



**Master of Arts in Counseling Program
2022/2023 Program Evaluation Report**

Vital Statistics

	MAC
Currently Enrolled Students	41 full-time 2 non-degree seeking
Graduates in AY2022/2023	12/12
Employment Rate	12/12
Counselor Education Comprehensive Examination Pass*	9/12; 75% (First Attempt) 12/12; 100% (Second Attempt)

- Reports generated for AY22/23
- 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 seven of the eight subsections of the CECE. MAC students have the opportunity to retest, should they not pass at initial testing. CECE scores reported only indicate scores from initial testing.

Program Objectives & Major Program Activities

The program faculty engaged in a number of activities relevant to this report during the 2022-2023 Academic Year (AY 22/23):

- 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.
- During the 22/23 AY MAC courses transitioned from terms to semesters. This shifts in curriculum schedule came with course revisions throughout the program.
- During 22/23 AY MAC full-time core faculty started to serve as faculty advisors for MAC students, contributing to greater student monitoring and evaluation.
- During 22/23 AY MAC began a faculty search for an additional full-time faculty member. This search will continue into the 23/24 AY, with a goal for the position to be field by January 2024.

Sources of Data

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

- Student 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 AY22/23
- 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 June.

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.

- Nine students took the CECE between August 2022- July 2023, with a 75% total pass rate for the test at initial testing (MAC M= 72.33; SD= 10.51) (National M= 75.58; SD=14.08).

	2022-2023	
Subsection	National Mean & Std. Deviation	MAC Mean & Std. Deviation
		n=9
Human Development	9.63 2.31	9.89 1.76
Social & Cultural Foundations	11.22 2.16	10.78 0.97
Helping Relationships	10.01 2.72	8.89 2.09
Group Counseling	9.61 2.32	9.33 1.87
Career & Lifestyle	10.18 2.54	9.33 2.65
Appraisal	8.22 2.53	9.11 2.52
Research & Program Evaluation	7.68 2.78	6.33 3.0

Professional Orientation & Ethical Practice	9.04 2.53	8.67 1.66
TOTAL	75.58 14.08	72.33 10.51

- While MAC student scores on the CECE fall within 1 standard deviation of national scores, there were several areas in which MAC students average below the national mean. These subsections included: social cultural foundations, helping relationships, group counseling, career & lifestyle, research & program evaluation, and professional ethics. The overall total score average also fell below the national mean, but within one standard deviation of the national mean.
- 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- 13/14 (92%) of students enrolled in COU 635 Human Growth and Development received a passing score on the Case Conceptualization paper measuring KPI 1.
 - KPI 3- 8/10 (80%) of students enrolled in COU 620 Trauma, Crisis, and Disaster Mental Health Counseling received a passing score on the Disaster Mental Health Paper measuring KPI 3.
 - KPI 4- 8/9 (89%) of students enrolled in COU 634 Group Counseling received a passing score on the Final Group Paper measuring KPI 4
 - KPI 5- 14/14 (100%) of students enrolled in COU 662 Career Counseling received a passing score on the Generational Interview Paper measuring KPI 5.
 - KPI 9- 4/4 (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- 14/14 (100%) of student enrolled in COU 630 Multicultural Counseling received a passing score on the Immersion Paper measuring KPI 2.
 - KPI 8- 16/17 (94%) 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.
- On a 4-point scale, site supervisors indicated practicum and internship students were 'proficient' or above (M=3.21) in being culturally aware advocates.

- On a 4-point scale, site supervisors indicated practicum and internship students were ‘proficient’ or above (M=3.0) in adhering to ethical and legal standards.

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.
- Program data from annual Student Professional Disposition Evaluations (PDEs) indicate that 100% students fall at proficient or advanced when rated on disposition of “Commitment to Professional Development” (M= 3.11). This average is indicative of students at all levels within the MAC program.

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 Disposition Evaluations. Professional Performance Evaluations are completed by faculty advisors at the end of each academic year.
- The following chart illustrate mean scores across student body.

Professional Disposition	‘Advanced’ Definition	Program Mean
Openness	Student consistently demonstrates acceptance of others’ point of view and experiences, a willingness to actively explore personal viewpoints to increase self-awareness, and ability to accept and apply feedback from both faculty and peers. Student demonstrates professional level of positive paraphrasing and/or affirmation.	3.22
Integrity	Student consistently demonstrate personal responsibility, ethical behavior, academic integrity, professional integrity, and honesty. Student consistently turns assignments and required documentation in on time and manages commitments responsibly. Student demonstrates academic integrity by submitting timely work of their own. Student consistently demonstrates mastering of new material by engaging in class, academic materials, and outside professional development opportunities. Student engages in a professionally ethical way as defined by the ACA Code of Ethics.	3.38

Communication/ Interpersonal Relationships	Student consistently demonstrates outstanding communication by the following: interacting with faculty and peers in a respectful and professional way (i.e., person first language), communicating with faculty/staff appropriately and professionally (i.e., healthy boundaries, timely communication, professional email communication), communication with peers is constructive, supportive, and professional.	3.22
Cultural Awareness	Student consistently demonstrates high awareness of cultural diversity, equity, and inclusion. This includes engagement in civic and community events that promote mental health awareness, advocacy for social justice issues, openness to others, and understanding of multiple worldviews. Student approaches others with respect, dignity, and empathy.	3.13
Growth Mindset	Student demonstrates consistent ability to tolerate ambiguity, be flexible, reflect, show motivation to master new materials, implement and integrate feedback, seek support, and show humility.	3.27
Emotional Wellbeing	Student demonstrates consistent care towards emotional stability and well-being through active and consistent and intentional self-care practices.	3.11
Commitment to Professional Development	Student demonstrates a professional understanding of the unique role of the counselor as an active therapeutic agent.	3.11

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 6- 7/7 (100%) of students enrolled in the COU 612 Clinical Assessment received a passing score on the Final Paper measuring KPI 6.
 - KPI 7- No data for AY 22/23. Due to enrollment and course schedule redesign COU 675 was not offered during AY 22/23. COU 675 will be offered again in Spring 2024.
 - Site supervisors rated practicum and internship students at proficient or above in relation to ability to create treatment plans grounded in evidence-based practice.
 - Additionally, seven students engaged in research with faculty members, presenting at state, regional, and national conferences.

MAC Program Changes, Improvements, and Response

In light of data collected, the following programs changes and responses have been enacted during the AY 22/23:

- 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. Nine MAC completed the CECE in AY 22/23 with a 75% pass rate on initial test completion and 100% for those students who were required to retest in failed subject areas.
 - During AY 22/23 MAC faculty began offering a CECE study day in which MAC students could opt to join to review for the CECE. MAC faculty hosted these study sessions as the result of lower scores on the CECE.
 - In addition to the CECE review day, MAC faculty worked with the Doane library to procure study materials for the CECE in hopes to lessen the financial burden on students.
 - This year represents the last year in which students were enrolled in the program before all current core faculty were hired and course progression was more structured. MAC faculty anticipate to see scores meet at least national means during the 23/24 AY with additional supports in place, as well as curriculum redesign in place.
- MAC transitioned to semesters from terms during the 22/23 AY. This transition brought natural course revisions, which resulted in assignment redesign, new textbook adoptions, etc. MAC has seen the benefit in having 16-week semester to address core areas of study and will continue to evaluate.
- As a result of the transition to semesters, the MAC program also saw a change in curriculum planning. Students entering the program now select a 3 or 4-year track and follow a planned course curriculum. Classes are offered routinely in the Fall, Spring, and Summer. This curriculum planning redesign was also due to feedback from current students and observation of faculty members in regard to how long some students were taking to complete their degree program.
- AY 22/23 also saw MAC core faculty providing routine systematic advising to all students throughout the year. This allowed MAC advisors to meet with respective students at the end of the academic year to complete the newly revised Professional Disposition Evaluation and review results with students to create a plan to address areas of continued development.
- During the Summer 2022, MAC faculty met to update and revise the Practicum and Internship Group Faculty courses. Practicum/Internship handbooks were revised and distributed to students. Practicum and internship hours were also revised. As of Fall 2022, students are now required to complete 150 Practicum hours and 600 Internship hours. This change was the result of student feedback, as well as review of requirements by the state and other counselor education programs in the state.
 - Course rubrics and templates were redesigned to better provide structure, as well as better reflect consistent language used across program courses.

- COU 619, Roles and Function of the Mental Health Counselor, was created as a course taken before Practicum in Summer 2022. During Summer 2023, to address feedback received from both students and site supervisors, site supervisors were invited to a site fair. Sites set up informational booths for students to visit and gain more insight into populations served and work they do.
- In AY 20/21 students enrolled in the Ethics course (COU 618) only met 85.7% of the annual goal for the assessed KPI. This assignment was previously tied to another assignment. In order to enable student to utilize more direct focus and deeper exploration on this assignment, during AY 22/23 it became a standalone assignment with a longer page requirement and larger point value. This resulted in higher student performance.
- During AY 22/23 the MAC program received two grants to support student professional development.
 - MAC received a \$500,000/3 year grant from BHECN to focus on offsetting student financial costs. Students engaged in practicum and/or internship in a rural mental health setting are now eligible to receive a \$12,000 stipend for their work. They also receive membership to the American Counseling Association.
 - MAC also engaged in interdisciplinary work with other Doane division which received a \$306,000/3 year grant from SAMSHA. This grant provides mental health resources to the entire Doane community. MAC students will engage in supporting some of this work during AY 24/25 to provide supervised assessments and relevant psychoeducation materials to Doane faculty and staff.
 - These grants come as the result of student feedback regarding the cost of the program, community feedback regarding the need for mental health services, and lack of funding opportunities for graduate students.
- MAC also was able to sponsor twelve students to attend conference at the state, regional, and national level. MAC attended to conference fees, and some travel if needed. MAC again focused on this sponsorship as the result of student and alumni feedback regarding the need for more professional development opportunities.
- Finally, as a result of student and alumni feedback regarding the want for more elective options, MAC program director worked with other graduate program directors to create a new experiential elective. In Summer 2024, registered MAC students will participant in travel abroad elective to Costa Rica.