



**Prescott College**

**Community, adventure, and advocacy live here.**

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

**Program Evaluation and Outcomes Report  
2023 – 2024 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 2023-2024 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 five concentration areas:

- Addictions Counseling
- Human Sexuality 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 post-graduate certificate area. Coursework completed in a post-graduate certificate is in addition to the 60 semester credit hours required for program completion. Post-graduate certificates include the following:

- Adventure-based Counseling (ABC)
- Nature-based Counseling (NBC)
- Expressive Arts 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 2023-2024 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 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 MACP51021 Supervised Counseling Internship course. Assignments specific to each course and KPI 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 2023-2024 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**

<b>CACREP Core Area</b>	<b>Key Performance Indicator</b>	<b>Measurement 1</b>	<b>Average</b>	<b>Measurement 2</b>	<b>Average</b>	<b>Total Average</b>
<b>Professional Counseling Orientation and Ethical Practice</b>	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	3.92	MACP51021 Supervised Counseling Internship	3.26	3.59
<b>Social and Cultural Diversity</b>	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	2.98	MACP51020 Supervised Counseling Practicum	3.45	3.22
<b>Human Growth and Development</b>	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	3.33	MACP51020 Supervised Counseling Practicum	3.37	3.35
<b>Career Development</b>	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	3.01	MACP51020 Supervised Counseling Practicum	3.35	3.18
<b>Counseling and Helping Relationships</b>	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	3.32	MACP51021 Supervised Counseling Internship	3.33	3.33
<b>Group Counseling and Group Work</b>	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	3.01	MACP51020 Supervised Counseling Practicum	3.44	3.23

<b>Assessment and Testing</b>	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	4.0	MACP51021 Supervised Counseling Internship	3.35	3.68
<b>Research and Program Evaluation</b>	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	3.09	MACP51021 Supervised Counseling Internship	3.26	3.18
<b>Clinical Mental Health Counseling - Specialty Area</b>	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	4.0	MACP51021 Supervised Counseling Internship	3.12	3.56

The 2023-2024 CACREP Core Area data reveals important insights into students' performance across key counseling competencies. Overall, the results indicate that students are developing solid theoretical foundations, though some areas show challenges when transitioning from coursework to practical application in internships and practicum settings.

In the area of Professional Counseling Orientation and Ethical Practice, students demonstrated a strong understanding of ethical and legal considerations, with an average of 3.92 in coursework. However, their ability to apply this knowledge during the internship phase dropped slightly to 3.26. This suggests that while students grasp the concepts, they may experience difficulties integrating them into real-world counseling scenarios.

The data for Social and Cultural Diversity reflects growth between coursework and practicum. The initial average of 2.98 in coursework improved to 3.45 in supervised settings. This suggests that students gain confidence and competency through hands-on experiences, although the lower coursework average highlights an opportunity to strengthen the theoretical foundation of social and cultural identity development.

For Human Growth and Development, students maintained a consistent performance across

coursework and practicum, with averages of 3.33 and 3.37 respectively. This stability suggests that students are adequately grasping and applying theories related to human development across the lifespan.

In Career Development, students exhibited growth from coursework to practicum, with their average rising from 3.01 to 3.35. However, the lower coursework score offers an opportunity for growth.

The scores for Counseling and Helping Relationships remained stable across coursework and internship, with both measures averaging around 3.33. This suggests that students are consistently able to demonstrate interviewing, counseling, and case conceptualization skills, though there is room to further enhance these abilities.

For Group Counseling and Group Work, students showed improvement during their practicum experiences. The coursework average of 3.01 increased to 3.44.

In the Assessment and Testing area, students performed particularly well in coursework, achieving a 4.0 average. However, their ability to apply these skills in internship settings declined slightly to 3.35 suggesting that there is some difficulty in applying these skills effectively in practice. While the 4.0 average reflects a solid foundation of knowledge, the discrepancy may also suggest that high coursework scores could have been somewhat generous.

The data for Research and Program Evaluation reveals modest scores, with averages of 3.09 and 3.26 in coursework and internship. These results suggest that students may benefit from additional focus on developing research skills and applying program evaluation methods throughout the curriculum.

Finally, in the Clinical Mental Health Counseling specialty area, students demonstrated strong knowledge of diagnostic processes with a 4.0 average in coursework. However, their ability to apply this knowledge during internships declined to 3.12. This pattern highlights the need for more support to bridge the gap between theory and practice. Again, although the 4.0 average reflects a strong foundation of knowledge, the discrepancy may also indicate that coursework scores were slightly elevated.

## **CPCE Results**

A total of 89 students took the exam during the 2023- 2024 academic year. The CPCE data received from the Center for Credentialing and Education (CCE) demonstrated that Prescott College students had a pass rate of 98% during the 2023- 2024 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.

**Table 2: CPCE Results for 2023-2024**

<b>Prescott College Counseling Program CPCE Results</b>		
<b>Core Content Area</b>	<b>2023-2024</b>	<b>National</b>
Professional Counseling Orientation and Ethical Practice	11.8	10.8
Social and Cultural Diversity	10.9	10.2
Human Growth and Development	11.5	11.3
Career Development	11.0	11.0
Counseling and Helping Relationships	11.0	10.9
Group Counseling and Group Work	12.3	10.3
Assessment and Testing	10.3	10.8
Research and Program Evaluation	11.9	12.0

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 Group Counseling and Group Work, followed by Research and Program Evaluation.

The lowest average score in a content area for Prescott students was in Social and Cultural Diversity (10.9) and Assessment and Testing (10.3).

It should be noted that Prescott College student’s overall score averages were at or above the national mean in every category other than Assessment and Testing.

### **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 fall and spring terms. The KPD assessment points are students at the beginning of the program who are in their second term and students that are mid-way through the program and have begun their practicum experience.

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. The retention and remediation process is designed to be supportive of students that need additional help navigating the program and in some instances, when retention intervention fails to work, to gatekeep from the profession.

The table below denotes the 2023-2024 average for each KPD assessed by program core faculty



during the Fall 2023 and Spring 2024 assessment meetings. 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 Two Faculty Assessment Points**

Key Professional Disposition (KPD)	1st Assessment Point (2nd Term)	2nd Assessment Point (Practicum Term)
Professional Conduct	3.02	3.14
Ethical Practice	3.00	3.03
Supervision	N/A	3.04
Documentation	N/A	2.94
Multicultural Competence	3.02	3.01
Appropriate Boundaries	2.99	3.04
Self-Awareness and Growth	3.04	3.15
Tolerance for Vulnerability and Risk	3.03	3.01
Appropriate Self Care	3.02	3.05

The table depicts the 2nd semester assessment points (Fall 2023, and Spring 2024), along with a second column for students' KPD averages in their 2nd assessment point of Practicum.

Several dispositions, such as Professional Conduct (from 3.02 to 3.14) and Self-Awareness and Growth (from 3.04 to 3.15), show improvements between the two assessment points, indicating positive development throughout the program. Consistent Ethical and Multicultural Competence: Scores for Ethical Practice (3.00 to 3.03) and Multicultural Competence (3.02 to 3.01) remain stable, reflecting sustained performance in these essential areas.

Documentation shows a lower average at the Practicum stage (2.94), suggesting it may need more focused attention. Balanced Self-Care: Appropriate Self-Care improves slightly (3.02 to 3.05), indicating that students are maintaining or enhancing self-care practices as they progress.

This data reflects overall growth and stability in key professional dispositions, essential for success in counseling practice. Future interventions could focus on further enhancing documentation skills and ensuring students maintain strong boundaries and multicultural competence throughout their training.

**Additionally, KPDs are formally measured by site supervisors 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 represents the 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 (Completed by Site Supervisors)**

Key Professional Disposition (KPD)	2023-2024 Midterm Averages	2023-2024 Final Averages
Professional Conduct	4.5	4.66
Ethical Practice	4.43	4.63
Supervision	4.41	4.64
Documentation	4.04	4.31
Multicultural Competence	4.04	4.29
Appropriate Boundaries	4.38	4.6
Self-Awareness and Growth	4.31	4.53
Tolerance for Vulnerability and Risk	4.1	4.4
Appropriate Self Care	4.2	4.44

The Key Professional Dispositions (KPD) assessment for 2023-2024 practicum evaluations reflects steady growth and improvement across all evaluated areas from the midterm to the final averages. The program shows positive trends, with most areas achieving scores close to or above 4.5 by the final evaluation range. The data reflects consistent improvement across all key professional dispositions between the midterm and final evaluations. While the highest scores are in areas like **Professional Conduct** and **Supervision**, areas such as **Documentation** and **Multicultural Competence** showed the most potential for continued growth.

**Table 5: KPD Data from Mid/End of Term Evaluations for Internship (Completed by Site Supervisors)**

Key Professional Disposition (KPD)	2023-2024 Midterm Averages	2023-2024 Final Averages
Professional Conduct	4.62	4.76
Ethical Practice	4.66	4.79
Supervision	4.57	4.77
Documentation	4.33	4.57
Multicultural Competence	4.30	4.51
Appropriate Boundaries	4.55	4.7
Self-Awareness and Growth	4.47	4.69
Tolerance for Vulnerability and Risk	4.25	4.59
Appropriate Self Care	4.40	4.63

The 2023-2024 Key Professional Dispositions (KPD) data reflects notable improvement across all categories between the midterm and final averages, with all areas showing strong performance, particularly in key professional behaviors and ethical practice. The final averages show strong improvements across all dispositions, with most categories nearing or surpassing a

score of 4.7. High scores in Professional Conduct, Ethical Practice, and Supervision suggest that students are well-prepared to meet the demands of the counseling profession. While areas such as Documentation and Multicultural Competence improved, they remain areas where additional support may yield even stronger outcomes.

### 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 PowerCampus system collects data using this system, while the second table denotes data from Slate, which is the system Prescott College 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
<b>Gender</b>		
Female	311	57
Male	63	11
Transgender	NA	NA
Unknown	3	NA
<b>Ethnicity</b>		
White	292	52
African-American, non-Hispanic	0	0
Asian	3	1
Black or African American	14	3

Hispanic	NA	NA
Hispanics of any race	25	2
Native HI or Pacific	1	0
American Indian/Alaska Native	2	0
Nonresident alien	1	0
Other	0	0
Two or More Ethnicities	0	0
Two or More Races	1	0
Race and Ethnicity unknown	38	10
Not disclosed	0	0
<b>Age</b>		
18 to 24	27	2
25 to 39	244	48
40 and above	106	18
Not disclosed	0	0

\*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**

	FA23		SP24		Total	
Type	Applicant	Admitted	Applicant	Admitted	Applicant	Admitted

Total	262	97	143	59	405	156
<b>Gender</b>						
Female	200	71	112	49	312	120
Male	46	19	23	9	69	28
Not disclosed	0	0	0	0	0	0
Non-binary	10	5	5	0	15	5
Transgender	3	1	0	0	3	1
Other	3	1	3	1	6	2
<b>Ethnicity</b>						
American Indian, Native American, or Alaska Native	3	1	3	3	6	4
American Indian, Native American, or Alaska Native, Black, African, or African-American, Southeast Asian, White (e.g. European, European American)	1	0	0	0	1	0
American Indian, Native American, or Alaska Native, Latina/o/x, Chicana/o/x, Hispanic, White (e.g. European, European American)	1	0	0	0	1	0
American Indian, Native American, or Alaska Native, White (e.g. European, European American)	1	1	2	2	3	3
Black, African, or African-American	15	5	3	1	18	6
Black, African, or African-American, Latina/o/x, Chicana/o/x, Hispanic	1	0	0	0	1	0
Black, African, or African-American, Latina/o/x, Chicana/o/x, Hispanic, White (e.g. European, European American)	1	0	0	0	1	0
Black, African, or African-American, White (e.g. European, European American)	0	0	1	0	1	0
East Asian	1	0	2	0	3	0
East Asian, Latina/o/x, Chicana/o/x, Hispanic	0	0	1	0	1	0
East Asian, White (e.g. European, European American)	1	1	0	0	1	1

Latina/o/x, Chicana/o/x, Hispanic	10	3	6	2	16	5
Latina/o/x, Chicana/o/x, Hispanic, White (e.g. European, European American)	1	0	0	0	1	0
Native Hawaiian, or Other Pacific Islander	0	0	1	1	1	1
North African or Middle Eastern (e.g., Lebanese, Iranian, Moroccan, Syrian)	2	0	1	0	3	0
North African or Middle Eastern (e.g., Lebanese, Iranian, Moroccan, Syrian), Southeast Asian	1	1	0	0	1	1
North African or Middle Eastern (e.g., Lebanese, Iranian, Moroccan, Syrian), White (e.g. European, European American)	1	0	0	0	1	0
South Asian	2	0	0	0	2	0
South Asian, White (e.g. European, European American)	1	1	0	0	1	1
Southeast Asian	0	0	2	0	2	0
White (e.g. European, European American)	166	68	90	39	256	107
Not disclosed	53	16	31	11	84	27
<b>Age</b>						
18 to 24	52	13	15	4	67	17
25 to 29	45	21	29	11	74	32
30 to 39	96	36	61	27	157	63
40 to 49	47	18	26	11	73	29
50 to 59	20	9	9	4	29	13
60 to 69	2	0	3	2	5	2
70 to 79	0	0	0	0	0	0
80 to 89	0	0	0	0	0	0
Not disclosed	0	0	0	0	0	0

There were 262 applicants for the Fall term and 143 applicants for the Spring term applying to the counseling program during the 2023- 2024 academic year for a total of 405 applicants. The

Admissions office defines an applicant as anyone who has submitted a partial to fully completed application.

Please note that applicants are only given the choices of 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, 5.13% 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. While non-binary and transgender applicants are few, they have a comparable admission rate.

At the conclusion of the academic year the Master of Science in Counseling Program had 377 active students. Using IPEDs data in the first table, the data shows that the majority of admitted students identify as White (77.45%), with Hispanics of any race making up 6.63%. Black or African American students account for 3.71%, and other ethnicities, such as Asian, Native Hawaiian, and American Indian, represent smaller percentages. Notably, 10.08% of students did not disclose their race or ethnicity. Last year, the majority of enrolled students identified as Female (83%), and as White (74%) and between the ages of 25-39 (68%).

The inclusion of more granular categories (e.g., Black + Latina/o/x, East Asian + White) from our second set of data, captures identities not visible in traditional reporting, though many of these groups remain underrepresented in admissions. 20.7% of applicants chose not to disclose their ethnicity, reducing transparency and potentially affecting diversity outcomes.

Despite international efforts, there was a small decrease in diversity at Prescott over the past academic year, and diversity continues to be a focus for both recruitment and admissions in the faculty and student population.

There were 68 students who graduated during the academic year. Twenty-five (25) graduated in the summer 2023 term, 28 fall 2023 term, and 15 graduated in the spring 2024 term. The largest percentage of graduates identified as Female (84%), White (76.5%), and were between the ages of 25-39 (71%). 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 every other 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 sent out in the fall of 2024 to recent graduates, site supervisors, and employers.

The questions and results from all three surveys are summarized below:

<b>Prompt</b>	<b>Recent Graduates</b>	<b>Site Supervisors</b>	<b>Employers</b>
The Counseling Program prepared (me, my trainee, my employee) to be competent in counseling skills and practice.	Strongly Agree: 25.0% Agree: 37.5% Neutral: 12.5% Disagree: 25.0% Strongly Disagree: 0.0%	Strongly Agree: 18.18% Agree: 68.18% Neutral: 9.09% Disagree: 4.55% Strongly Disagree: 0.0%	Strongly Agree: 75.0% Agree: 25.0% Neutral: 0.0% Disagree: 0.0% Strongly Disagree: 0.0%
The Counseling Program prepared (me, my trainee, my employee) to integrate global and local issues with professional counseling practice.	Strongly Agree: 25.0% Agree: 62.5% Neutral: 12.5% Disagree: 0.0% Strongly Disagree: 0.0%	Strongly Agree: 26.83% Agree: 46.34% Neutral: 14.63% Disagree: 9.76% Strongly Disagree: 2.44%	Strongly Agree: 50.0% Agree: 50.0% Neutral: 0.0% Disagree: 0.0% Strongly Disagree: 0.0%
The Counseling Program prepared (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.	Strongly Agree: 37.5% Agree: 50.0% Neutral: 12.5% Disagree: 0.0% Strongly Disagree: 0.0%	Strongly Agree: 31.71% Agree: 51.22% Neutral: 9.76% Disagree: 4.88% Strongly Disagree: 2.44%	Strongly Agree: 50.0% Agree: 50.0% Neutral: 0.0% Disagree: 0.0% Strongly Disagree: 0.0%
The Counseling Program prepared (me, my trainee, my employee) to be aware of social justice, social status, and social action in the practice of counseling.	Strongly Agree: 37.5% Agree: 62.5% Neutral: 0.0% Disagree: 0.0% Strongly Disagree: 0.0%	Strongly Agree: 34.15% Agree: 43.90% Neutral: 17.07% Disagree: 2.44% Strongly Disagree: 2.44%	Strongly Agree: 75.0% Agree: 25.0% Neutral: 0.0% Disagree: 0.0% Strongly Disagree: 0.0%
The Counseling Program prepared (me, my trainee, my employee) to maintain a commitment to personal growth, self-awareness, and self-reflection.	Strongly Agree: 50.0% Agree: 37.5% Neutral: 12.5% Disagree: 0.0% Strongly Disagree: 0.0%	Strongly Agree: 39.02% Agree: 46.34% Neutral: 12.20% Disagree: 0.00% Strongly Disagree: 2.44%	Strongly Agree: 50.0% Agree: 25.0% Neutral: 25.0% Disagree: 0.0% Strongly Disagree: 0.0%
<b>Prompt</b>	<b>Recent Graduates</b>	<b>Site Supervisors</b>	<b>Employers</b>
The Counseling Program prepared (me, my trainee, my employee) to identify and develop a personal theoretical knowledge base that promotes an intentional counseling practice.	Strongly Agree: 25.0% Agree: 37.5% Neutral: 25.0% Disagree: 12.5% Strongly Disagree: 0.0%	Strongly Agree: 29.27% Agree: 43.90% Neutral: 17.07% Disagree: 7.32% Strongly Disagree: 2.44%	Strongly Agree: 50.0% Agree: 25.0% Neutral: 25.0% Disagree: 0.0% Strongly Disagree: 0.0%
The Counseling Program prepared (me, my trainee, my	Strongly Agree: 12.5%	Strongly Agree: 21.95%	Strongly Agree: 50.0%



employee) to assess, develop, and apply interventions and techniques based on the culture, uniqueness, and needs of each client.	Agree: 62.5% Neutral: 0.0% Disagree: 0.0% Strongly Disagree: 25.0%	Agree: 56.10% Neutral: 12.20% Disagree: 7.32% Strongly Disagree: 2.44%	Agree: 50.0% Neutral: 0.0% Disagree: 0.0% Strongly Disagree: 0.0%
The Counseling Program prepared (me, my trainee, my employee) to be aware of and understand how to resolve ethical and legal issues in the counseling profession.	Strongly Agree: 25.0% Agree: 50.0% Neutral: 25.0% Disagree: 0.0% Strongly Disagree: 0.0%	Strongly Agree: 12.20% Agree: 58.54% Neutral: 17.07% Disagree: 7.32% Strongly Disagree: 4.88%	Strongly Agree: 25.0% Agree: 50.0% Neutral: 25.0% Disagree: 0.0% Strongly Disagree: 0.0%
The Counseling Program prepared (me, my trainee, my employee) to know how to read, interpret, evaluate, and apply scholarly research.	Strongly Agree: 25.0% Agree: 75.0% Neutral: 0.0% Disagree: 0.0% Strongly Disagree: 0.0%	Strongly Agree: 12.20% Agree: 41.46% Neutral: 41.46% Disagree: 2.44% Strongly Disagree: 2.44%	Strongly Agree: 75.0% Agree: 0.0% Neutral: 25.0% Disagree: 0.0% Strongly Disagree: 0.0%
The Counseling Program prepared (me, my trainee, my employee) to understand and apply assessment and program evaluation in the counseling profession.	Strongly Agree: 0.0% Agree: 50.0% Neutral: 37.5% Strongly Disagree: 12.5% Disagree: 0.0% Strongly Disagree: 0.0%	Strongly Agree: 14.63% Agree: 53.66% Neutral: 26.83% Disagree: 2.44% Strongly Disagree: 2.44%	Strongly Agree: 50.0% Agree: 0.0% Neutral: 50.0% Disagree: 0.0% Strongly Disagree: 0.0%

Stakeholders were also asked to provide suggested program improvements, offering valuable feedback through narrative responses. Each group contributed insights based on their unique experiences, highlighting opportunities for growth within the program.

**Survey Feedback Summary:**

Stakeholders, including supervisors, recent graduates, and employers, provided valuable insights into both strengths and areas for improvement within the program.

Supervisors emphasized the importance of balancing theory with practical skills. They expressed a desire for more tangible modalities beyond clinical theory to help students apply interventions effectively. Supervisors also noted that interns could benefit from greater clarity in understanding and articulating their theoretical foundations. Additionally, they suggested that the program could improve administrative preparation, particularly in areas such as documentation, notes, and treatment planning. Interns were recognized as valuable contributors, both as counselors and peers, appreciated for their professionalism and teamwork.

Recent Graduates highlighted a desire for a greater emphasis on interactive learning. They also expressed a desire for more diversity in course materials, such as textbooks by authors from underrepresented backgrounds, and greater sensitivity to students from different socio-economic and cultural contexts. Some noted a disconnect between theory-heavy coursework and real-world counseling practice, expressing a need for more practical training in counseling modalities (e.g., ACT, DBT, EMDR) and administrative tasks like note-taking and billing procedures.

Employers provided positive feedback, noting that program graduates demonstrated adaptability, openness to learning, and the ability to build quick rapport with clients and families. Further, they identified areas for further development, including diagnostic skills, navigating managed care systems, and integrating family work into their practice.

### **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 in October for their review. On November 5, 2024, 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.

Based on KPI data, faculty agreed there is a need to strengthen interrater reliability across all assessments. To address the challenge of interrater reliability in our counseling program, we will implement a structured action plan aimed at aligning assessment practices and ensuring consistency in evaluating student competencies.

The first step in this plan is to provide training for all faculty involved. This training will provide clear guidance on using rubrics, applying standardized rating scales, and understanding the specific competency benchmarks that reflect our program's goals. By establishing a common framework, we can minimize subjectivity and support more consistent evaluations.

Next, we will review and refine our assessment rubrics to ensure that rating criteria are clear and precise. This revision will serve as a valuable reference point, reducing ambiguity in rating expectations.

We also hold regular calibration sessions where evaluators will review and rate sample student work together. These collaborative sessions will allow evaluators to discuss their rationale for ratings, address differences in interpretation, and reach a common understanding. This ongoing alignment will ensure that all evaluators are interpreting the criteria consistently.

To monitor our progress in improving inter-rater reliability, we will adopt a spot-check model, where a subset of student assessments is periodically reviewed to compare ratings among evaluators. These spot checks will provide insights into areas where discrepancies persist, enabling targeted adjustments in training or calibration sessions. By focusing on these periodic checks, we can ensure continuous alignment without overwhelming our assessment processes.

Our overarching goal is to improve interrater reliability through standardized training, refined rating criteria, regular calibration sessions, and targeted spot checks.

Another area for modification is related to the CPCE. To better prepare students for the CPCE exam, our program will incorporate more practice tests within relevant courses that mirror the structure and content of the CPCE. This initiative will be rolled out throughout the next cycle of course revisions by building in intentional assignments/assessments to familiarize students with CPCE-style questions and enhance their test-taking strategies.

These practice exams will serve as a valuable tool to reinforce core counseling knowledge and will be used to identify areas where additional support may be needed. This goal aligns with our commitment to academic excellence and ensures that our students are thoroughly prepared for successful post-graduate licensure exams.

Additionally, an analysis of readiness for the CPCE will be conducted. Faculty are interested in identifying if the lower areas of the CPCE scores are correlated to the courses that students had not yet taken in their course of study at the time of taking the exam. This information could assist advisors in their advising strategies and better inform students of the risks associated with taking the exam prior to completing all the core coursework.

In response to stakeholder feedback, our program will undertake strategic discussions aimed at enhancing the practical application skills of counseling students. Beginning in January 2025, under the guidance of the curriculum committee, we will focus on integrating more hands-on training in therapeutic modalities and documentation practices. This initiative aligns with our commitment to preparing students for real-world counseling settings and will be incorporated as part of our curriculum revamp in response to the 2024 CACREP standards overhaul.

### **Other Substantial Program Changes**

The MS Counseling Program had several personnel additions and changes. During the reporting period there was transition within leadership and Dr. Stacey Carrillo stepped back into her previous role as Associate Dean for Counseling and Related Programs. Additionally, two new clinical faculty were hired, Drs. Juliana Lytle and Kendra Surmitis. The MS Counseling program also hired one new associate faculty, Dr. Audrey Milburn, and one visiting faculty, Dr. Michael Jones.

The work on concentration areas, initiated in the fall of 2022, continued. The MS Counseling program offers four concentrations within its curriculum. These concentrations generally require students to complete two to three electives that provide a concentrated foundation of knowledge in a particular area. Over the years, the Addiction Counseling concentration electives had consistently low enrollment. This was discussed at several faculty meetings, and it was decided to teach out this concentration, which would mean teaching out two electives.

Similarly, the Social Justice in Counseling concentration elective courses had consistent low enrollment. Because social justice is an integral part of the College's mission and a high value is placed on this during the training of the counseling students, faculty did not want to teach out of this concentration. Instead, the decision was made to partner with the Critical Psychology

graduate program, which is highly focused on social justice and addressing systemic inequity in mental health practices, and allow students to take up to two courses to apply toward the Social Justice in Counseling concentration. Throughout 2023-2024, there were 7 students who enrolled in Critical Psychology classes.

The Human Sexuality concentration was implemented in the 2023-24 academic year. For years the MS Counseling Program has offered the elective MACP53201 Human Sexuality in Counseling every other fall term. This course has been extremely popular with having a waitlist and/or requiring a second section to be added. Additionally, the MS Counseling Program had several faculty on staff that had this area of expertise. This new concentration was proposed and included the MACP53201 Human Sexuality in Counseling (existing elective), the MACP55032 The Neurobiology of Relationships course (existing elective), and the MACP55160 Advanced Human Sexuality Counseling course (new elective).

### **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
<b>Professional Counseling Orientation and Ethical Practice</b>	<b>KPI 1:</b> The student will demonstrate understanding of ethical and legal considerations in professional counseling through their application in practice of counseling.	<b>MACP51190 Professional Counseling Ethics:</b> Ethical Dilemma Position Paper
		<b>MACP51021 Supervised Counseling Internship I:</b> Theoretical Orientation Assignment
<b>Social and Cultural Diversity</b>	<b>KPI 2:</b> The student will identify and articulate theories and models of social/cultural identity development.	<b>MACP50030 Social and Cultural Diversity in Counseling:</b> Racial and Identity Development Essay
		<b>MACP51020 Supervised Counseling Practicum:</b> Professional Identity and Theoretical Influences Paper
<b>Human Growth and Development</b>	<b>KPI 3:</b> 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.	<b>MACP50020 Human Growth and Development:</b> Final Reflections on Human Development Paper
		<b>MACP51020: Supervised Counseling Practicum:</b> Professional Identity and Theoretical Influences Paper
<b>Career Development</b>	<b>KPI 4:</b> The student will identify and apply theories and models of career development, and counseling.	<b>MACP50070 Career Development and Lifestyle Development:</b> Career Interview Assignment
		<b>MACP51020 Supervised Counseling Practicum:</b> Professional Identity and Theoretical Influences Paper
<b>Helping Relationships</b>	<b>KPI 5:</b> The student will be able to demonstrate essential interviewing, counseling, and case conceptualization skills.	<b>MACP50060 Helping Relationships:</b> Role Play and Final Paper
		<b>MACP51021 Supervised Counseling Internship II:</b> Case Study Presentation and Biopsychosocial Assessment
<b>Group Counseling and Group Work</b>	<b>KPI 6:</b> The student will articulate an understanding of the characteristics and functions of effective group leadership.	<b>MACP50080 Group Work:</b> Group Participation and Reflection Paper
		<b>MACP51020 Supervised Counseling Practicum:</b> Group Facilitation/Leadership Experience
<b>Assessment and Testing</b>	<b>KPI 7:</b> 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.	<b>MACP50090 Assessment:</b> Assessment Report
		<b>MACP51021 Supervised Counseling Internship II:</b> Case Study Presentation and Biopsychosocial Assessment
<b>Research and Program Evaluation</b>	<b>KPI 8:</b> The student will demonstrate the ability to critique and synthesize current research in the advancement of the profession and into the practice of counseling.	<b>MACP50040 Research &amp; Program Evaluation:</b> Group Research Project
		<b>MACP51021 Supervised Counseling Internship I:</b> Theoretical Orientation Assignment
<b>Clinical Mental Health Counseling - Specialty Area</b>	<b>KPI CMHC:</b> 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).	<b>MACP50010 Psychopathology:</b> DSM-5 Final Paper
		<b>MACP51021 Supervised Counseling Internship II:</b> 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.