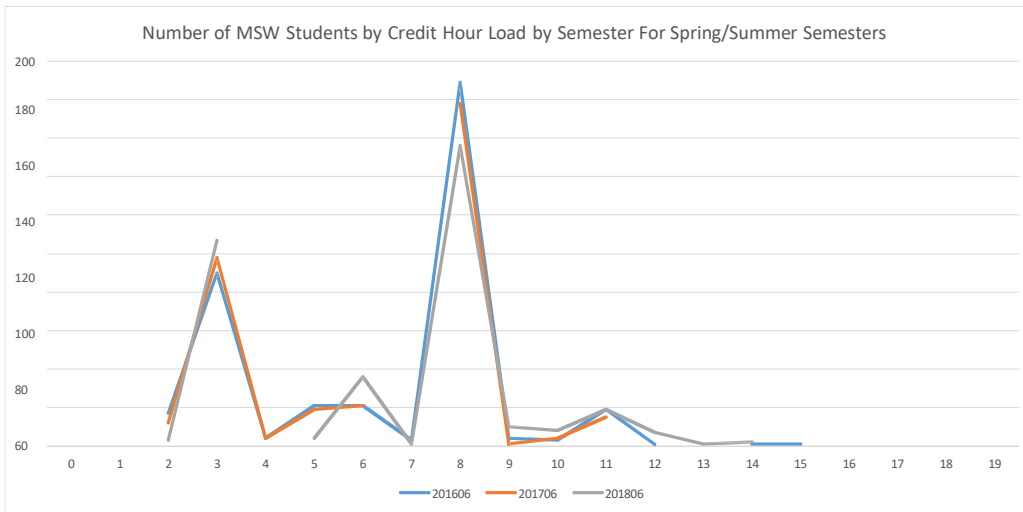
MSW	Academic Year of Admission (Academic Year 2010 includes Fall 2009, Winter 2010 and Spring/Summer 2010)								
	2010	2011	2012	2013	2014	2015	2016	2017	2018
Students Beginning a Graduate Program	327	334	315	341	368	385	384	356	354
Degrees Awarded to Students who Began Program	300	309	279	308	325	349	323	249	
Graduation Rate	91.7%	92.5%	88.6%	90.3%	88.3%	90.6%	84.1%	69.9%	0.0%
Average of Number of Semesters to Degree	4.7	4.6	4.6	4.2	4.4	4.3	4.1	3.4	
Average of Number of Credit Hours to Degree	48.6	48.5	49.6	46.7	48.2	48.0	47.5	46.1	
Number Still Attending as of Fall 2018				1	2	25	85	329	
Number of Drop-Outs	27	25	36	32	43	34	36	22	25
Attrition Rate	8.3%	7.5%	11.4%	9.4%	11.7%	8.8%	9.4%	6.2%	7.1%
Average Loan Amount for Those Graduating	\$31,691	\$31,298	\$34,377	\$34,789	\$34,226	\$33,190	\$34,701	\$31,145	
Average Loan Amount for Drop-Outs	\$18,038	\$19,809	\$19,014	\$17,861	\$17,904	\$20,326	\$28,422	\$25,685	\$11,923
Average Number of Semesters Attended by Drop-Outs	2.3	2.6	2.8	2.0	2.4	2.8	5.0	5.1	2.6

Credit Hours Taken	Number of MA-COUN Students Registered and Enrolled										
	201509	201601	201606	201609	201701	201706	201709	201801	201806	201809	
1	1	1	20	2	3	5	4	1	2	3	
2	4	4	15	7	8	17	5	3	16	4	
3	8	8	32	20	10	41	8	7	44	13	
4	50	46	33	45	44	37	52	38	27	43	
5	17	20	12	14	27	5	11	17	5	11	
6	39	34	16	26	27	18	28	30	33	27	
7	25	29	9	20	23	10	23	16	5	9	
8	24	19	3	16	13	2	8	18	1	19	
9	17	18	2	21	15	1	14	16	4	21	
10	13	10	4	11	12	3	23	21		11	
11	7	6		15	5	2	6	4	1	6	
12	3	4		7	5		5	5		4	
13	1		1	1	2	1	3	5		1	
14		3		1	1		2	2			
15	1			1	1		2	1		1	
16				1							
17				1							
18		1									

Total Number of Students	210	203	147	209	196	142	194	184	138	173
Mean	6.4	6.5	4	6.6	6.2	4.2	6.6	6.8	4.3	6.3
Mode	4	4	4	4	4	3	4	4	3	4
% Taking 4 Credit Hrs	23.8%	22.7%	22.4%	21.5%	22.4%	26.1%	26.8%	20.7%	19.6%	24.9%
% Taking 6 Credit Hrs	18.6%	16.7%	10.9%	12.4%	13.8%	12.7%	14.4%	16.3%	23.9%	15.6%
% Taking 9 or More Credit Hrs	20.0%	20.7%	4.8%	28.2%	20.9%	4.9%	28.4%	29.3%	3.6%	25.4%
% Taking Less than 9 Credit Hrs	80.0%	79.3%	95.2%	71.8%	79.1%	95.1%	71.6%	70.7%	96.4%	74.6%

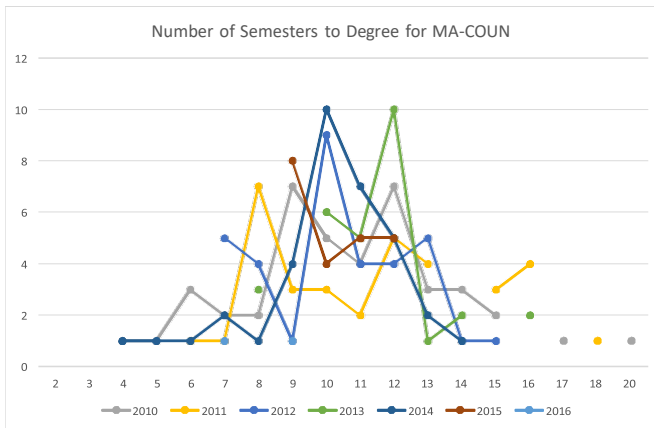






Type of Aid	Academic Periods MA-COUN Students were Registered and Enrolled									
	201509	201601	201606	201609	201701	201706	201709	201801	201806	201809
Enrollment	210	203	147	209	196	142	194	184	138	173
Number of Students with Loans	168	159	50	148	140	48	138	138	44	114
Percent with Loans	80.0%	78.3%	34.0%	70.8%	71.4%	33.8%	71.1%	75.0%	31.9%	65.9%
Total Loan Amount	\$1,566,392	\$1,529,919	\$288,342	\$1,352,608	\$1,246,602	\$294,195	\$1,247,423	\$1,250,036	\$276,355	\$1,046,869
Average Loan for those with Loans	\$9,324	\$9,622	\$5,767	\$9,139	\$8,904	\$6,129	\$9,039	\$9,058	\$6,281	\$9,183
Average Credit Hours Taken for those with Loans	6.6	6.6	3.8	7.2	6.5	4.2	6.9	7.1	4.4	6.9
Average of Tuition Cost for those with Loans	\$4,495	\$4,469	\$2,710	\$5,076	\$4,586	\$3,093	\$5,070	\$5,230	\$3,310	\$5,179
Average Loan Amount in Excess of Tuition	\$4,829	\$5,153	\$3,056	\$4,063	\$4,318	\$3,036	\$3,970	\$3,828	\$2,971	\$4,004
Number of Students with Scholarships	31	17	20	27	24	13	33	23	13	27
Percent with Scholarships	14.8%	8.4%	13.6%	12.9%	12.2%	9.2%	17.0%	12.5%	9.4%	15.6%
Total Scholarship Amount	\$59,733	\$54,082	\$31,799	\$65,995	\$62,613	\$22,755	\$65,687	\$53,444	\$23,466	\$66,860
Average Scholarship for those with Scholarships	\$1,927	\$3,181	\$1,590	\$2,444	\$2,609	\$1,750	\$1,991	\$2,324	\$1,805	\$2,476
Number of Students with Grants				1		1	2	2		
Total Grant Amount				\$680		\$4,381	\$9,371	\$3,977		
Average Grant Amount for those with Grants				\$680		\$4,381	\$4,686	\$1,989		
Number of Students with Work Study	1						1	1		
Total Work Study Amount	\$3,009						\$1,865	\$2,358		
Average Work Study Amount for those with Work Study	\$3,009						\$1,865	\$2,358		

Number of Semesters to Degree	Academic Year of Admission for MA-COUN (Academic Year 2010 includes Fall 2009, Winter 2010 and Spring/Summer 2010)								
	2010	2011	2012	2013	2014	2015	2016	2017	2018
2									
3									
4		1				1			
5		1				1			
6		3	1			1			
7		2	1	5		2		1	
8		2	7	4	3	1			
9		7	3	1		4	8	1	
10		5	3	9	6	10	4		
11		4	2	4	5	7	5		
12		7	5	4	10	5	5		
13		3	4	5	1	2			
14		3		1	2	1			
15		2	3	1					
16			4		2				
17		1							
18			1						
20		1							



Number of Semesters to Degree	Academic Year of Admission for MSW (Academic Year 2010 includes Fall 2009, Winter 2010 and Spring/Summer 2010)								
	2010	2011	2012	2013	2014	2015	2016	2017	2018
2			1		4	1	2	3	3
3	116	119	106	147	153	154	156	150	
4	63	68	73	68	68	86	72	78	
5	53	66	48	44	40	54	39	18	
6	9	9	5	9	10	12	18		
7	8	6	8	8	16	12	10		
8	31	18	19	19	26	18	24		
9	9	13	8	8	5	3	1		
10	6	9	10	3	4	7			
11	4		1		2	1			
12	1		1						
13									
14									
15									
16									
17									
18									
19									
20									

