



# Prescott College

**For the Liberal Arts, the Environment, and Social Justice**

## **Master of Science in Counseling Limited-Residency Program**

**Program Evaluation and Outcomes Report  
2017 – 2018 Academic Year**

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## **Master of Science Counseling Program 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 (HLC) of the North Central Association of Colleges and Schools, and is currently accredited until 2020. Currently Prescott College is working toward HLC reaccreditation with a site visit planned for Fall 2019.

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 is designed to provide an opportunity to learn theory and build skills for professional practice while developing therapeutic qualities. The combination of core coursework, supervised practicum and internship, and mentored studies (similar to an independent study) provides the Prescott College Counseling Program graduate with a well-rounded preparation for professional life. Graduates obtain the necessary skills to be prepared for ethical and competent practice as mental health counselors alongside eligibility to pursue licensure.

Students enrolled in the Counseling Program during the 2017–2018 academic year were required to complete 60 semester credit hours and to choose one of five areas of specialization including:

- Addiction Counseling
- Clinical Mental Health Counseling
  - Somatic Counseling Emphasis
  - Social Justice Counseling Emphasis
- Clinical Rehabilitation Counseling
- Marriage, Couples, and Family Counseling
- School Counseling

Additionally, students enrolled in the program are also offered an option to choose a concentration area. 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
- Ecotherapy
- Equine Assisted Mental Health
- Expressive Art Therapy

### **MS Counseling Program Mission Statement**

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

## Summary of Program Evaluation and Student Assessment

The Master of Science Counseling Program engages in an annual comprehensive program evaluation and assessment of its students. Information about the program and student learning is collected from multiple sources, including surveys sent to key stakeholders (alumni, site supervisors, employers), exam results from credentialing boards, data collected from Taskstream (the college's assessment system), and through demographic reports requested from the Admission's and Institutional Research offices. This data is analyzed by the program's assessment team, consisting of the Department Chair and the Assessment and Research Coordinator, and then presented to the counseling faculty for recommendations as to whether curricular or program changes are needed. The final Program Evaluation Outcomes Report (PEOR) is posted to the Master of Science Counseling Program web page and an email is sent to all stakeholders notifying them of its completion. Overall the data collected and reviewed during the 2017-2018 academic year highlighted many of the Master of Science Counseling Program's strengths, while illustrating opportunities to enhance the program's current format and curriculum.

### Aggregate Student Assessment Data

The following represents aggregate data collected to assess both student's knowledge and skills through the assessment of Key Performance Indicators (KPIs), and Key Professional Dispositions (KPDs). Data is collected and analyzed throughout the academic year.

#### Key Performance Indicators

The Master of Science Counseling Program identified 17 KPIs that assess a student's knowledge or skill in relationship to the eight CACREP core content areas, or relevant Specialty area. These KPIs are measured at three points during the student's program. First, each KPI is measured through signature assignments in the relevant core counseling course. Second each KPI is measured in either the practicum or internship course. Last, the KPI is measured a third time through the Counselor Preparation Comprehensive Exam (CPCE), which is the Counseling Program's primary exit requirement. Data is collected in Taskstream at the end of each semester for KPIs measured in courses and data for the CPCE is received from the Center for Credentialing and Education (CCE) on a monthly basis.

#### Taskstream data

Using Taskstream, KPIs are assessed using a four-point Likert scale:

**1 = Below Expectations, 2 = Near Expectations, 3 = Meets Expectations, 4 = Exceeds Expectations.**

A review of the data for the Fall 2017 and Spring 2018 semesters demonstrated that all KPIs were within the Meets Expectations range. The lowest average rating was at 3.14 for KPI 11, which is measured in the MACP50080 Group Work: Clinical Theory course with the signature assignment of a Group Participation and Reflection paper. The highest average rating was tied at 3.97 for KPI 7 measured in the MACP50070 Career and Lifestyle Development: Challenges of

Adulthood course with signature assignment of the Career Interview Assignment and KPI 13 measured in the MACP50040 Research and Program Evaluation in Mental Health Counseling with the signature assignment of the Group Research Project. Due to the extensive data presented a description of each KPI along with the average ratings for the Fall 2017 and Spring 2018 is presented in a table located in Appendix A.

This is the first full academic year that KPIs have been assessed using Taskstream. When analyzing the data it was learned that there was an administrative error and KPIs 1, 4, 12, and 17 were either assigned to only one course, or assigned incorrectly. These errors will be corrected for the 2018-2019 academic year to ensure greater consistency and accuracy with the data being collected. Additionally, during the Spring semester there were four courses that the KPI measurement in Taskstream was not completed. Each of these courses were taught by either a new faculty member or adjunct instructor, which suggests that the error is due to a lack of Taskstream faculty training. Moving forward training will be given to all new adjuncts and faculty to ensure compliance with this task prior to beginning their teaching experience at Prescott College.

### **CPCE data**

Currently the CPCE is administered three times a year on the Prescott College campus. Students also have the option to take the exam at a testing facility closer to where they live. However, a majority of students (28) elected to take the test when it was offered in conjunction with one of their required residential colloquia on campus. Data received from the CCE demonstrated that Prescott College students had a pass rate of 98% during the 2017-2018 academic year, with 41 students participating. The following table represents the averages scores for each of the eight core content areas assessed through the CPCE.

<b>CPCE Results Academic Year 2017-2018</b>	
<b>Core Content Area</b>	<b>Average Score</b>
Human Growth and Development	13.16
Social and Cultural Diversity	12.01
Counseling and Helping Relationships	13.46
Group Counseling and Group Work	12.3
Career Development	11.48
Assessment and Testing	11.63
Research and Program Evaluation	12.55
Professional Counseling Orientation and Ethical Practice	12.25

The highest score possible in each core content area is 17. The CPCE data shows that the core content area that our students tested the highest in is that of Counseling and Helping Relationships, which encompasses both the MACP51010 Counseling Theories and the MACP50060 Helping Relationships: Basic Counseling Skills courses. The lowest average was in the content area of Career Development, which is primarily taught through the MACP50070 Career and Lifestyle Development: Challenges of Adulthood course.

## Key Professional Dispositions

The Master of Science in Counseling Program has identified nine KPDs. These KPDs are coded as 1) Professional Conduct; 2) Ethical Practice; 3) Supervision; 4) Documentation; 5) Multicultural Competence; 6) Appropriate Boundaries; 7) Self-Awareness and Growth; 8) Tolerance for Vulnerability and Risk; and 9) Appropriate Self-Care. For a full description of these KPDs, please refer to Appendix B.

KPDs are formally measured at the mid-point and at the end of each semester during both Practicum and Internship. Feedback is given to students in these classes and are considered when determining whether a student passes the course. Additionally, KPDs are evaluated by faculty on an ongoing basis. If a student has been identified as having challenges with any of the KPDs faculty review and if appropriate, may make a recommendation to initiate the retention and remediation process.

## Demographics and Other Characteristics

Demographic data is collected for applicants, current students, and graduates. Characteristics are self-identified by gender, ethnicity, and age.

CP Demographic Data for AY 2017-2018				
Demographics*		Applicants	Current Students	Graduates
<b>Gender</b>	Female	194	138	40
	Male	34	28	6
	Unknown	3	3	1
		<b>Total 231</b>	<b>Total 169</b>	<b>Total 47</b>
<b>Ethnicity</b>	White	151	135	36
	African American, non-Hispanic	9	0	0
	Asian	3	3	1
	Black or African American	4	3	1
	Hispanic	6	0	0
	Hispanics of any race	5	9	2
	Native HI or Pacific	0	0	1
	American Indian/Alaska Native	4	2	0
	Non Resident Alien	3	1	3
	Other	3	0	0
	Two or More Ethnicities	15	0	0
	Two or More Races	11	13	1
	Race and Ethnicity unknown	17	3	2
		<b>Total 231</b>	<b>Total 169</b>	<b>Total 47</b>
<b>Age</b>	18-28	80	45	6
	29-38	86	66	23
	39-48	34	36	12

49-58	22	14	4
59-68	8	8	2
Undisclosed	1	0	0
	<b>Total 231</b>	<b>Total 169</b>	<b>Total 47</b>

There were 231 applicants to the counseling program during the 2017-2018 academic year. Though the Master of Science Counseling Program would define an applicant as anyone who had fully completed the application process, the Admission’s office defines an applicant as anyone who has submitted a partial to fully completed application. In order to be consistent within Prescott College and across departments, the Admissions’ office definition was used for this PEOR. Therefore, of the 231 applicants, a majority identified as female (84%), White (41%), and between the ages of 29-38 (37%).

At the conclusion of the academic year the Master of Science in Counseling Program had 169 students. Of those students the majority identified as female (82%), as white (80%), and were between the ages of 29-38 (40%).

There were 47 students who graduated during the academic year. Thirteen graduated in the Summer 2017 semester, 20 Fall 2017 semester, 14 graduated in the Spring 2018 semester, and 9 graduated in the Summer 2018 semester. The largest percentage of graduates identified as female (79%), white (88%), and were between the ages of 29-38 (55%).

Across applicants, students, and graduates demographic characteristics remained consistent with female, white, between the ages of 29-38 being the most represented group. It should be noted that this demographic outcome of the Master of Science Counseling Program is consistent with representation of the counseling profession in general.

\*It should be noted that the demographic descriptors listed are what is currently used by Prescott College when collecting this type of data in alignment with the Integrated Postsecondary Education Data System (IPEDS).

### Systematic Follow-up Studies

As part of our ongoing program evaluation surveys are sent annually, via email, to key stakeholders, who include; recent graduates, site supervisors, and employers. The purpose of these surveys is to identify areas within the program/curriculum that may need improvement based on input received.

Surveys were sent to the identified stakeholders during the summer. Each survey was comprised of the same 11 questions. Please see Appendix C for the list of topics and the associated survey questions. The first ten questions use a five-point Likert scale; **1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree**. Question 11 is an open-ended question soliciting general feedback about the program.

The following table provides summary data gathered from each survey showing the number of times each response was selected, and depicts the average score for each question.

## Graduates

Respondents = 21/62 with a 34% response rate.

Topic	Graduates Responses						Count	Avg.
	1	2	3	4	5			
1. Competency	0	0	1	16	4		21	4.14
2. Issue Integration	0	0	3	12	6		21	4.14
3. Cultural Awareness	0	0	1	8	12		21	4.52
4. Social Awareness	0	0	1	8	12		21	4.52
5. Personal Growth	0	0	3	3	15		21	4.57
6. Professional Growth	0	1	2	9	9		21	4.24
7. Technical Development	0	0	5	9	7		21	4.10
8. Ethical/Legal Awareness	0	0	5	14	2		21	3.86
9. Research	0	0	2	10	9		21	4.33
10. Program Evaluation	0	0	6	13	2		21	3.81

Recent graduates ranked Personal Growth the highest (4.57) with Social Awareness and Cultural Awareness tied as a close second (4.52). Program Evaluation had the lowest average rating (3.81). Of particular note as faculty is the relatively low ranking of ethical and legal awareness (3.86). As we engage in the CACREP accreditation process, it affords us the opportunity to review and revise every single syllabus with particular attention being paid to the courses that could address these lower ratings, such as the Ethics course. The open-ended question, “Suggestions for program improvements” from recent graduates survey can also support this process, as they asked for a shift in focus to faculty being more engaged in the online courses, greater assistance with securing practicum and internship opportunities, more emphasis on the development of a theoretical orientation, and obtaining CACREP accreditation.

## Site Supervisors

Respondents = 27/79 with a 34% response rate.



	Site Supervisor Responses						Count	Avg.
	< Strongly Disagree -----Neutral ----- Strongly Agree-->							
Topic	1	2	3	4	5			
1. Competency	0	0	3	16	8	27	4.19	
2. Issue Integration	1	1	6	12	7	27	3.85	
3. Cultural Awareness	0	1	2	14	10	27	4.22	
4. Social Awareness	0	1	6	10	10	27	4.07	
5. Personal Growth	1	0	2	13	11	27	4.22	
6. Professional Growth	0	0	4	16	7	27	4.11	
7. Technical Development	0	1	3	13	10	27	4.19	
8. Ethical/Legal Awareness	1	0	6	14	6	27	3.89	
9. Research	0	1	7	16	3	27	3.78	
10. Program Evaluation	0	0	7	14	6	27	3.96	

Site supervisors' responses rated both Cultural Awareness and Personal Growth as the highest (4.22) in their observations of their practicum or internship students which was consistent to graduates self perception of strength areas. The lowest ratings were in the areas of Research (3.78), Ethical and Legal Awareness (3.89), and Issue Integration (3.85). Overall the comments from the open-ended question from site supervisors were positive. The open-ended question, "Suggestions for program improvements" recommended having greater communication between the site supervisor and the practicum/internship faculty, and placing more emphasis on theoretical orientation development, specifically with evidence-based practices and the theory of change, which can support a focus from faculty on increasing the lower rated items noted above.

### Employers\*

Respondents = 3/62 with a 5% response rate.

	Graduate Employer Responses						Count	Avg.
	< Strongly Disagree -----Neutral ----- Strongly Agree-->							
Topic	1	2	3	4	5			
1. Competency	0	0	0	2	1	3	4.33	
2. Issue Integration	0	0	0	2	1	3	4.33	
3. Cultural Awareness	0	0	0	1	2	3	4.67	
4. Social Awareness	0	0	0	1	2	3	4.67	
5. Personal Growth	0	0	0	1	2	3	4.67	
6. Professional Growth	0	0	0	2	1	3	4.33	
7. Technical Development	0	0	0	2	1	3	4.33	
8. Ethical/Legal Awareness	0	0	0	2	1	3	4.33	
9. Research	0	0	0	2	1	3	4.33	
10. Program Evaluation	0	0	0	2	1	3	4.33	

The small number of responses from employers provided only two averages across all Topics, which were both within the Agree to Strongly Agree range. There was one question given in the

“Suggestions for program improvements”, which was to have an “in-house clinic” to provide greater training experiences for students that is not possible for a limited-residency model. However, that suggestion could be integrated into courses that focus on counseling skills and the development of a professional identity along with practicum and internship videos to ensure that counseling skills are being assessed across the entire program.

\*Graduates were sent the Employer survey and asked to forward it to their employers. The low response rate could be due to many factors including; the survey was not forwarded, the student was not employed at the time, or the employer chose not to respond.

When looking across all three surveys it is important to note that the average ratings for Cultural Awareness and Personal Growth were consistently amongst the two highest ranked. Conversely, Ethical/Legal Issues consistently received one of the lowest average ratings, suggesting that greater emphasis should be placed on this area within the curriculum.

### **Modifications Based on Program Evaluation**

The Program Chair had already begun the process of collecting, compiling, and analyzing the data listed above into this comprehensive program evaluation and enlisted the Research and Assessment Coordinator in synthesizing the data outcomes for publication. Once completed during September of 2018, the Program Chair circulated the PEOR to all Master of Science in Counseling Program Faculty with the request for feedback, additions, or corrections. Two weeks later, the faculty met for a formal assessment meeting on October 9, 2018. The outcomes of that meeting are described in this section.

Faculty first focused on the similarly lower scores of Ethical and Legal Awareness based on practicum and internship site supervisors and graduate students responses listed above in the **Graduates** and **Site Supervisor** tables, as well as their written responses to the open-ended questions. While faculty were all concerned about how graduates and site supervisors perceive their state-based specific ethical and legal responsibilities, it was also agreed upon that each faculty member would review their ethical components in the planned program-wide syllabus review planned for Fall 2018 to ensure not only CACREP compliance, but also integration of ethical decision-making model practice opportunities into relevant classes. The next area discussed was theoretical development as evidenced by the category of Issue Integration that site supervisors and graduates discussed again in their written responses to open-ended questions included in their surveys. Faculty discussed the immediate change starting in the Fall 2018 Colloquia experience, as well as in subsequent in-person Colloquium to include skills-based workshops specifically geared toward integrating theoretical approaches into practice with theoretical review and demonstration in each presentation.

The final change stems from graduate student responses that they would like more faculty engagement. Since its inception, the Master of Science in Counseling at Prescott College has undergone several program shifts. The most recent of which is discussed in the next section. For our purposes, the faculty focused on how to integrate the changes listed below alongside a continued vision to create a hybrid model of asynchronous learning where students can expect

ongoing faculty interaction in virtual classroom settings alongside their online discussion forums, coupled with the residential component of being on site at least six times throughout their graduate studies at Colloquium. At this time, faculty decided to hold a Curriculum specific meeting in the Spring of 2019 to begin addressing the question of whether creating a minimum and/or maximum standard for faculty engagement expectations would meet the expressed need.

### **Other Substantial Program Changes**

The Master of Science Counseling Program is currently pursuing accreditation through the Council for Accreditation of Counseling & Related Educational Programs (CACREP). During the Fall 2017 semester, the Master of Science Counseling Program underwent a comprehensive program evaluation which involved feedback from external consultants, a review of the number of specializations being offered, an assessment of the number of core courses required, and the enrollment history of elective courses, to better align the program with the CACREP 2016 Standards. The review also consisted of comparing the Program's curriculum to other online counseling programs that were accredited by CACREP.

The Master of Science Counseling Program offered five specializations; Clinical Mental Health Counseling, Marriage, Couple, and Family, Addiction Counseling, School Counseling, and Clinical Rehabilitation Counseling. A review of the online counseling programs accredited by CACREP showed that a majority of programs had one to two specializations. Review of enrollment of each specialization within the Master of Science Counseling Program showed that 77% of the students were enrolled in Clinical Mental Health Counseling. In order to redirect resources and focus on program strengths, it was determined to reduce the number of specializations to one; Clinical Mental Health Counseling. It was determined that due to student interest that Marriage, Couple, and Family and Addiction Counseling would be retained as an emphasis areas, and that School Counseling and Clinical Rehabilitation Counseling would be taught out.

The external consultants suggested adding one or more core courses to the curriculum to better address the required CACREP standards. Again, a review of other online accredited counseling program showed that most programs had 18 to 20 core courses. Two more core courses were added; Chemical Dependency and Substance Abuse, and Marriage, Couple & Family Counseling. This decision was based on licensure requirements in various states, that some version of these two courses were required in most online CACREP accredited programs, and because these were the two most common electives students were already taking in the Master of Science Counseling Program.

When determining what electives to offer, an ad hoc committee was formed, consisting of Master of Science Counseling Program faculty. The committee reviewed the most commonly taken mentored courses over a three-year period (nine semesters). Based on this evaluation, along with considering the electives needed to complete each emphasis area, and courses commonly needed to seek licensure in various states, a list of 14 electives were identified, course descriptions written, and approved by the counseling faculty.

The following represents a summary of the changes approved for implementation in the Fall

2018 semester.

<b>Program Format Prior to Fall 2018</b>	<b>Program Format Starting Fall 2018</b>
5 Specializations <ul style="list-style-type: none"> <li>• Clinical Mental Health Counseling</li> <li>• Marriage, Couple, &amp; Family Counseling</li> <li>• Addiction Counseling</li> <li>• School Counseling*</li> <li>• Clinical Rehabilitation Counseling*</li> </ul>	1 Specialization <ul style="list-style-type: none"> <li>• Clinical Mental Health Counseling</li> </ul>
3 Emphases Areas <ul style="list-style-type: none"> <li>• Somatic Counseling</li> <li>• Social Justice Counseling</li> <li>• Working with Veterans**</li> </ul>	4 Emphases Areas <ul style="list-style-type: none"> <li>• Somatic Counseling</li> <li>• Social Justice Counseling</li> <li>• Marriage, Couple, &amp; Family Counseling</li> <li>• Addiction Counseling</li> </ul>
15 Core Courses	17 Core Courses, adding 2 courses <ul style="list-style-type: none"> <li>• Marriage, Couple, &amp; Family Counseling course</li> <li>• Addiction Counseling course</li> </ul>
5 Electives - With up to 50 choices offered at any time (mentored model)	3 Electives - With up to 14 choices rotated by semester, every two years. Approximately half offered in the even years, with the remaining half offered in the odd years
Mentored Model for Electives	Elective Model with Syllabi and Moodle Shell

\*School Counseling and Clinical Rehabilitation Counseling specializations will be eliminated in the new model, but will be taught out for students who come into the program under the catalog that still has these as specializations.

\*\*Veterans emphasis will be eliminated in the new model. This emphasis was not finalized in the All College Catalog, but these mentored courses will continue to be offered through the Summer 18 semester.

Through this program evaluation process, it was noted that the Master of Science in Counseling Program needed to hire additional full-time faculty that met the CACREP requirements for Core Counselor Educators. Based on this need, a national search for additional faculty was approved and conducted. The search was successful, and the following Associate Faculty were hired to start the Fall 2018 semester with doctorates in Counselor Education and Supervision; Tara Gray, PhD, Jen Randall Reyes, PhD, and Kendra Surmitis, PhD. Dr. Randall Reyes was additionally tasked with the role of Research and Assessment Coordinator. Doing so ensured an additional staff member dedicated to the assessment process of seeking CACREP accreditation including this program evaluation, as well as allowing for a standing faculty committee comprised of the Program Chair, Practicum and Internship Coordinator, Research and Assessment Coordinator, and one Associate Faculty member.

### **Conclusion**

Prescott College continues to provide space for the Master of Science in Counseling Program to evolve from our roots as a unique educational environment focused on issues of cultural and

social equity. We are currently the largest program in terms of students at Prescott College, and have the capacity to continue to expand with our limited-residency model offering both on campus and online connection for our students. The process of seeking CACREP accreditation will also allow us to refine our program model to one that meets national standards and encourages our students to take the unique education they are receiving into the world of professional counseling. In summarizing this program evaluation, we see that refinement already in process (shifting from multiple specializations to a unified goal of educating clinical mental health counselors that can now pursue and emphasis in one of four distinct areas by a staff that has expanded to include Counselor Educators focused on their professional growth) as well as clearly identified steps (more consistent assessment of the student experience and performance in semesters of KPIs and KPDs) moving forward to improve upon what we are doing in the classroom and beyond to better prepare future counselors.

## Appendix A: Taskstream Key Performance Indicator Data

CACREP Core Area	Key Performance Indicators	Course	FA17/SP18 Average
Professional Counseling Orientation and Ethical Practice	KPI 1 (Knowledge): The student will demonstrate knowledge of the history of the counseling profession, and its areas of specialization, licensure and credentialing bodies.	MACP50000 Professional Orientation to Mental Health Counseling	N/A*
		MACP51020 Supervised Counseling Practicum	3.5
Professional Counseling Orientation and Ethical Practice	KPI 2 (Skill): The student will demonstrate understanding of ethical and legal considerations in professional counseling through their application in practice of counseling.	MACP51190 Professional Counseling Ethics	3.45
		MACP51021 Supervised Counseling Internship	3.33**
Social and Cultural Diversity	KPI 3 (Knowledge): The student will identify and articulate theories and models social/cultural identity development.	MACP50030 Social and Cultural Diversity in Counseling	3.24
		MACP51020 Supervised Counseling Practicum	3.47
	KPI 4 (Skill): The student will be able to apply theories and models of social justice and advocacy in their counseling approach.	MACSJ53010 Social Justice in Counseling	N/A*
		MACP51021 Supervised Counseling Internship	3.56
Human Growth and Development	KPI 5 (Knowledge): The student will understand and be able to articulate theories of human development across the lifespan and the systemic and environmental factors that affect it.	MACP50020 Human Growth and Development	3.39
		MACP51020 Supervised Counseling Practicum	3.5
	KPI 6 (Knowledge): Students will demonstrate knowledge of the theories and etiology of addictions and addictive behaviors.	MACP51170 Chemical Dependency and Substance Abuse	3.37
		MACP51020 Supervised Counseling Practicum	3.5
Career Development	KPI 7 (Skill): The student will identify and apply theories and models of career development, and counseling.	MACP50070 Career and Lifestyle Development: Challenges of Adulthood	3.97**
		MACP51021 Supervised Counseling Internship	3.56
Counseling and Helping Relationships	KPI 8 (Knowledge): The student will be able to understand and differentiate the theories and models of counseling.	MACP51010 Counseling Theories	3.27
		MACP51020 Supervised Counseling Practicum	3.47
	KPI 9 (Skill): The student will be able to demonstrate essential interviewing, counseling, and case conceptualization skills.	MACP50060 Helping Relationships: Basic Counseling Skills	3.69
		MACP51021 Supervised Counseling Internship	3.56
	KPI 10 (Knowledge): The student will be able to understand and differentiate theories and models of consultation.	MACP50051 Consultation and Prevention in Mental Health Counseling	4**
		MACP51020 Supervised Counseling Practicum	3.47
Group Counseling and Group Work	KPI 11 (Knowledge): The student will articulate an understanding of the characteristics and functions of effective group leadership.	MACP50080 Group Work: Clinical Theory and Practice	3.14
		MACP51020 Supervised Counseling Practicum	3.47
Assessment and Testing	KPI 12 (Skill): The student will demonstrate the ability to select assessment instruments that appropriately measure a psychological construct and utilize these results to diagnose developmental, behavioral, and mental disorders.	MACP50090 Assessment: Psychological Testing and Appraisal in Counseling	N/A*
		MACP51021 Supervised Counseling Internship	3.56
Research and Program Evaluation	KPI 13 (Skill): The student will demonstrate the ability to critique and synthesize current research in the advancement of the profession and into the practice of counseling.	MACP50040 Research and Program Evaluation in Mental Health Counseling	3.97
		MACP51021 Supervised Counseling Internship	3.56
Clinical Mental Health Counseling - Specialty Area	KPI 14 (Knowledge): The student will articulate an understanding of the roles and settings of clinical mental health counselors.	MACP50000 Professional Orientation to Mental Health Counseling	4**
		MACP51020 Supervised Counseling Practicum	3.5
	KPI 15 (Skill): The student will demonstrate understanding of the diagnostic process and the use of the current diagnostic classification system, the Diagnostic and Statistical Manual of Mental Disorders (DSM).	MACP50010 Psychopathology: Diagnosis and Treatment Planning	3.7
		MACP51021 Supervised Counseling Internship	3.49
MCF - Specialty Area	KPI 16 (Knowledge): The student will recognize and articulate the theories and models of marriage, couple and family counseling practice.	MACP51150 Marriage, Couple, and Family Counseling	3.5
		MACP51020 Supervised Counseling Practicum	3.35
Addiction Counseling - Specialty Area	KPI 17 (Knowledge): The student will recognize and articulate knowledge of the theories and models of addiction counseling.	MACP51170 Chemical Dependency and Substance Abuse	N/A*
		MACP51020 Supervised Counseling Practicum	3.5
	*Error- KPI not assigned, or assigned incorrectly		
	**Missing Spring Only - Instructor did not complete Taskstream		

## Appendix B: Key Professional Dispositions Definitions

Key Professional Disposition (KPD)	Description
Professional Conduct	Professional dress; punctuality (start/end sessions, on time to supervision, class...); follows policies and procedures; presents self as a professional to others; contributes meaningfully to the clinical team through observation and feedback of other's sessions and in classes. Thoughtfully accepts other's feedback. Communicates respect for the perspective of others by actions.
Ethical Practice	Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
Supervision	Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. Makes good use of individual/triadic supervision (arrives on-time, prepared), and maintains regular contact with supervisors about all clients. Consults a supervisor in all safety/risk situations. Is open to supervisory feedback and trying new things. Provides appropriate feedback to supervisors.
Documentation	Applies current record-keeping standards related to clinical mental health counseling (all client documentation is on-time, clear, concise, and well organized. Reports, letters, and other documentation leaving the clinic are professional in style and make appropriate recommendations).
Multicultural Competence	Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
Appropriate Boundaries	Maintains appropriate personal and professional boundaries with clients, colleagues, and faculty; does not use time with clients to meet own needs. Maintains appropriate boundaries in class and supervision
Self Awareness & Growth	Recognizes own strengths and limitations. Understands impact of own values, experiences and biases on academic work, session dynamics, and case conceptualization. Willing to continue exploring how self impacts clinical work. Willing to self-confront and grow. Is not defensive about feedback. Willing to seek help for personal awareness and growth when appropriate.
Tolerance for Vulnerability and Risk	Able to be appropriately vulnerable with clients and colleagues. Able to take risks with clients and colleagues. Is aware of and able to appropriately manage own affect in session, in class, and in supervision.
Appropriate Self Care	Recognizes own limits and physical, emotional and spiritual needs. Seeks healthy means for meeting own personal needs. Makes self-care and holistic personal wellness a reasonable priority, both in idea and action. Seeks help from others (including personal counseling) when appropriate.

### Appendix C: Annual Survey Questions

Code	Survey Question
1. Competency	1. The Counseling Program is preparing (me/my trainee/my employee) to be competent in counseling skills and practice.
2. Issue Integration	2. The Counseling Program is preparing (me/my trainee/my employee) to integrate global and local issues with professional counseling practice.
3. Cultural Awareness	3. The Counseling Program is preparing (me/my trainee/my employee) to be aware of and cultivate respect for cultural differences and similarities and be able to apply this cultural sensitivity to the counseling profession.
4. Social Awareness	4. The Counseling Program is preparing (me/my trainee/my employee) to be aware of social justice, social status, and social action in the practice of counseling.
5. Personal Growth	5. The Counseling Program is preparing (me/my trainee/my employee) to maintain a commitment to personal growth, self-awareness, and self-reflection.
6. Professional Growth	6. The Counseling Program is preparing (me/my trainee/my employee) to identify and develop a personal theoretical knowledge base that promotes an intentional counseling practice.
7. Technical Development	7. The Counseling Program is preparing (me/my trainee/my employee) to assess, develop, and apply interventions and techniques based on the culture, uniqueness, and needs of each client.
8. Ethical/Legal Awareness	8. The Counseling Program is preparing (me/my trainee/my employee) to be aware of and understand how to resolve ethical and legal issues in the counseling profession.
9. Research	9. The Counseling Program is preparing (me/my trainee/my employee) to know how to read, interpret, evaluate, and apply scholarly research.
10. Program Evaluation	10. The Counseling Program is preparing (me/my trainee/my employee) to understand and apply assessment and program evaluation in the counseling profession.
11. Not coded	11. Suggestions for program improvements.