



**Master of Arts in Counseling**

**The Master of Arts in Counseling Program  
2020 – 2021 Annual Report  
(Fall 2020-Summer 2021)**

**Submitted December 2021**

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## Master of Arts in Counseling

### The Master of Arts in Counseling Program's 2020 – 2021 Annual Report

This report contains an overview of the Master of Arts in Counseling (MAC) Program, including data from courses, survey data, faculty information, and program data as outlined in the Comprehensive Evaluation Plan for the Masters of Arts in Counseling Program. As part of MAC's ongoing comprehensive program evaluation, this report includes updates, summary data, findings from the formal comprehensive evaluation, and program modifications made as a result of these findings.

#### Getting to Know the MAC Program

##### MAC Program Summary

The Master of Arts in Counseling (MAC) Program offers a 60-semester hour program for the Clinical Mental Health Counseling concentration and a 50-semester hour program for the School Counseling concentration. Both concentrations are designed to meet the national academic and field placement standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP); the Ohio Counselor, Social Worker, Marriage/Family Therapist (OCSWMFT) Board; and the Ohio Department of Education (ODE); and Ohio Department of Higher Education requirements for students who are seeking licensure as a Licensed Professional Counselor (LPC), Licensed Professional Clinical Counselor (LPCC), and/or Licensed Professional School Counselor (LPSC).

##### MAC Vision Statement

The Master of Arts in Counseling (MAC) Program is an elite counseling program that will set the standard for training future and current counselors to address the rapidly changing mental health needs throughout the world. The MAC family creates a transformative learning environment that challenges students to evolve professionally and personally and emerge as leaders in counseling. To reach this vision, Heidelberg's Graduate Counseling Program will:

- Create a culture of excellence with collegiality and high expectations
- Attract and develop a diverse, talented, counseling workforce
- Learn from expert faculty that are engaged in scholarship and leaders in the profession
- Collaborate with the Tiffin community to provide support, education, and action to address issues related to counseling and mental health in the community
- Use high impact learning experiences to develop critical thinking skills that will help solve the world's most complex mental health problem
- Have students engage in research and others forms of scholarship to emerge as leaders in the counseling field
- Develop and maintain excellent counseling skills to provide outstanding care
- Observe the highest standards of ethics, integrity and cultural competency

- Continuously update curriculum using the collective expertise of MAC faculty and other stakeholders to ensure that students are prepared for the rapidly changing counseling needs

### MAC Updates

Some of the largest updates for MAC include the ongoing efforts related to providing quality and safe instruction due to the COVID-19 Pandemic, a transition in program leadership, and a new faculty search/hire. Faculty continued to blend in-person instruction, remote learning instruction, hybrid instruction, and maintaining the ability to have fluidity in all modalities. During the summer semester, MAC began to have some in person class deliveries after delivering the entire curriculum online in accordance with the special provisions allowed to counseling programs during the pandemic according to The Council for Accreditation of Counseling and Related Educational Programs (CACREP).

In July Dr. Marjorie Shavers transitioned out of MAC into a new leadership role at Missouri State. Dr. Meagan McBride was named Interim Director and began the search process for a new core faculty member. Prior to Dr. Shaver’s departure the MAC faculty worked with an advisory board to complete a curriculum update to ensure MAC student’s continue to be best prepared to meet the needs of clients and communities.

In addition to the course curriculum, the MAC Program also continued to address the impact on field experience for all students. Since K-12 schools were remote, some in person, and some blended, all school counseling students were required to have plans to receive hours across all modalities provided in their districts. Most schools allowed for some telehealth and all students were able to finish their hours in time for graduation, albeit some needed to take an incomplete and finish later. Similarly, clinical students varied in modality from completely remote engaged in telehealth counseling, and some students fully at their sites. Most students completed some in-person counseling and some telehealth counseling. MAC continues to provide all students enrolled in the field with training and certification in telehealth.

## Applicant and Enrollment Data

### Demographic Data for Applicants

Race/Ethnicity					Gender		
Black/AA	Hispanic/Latinx	White	AAPI	No Response	Female	Male	Trans/Non Binary
5.9%	-	85.3%	2.9%	5.9%	70.6%	23.5%	5.8%

A total of 34 prospective students applied to the MAC program during the 2020 – 2021 academic year. The data shows that the majority of applicants were White (85.3%). The program continues to explore ways to attract more underrepresented students. However, the percentage of Black/African American applicants increased from 4% in the 2017 – 2018 academic year. Additionally, the majority of applicants identified as female (70.6%) and the program continues to explore more ways to attract more males to the program. While the percentage of male students decreased from the previous year, there has been a consistent population of trans/non binary individuals applying to the program.

## Demographic Data for Enrolled Students

Race/Ethnicity					Gender		
Black/AA	Hispanic/Latinx	White	Multiracial	International	Female	Male	Transgender/Non-Conforming
4.1%	8.2%	84.9%	2.7%	-	63%	30.1%	6.8%

The total enrollment for the 2020-2021 academic year was 73 students. Similarly, to the application data, the majority of enrolled students were White, however they make up 84.9% of the enrolled population. The next highest group is Hispanic/Latinx at 8.4%. Similarly, the majority of enrolled students were female (63%). MAC has seen a decrease in our Black/African American student population, and an increase in our Hispanic/Latinx population. There was also an increase in Trans/NB students (2.6% in previous year).

### Data Sources

The *Comprehensive Evaluation Plan for MAC* is an ongoing assessment and evaluation on the program, its practices, and its policies. Data used to evaluate the program come from a variety of sources:

- Key Performance Indicator Data used to evaluate Student Learning Outcomes
- Exit Survey
- Program Evaluation from Site Supervisors
- Alumni Data (not collected this year, collected every three years)
- Employer Data (not collected this year, collected every three years)
- Site Visits
- Student Evaluations

### Evaluating Program Objectives

This section provides a summary of the program objectives and the information used to evaluate them over the 2020-2021 academic year. It should be noted that all scales referenced on surveys and evaluations use the following Likert scale: (1) = Below Expectations, (2) = Approaching Expectations, (3) = Meeting Expectations, (4) = Exceeding Expectations.

**Program Objective 1.** Provide students with the knowledge and skills to successfully obtain licensure and employment as counselors.

During the 2020 – 2021 academic year, students were evaluated by their supervisors and on average fell between meeting expectations (3) and exceeding expectations (4). Additionally, MAC had an 92% first-time pass rate for first-time examinees taking the clinical licensure exam and a 100% pass rate for examinees taking the school licensure exam. It should be noted that the challenges from the year before were noted and addressed and are reflected in the pass rates.

MAC graduates in the clinical program had a 100% employment rate for those looking for jobs within the first six months of graduation over the past year. MAC graduates in the school counseling program had a 100% employment rate for those looking for jobs within the first six months of graduation over the past year. According to the exit survey, 82.5% of students that responded had accepted a job before they graduated.

Additionally, site supervisors rated the program a 3.7 when asked about the preparation for students to obtain licensure and employment as counselors, which falls between meeting expectations (3) and exceeding expectations (4).

**Program Objective 2.** Prepare students to use the highest ethical and legal standards in professional counseling practice.

All students received a score between meeting expectations (3) and exceeding expectations (4) on the student evaluations by site supervisors in Internship I and Internship II on questions related to ethical and legal practice. Additionally, the average score on Student Learning Outcome (SLO) 2 (Apply and adhere to ethical and legal considerations in professional counseling.) was 3.3, which falls between meeting expectations (3) and exceeding expectations (4).

Additionally, site supervisors rated the program a 3.6 when asked about preparing students to use the highest ethical and legal standards which falls between meeting expectations (3) and exceeding expectations (4).

**Program Objective 3.** Provide students with the curriculum to address the knowledge and skills identified in the CACREP eight core areas.

The eight core areas are assessed using 1 – 11 of the 13 Student Learning Objectives. Details are provided in the Measuring Student Learning Outcomes section; however, on average, students met expectations and had scores between meeting expectations (3) and exceeding expectations (4).

**Program Objective 4.** Emphasize diversity issues that will prepare students to be effective counselors in a global society.

MAC faculty emphasize diversity issues throughout the courses and curriculum. Additionally, this is measured in SLO 3: Demonstrate an understanding of social and cultural diversity in counseling practice within a global society. The average score for SLO 3 for this academic year was 3.5. All students received a score between meeting expectations (3) and exceeding expectations (4) on the student evaluations by site supervisors in Internship I and II on questions related to diversity. Responses from the Exit Survey also echoed the emphasis on diversity.

Additionally, site supervisors rated the program a 3.7 when asked about preparing students to be effective counselors in a global society which falls between meeting expectations (3) and exceeding expectations (4).

Diversity and cultural competencies are interwoven in 100% of the courses offered. Also, listed below are some examples of ways that diversity has been integrated in the curriculum.

- Faculty incorporated a diversity travel experience (as allowed due to restrictions) into the Cross-Cultural Counseling course to broaden experiences, add service-learning components, and prepare students to serve in a global society (many of our students have never left the area or the state).
- Faculty added a focus on advocacy after interview data regarding counselor identity.
  - Through the 2020 - 2021 academic year faculty and students incorporated advocacy work within the campus and community. MAC students provided 3 poster presentations related to diversity topics at state conferences.
  - Students worked collaboratively with community members to plan a local Pride event.

- o Students and faculty collaborated with community Suicide Prevention Coalition to advocate at the local awareness event.
- Through the use of digital mediums students were guided to explore bias, build awareness and knowledge, research skills and ways to advocate for identified populations.
- Diversity and cultural competencies are interwoven in 100% of our courses.

**Program Objective 5.** Prepare students to develop in-depth knowledge of self-selected specialized areas of counseling, such as clinical mental health counseling, and/or school counseling.

This objective is measured using SLO 12 for school and SLO 13 for clinical mental health. Students scored an average of 3.80 on the school specialization and an average of 3.7 on the clinical specialization. Additionally, comments from the exit survey suggest that students were able to develop the knowledge in their chosen specialty areas.

Additionally, site supervisors rated the program a 3.8 when asked about preparing students to develop in-depth knowledge of their self-selected specialized areas of counseling which falls between meeting expectations (3) and exceeding expectations (4).

**Program Objective 6.** Provide students with up to date and evolving curriculum to effectively address emerging and vital issues such as trauma, crisis, emergency preparedness, technology, etc.

Program evaluations from site supervisors suggest that students are getting an updated curriculum. Faculty worked with an advisory panel of school counselors, clinical counselors, counselor educators, and alumni to do a deep dive of the curriculum to evolve it to meet community needs. Site supervisors rated the program a 3.8 when asked about providing students with up to date and evolving curriculum to effectively address emerging and vital issues which falls between meeting expectations (3) and exceeding expectations (4). Trauma and crisis curriculum have been embedded into the program and is covered in several courses including, Theories and Advanced Techniques, Counseling Issues in a Global Society, and the field experience courses.

In response to the Covid-19 Pandemic, the swift shift to telehealth all MAC students in the field experience course completed a 12-hour CEU certification training during the first few weeks to the transition to telehealth counseling. This training was called TeleMental Health: The New Standard – Ethical, Legal, Clinical, Technological, and Practice Considerations. In the site supervisors’ evaluations of the program and in site visits, many of our supervisors highlighted the training that students had on telehealth, which was often more than what the supervisor had received.

The pandemic and increased awareness of racial injustices provided some unique opportunities for relevant and important curriculum. Vital issues such as the health pandemic, racial pandemic, natural disasters/climate change were incorporated into clinical assessment to guide students how to broach and ask pertinent questions regarding emerging issues. These topics were addressed in practicum and internship in a variety of ways including broaching with the client, crisis and emergency preparedness (having discussions with supervisors regarding COVID protocols, safety protocols, etc), and the longitudinal impacts of these experiences.

**Some of the switches MAC made in the height of the pandemic that will be continued:**

- MAC is continuing to train students to complete interviews and network virtually, and in the use of various types of digital platforms they might use in a clinical setting or school setting.
- As legislation has changed (i.e. revised code updated regarding confidentiality and court cases with minors, telehealth and insurance, etc.), the MAC program works with a local attorney to do a brief

updates with students, faculty, and/or supervisors). This allows the program to evolve with the ever-changing counseling field, while modeling transparency, addressing documentation, collaborating with other fields, and adjusting curriculum as needed.

- The Techniques of Counseling course is continuing to teach about Telehealth and use Zoom for lab practice.

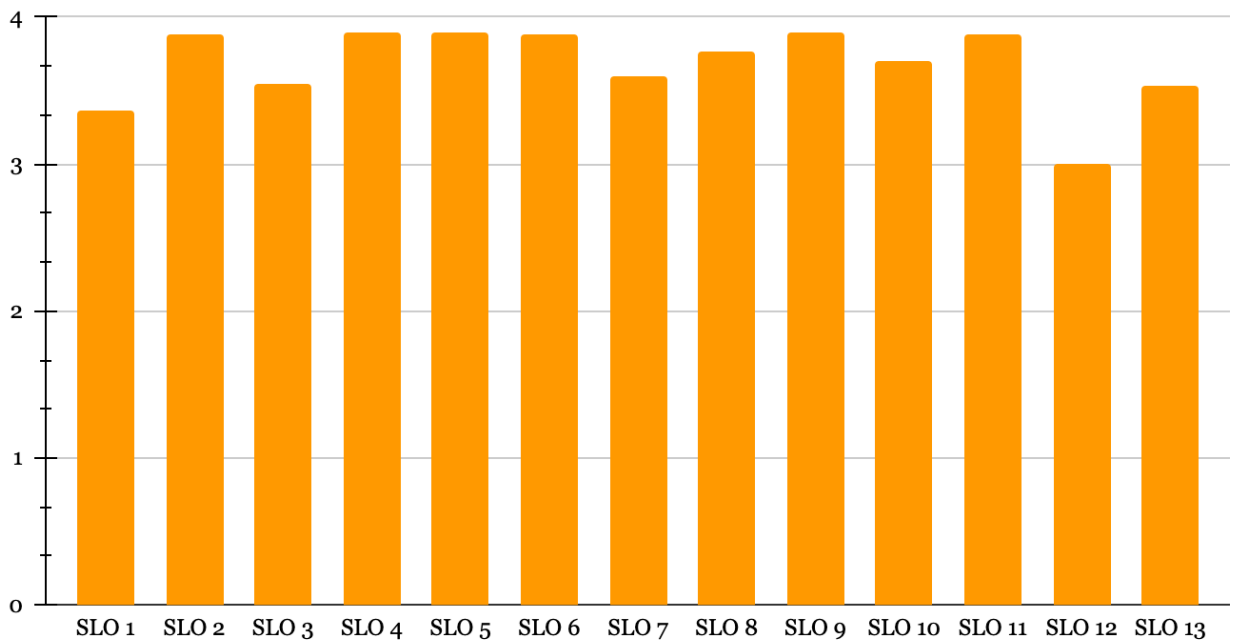
Additional trainings that the student received were provided as workshops as listed below:

- Children of Trauma & Restorative Supervisory Relationships
- Integrated Behavioral Health Colloquium
- Street Smart Ohio and Addiction Treatment

**Measuring Student Learning Outcomes**

The MAC program has identified thirteen Student Learning Outcomes (SLOs) based on the 2016 CACREP Standards and the MAC program objectives. Students were assessed on the degree to which they demonstrate introductory, practice, and mastery-level competence on these thirteen areas. A Key Performance Indicator (KPI) is aligned to one of the three SLO levels, and student learning was assessed regarding the degree to which the student demonstrated competence of that SLO. Students were rated on the following four-point scale for SLOs: Below Standard (1), Approaching Standard (2), At Standard (3), and Exceeds Standard (4). An average of the score for each Student Learning Outcome is summarized below in the chart.

**Average Rating for Student Learning Outcomes**



The KPI data suggests that on average students fell between meets expectations (3) and exceeds expectations (4) for all student learning outcomes. Each student learning outcome is also provided below with its rating.

Student Learning Outcome	Average Rating
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<b>SLO 1.</b> Articulate the roles and responsibilities of a counselor and demonstrate a strong professional identity.	<b>3.36</b>
<b>SLO 2.</b> Apply and adhere to ethical and legal considerations in professional counseling.	<b>3.88</b>
<b>SLO 3.</b> Demonstrate an understanding of social and cultural diversity in counseling practice within a global society.	<b>3.55</b>
<b>SLO 4.</b> Apply lifespan developmental, social, and psychological processes that underlie human development and family life cycle transitions to the case conceptualization of clients.	<b>3.9</b>
<b>SLO 5.</b> Use theories of career development to assist with career development, planning, and counseling.	<b>3.9</b>
<b>SLO 6.</b> Demonstrate knowledge of counseling theories, techniques, and skills to establish and maintain an effective relationship.	<b>3.88</b>
<b>SLO 7.</b> Demonstrate a general framework for assisting with crisis intervention, trauma informed care, and community-based strategies.	<b>3.6</b>
<b>SLO 8.</b> Demonstrate knowledge of counseling theories, group dynamics, techniques, and skills necessary to effectively facilitate group counseling.	<b>3.76</b>
<b>SLO 9.</b> Demonstrate the ability to administer and/or interpret the results of instruments that measure career, aptitude, personality, achievement, and interests.	<b>3.9</b>
<b>SLO 10.</b> Evaluate counseling outcomes using research and program evaluation concepts.	<b>3.7</b>
<b>SLO 11.</b> Demonstrate the ability to function and perform professionally and competently in a field setting.	<b>3.88</b>
<b>SLO 12.</b> Demonstrate an understanding of professional school counseling and P-12 comprehensive school counseling programs including the use of data to assess program and student outcomes.	<b>3</b>
<b>SLO 13.</b> Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, intake interviews, mental status evaluations, biosychosocial history, mental and health history, and psychological assessment for the diagnosis and treatment of mental health disorders.	<b>3.53</b>

### **Program Modifications and Substantial Changes Based on Findings**

As MAC faculty reviewed the data, several modifications were suggested and many were implemented. Some modifications were taken directly from the data while others evolved through discussion from a position of ongoing growth and reflection. The program modifications that arose based on findings are outlined below:

- Discussions revealed that the current way we are collecting and analyzing data is cumbersome for both the faculty entering the data and the person collecting data. The previous year faculty implemented the use of the Spreadsheet tools in Google to attempt a more efficient process and will re-evaluate at the end of the year. This was more effective, however faculty feel it still needs revised.
- After implementing new measures to increase positive outcomes on licensure exams, classes with core content are continuing these efforts as well as sending students to NCE prep through a partnering CSI program.
- The MAC Program added a course (COU 502: Introduction to Professional Counseling Identity) to address some of the challenges with graduate-level preparedness.

### **Program, Faculty, and Student Accomplishments**

The pandemic created a variety of challenges, but the Graduate Counseling Program has a lot to celebrate as well.

- Three MAC alums enrolled into PhD programs.
- MAC students Mariah Payne & Courtney Hughes Ksenich were awarded roles as emerging leaders in SAIGEO.

- MAC faculty Dr. DoHee Kim-Appel serves as Ohio Counseling Association President.
- MAC students Savannah Long and Nella Blackford presented a poster presentation at the All Ohio Counselors Conference.
- MAC student Jessica Iffland presented a poster presentation at the All Ohio Counselors Conference.
- MAC faculty member Meagan McBride was nominated for the 2020 Association for Counselor Education and Supervision Counselor Educator of the Year Award.
- MAC faculty member Meagan McBride was served on the local school board.
- Heidelberg's MAC Program continues to be ranked as the #1 Best Value Program in Ohio.