



**Master of Arts in Counseling Program
2021/2022 Program Evaluation Report**

Vital Statistics

MAC	
Currently Enrolled Students	44 full-time 1 non-degree seeking
Graduates in AY2021/2022	18
Employment Rate	18/18
Counselor Education Comprehensive Examination Pass*	18/18; 100%

- Reports generated for AY21/22
- MAC= Master of Arts in Counseling
- Employment rate indicates the proportion of students who desired employment who were employed or engaged in full-time advanced academic study within six months of graduation. Many graduates secure employment prior to graduation. All graduates reporting.

*MAC transitioned to administering the Counselor Education Comprehensive Examination (CECE) in place of the Counselor Preparation Comprehensive Examination (CPCE) in AY 20/21. MAC indicates a passing score on the CECE as a passing total score AND a passing score (score must fall within -1 SD of national mean) on at least six of the eight subsections of the CECE.

Program Objectives & Major Program Activities

The program faculty engaged in a number of activities relevant to this report during the 2021-2022 Academic Year (AY 21/22):

- The MAC program received CACREP accreditation in Spring 2021. The program was accredited for 2 years and will submit an interim report to receive the full 8 year accreditation in Fall 2023.
- Due to the COVID-19 pandemic MAC courses were held online throughout the 2020/2021 academic year. In the 2021/2022 the MAC program returned to courses being fully on ground while maintaining COVID-19 safety procedures as set by the university.

Sources of Data

The following sources of data were utilized in developing this report:

- Graduate performance on the Counselor Education Comprehensive Examination (CECE)

- Pass rates of Key Performance Indicators (KPI)
- Student performance on practicum and internship ratings from site supervisors
- Admissions, enrollment, and graduation data for the AY21/22
- Faculty observations and discussions during systematic program evaluation meetings held during the eighth week of each term, systematic student review, and the annual planning day held at the beginning of August each academic year.

MAC Program Evaluation Findings

Objective 1: MAC graduates will have the knowledge and technical skills to serve a wide variety of populations and mental health issues, in both individual and group formats as professional counselors.

- Fourteen students took the CECE between August 2020- July 2021, with a 100% total pass rate for the test (MAC M= 82.07; SD= 12.29) (National M= 73.78; SD=14.21).
 - Subsection scores indicate the following:
 - Human Development- MAC M= 10.29; SD= 2.52 (National M= 9.49; SD= 2.34)
 - Social Cultural- MAC M=12.00: SD= 1.75 (National M= 11.05; SD= 2.07)
 - Helping Relationships- MAC M=10.15; SD= 1.91 (National M= 9.80; SD= 2.64)
 - Group- MAC M= 11.57; SD= 1.74 (National M= 9.44; SD= 2.34)
 - Career- MAC M= 10.64; SD= 1.95 (National M= 9.70; SD= 2.57)
 - Appraisal- MAC M= 9.14; SD= 2.60 (National M= 8.09; SD= 2.61)
 - Research- MAC M= 8.29; SD= 2.87 (National M= 7.05; SD= 2.86)
 - Ethics- MAC M= 10.00; SD= 2.08 (National M= 8.71; SD= 2.60)
- Passing scores are indicated by students earning at least a B- on assignments measuring MAC Program KPIs. KPI data indicates the following for each KPI measurement:
 - KPI 1- 10/11 (91%) of students enrolled in COU 635 Human Growth and Development received a passing score on the Case Conceptualization paper measuring KPI 1.
 - KPI 3- 9/9 (100%) of students enrolled in COU 620 Role of the Clinical Mental Health Counselor received a passing score on the Disaster Mental Health Paper measuring KPI 3.
 - KPI 4- 20/22 (91%) of students enrolled in COU 634 Group Counseling received a passing score on the Final Group Paper measuring KPI 4
 - KPI 5- 7/7 (100%) of students enrolled in COU 662 Career Counseling received a passing score on the Generational Interview Paper measuring KPI 5.
 - KPI 9- 20/20 (100%) of students enrolled in COU 602 Counseling Theories received a passing score on Theory Paper measuring KPI 9.

Objective 2: MAC graduates will adhere to the ACA Code of Ethics and by culturally-aware advocates for all clients and the counseling profession.

- Passing scores are indicated by students earning at least a B- on assignments measuring MAC Program KPIs. KPI data indicates the following for each KPI measurement:
 - KPI 2- 8/8 (100%) of student enrolled in COU 630 Multicultural Counseling received a passing score on the Immersion Paper measuring KPI 2.
 - KPI 8- 22/24 (92%) of students enrolled in the COU 618 Mental Health Ethics, Law, and Professional Practice received a passing score on the Ethical Decision-Making Paper measuring KPI 8.
- Site supervisors indicated that 88% practicum and internship students were 'proficient' or above in adhering to the ACA Code of Ethics and being culturally aware advocates.

Objective 3: MAC graduates will have developed a professional identity as a Clinical Mental Health Counselor.

- Graduating MAC students completed Capstone Presentations with a 100% pass rate indicating that students earned at least a B- on the Capstone Presentation.
- Additionally, graduating MAC students earned a 'proficient' or higher on the Final Professional Identity Statement submitted with the final conferral portfolio.

Objective 4: MAC graduates will demonstrate personal and professional dispositions such as cultural awareness, openness, self-awareness, and tolerance of ambiguity.

- MAC students earned a minimum of an average score of 3 (out of 4) 'meets expectations' or higher on Professional Performance Evaluations measuring professional dispositions. Professional Performance Evaluations are completed by the instructor in each course at the end of each term.

Objective 5: MAC graduates will be able to critically evaluate research related to the field of counseling and use data to inform clinical decisions, as well as program evaluation within counseling settings.

- Passing scores are indicated by students earning at least a B- on assignments measuring MAC Program KPIs. KPI data indicates the following for each KPI measurement:
 - KPI 7- 9/9 (100%) of student enrolled in COU 675 Counseling Research received a passing score on the Research Proposal Presentation measuring KPI 7.
 - KPI 6- 24/25 (96%) of students enrolled in the COU 612 Clinical Assessment received a passing score on the Final Paper measuring KPI 8.

MAC Program Changes, Improvements, and Response

In light of data collected, the following program changes and responses have been enacted during the AY21/22:

- MAC began using the CECE as a measurement tool and requirement for graduation in AY20/21. The CECE has replaced MAC's use of the CPCE. Transition to the CECE was also considered due to the accessibility of the test, as this test has no cost to MAC students. Fourteen MAC completed the CECE in AY20/21 with a 100% pass rate.
 - In effort to provide more structure to the CECE process MAC has identified the Saturday of the 5th week of each term as the day in which the CECE will be administered. MAC students are required to register with the CECE faculty coordinator at least two weeks before the test. Students are now also required to complete the CECE at least one term before the term in which they plan to graduate.
- MAC faculty worked with MLAG to identify study resources for the newly created MLAG Resource Room. The MLAG Student Group hosted book drives to collect resources focused on specialized areas in counseling, comprehensive exam and licensure exam study resources, and other texts. Additionally, MAC faculty worked with the MAC library liaison to purchase additional resources to be used by MAC students. MAC students also have access to a Google Classroom site that houses additional study resources for comprehensive and licensure exams.
- MAC implemented five new program objectives during AY 20/21:
 1. MAC graduates will have the knowledge and technical skills to serve a wide variety of populations and mental health issues, in both individual and group formats as professional counselors.
 2. MAC graduates will adhere to the ACA Code of Ethics and be culturally aware advocates for all clients and the counseling profession.
 3. MAC graduates will have developed a professional identity as a Clinical Mental Health Counselor.
 4. MAC graduates will demonstrate personal and professional dispositions such as cultural awareness, openness, self-awareness, and tolerance of ambiguity.
 5. MAC graduates will be able to critically evaluate research related to the field of counseling and use data to inform clinical decisions, as well as program evaluation within counseling settings.
- During Summer 2021, MAC faculty reviewed and revised assessment procedures utilized by the program to track student progress. As a result of these revision meetings, an intentional and systematic assessment process was created to allow for creation of an assessment timeline.
 - KPI Matrices were updated to map on to new program objectives and to provide illustration of ways in which MAC is assessing KPIs in knowledge and skill areas.
 - The revision process included the creation of two new surveys: an Alumni Survey, to be distributed to alumni 1, 3, and 5 years post-graduation; and an Employer Survey to be distributed to employers of MAC graduates. These surveys will be implemented for use in April 2022.

- MAC faculty also coordinated with the Associate Dean of Academic Affairs to revise the MAC Graduation Survey to better meet program evaluation needs.
 - All surveys were transitioned to Qualtrics to help in data collection.
- Additionally, during Summer 2021, MAC faculty revised program professional dispositions identifying seven key dispositions. A new rubric was created to be implemented in AY 21/22 to replace the former Professional Performance Evaluation. The newly revised Professional Disposition Evaluation will now be used to assess student dispositions on an annual basis. MAC faculty will then disseminate evaluation feedback to students, offering remediation meetings for those students who are not meeting dispositional expectations.
- AY 20/21 saw an increase in student and alumni engagement. The MLAG student group offered routine scheduled events to build engagement, collaboration, and support among students. MLAG representatives were invited to attend program meetings to discuss any ideas or concerns with faculty members. A picnic was held at the end of the AY 20/21 that students, alumni, families, newly admitted students, and faculty attended. MLAG plans to continue to host an annual picnic as a result of its reception among students and alumni.
- During Summer 2021, MAC faculty advisors for MLAG helped MLAG leadership to continue to establish roles and responsibilities of the leadership team and committees. An Alumni Committee was established in effort to help connect more alumni with the program and current MAC students. This committee is co-chaired by a recent alumnus. These new positions and committees will be incorporated into MLAG during AY 21/22.
- MAC faculty revised Group Faculty Supervision courses in an effort to provide more consistency and digital use to submit necessary supervision paperwork. Additionally, assignments and assignment rubrics were revised to reflect terminology in other MAC courses.
 - MAC faculty also developed the Student Self-Evaluation to be completed at each midterm. This evaluation will have MAC practicum and internship students self-rate on counseling skills and dispositions. This evaluation will be implemented during AY 21/22.
- Implementation of Professional Identity Development (PID) course redesign and updates took place during AY 20/21. Feedback from students as a result of the course redesign include more intentionality of the course, and intentional use and setting of professional goals set each term. MAC will continue to evaluate PID courses during AY 21/22.
- In response to CACREP self-study and addendum feedback MAC met with Doane's Division of Diversity, Equity, and Inclusion to begin collaboration on a plan to implement more intentional recruitment and retainment strategies focused towards recruitment, retention, and support of diverse students and faculty. MAC will begin implementation of this plan during AY 21/22.
- During AY 20/21, MAC was approved for an initial CACREP site visit. MAC is currently waiting to be assigned a site visit date, to be expected to take place during Fall 2021.

- As the result of a university prioritization process, MAC was moved to the College of Education (COE), due to the sundown of the College of Professional Studies. MAC will formally be a program with COE at the start of the AY 21/22. MAC has coordinated with the COE Dean and COE other faculty and staff to help with this transition process.