



Master of Arts in Counseling

2017 – 2018 Annual Report

This report contains an overview of the Master of Arts in Counseling (MAC) Program, including data from assignments, 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 summary data, findings from the formal comprehensive evaluation, and program modifications made as a result of these findings.

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 Updates

There were several changes and updates during the 2017 – 2018 academic year. This section highlights some of the biggest updates. Before the academic year began, there was some academic restructuring and MAC became part of the School of Education and Counseling. Dr. Jo-Ann Lipford Sanders became the Dean of the School of Education and Counseling and was no longer the Director. At this time, Dr. Marjorie Shavers began to serve as the Director of the Graduate Counseling Program. Additionally, Dr. Baughman left at the beginning of the school year and Professor Zachary Ratchen began as a visiting assistant professor.

MAC conducted a search for two core faculty members during the 2017 – 2018 academic year and hired Dr. DoHee Kim-Appel and Dr. Meagan McBride.

MAC also received two grants during the 2017 – 2018 academic year. MAC received a \$300,000 grant from the U.S. Department of Justice to start the Heidelberg University Center for Survivor Empowerment and Reduction of Sexual Violence. This is a 3-year project and Ronee Rice, a MAC alum, was hired to be the program coordinator. MAC also received a \$1.3 million grant from the HRSA Funding Opportunity for Behavioral Health Workforce Education and Training for Professional for Project K.I.T.E. (Keep Interdisciplinary Teams Evolving). This grant will be used to provide students with training and field experience in integrated behavioral health. Additionally, students will receive a \$10,000 stipend during their internship if they are part of the K.I.T.E. Scholars Program. Craig Hanes was hired to be the Program Coordinator for this grant.

Demographic Data for Applicants

Race/Ethnicity						Gender	
Black/AA	Hispanic	White	Two or More	International	No Response	Female	Male
3 (4%)	4 (6%)	48 (69%)	2 (3%)	11 (16%)	2 (3%)	53 (76%)	17 (24%)

A total of 70 prospective students applied to MAC during the 2016 – 2017 academic year. The data shows that the majority of applicants were White (69%), followed by international students (16%). The program is exploring ways to attract more underrepresented students. Similarly, the majority of applicants were female (76%) and the program is exploring more ways to attract more males to the program.

Demographic Data for Enrolled Students

	Race/Ethnicity					Gender	
	Black/AA	White	Two or More	International	Hawaiian or Other Pacific Islander	Female	Male
F 17	3 (7%)	35 (79%)	1 (2%)	3 (7%)	1 (2%)	33 (77%)	10 (23%)

The total enrollment for Fall 2017 was 43 students. Similarly, to the application data, the majority of enrolled students were White, however they make up a 79% of the enrolled population. The next highest group is Black/African American (7%) and International students (7%). Similarly, the majority of enrolled students were female (77%). The program is exploring more ways to attract more underrepresented and male students to the program. The HHRSA grants that the department has received allow for money to help recruit diverse students.

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 came from a variety of sources:

- Key Performance Indicator Data
- Exit Survey
- Program Evaluation from Site Supervisors
- Alumni Data
- Employer Data
- 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 2017-2018 academic year.

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

During the 2017 – 2018 academic year, students were evaluated by their supervisors and on average fell between meeting expectations (3) and exceeding expectations (4). Additionally, MAC had an 87% 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. All of the alumni ($n = 10$) who completed the survey reported having a license. MAC graduates had a 100% employment rate for those looking for jobs within the first six months of graduation over the past year. Additionally, MAC alumni who graduated from

2015-2017 were asked how long it took them to gain employment. All alumni ($n = 10$) reported six months or less, with 80% reporting finding employment within one month.

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 Objective 2 (Apply and adhere to ethical and legal considerations in professional counseling.) was 3.7, which falls between meeting expectations (3) and exceeding expectations (4).

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 next section; however, on average, students met expectations and had scores between meeting expectations (3) and exceeding expectations (4).

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 Student Learning Objective 3: Demonstrate an understanding of social and cultural diversity in counseling practice within a global society. 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 *Alumni Survey* and *Exit Survey* also echoed the emphasis on diversity. Also, listed below are a few excerpts from the Monthly Director's Report that highlight ways that diversity is emphasized in various ways throughout the program:

- A student presented at the Association of Humanistic Counseling Conference in St. Petersburg, FL on May 31 – June 2. The presentation was titled “Behind languages. Uniquely Multicultural and Japanese: Understanding onomatopoeia expression and treatment intervention used effectively when counselors work with Asian-Americans and other ethnic minorities.”
- A MAC student in conjunction with a MAC faculty member is working on a plan to collaborate with a Heidelberg student organization focused on LGBTQ awareness.
- Students in the Social Foundations in Cross Cultural Counseling course completed a variety of cultural immersion experiences (i.e. Ubuntu House, African-American Museum, Native American History Celebration, Latin American History Celebration).
- MAC students participated in a cultural sharing experience in the Social Foundations in Cross Cultural Counseling course that was attended by Drs. Sanders and Shavers.
- MAC students attended a discussion on DACA hosted by the Office of Multicultural Student Affairs.

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 Student Learning Objective 12 for school and Student Learning Objective 13 for clinical mental health. Students scored an average of 3.78 on the school specialization and an average of 3.43 on the clinical specialization. Additionally, comments from the exit survey and alumni survey suggest that students were able to develop the knowledge in their chosen specialty areas.

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 updated curriculum. The increase in substance abuse concerns in Ohio and comments from some site visits also suggest an increased focus on substance abuse in the program. Trauma and crisis curriculum have been embedding into the program and is covered in several courses including, Philosophy and History of Counseling, Theories and Advanced Techniques, Counseling Issues in a Global Society, and the field experience courses? Similarly, ethical technology use has also been embedded into the program.

Key Performance Indicators

The MAC program has identified thirteen 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 single course assignment 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 at the introductory, practice, or mastery level through their performance on the aligned course assignment. Students were rated on the following four-point scale for SLOs: Below Standard (1), Approaching Standard (2), At Standard (3), and Exceeds Standard (4).

The scores for each Key Performance Indicator (KPI) is in the table below:

1. Articulate the roles and responsibilities of a counselor and demonstrate a strong professional identity. (CACREP F:1)			
Introduction	Practice	Mastery	Overall
3.4	4	3.9	3.58
2. Apply and adhere to ethical and legal considerations in professional counseling. (CACREP F:1)			
Introduction	Practice	Mastery	Overall
4	3.7	3.4	3.71
3. Demonstrate an understanding of social and cultural diversity in counseling practice within a global society. (CACREP F:2)			
Introduction	Practice	Mastery	Overall
3.9	3.8	3.3	3.67
4. Apply lifespan developmental, social, and psychological processes that underlie human development and family life cycle transitions to the case conceptualization of clients. (CACREP F:3)			
Introduction	Practice	Mastery	Overall
3.7	3.6	3	3.5

5. Use theories of career development to assist with career development, planning, and counseling. (CACREP F:4)			
Introduction	Practice	Mastery	Overall
2.9	3.6	3.2	3.25
6. Demonstrate knowledge of counseling theories, techniques, and skills to establish and maintain an effective relationship. (CACREP F:5)			
Introduction	Practice	Mastery	Overall
3.4	3.2	3.4	3.33
7. Demonstrate a general framework for assisting with crisis intervention, trauma informed care, and community based strategies. (CACREP F:5)			
Introduction	Practice	Mastery	Overall
4	3.5	3	3.52
8. Demonstrate knowledge of counseling theories, group dynamics, techniques, and skills necessary to effectively facilitate group counseling. (CACREP F:6)			
Introduction	Practice	Mastery	Overall
3.5	3.7	3.4	3.49
9. Demonstrate the ability to administer and/or interpret the results of instruments that measure career, aptitude, personality, achievement, and interests. (CACREP F:7)			
Introduction	Practice	Mastery	Overall
<i>Not Assessed</i>	3.5	3.3	3.47
10. Evaluate counseling outcomes using research and program evaluation concepts. (CACREP F:8)			
Introduction	Practice	Mastery	Overall
3.6	3.8	3	3.47
11. Demonstrate the ability to function and perform professionally and competently in a field setting. (CACREP F:1 – F:8)			
Introduction	Practice	Mastery	Overall
3.8	3.8	3.9	3.83
12. 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. (School SLO) CACREP Section 5:G			
Introduction	Practice	Mastery	Overall
3.8	3	3.9	3.78
13. 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. (CMHC SLO) CACREP Section 5:C			
Introduction	Practice	Mastery	Overall
<i>Not Assessed</i>	3.2	3.8	3.43

The KPI data suggests that on average students fell between meets expectations (3) and exceeds expectations (4) for all student learning objectives at all levels (introductory, practice, or mastery). The one exception is Student Learning Objective 5 (Use theories of career development to assist with career development, planning, and counseling), which fell below meets expectations (2.9) at the introduction level. The scores did improve at the practice and mastery level suggesting that students improved in this area as they moved along the program. However, faculty initiated the discussion about strengthening the content at the introduction level and exploring ways to embed more career content in the curriculum while also exploring ways to adjust the delivery of this content.

Program Modifications 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:

- Due to the lower score on the SLO related to career, MAC faculty are going to re-visit the way that career is introduced in the program. The career class was removed from the curriculum two years ago and career was added to a variety of courses. Instructors admitted feeling rushed to get through all the career curriculum. Faculty are exploring how to adjust the curriculum and considering adjusting the curriculum to add an individual career course. While waiting for changes to the career curriculum, Faculty in several courses (COU 519, COU 503, COU 581, COU 582, COU 596, and COU 597) added a module or assignment on career to help reinforce the career curriculum.
- Discussions revealed that the current way we are collecting data is cumbersome for the person collecting the data. Dr. McBride will be exploring Canvas and helping us to streamline the data collection process. This will be tested once grades are entered following the fall semester.
- The employer survey and alumni survey are sent out every two years. MAC faculty will review and possibly revise these surveys to ensure that they are asking the best questions.
- Dr. Kim-Appel is going to assist in creating a format for MAC to offer 1-credit hour workshops a few times during the semester. These workshops would be a way to connect with counselors in the community, but would also allow for ways to introduce curriculum and special topics that may not be covered in the curriculum.
- MAC faculty agreed that there is a need to solicit more feedback from classes in a quicker format. The current evaluations (IDEA forms) are often returned several weeks after the next semester has started. MAC faculty agreed on a standard evaluation that will be sent to all students for each class. This will run separately from the university's evaluation process. MAC faculty are also going to do their own reflection on each course as a way to enhance our teaching.
- In discussions with core faculty about how the Key Performance Indicators are assessed, the faculty decided to begin to convert the levels from "Practice" and "Mastery" to "Reinforced" & "Assessed" once a better mechanism is put in place for assessment. Faculty believe that this change helps to better capture the expectations for student performance.

MAC has a new team in place and is excited about the opportunities to continue to improve the program. As a way to begin to look forward, the MAC core faculty outlined a vision statement that will guide their work for the next few years.

MAC Vision Statement: MAC 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 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