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Master of Arts in Counseling

**The Master of Arts in Counseling Program  
2024 – 2025 Annual Report  
(Summer 2024-Spring 2025)**

## The Master of Arts in Counseling Program's 2024 – 2025 Annual Report

This report contains an overview of the Master of Arts in Counseling (MAC) Program, including data from courses, surveys, faculty activity, and program outcomes 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. Where appropriate, multi-year trend data are included to provide context for the 2024–2025 reporting period.

### 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. The concentration is 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 Higher Education requirements for students who are seeking licensure as a Licensed Professional Counselor (LPC) and Licensed Professional Clinical Counselor (LPCC).

#### 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 problems
- Have students engage in research and other 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

The 2024–2025 academic year represented a period of continued stability, professional recognition, and forward momentum for the MAC Program. Program faculty remained consistent, with Dr. Meagan McBride continuing to serve as Director of MAC and core faculty, Dr. Robin DuFresne as Field Coordinator and core faculty, and Dr. DoHee Kim-Appel as core faculty. Faculty retention remained stable, with no full-time faculty turnover during this review period.

A major highlight of the year was the MAC Program securing its 4th HRSA (Health Resources and Services Administration) grant. This continued federal investment aligns with the program's sustained commitment to recruiting and training students from disadvantaged and underrepresented backgrounds, embedding diversity initiatives into recruitment, training, and retention efforts, and expanding access to the counseling profession through financial support and specialized educational opportunities.

Additionally, the MAC Program advanced significantly in its preparation of the CACREP Self-Study for reaffirmation of accreditation. This process involved a comprehensive review of all program standards, curriculum alignment, student learning outcome data, and community partner engagement. The self-study preparation reinforced the program's commitment to continuous improvement and evidence-based practice. The program is seeking reaffirmation of accredited status for the Clinical Mental Health Counseling concentration.

It is important to note that the School Counseling concentration was sunset in 2023. The two remaining students enrolled in the School Counseling program are completing their degrees under the catalog year they entered and are on track to graduate in 2026. Both students have completed all KPIs at 100%. No new students are being admitted to the School Counseling concentration.

A significant administrative achievement this year was the approval of a course load agreement for MAC faculty. Through the documentation process required by the CACREP self-study — specifically the job description and duties forms — combined with information sessions presented at the Association for Counselor Education and Supervision (ACES), the MAC program was able to demonstrate the scope and complexity of faculty roles. As a result, the program obtained an approved reduced course load for the Field Coordinator and the Program Director/CACREP Liaison. This recognition of the administrative, supervisory, and accreditation responsibilities carried by these roles is an important step in supporting faculty sustainability and program quality.

Faculty remained active in professional development throughout the year, attending state and national conferences and trainings with a focus on supervision. This investment in faculty development directly supports the quality of supervision and mentorship provided to MAC students and reflects the program's commitment to remaining current with best practices in counselor education.

MAC students attended the Ohio Counseling Association (OCA) Conference, with costs covered through the HRSA grant. This opportunity allowed students to engage with the broader professional counseling community, attend sessions on current issues in the field, and build their

professional networks — consistent with the program's emphasis on professional identity development.

The MAC program continued implementation of Tevera software for tracking student learning outcomes, practicum/internship documentation, and field placement data — providing streamlined data collection and lifelong student access to course materials.

## Applicant and Enrollment Data

### Demographic Data for Enrolled Students

A total of 67 prospective students applied to the MAC program during the 2024–2025 academic year. The total enrollment was 49 students (47 in Clinical Mental Health Counseling and 2 in School Counseling). The two School Counseling students are finishing under their original catalog year following the sunset of that concentration in 2023, with graduation anticipated in 2026. The demographic breakdown of enrolled students is presented in the table below.

Race/Ethnicity	Male	Female	Non-Binary/Gender Fluid	Total
American Indian or Native Alaskan	0	0	0	0
Asian	0	0	1	1
Black/African American	1	2	0	3
Hawaiian Native or Pacific Islander	0	0	0	0
Hispanic/Latinx	0	2	0	2
Two or More Races	0	2	0	2
White	3	44	2	49
International Student	0	1	0	1
Veteran	1	1	0	2
With a Disability	2	5	—	7

### Data Sources

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

- Key Performance Indicator (KPI) Data used to evaluate Student Learning Outcomes
- Exit Survey
- Program Evaluation from Site Supervisors (CCS-R at midterm and final)
- End-of-Term Site Supervisor Program Evaluation

- Annual Employer/Supervisor Survey
- Alumni Data — collected this year; 100% of alumni respondents reported being employed following graduation
- Employer Data — collected this year via the Annual Supervisor Survey; while some individuals serve in both roles, employer and site supervisor data are collected through distinct instruments and analyzed separately
- Site Visits
- Student Evaluations
- CACREP Vital Statistics Survey

## Evaluating Program Objectives

This section provides a summary of the program objectives and the information used to evaluate them over the 2024–2025 academic year. 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.

Over the past three years, graduates have achieved a 98.1% first-attempt pass rate on the NCE (National Counselor Examination), surpassing the program's established minimum threshold of 80%. For the current reporting period, the Clinical Mental Health Counseling program maintained a licensure exam pass rate within the 91–100% range. Regarding the School Counseling concentration, this program was sunset in 2023 and the two remaining students are completing their degrees under their original catalog year, with graduation anticipated in 2026. Both students have completed all KPIs at 100%. No licensure exam was administered this cycle for School Counseling given the program's sunset status and the students' stage of completion.

Employment and doctoral admission rates remained exceptional: All Clinical Mental Health Counseling graduates who were actively seeking employment secured positions at or before graduation. According to the exit survey, All responding students reported accepting a job prior to graduation. Additionally, all students who pursued doctoral admission were accepted (100%). Degree completion rates across the past three cohorts reached 95.3%, well above the program's minimum threshold of 70%.

Across Summer 2024 through Spring 2025, site supervisors consistently rated the program at high levels, with the majority of responses falling at "Strongly Agree" (4) and the remaining responses at "Agree" (3). No patterns of concern were identified in supervisor ratings. Supervisor feedback emphasized that students are well-prepared for entry into the profession, with multiple supervisors noting that students are able to engage in clinical work immediately upon entering practicum and internship. Supervisors described students as "well prepared," "knowledgeable," and "ready to work in the field."

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

Students consistently received scores between meeting expectations (3) and exceeding expectations (4) on student evaluations by site supervisors in Practicum and Internship on questions related to ethical and legal practice. KPI data from COU 532 (Ethical Decision Making Model Paper) demonstrated a 100% pass rate (14/14 students), exceeding the program benchmark.

Supervisor feedback consistently reflected the program's effectiveness in preparing students for ethical and legal practice, with ratings consistently at "Strongly Agree" and occasional "Agree" responses. Supervisors specifically highlighted students' strong ethical knowledge and application, with some noting particular strength in areas such as ethics, diagnosis, and documentation. These findings suggest that students are consistently meeting or exceeding expectations related to ethical and legal standards in counseling practice.

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

All eight CACREP foundational areas are assessed through KPIs aligned to course-embedded assignments. Across all 27 KPI-linked assessment points for the 2024–2025 academic year, students demonstrated consistently high pass rates across all collection points, with the exception of one assessment point (COU 511 Simulated Research Proposal – 85.71% in Spring 2025) and one group participation assignment (COU 508 T-group – 93.75% in Summer 2024). All rates exceeded the program's established minimum thresholds.

Supervisor ratings across all items — including those aligned with core curricular areas — indicate that students are consistently prepared across foundational knowledge domains, with ratings concentrated in the "Strongly Agree" range. No patterns of concern were identified regarding gaps in foundational knowledge. Instead, feedback suggests that students possess a strong conceptual understanding of counseling practice, including theory, diagnosis, and professional identity. Overall, the data indicate that students are meeting or exceeding expectations related to CACREP core curricular areas.

CACREP Area	Course & Assignment	Summer 2024	Fall 2024	Spring 2025
3.A Professional Orientation & Ethics	COU 502 – Media & Mission Pt. 1	16/16 (100%)	—	—
3.A	COU 532 – Ethical Decision Making Paper	—	14/14 (100%)	—
3.A	COU 512 – Agency Review & Counselor Identity	—	—	8/8 (100%)
3.B Social & Cultural Identities	COU 502 – Baggage Paper	16/16 (100%)	—	—
3.B	COU 537 – Cultural Identity Analysis	—	16/16 (100%)	—
3.B	COU 690 – COMPS	1/1 (100%)	4/4 (100%)	2/2 (100%)

CACREP Area	Course & Assignment	Summer 2024	Fall 2024	Spring 2025
3.C Lifespan Development	COU 503 – Developmental Framework	10/10 (100%)	—	—
3.C	COU 609 – Dx Assessment Exercise	—	15/15 (100%)	—
3.C	COU 690 – COMPS	1/1 (100%)	4/4 (100%)	2/2 (100%)
3.D Career Development	COU 518 – Application of Theory Paper	10/10 (100%)	—	—
3.D	COU 518 – Counseling Plan	10/10 (100%)	—	—
3.D	COU 690 – COMPS	1/1 (100%)	4/4 (100%)	2/2 (100%)
3.E Counseling Practice	COU 505 – Simulated Counseling Session	15/15 (100%)	—	—
3.E	COU 580 – Counseling Recordings	—	6/6 (100%)	4/4 (100%)
3.E	COU 583 – Final Evaluation	—	3/3 (100%)	1/1 (100%)
3.F Group Counseling	COU 508 – External Group Observation	16/16 (100%)	—	—
3.F	COU 508 – T-Group Participation	15/16 (93.75%)	—	—
3.F	COU 580 & 583 – 10 Group Hours	—	14/14 (100%)	3/3 (100%) / 1/1 (100%)
3.G Assessment & Diagnostics	COU 609 – Experiential Diagnostic Assessment	—	15/15 (100%)	—
3.G	COU 510 – Assessment Selection	9/9 (100%)	—	—
3.G	COU 583 – Final Evaluation	—	11/11 (100%)	3/3 (100%) / 1/1 (100%)
3.H Research & Program Eval.	COU 532 – Research Quiz	—	14/14 (100%)	—
3.H	COU 511 – Research Proposal	—	—	6/7 (85.71%)
3.H	COU 690 – COMPS	1/1 (100%)	4/4 (100%)	2/2 (100%)
5.C Clinical MH Counseling	COU 502 – Media & Mission Pt. 2	16/16 (100%)	—	—
5.C	COU 512 – Fictional Case Treatment Plan	—	—	8/8 (100%)
5.C	COU 583 – Final Evaluation	—	11/11 (100%)	3/3 (100%) / 1/1 (100%)

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

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MAC faculty continue to emphasize diversity issues throughout all courses and curriculum. Diversity and cultural competencies are intentionally integrated across the curriculum, as documented in the CACREP self-study curriculum mapping. KPI data from COU 537 (Cultural Identity Analysis) and COU 502 (Baggage Paper) demonstrated 100% pass rates, and Comprehensive Examination outcomes across the Social and Cultural Identities domain were 100% across all three terms.

Site supervisors consistently rated the program positively in preparing students to address diversity, with ratings consistently at "Strongly Agree" or "Agree." No consistent concerns were identified related to diversity training or cultural competence. This suggests that the program's integration of diversity throughout the curriculum is effective and that students are entering field experiences with the skills necessary to work with diverse populations. These findings indicate that students are meeting or exceeding expectations in developing multicultural and diversity competencies.

Additionally, the MAC program's 4th HRSA grant specifically supports targeted recruitment of students from rural, first-generation, low-income, and diverse cultural populations, embedding diversity initiatives more deeply into recruitment, training, and retention. Some examples of how diversity has been integrated this year include:

- Faculty continued incorporation of diverse, culturally responsive case examples and media across all foundational courses
- The Cross-Cultural Counseling course (COU 537) included updated assignments focused on intersectionality and advocacy
- HRSA grant funding supported student attendance at state-level professional conferences, including opportunities to engage with diversity-focused programming
- The program maintained its collaboration with community partners to address mental health needs in underserved populations

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

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Following the sunset of the School Counseling concentration in 2023, Program Objective 5 now applies exclusively to the Clinical Mental Health Counseling specialization. The two remaining School Counseling students are completing their degrees under their original catalog year and have completed all KPIs at 100%; their specialization outcomes are captured accordingly.

KPI data for the Clinical Mental Health Counseling specialization (CACREP Standard 5.C) demonstrated consistently high pass rates across all three terms on relevant assessments, including the COU 512 Fictional Case Treatment Plan (8/8, 100%) and COU 583 Final Evaluation. The CACREP self-study preparation process this year also led to a thorough review and reaffirmation of the specialization curriculum, ensuring continued alignment with the 2024 CACREP Standards for Clinical Mental Health Counseling.

Supervisor ratings indicate strong and consistent preparation in students' specialized areas, with consistent "Strongly Agree" responses across semesters. Supervisors frequently commented on students' ability to apply theoretical knowledge in practice and engage effectively in their specific settings. Additionally, supervisors noted that students demonstrate readiness to function as emerging professionals within their specialty areas. Overall, students are meeting and often exceeding expectations in developing specialized counseling knowledge.

**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, neurocounseling, addictions, etc.**

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Supervisor feedback consistently reflects strong preparation in this area, indicating that students are prepared to address current and emerging issues in the field. Qualitative feedback highlighted particular strengths in student exposure to ethics, diagnosis, and documentation, as well as the use of tools such as Tevera to support tracking and evaluation. These findings indicate that the curriculum remains relevant and responsive to the needs of the field, with students demonstrating competence in contemporary counseling practices.

Trauma and crisis curriculum remain embedded across several courses including COU 611 (Theories and Advanced Techniques), COU 613 (Counseling Issues in a Global Society), and the field experience courses (COU 580 and COU 583). Neurocounseling and addiction content are also embedded as noted in the updated program objectives.

Additional updates continued from prior years include:

- MAC continues to train students in telehealth practice, virtual interviewing, and use of digital platforms for clinical and school settings
- The program continues its collaboration with a local attorney to provide brief updates on evolving legislative changes related to confidentiality, telehealth, insurance, and court matters involving minors
- The Techniques of Counseling course (COU 505) continues its inclusion of Telehealth content and Zoom-based skills lab practice
- The CACREP self-study process prompted a systematic review of curriculum for alignment with emerging standards, including 2024 CACREP Standards requirements for neurocounseling and technology in counseling

In addition to curriculum-embedded content, MAC offers numerous professional trainings annually to students and area providers. Trainings this year addressed timely and emerging topics in the field, including:

- Writing Therapeutic Notes: Clinical Precision and Legal Protection (CEU session for students and area providers)
- Digital Well-Being: Navigating Social Media & Screen Time for Adolescents
- AI Literacy for Clinical Supervisors: An Emphasis on Ethical Application and Gatekeeping
- Navigating the Unspoken: Ethical Practice and the Reality of Workplace Sexual Harassment in Counseling

- Ohio Counseling Association (OCA) Annual Conference — student attendance supported by HRSA grant funding

Faculty also attended state and national conferences and trainings focused on supervision, ensuring that MAC's approach to clinical training and oversight reflects current best practices. These combined efforts reflect MAC's commitment to staying at the forefront of emerging issues in counseling practice and providing meaningful professional development opportunities for both students and the broader community of area providers.

## Measuring Student Learning Outcomes

The MAC program has identified Student Learning Outcomes (SLOs) based on the 2024 CACREP Standards and the MAC program objectives. Students were assessed on the degree to which they demonstrate introductory, practice, and mastery-level competence. 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. Students were rated on the following scale for SLOs: Below Standard (1), Approaching Standard (2), At Standard (3), and Exceeds Standard (4).

The KPI data for the 2024–2025 academic year demonstrates strong and consistent student achievement. Across all 27 KPI assessment points, students demonstrated consistently high pass rates across data collection points (with the exception noted for COU 511 at 85.71% and COU 508 T-group at 93.75%), all of which remain above the program's minimum performance thresholds. Trend analysis across the past three years indicates stability in student performance across multiple courses and domains, with no indicators falling below threshold during the evaluation period.

CACREP Standard / SLO Area	KPI Pass Rate
3.A – Professional Counseling Orientation and Ethical Practice	100%
3.B – Social and Cultural Identities and Experiences	100%
3.C – Lifespan Development	100%
3.D – Career Development	100%
3.E – Counseling Practice and Relationships	100%
3.F – Group Counseling and Group Work	93.75% – 100%
3.G – Assessment and Diagnostic Processes	100%
3.H – Research and Program Evaluation	85.71% – 100%
5.C – Clinical Mental Health Counseling Specialization	100%

Comprehensive Examination (COU 690) outcomes consistently exceeded the 70% benchmark across all eight CACREP domains in all three terms (Summer 2024, Fall 2024, and Spring 2025). Practicum and internship final evaluations (CCS-R) demonstrated that 100% of students achieved averages above 3.0 with no critical item deficiencies, meeting or exceeding program expectations for field-based competency.

## Program Modifications and Substantial Changes Based on Findings

As MAC faculty reviewed the data, several modifications were implemented or are in progress. Some modifications arose directly from assessment data while others reflect ongoing commitment to program improvement and readiness for CACREP reaffirmation. Across all program objectives, site supervisor evaluations indicate that the MAC program is consistently meeting and, in many areas, exceeding expectations. Students are consistently described as well-prepared, knowledgeable, and ready to engage in professional counseling roles.

Identified areas for growth from supervisor feedback are not related to foundational knowledge deficits, but rather to the continued development of applied clinical skills — particularly in treatment planning, documentation, and assessment use. These findings provide clear direction for ongoing program refinement and align with the program's commitment to continuous improvement. The following cross-objective themes emerged from site supervisor feedback and are informing program modifications:

- **Treatment Planning and Measurable Goals:** Supervisors and the Advisory Committee both identified treatment planning as an area for growth. In response, faculty shifted the treatment planning component from an online to a hybrid delivery format, enabling more direct faculty engagement, skill practice, and real-time feedback. This change was implemented to strengthen students' ability to develop concrete, measurable treatment goals.
- **Applied Clinical Skills:** Supervisors noted the value of increased focus on real-world "nuts and bolts" skills including documentation, releases of information, referral processes, and real-world intervention strategies. The program is exploring opportunities to embed more applied practice within existing coursework and field preparation.
- **Assessment Integration:** Supervisors identified opportunities for more exposure to ongoing assessment tools and using assessment data to justify treatment and track progress. Faculty are reviewing the assessment curriculum for opportunities to strengthen applied assessment integration.
- **Documentation and Time Management:** Supervisors noted the importance of continued development in managing documentation demands in real-world settings. This feedback will be incorporated into field experience preparation and supervision discussions.

Additional program modifications include:

- **CACREP Self-Study Preparation:** The program undertook a comprehensive self-study process in preparation for reaffirmation of CACREP accreditation. This process involved a full review of curriculum alignment with the 2024 CACREP Standards, updating documentation, strengthening community partner engagement processes, and formalizing data collection procedures.
- **KPI Refinement:** Faculty reviewed the one KPI assessment point that fell below 100% (COU 511 Research Proposal, Spring 2025 at 85.71%) and discussed assignment clarity and scaffolding. No students fell below minimum threshold, but the faculty identified opportunities to enhance pre-assignment preparation and rubric clarity.
- **Employer and Site Supervisor Data:** The program identified the need to strengthen the separation and systematization of employer survey data from site supervisor data to

better distinguish these two community partner perspectives. Plans are underway to formalize this process in the next evaluation cycle.

- Continued HRSA Grant Implementation: With the securing of the 4th HRSA grant, the program continued implementing grant-supported recruitment, training, and retention initiatives for underrepresented students. Grant outcomes will be evaluated as part of the ongoing comprehensive evaluation plan.
- Advisory Committee Engagement: The Advisory Committee met in April 2025, with feedback directly informing two specific program improvements. First, the committee identified a need to better prepare students for legal proceedings, specifically subpoenas. In response, the program implemented a CEU session titled "Writing Therapeutic Notes: Clinical Precision and Legal Protection," providing students and area providers with practical training on documentation that meets both clinical and legal standards. Second, the committee reinforced supervisor feedback regarding treatment planning skills. In response, faculty shifted the treatment planning component from an online to a hybrid format, allowing for more direct faculty engagement, skill practice, and feedback in this area.
- Tevera Data Systems: The program continues to refine use of Tevera for KPI data collection, field hour tracking, and outcome reporting to ensure efficient and accurate data management in support of program evaluation.