



Prescott College

For the Liberal Arts, the Environment, and Social Justice

**Masters of Science in Counseling Program
Limited-Residency**

Annual Report

2014 – 2015 Academic Year

Overview

Prescott College began in the 1960s, with a vision “for a pioneering, even radical experiment in higher education” and “to graduate society’s leaders for the twenty-first century who would be needed to solve the world’s growing environmental and social problems.” Prescott College received initial accreditation in 1969 from the Higher Learning Commission of the North Central Association of Colleges and Schools, and is currently accredited until 2020.

In keeping with its tradition of promoting social justice and equality of care of all people, Prescott College, in 1994, offered a Limited-Residency Master of Arts in Counseling Psychology degree. In 2013, the Higher Learning Commission of the North Central Association of Colleges and Schools approved a change in the degree to a Master of Science in Counseling. The Prescott College Limited-Residency Master of Science in Counseling Program (CP) is designed to provide an opportunity to discover and develop therapeutic qualities while learning theory and building skills for professional practice. The combination of core coursework, supervised practicum and internship, and mentored studies provides the Prescott College Counseling Program graduate with a well-rounded preparation for professional life. Students obtain the skills necessary for all graduates to be prepared for successful, ethical and competent practice as mental health counselors as well as eligibility to pursue licensure.

Students enrolled in the CP are required to complete 60 semester credit hours and to choose one of five areas of specialization including:

- Addiction Counseling
- Clinical Mental Health Counseling
- Clinical Rehabilitation Counseling
- Couples and Family Counseling
- School Counseling

Additionally, students enrolled in the program are also offered a choice of concentrated study. Coursework completed in a concentration is in addition to the 60 semester credit hours required for program completion. Concentrations include the following:

- Adventure Based Psychotherapy
- Ecopsychology
- Equine Assisted Mental Health
- Expressive Art Therapy
- Somatic Psychology

Counseling Program Mission Statement

The Masters of Science in Counseling Program provides an interdisciplinary, student-centered learning environment that integrates global and local social and professional issues with professional practice while maintaining an emphasis on student academic, professional, and cultural competence.

Annual Statistics

The purpose of this document is to provide information to stakeholders regarding program changes as well as the metrics related to the operation of the counseling program specializations. These statistics are based on calculations from the end of the 2014-2015 academic year.

	AC	CMHC	CRC	C&F	SC
Number of currently enrolled students	7	182	0	19	5
Number of graduates from the past year	0	37	0	0	0
Pass rate on credentialing examinations*	N/A	100%	N/A	N/A	N/A
Completion rate**	N/A	41%	N/A	N/A	N/A
Job placement rate***	N/A	90%	N/A	N/A	N/A

Addiction Counseling (AC), Clinical Mental Health Counseling (CMHC), Clinical Rehabilitation Counseling (CRC), Couples and Family Counseling (C&F), School Counseling (SC)

*The pass rate is for students and graduates who registered to take the National Counselor Examination for Licensure and Certification (NCE) through the National Board for Certified Counselors (NBCC) from October, 2010 through April, 2015. Prescott College does not receive pass rates for any other licensure, certification or credentialing exam.

** The completion data in this spreadsheet are based on new students only and a maximum of 150% of normal time to finish a degree (5 years).

*** The percentage of graduates (Fall 2013 through Fall 2015) indicating they obtained employment in the recognized occupation for which they were trained (or in a related comparable recognized occupation) within 6 months of the day they received their Master's in Counseling degree. (Response rate=51%)

Numerator: the number of graduates who, within 180 days of the day they received their master's counseling degree [in a given award year], obtained employment in the recognized occupation for which they were trained or in a related comparable recognized occupation (N=37).

Denominator: the number of graduates who responded to the survey (N=41).

NOTE: Of the four graduates who indicated they have not obtained employment within 180 days of graduation, three indicated personal reasons for not seeking employment.

Faculty Updates

Prescott College appointed two new full time faculty members (Dr. Deborah Pardee and Dr. Stacey Carrillo) to the Masters of Science in Counseling program. These hires are major accomplishments in and of themselves, but also are critical milestones in our progress towards CACREP accreditation, which will positively influence College enrollments in future years.

Dr. Keith Cross stepped down from his position as the Associate Dean for Counselor Education in order to re-engage as a CP instructor in the Fall 2015 semester.

Dr. Joseph Piccari was appointed to the Interim-Chair of the Counseling Program in January, 2015. He was appointed to the Chair position in July 2015.

Changes to Graduation Requirements

The original purpose of the Qualifying Paper was to demonstrate students' basic writing skill development. However, over the past few semesters, there has been greater emphasis placed on the quality of writing in all classes. This increased emphasis has given us a better handle on the quality of writing. With the approval of the Academic Council of Prescott College, the Qualifying Paper was eliminated as a graduation requirement.

The Counseling Preparation Comprehensive Exam (CPCE) is now offered as one of two options along with the Capstone or Thesis requirement as an exit requirement for graduation.

Data Collection

Collecting program data and evaluating the results allows the Counseling Program to identify areas of concern and determine areas to change or modify the program or curriculum. The data collected are used for reports to the Counseling Program faculty, the college, and the Council on the Accreditation of Counseling and Related Educational Programs (CACREP). The program collects data from students, alumni, site supervisors, and employers of program graduates.

As a result of the data collected, a number of themes were identified in the Counseling Program, shared the key points with the faculty, and responses and actions taken. Data used for this report were collected in June and July, 2015. This summary outlines each theme as well as action items or steps already taken to address the stated concern.

Counseling Program Executive Summary (based on 2014-2015 academic year constituent survey)

Each of the following concerns were presented and discussed at the annual Counseling faculty retreat.

- **Syllabus and Course Expectations – Concerns regarding inconsistency in syllabus structure and course outcomes across all Core courses**
 - Response
 - Faculty completed a comprehensive review and standardization of all Fall 2015 syllabi and course expectations
- **Practicum and Internship Support – Concerns regarding lack of support for securing a field experience**
 - Response
 - Develop colloquium session on how to secure a practicum or internship site (to be recorded and posted on CP My Classroom site).
 - Hold a panel session at colloquium regarding ways to secure a practicum or internship site.
 - The Director of Internships/Practicum is engaged in assisting students find and secure placements.
- **Moodle Engagement and Training for Instructors - Concerns regarding the level of instructor involvement and communication.**
 - Response
 - Faculty recognize this is the second year this concern has been expressed.
 - Renew faculty and instructor commitment to regular student engagement
 - Increase variety of course engagement:
 - Real-time engagement with students via phone and/or video conferencing throughout the semester
 - Faculty introductions and lessons via video
 - Explicit emphasis on expectation management regarding instructor engagement (i.e. frequency of postings, reasonable response times to e-mail, etc.)
 - Formal training for instructors in the construction of Moodle classes is offered by the Learning Technologies department including alternate methods of engagement with students including such as video conferencing.
- **Counseling Skills Training – Concerns regarding lack of counseling skill building opportunities at colloquium**
 - Response
 - Return to practice of including two, half-day counseling skills sessions at each colloquium

- Develop and offer theory specific counseling skills sessions (i.e. narrative, CBT, person-centered, Motivational Interviewing, DBT, etc.) at each colloquium
- **Professional Development – Concerns regarding lack of professional development opportunities**
 - Response
 - Develop and offer colloquium sessions where students complete a mock job interview
 - Offer previously developed marketing colloquium session
 - Develop and offer “speed coaching” session at colloquium
- **Core Faculty Advising – Concerns regarding availability and accessibility of Core Faculty Advisors**
 - Response
 - Faculty noted quantitative results show increase in agreement that core faculty advisors are “available and accessible to answer my questions” yet some students commented on lack of availability and accessibility
 - Faculty will continue offering to speak with students with questions and/or concerns
- **Program Objectives – Review and analysis of feedback regarding Program Objectives**
 - Counseling faculty reviewed two years of data regarding student, alumni, site supervisors, and employers agreement that the program objectives have been met. Discussion of program changes and/or revision of program objectives, along with the comprehensive program review, will be completed during the CP Faculty Retreat in January.