Prescott College

For the Liberal Arts, the Environment, and Social Justice

Master of Science in Counseling Limited-Residency Program

**Program Evaluation and Outcomes Report
2021 – 2022 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 2030.

In keeping with its tradition of promoting social justice and equality of care for 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 electives 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 Master of Science Counseling Program during the 2021-2022 academic year were required to complete 60 semester credit hours for the Clinical Mental Health Counseling (CMHC) specialization. Students matriculating in the Master of Science Counseling Program could also elect to complete one of four emphasis areas:
- Addictions Counseling
- Marriage, Couple, and Family Counseling
- Social Justice in Counseling
- Somatic Counseling

Additionally, students enrolled in the program are also offered an option to choose a concentration/graduate certificate area. Coursework completed in a concentration/graduate certificate is in addition to the 60 semester credit hours required for program completion. Concentrations/graduate certificates include the following:
- Adventure-based Counseling (ABC)
- Nature-based Counseling (NBC)
- Expressive Art Therapy (EAT)

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 competency.

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) on a biennial basis, exam results from credentialing boards, data collected from Tevera (the program's assessment system), and through demographic reports requested from the Admissions and Institutional Research offices. This data is analyzed and 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. Data collected and reviewed during the 2021-2022 academic year was a continued opportunity to assess changes made based on the last program evaluation cycle, and to consider future program and curricular changes to the Master of Science Counseling Program.

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 in Counseling Program has identified nine KPIs. These KPIs are measured at two designated points during the student's program. Each KPI is measured through a signature assignment in the relevant core counseling course. A second measurement point of each KPI is in either the MACP51020 Supervised Counseling Practicum or MACP510201 Supervised Counseling Internship course. Assignments specific to each course and LPI definitions appear in Appendix A. KPI data is collected in Tevera toward the end of each term when corresponding assignments are submitted.

Additionally, the counseling program utilizes the Counselor Preparation Comprehensive Examination (CPCE) as its exit requirement. This is considered another measurement point of the CACREP eight core curricular content areas, though there is no direct link to the KPIs identified by the counseling program. Aggregate data from the CPCE is also collected, reviewed, and considered in all program or curricular changes.

Tevera data.

The table below presents the description of each KPI and what is being measured, along with both the first and second measurement points within the curriculum. Averages for each measurement point, and an overall average for the 2021-2022 academic year are also provided.

Using Tevera, KPIs are assessed using a four-point Likert scale: 1 = Below Expectations, 2 = Near Expectations, 3 = Meets Expectations, 4 = Exceeds Expectations.

Table 1: KPI Tevera Data

CACREP Core Area	Key Performance Indicator	Measurement 1	Average	Measurement 2	Average	Total Average
Professional Counseling Orientation and Ethical Practice	KPI Core Area 1 (Knowledge): The student will demonstrate understanding of ethical and legal considerations in professional counseling through their application in practice of counseling.	MACP51190 Professional Counseling Ethics	3.21	MACP51021 Supervised Counseling Internship	3.82	3.52
Social and Cultural Diversity	KPI Core Area 2 (Knowledge): The student will identify and articulate theories and models social/cultural identity development.	MACP50030 Social and Cultural Diversity in Counseling	3.47	MACP51020 Supervised Counseling Practicum	3.61	3.54
Human Growth and Development	KPI Core Area 3 (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	3.81	MACP51020 Supervised Counseling Practicum	3.00^	3.41
Career Development	KPI Core Area 4 (Knowledge): The student will identify and apply theories and models of career development, and counseling.	MACP50070 Career and Lifestyle Development: Challenges of Adulthood	3.81*	MACP51020 Supervised Counseling Practicum	3.00^	3.41
Counseling and Helping Relationships	KPI Core area 5 (Skill): The student will be able to demonstrate essential interviewing, counseling, and case conceptualization skills.	MACP50060 Helping Relationships: Basic Counseling Skills	3.63	MACP51021 Supervised Counseling Internship	3.55	3.59
Group Counseling and Group Work	KPI Core Area 6 (Knowledge): The student will articulate an understanding of the characteristics and functions of effective group leadership.	MACP50080 Group Work: Clinical Theory and Practice	3.42*	MACP51020 Supervised Counseling Practicum	3.39	3.41

Assessment and Testing	KPI Core Area 7 (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	3.57	MACP51021 Supervised Counseling Internship	3.20^	3.39
Research and Program Evaluation	KPI Core Areas 8 (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	3.63	MACP51021 Supervised Counseling Internship	3.00-	3.32
Clinical Mental Health Counseling - Specialty Area	KPI CMHC (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: Diagnostic and Treatment Planning	3.46	MACP51021 Supervised Counseling Internship	+	+

* KPI data was missing from two courses; one in the Summer of 2021 and one in the Fall of 2021 due to a lack of completion by the adjunct faculty that taught those courses; however, an average is still displayed since 50% of Career KPI data, and 75% of Group KPI data was recorded for the 2021-2022 academic year. While these two percentages are lower than ideal, they represent one of two data points of assessment for each KPI.

^ KPI data was fully reported for KPI 2 and KPI 6 for the Practicum course but were only evaluated in a few students for both KPI 3 and KPI 4. Similarly, KPI 7 was only reported for a few students in Internship. All categories with these two asterisks are therefore considered skewed.

- KPI 8 data was similarly limited with only a few students assessed in the Internship courses

+ KPI 9 data was altogether missing for the Internship courses

There were only four KPI assessments that were not flawed in this cycle, and it is therefore important to note that the following statements are not representative of the full picture of KPI assessment. Those scores are also omitted from the generalized statements below. An important training point in this next year will be to ensure the Practicum and Internship Coordinator adds an additional layer of oversight to ensure these data points are not lacking or missing again.

Overall averages for each KPI were calculated by averaging all scores across the first and second points of measurement during the academic year. Human Growth and Development (KPI 3) was the highest average at 3.81/4.00. Research and Program Evaluation and Counseling and Helping

Relationships each averaged 3.63/4.00. The lowest overall initial average was in the area of Professional Counseling Orientation and Ethical Practice at 3.21/4, yet shifted to the highest average in the second assessment point during students' internship at 3.82/4.00. The lowest average scores at the second point of KPI assessment was the Group Counseling and group Work score of 3.39/4. Again, other lower scores are not included here at the second point of assessment since the data was incomplete in this cycle.

CPCE data.

The CPCE is no longer administered on the college campus, and therefore all data reported for the academic year of 2021-2022 is online testing. A total of 24 students took the exam during the 2021- 2022 academic year. The CPCE data received from the Center for Credentialing and Education (CCE) demonstrated that Prescott College students had a **pass rate of 100%** during the 2021- 2022 academic year. The following table represents the average scores for each of the eight core content areas assessed through the CPCE. Additionally, national averages have been provided for the same time period that Prescott College students took the CPCE as a comparison. A total score comparison for the average of Prescott students in comparison to the national average is the final metric provided in this table.

Table 2: CPCE Results for 2021-2022

Prescott College Counseling Program CPCE Results		
Core Content Area	**2021-2022**	**National**
Professional Counseling Orientation and Ethical Practice	12.3	12.0
Social and Cultural Diversity	12.1	9.9
Human Growth and Development	10.8	9.9
Career Development	11.1	10.4
Counseling and Helping Relationships	12.0	10.3
Group Counseling and Group Work	13.7	11.8
Assessment and Testing	9.7	9.2
Research and Program Evaluation	12.2	10.7
Total Score	93.8	84.0

Each core content area has 17 question items. The CPCE data shows that the core content area that Prescott students tested the highest in was the Group Counseling and Group Work, followed by Professional Counseling Orientation and Ethical Practice (covered in both MACP50000 Professional Orientation to Mental Health Counseling and MACP51190 Professional Counseling Ethics).

The lowest average for Prescott students was in the Assessment and Testing core area, yet remained .5 above the national average in that particular content area.

It should be noted that that Prescott College student's overall score averages were above the national mean in every category, ranging between .3 to 2.2 higher.

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 evaluated informally by faculty on an ongoing basis, as well as formally during the KPD assessment meeting each spring for students in their second term to ensure that the majority of faculty members have had time to encounter them in classes. 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 to be supportive of students that need additional help to navigate the program and successfully graduate. While a new KPD assessment timeframe is to assess students first in their second term, second in their practicum, and third in their final semester prior to graduation; the second and third KPD assessment points will not happen until the next academic year of 2021-2022.

Additionally, KPDs are formally measured at the midpoint and at the end of each semester during both MACP51020 Supervised Counseling Practicum and MACP51021 Supervised Counseling Internship. Feedback is given to students in these classes and is considered when determining a student's final grade. The table below denotes the 2021-2022 average for each KPD assessed by program core faculty during the spring 2021 assessment meeting. The following Likert scale was used in scoring each student individually: 1 = Below Expectations, 2 = Near Expectations, 3 = Meets Expectations, 4 = Exceeds Expectations.

Table 3: KPD Data from Three Faculty Assessment Points

Key Professional Disposition (KPD)	1st Assessment (2nd semester)	2nd Assessment (Practicum Semester)	3rd Assessment (Final Semester)
Professional Conduct	3.13	3.26	3.67
Ethical Practice	3.05	2.95	3.33
Supervision	*3.00	2.93	3.33
Documentation	*3.00	3.00	3.00
Multicultural Competence	3.06	3.00	3.17
Appropriate Boundaries	3.05	3.11	3.67
Self-Awareness & Growth	3.09	3.06	4.00
Tolerance for Vulnerability and Risk	3.04	3.00	3.50
Appropriate Self Care	3.03	3.00	3.17

* Supervision and Documentation averages are given since they were recorded for a few students in the 1st assessment point; however, they are not considered accurate representations as faculty are not directly observing a student's ability to receive feedback in supervision or document their clinical work yet at this point in the program.

Clinical Faculty assess key professional dispositions (KPDs) at three points throughout a student's program; their second semester, the semester they take Practicum, and finally the semester they anticipate graduating. The table depicts the

2nd semester assessment points (Fall 2021, and Spring 2022), along with a second column for students' KPD averages in their 2nd assessment point of Practicum and the final column depicts their 3rd assessment point in their final semester.

Of note is that this data set is only the second academic year that faculty have been doing KPD assessments in this manner, and therefore there were much lower numbers for the second and third assessment points than there should have been. This could indicate that faculty did not complete the 2nd and 3rd assessment points because they were not yet fully aware of the need to do so following the first year of having done these as a group.

Professional Conduct showed consistent improvement across all three points of assessment, while Ethical Practice appeared to have a lower average score in the 2nd assessment point, and then rose again in the third. Perhaps this is again a function of lower data points in the second and third assessments. Alternatively, perhaps we are starting to observe the way the advising relationship begins to better inform the overall assessment process. Documentation appears to be a static score across all three points of assessment, which could again indicate a lack of data points or a hesitation and/or lack of understanding from faculty on how to effectively assess their advisees' clinical documentation skill set at their sites.

The table below represents a separate point of assessment of the KPDs contributed by site supervisors; MACP51020 Supervised Counseling Practicum and MACP51021 Supervised Counseling Internship. Measurement of the KPDs is part of the Mid and End of Term Evaluation which uses the following Likert scale: 1 = Low; 3 = Neutral; 5 = High; 0 = Not Observed. Again, the Not Observed option was not given a value, and therefore did not affect the KPD overall average.

Table 4: KPD Data from Mid/End of Term Evaluations for Practicum & Internship

Key Professional Disposition (KPD)	2021-2022 Midterm Averages	2021-2022 Final Averages
Professional Conduct	4.60	4.79
Ethical Practice	4.60	4.80
Supervision	4.57	4.81
Documentation	4.35	4.50
Multicultural Competence	4.26	4.50
Appropriate Boundaries	4.48	4.70
Self-Awareness & Growth	4.48	4.63
Tolerance for Vulnerability and Risk	4.27	4.57
Appropriate Self Care	4.33	4.63

The highest average was 4.60/5 for Professional Conduct and Ethical Practice at the midterm point of evaluation for both practicum and internship, while the lowest average of 4.26/5 for Multicultural Competence at this same period. All average scores improved from the midterm to final evaluation point for practicum and internship, with Supervision shifting into the highest average spot at 4.81/5 with Ethical Practice closely behind with 4.80/5. The lowest average

remained Multicultural Competence with a 4.50/5 in addition to Documentation averaging a 4.5/5 score at the final evaluation point. All scores for both midterm and final evaluation were approaching the high range.

Demographics and Other Characteristics

Demographic data is collected for applicants, current students, and graduates. Characteristics are self-identified by gender, ethnicity, and age. However, two separate tables are presented below given the past two cycles of faculty feedback for this PEOR process to include more representative data from our student population, rather than the continued reliance of Integrated Postsecondary Education Data System (IPEDS) classifications. IPEDS data is reflected in the first table, as our internal Power Campus system collects data using this system, while the second table denotes data from Slate, which is the system Prescott uses for our Admissions process and therefore reflects applicant data, including students that ultimately enrolled and therefore one way to implement feedback to address the lack of diversity in IPEDS categories.

Table 5: Current Student and Graduate Demographic Data

	Demographics*	Current Students	Graduates
Gender	Female	279	33
	Male	37	5
	Not disclosed		1
		Total 316	**Total 39**
Ethnicity	White	231	30
	African-American, non-Hispanic		
	Asian	1	
	Black or African American	7	
	Hispanic		

	Hispanics of any race	8	5
	Native HI or Pacific		
	American Indian/Alaska Native	1	
	Nonresident alien	1	
	Other		
	Two or More Ethnicities		
	Two or More Races	8	3
	Race and Ethnicity unknown	59	1
	Not disclosed		
		Total 316	**Total 39**
Age	18 to 24	26	1
	25 to 39	213	31
	40 and above	77	7
	Not disclosed		
		Total 316	**Total 39**

*The demographic descriptors listed are what is currently used by Prescott College when collecting this type of data and in alignment with the Integrated Postsecondary Education Data System (IPEDS).

Table 6: Applicant Demographic Data

	Demographics	Applicants
Gender	Female	401
	Male	86
	Not disclosed	12
	Non-binary	11
	Gender queer	1
	Transgender	3
Ethnicity	White (e.g. European, European American)	363
	Latina/o/x, Chicana/o/x, Hispanic	7
	Black, African, or African-American	37
	Black, African, or African-American, White (e.g. European, European American)	1
	Black, African, or African-American, Native Hawaiian, or Other Pacific Islander, White (e.g. European, European American)	3
	Native Hawaiian, or Other Pacific Islander	2
	American Indian, Native American, or Alaska Native	2
	North African or Middle Eastern (e.g., Lebanese, Iranian, Moroccan, Syrian)	7
	North African or Middle Eastern (e.g., Lebanese, Iranian, Moroccan, Syrian), White (e.g. European, European American)	2
	South Asian	8
	South Asian, White (e.g. European, European American)	2
	Not disclosed	67
Age	18 to 24	77
	25 to 29	128
	30 to 39	167
	40 to 49	76
	50 to 59	28

	60 to 69	8
	70 to 79	5
	80 to 89	1
	Not disclosed	2

There were 501 candidates applying for admission to the counseling program during the 2020-2021 academic year, and a total of 316 enrolled students. The Admissions office defines an applicant as anyone who has submitted a partial to fully completed application.

Please note that totals are not given in the second table purposefully to illustrate that applicants were required to answer male or female in the initial steps of the application process, but could later designate their pronouns and gender identity. This resulted in a different picture than initially presented about our student body in the first table in this section. Rather than seeing students in the gender binary, this second table demonstrates that even though a small percentage, 5% of candidates chose to either not disclose their gender identity, or to present a multifaceted identity when given the chance to do so in their applications.

Broader representation in the race and age categories also depicts a different view than the IPEDS data demonstrated in the first table. 14% of applicants listed historically excluded groups for their race, while 13% chose not to disclose their race.

At the conclusion of the academic year the Master of Science in Counseling Program had 316 students. Using IPEDs data in the first table, the majority of enrolled students identified as Female (88%), and as White (73%) and between the ages of 25-39 (67%). In the previous academic year, 77% of students were white. This 4% increase in diversity at Prescott over the past academic year is inadequate and continues to be a focus for both recruitment and admissions in the faculty and student population.

There were 39 students who graduated during the academic year. Sixteen graduated in the summer 2021 semester, 15 fall 2021 semester, and 8 graduated in the spring 2022 semester. The largest percentage of graduates identified as Female (87%), White (79%), and were between the ages of 25-39 (79%). The applicant data denotes the age range of 30 to 39 as the majority of student candidates. Across applicants, students, and graduates demographic characteristics remained consistent with female, white, between the ages of 25-39 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.

Systematic Follow–up Studies

As part of our ongoing program evaluation surveys are emailed bi-annually, every even year, 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 last during 2019-2020 PEOR reporting period and as a bi-

annual assessment, were sent again for this PEOR and academic year 2021-2022.

Surveys were sent to the identified stakeholders during the months of June, July, August, and September, 2022. Each survey consisted of the same 11 questions. Please see Appendix B 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 tables provide summary data gathered from each survey showing the number of times each response was selected, and depicts the average score for each question.

Table 7: Graduate Responses to Follow-Up Survey

	Graduate Responses					Count	Average
	|← Strongly Disagree———--Neutral——------Strongly Agree →|					Count	Average
Subject	**1**	**2**	**3**	**4**	**5**		
1. Competency	0	0	0	8	5	13	4.38
2. Issue Integration	0	0	0	9	4	13	4.31
3. Cultural Awareness	0	0	0	4	9	13	4.69
4. Social Awareness	0	0	0	2	11	13	4.85
5. Personal Growth	0	0	0	3	10	13	4.77
6. Professional Growth	0	1	1	6	5	13	4.15
7. Technical Development	0	0	2	7	4	13	4.15
8. Legal Awareness	0	0	1	7	5	13	4.31
9. Research	0	0	0	8	5	13	4.38
10. Program Evaluation	0	0	4	8	1	13	3.77

Respondents = 13/39 with a 33% response rate.

Recent graduates ranked Social Awareness the highest (4.85/5) and Personal Growth rated a close second at (4.77/5), followed by Cultural Awareness in third position at (4.69/5). Program Evaluation had the lowest average rating (3.77/5). All three scores are interesting given the parallel to the previous iteration of this data in the 2019-2020 academic year, with the same three areas in the top three rankings.

The open-ended question, "Suggestions for program improvements" from recent graduates' survey suggest that students would like more opportunity for synchronous engagement with their instructors, which was consistent from the qualitative data reported in the 2019-2020 academic year. However, qualitative responses from the previous iteration of wanting updated content in

courses, more feedback on assignments and quicker response times were no longer present, while more assistance with securing practicum and internship opportunities also appeared in this iteration for the 2021-2022 academic year. Additionally, respondents stated they had an overall positive experience with the program and wanted more support to fully develop their theoretical orientation alongside reiteration toward the end of their time in the program of graduation and licensure requirements.

Table 8: Site Supervisor Responses to Follow-Up Survey

	Site Supervisor Responses						
	|← Strongly Disagree—---------Neutral—-----------Strongly Agree →|					**Count**	**Average**
Subject	**1**	**2**	**3**	**4**	**5**		
1. Competency	0	1	1	20	16	38	4.34
2. Issue Integration	0	2	11	18	7	38	3.79
3. Cultural Awareness	0	0	3	21	14	38	4.29
4. Social Awareness	0	0	8	19	11	38	4.08
5. Personal Growth	0	2	1	17	18	38	4.34
6. Professional Growth	0	2	2	25	9	38	4.08
7. Technical Development	0	1	6	23	8	38	4.00
8. Legal Awareness	0	1	9	24	4	38	3.79
9. Research	0	2	19	13	4	38	3.45
10. Program Evaluation	0	2	8	21	7	38	3.82

 Respondents = 38/128 with a 30% response rate.

Site supervisors' responses gave Competency and Personal Growth the highest average score (4.34/5). Cultural Awareness had the second highest average (4.29/5), with Social Awareness and Professional Growth tying for third highest averages (4.08/5). In the previous iteration in the 2019-2020 academic year, Cultural Awareness was the highest (4.23/5), then Personal Growth (4.15/5) and Social Awareness (4.08/5).

These ratings were similar to graduates' self- perception, with the primary difference in the lowest average score from site supervisors being Research (3.45/5). One possibility is that graduates over-estimated their capacity to understand and utilize evidence-based practice in their clinical work, while site supervisors still felt the onus to ensure students attended to this key element of effective and ethical practice.

The open-ended question, "Suggestions for program improvements" recommended having

students remain at sites throughout the entirety of their training to ensure better integration of understanding organizational structures and administrative tasks; such as, managing time effectively between sessions and documentation as well as taking time for self-care. Another suggestion was for more in person interaction with their instructors prior to practicing and internship placement to facilitate better gatekeeping of those not yet ready for clinical work. One outlier comment in this section gave an overall negative impression of their student alongside the assumption that students are not required to attend their own therapy sessions (which they are) and are therefore more likely to engage in transference and countertransference. This seemed to be a reflection of a negative experience with a student rather than an accurate comment to generalize.

Table 9: Employer Responses to Follow-Up Surveys

	Employer Responses					Count	Average
	|← Strongly Disagree—--------Neutral—----------Strongly Agree →|						
Subject	**1**	**2**	**3**	**4**	**5**		
1. Competency	0	0	0	0	2	2	5.00
2. Issue Integration	0	0	0	1	1	2	4.50
3. Cultural Awareness	0	0	0	1	1	2	4.50
4. Social Awareness	0	0	0	0	2	2	5.00
5. Personal Growth	0	0	0	0	2	2	5.00
6. Professional Growth	0	0	0	1	1	2	4.50
7. Technical Development	0	0	0	1	1	2	4.50
8. Legal Awareness	0	0	0	2	0	2	4.00
9. Research	0	0	1	0	1	2	4.00
10. Program Evaluation	0	0	0	0	2	2	5.00

Respondents = 2/39 with a 5% response rate.**

**Graduates were sent the Employer survey at three different points via email and asked to forward it to their employers. The low response rate is consistent with the prior administration of these follow-up surveys in 2019-2020, when only 1 respondent participated; whereas, 2 did in this iteration.

Survey results for each category were primarily 4s (6 received) and 3s (4 received), with only 1 neutral score. While both employers were positive in their evaluations of their employees, there are simply not enough data points. A focus for the next cycle of follow-up studies in 2023-2024 should be how to reach a larger number of employers, especially since neither respondent gave any qualitative data when asked for suggestions for program improvement in their surveys.

Modifications Based on Program Evaluation

The data previously described in this report was collected, compiled, and analyzed into this comprehensive program evaluation. All Master of Science in Counseling Program faculty received a copy of the draft report on October 11, 2022 for their review. On October 18, 2022, the faculty met for a formal Program Evaluation meeting to discuss the data and determine if curricular and program changes were needed. The following provides a summary of the key discussions and outcomes based on this meeting.

Faculty discussed the overall data reported in the PEOR, taking note of the missing data for the KPI assessments in the Practicum and Internship courses. The additional table created this year in Appendix A offers a guide for the current Practicum and Internship Coordinator to train faculty in each of the KPI's that are assessed for each assignment. Further discussion centered the student experience, and finding more accurate ways to represent that moving forward outside of data collected by the college, such as is available from the Slate system that offered broader self-identification in the admissions process and was reported in Table 6.

Another concern raised was the graduation rate and attrition. Faculty expressed their hope for a more robust conversation in the future around how Prescott is tracking both retention from the enrollment to the second term and persistence across the entirety of the program. Faculty are interested in how matriculation rates could be an indication of larger programmatic needs that are being missed without accurate data to support the early identification and conscientious efforts at persistence.

Final reflection was around faculty concern with using Tevera software for assessment, as the current system seems to lack interrater reliability without the use of robust rubric creation, validation, and norming across raters. We will be exploring a shift to Canvas for assessment purposes within the next academic year.

Other Substantial Program Changes

One new full time clinical faculty staff member was hired during the 2021-2022 academic year, with the addition of one associate faculty member.

During the Fall 2021 term, the Program Director Dr. Stacey Carrillo stepped into the Dean for Graduate Students role. Dr. Jen Randall Reyes then moved from an Assistant Director to Program Director position, and subsequently an Associate Dean of Counseling Programs to include oversight of the proposed EdS in Experiential Counseling, ABC/NBC Certificates, and EAT Certificate.

Faculty also met during the Fall 2021 Term to discuss a shared set of expectations in their roles and developed the following: all instructors are to respond to students within 48-72 hours and grade all submitted materials within two weeks. Additionally, all instructors are required to provide at least one synchronous instructional lecture with students per month and are highly encouraged to provide more.

Conclusion

The Master of Science in Counseling Program at Prescott College has undergone distinct growth since achieving CACREP-accreditation and consistently offers programming that allows our students to achieve high passing rates on two forms of standardized assessment. Our assessment process is served by the annual evaluation of the metrics noted above. However, further attention is needed to create a system of interrater reliability moving forward. More accurate assessment can support the continued growth in the student population by increasing the matriculation rate with the goal of better understanding how to replicate student success.

Appendix A: Key Professional Indicators Definitions

CACREP Core Area	Key Performance Indicators	Course
Professional Counseling Orientation and Ethical Practice	**KPI 1**: The student will demonstrate understanding of ethical and legal considerations in professional counseling through their application in practice of counseling.	**MACP51190 Professional Counseling Ethics**: Ethical Dilemma Position Paper
		MACP51021 Supervised Counseling Internship I: Theoretical Orientation Assignment
Social and Cultural Diversity	**KPI 2**: The student will identify and articulate theories and models of social/cultural identity development.	**MACP50030 Social and Cultural Diversity in Counseling**: Racial and Identity Development Essay
		MACP51020 Supervised Counseling Practicum: Professional Identity and Theoretical Influences Paper
Human Growth and Development	**KPI 3**: 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**: Final Reflections on Human Development Paper
		MACP51020: Supervised Counseling Practicum: Professional Identity and Theoretical Influences Paper
Career Development	**KPI 4**: The student will identify and apply theories and models of career development, and counseling.	**MACP50070 Career Development and Lifestyle Development**: Career Interview Assignment
		MACP51020 Supervised Counseling Practicum: Professional Identity and Theoretical Influences Paper
Helping Relationships	**KPI 5**: The student will be able to demonstrate essential interviewing, counseling, and case conceptualization skills.	**MACP50060 Helping Relationships:** Role Play and Final Paper
		MACP51021 Supervised Counseling Internship II: Case Study Presentation and Biopsychosocial Assessment
Group Counseling and Group Work	**KPI 6**: The student will articulate an understanding of the characteristics and functions of effective group leadership.	**MACP50080 Group Work:** Group Participation and Reflection Paper
		MACP51020 Supervised Counseling Practicum: Group Facilitation/Leadership Experience
Assessment and Testing	**KPI 7**: 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**: Assessment Report
		MACP51021 Supervised Counseling Internship II: Case Study Presentation and Biopsychosocial Assessment
Research and Program Evaluation	**KPI 8**: 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 & Program Evaluation:** Group Research Project
		MACP51021 Supervised Counseling Internship I: Theoretical Orientation Assignment
Clinical Mental Health Counseling - Specialty Area	**KPI CMHC**: 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:** DSM-5 Final Paper
		MACP51021 Supervised Counseling Internship II: Case Study Presentation and Biopsychosocial Assessment

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 others' 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 their 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 one's 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: Bi-Annual Survey Questions

Code	Survey Question
Competency	The Counseling Program is preparing (me/my trainee/my employee) to be competent in counseling skills and practice.
Issue Integration	The Counseling Program is preparing (me/my trainee/my employee) to integrate global and local issues with professional counseling practice.
Cultural Awareness	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.
Social Awareness	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.
Personal Growth	The Counseling Program is preparing (me/my trainee/my employee) to maintain a commitment to personal growth, self-awareness, and self-reflection.
Professional Growth	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.
Technical Development	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.
Ethical/Legal Awareness	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.
Research	The Counseling Program is preparing (me/my trainee/my employee) to know how to read, interpret, evaluate, and apply scholarly research.
Program Evaluation	The Counseling Program is preparing (me/my trainee/my employee) to understand and apply assessment and program evaluation in the counseling profession.
Not coded	Suggestions for program improvements.