Prescott College

Community, adventure, and advocacy live here.

Master of Science in Counseling Limited-Residency Program

Program Evaluation and Outcomes Report
2024 – 2025 Academic Year

Table of Contents

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 2024-2025 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 concentration areas:
● Human Sexuality Counseling
● Marriage, Couple, and Family 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 2024-2025 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 2024-2025academic 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 (Form	3.21	MACP51021 Supervised Counseling Internship	3.12	3.17
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	3.43	MACP51020 Supervised Counseling Practicum	3.26	3.26
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	2.98	MACP51020 Supervised Counseling Practicum	3.18	3.08
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	2.71	MACP51020 Supervised Counseling Practicum	3.13	2.92
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	3.18	MACP51021 Supervised Counseling Internship	3.39	3.28
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	3.02	MACP51020 Supervised Counseling Practicum	3.12	3.07

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	3.13	MACP51021 Supervised Counseling Internship	3.27	3.2
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	3.04	MACP51021 Supervised Counseling Internship	3.12	3.08
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	3.90	MACP51021 Supervised Counseling Internship	3.32	3.61

The 2024-2025 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 satisfactory understanding, with an average of 3.21 in coursework. However, their ability to apply this knowledge during the internship phase dropped slightly to 3.12. This suggests that while students grasp the concepts and theories, they may experience difficulties integrating them into real-world counseling scenarios without proper support. .

The data for Social and Cultural Diversity reflects the students performing in a strong range during both the course as well as during the clinical experience. This suggests that the students are grasping concepts and applications.

For Human Growth and Development, students slightly improved performance across coursework and practicum, with averages of 2.98 and 3.18 respectively. This 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 2.71 to 3.13. However, the lower coursework score offers an opportunity for growth in classes.

In Counseling and Helping Relationships, students exhibited growth from coursework to practicum, with their averages rising from 3.18 to 3.39. The lower coursework score offers an opportunity for growth in classes.

For Group Counseling and Group Work, students showed improvement during their practicum experiences. The coursework average of 3.02 increased to 3.12. This indicates a solid understanding of theory and application.

In the Assessment and Testing area, students averaged 3.13. Their ability to apply these skills in internship settings improved slightly to 3.27 suggesting that there is solid support at their sites and application of theory.

The data for Research and Program Evaluation reveals modest scores, with averages of 3.04 and 3.12 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 3.90 average in coursework. However, their ability to apply this knowledge during internships declined to 3.32. This pattern highlights the need for more support to bridge the gap between theory and practice. Again, although the 3.90 average reflects a strong foundation of knowledge, the discrepancy may also indicate that coursework scores were slightly elevated.

CPCE Results and NCE Results

A total of 98 students took the exam during the 2024- 2025 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 2024- 2025 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 2024-2025

Prescott College Counseling Program CPCE Results		
Core Content Area	**2024-2025**	**National**
Professional Counseling Orientation and Ethical Practice	12.3	10.0

Social and Cultural Diversity	11.8	8.2
Human Growth and Development	12.7	9.3
Career Development	12.5	9.3
Counseling and Helping Relationships	12.5	8.8
Group Counseling and Group Work	13.7	10.4
Assessment and Testing	11.8	8.1
Research and Program Evaluation	11.8	7.9

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 Human Growth and Development.

The lowest average scores in a content area for Prescott students were in Social and Cultural Diversity (11.8), Assessment and Testing (11.8), and Research and Program Evaluation (11.8).

It should be noted that Prescott College student's overall score averages were above the national mean in every category, and saw improvements in scores in all categories from the previous year except Research and Program Evaluation (11.8 vs. 11.9 previous year).

Prescott College students are encouraged to take the National Counselor Exam. In Fall 2024, 14 test takers identified as Prescott College graduates took the NCE and of those 13 passed leading to a 93% pass rate compared to the 84% national pass rate for this test date. In Spring 2025, 7 test takers identified as Prescott College graduates took the exam, and of those 6 passed leading to a pass rate of 86% compared to the national average of 87% for this test date.

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 2024-2025average 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	3.07
Ethical Practice	3.00	2.99
Supervision	N/A	2.83
Documentation	N/A	2.79
Multicultural Competence	2.95	2.99
Appropriate Boundaries	3.01	2.97
Self-Awareness and Growth	3.00	3.03
Tolerance for Vulnerability and Risk	3.00	2.99
Appropriate Self Care	2.99	2.99

The table depicts the 2nd semester assessment points (Fall 2024, and Spring 2025), 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 3.07), Multicultural Competence (from 2.95 to 2.99), and Self-Awareness and Growth (from 3.00 to 3.03) show improvements between the two assessment points, indicating positive development throughout the program. Scores for Ethical Practice (3.00 to 2.99), Appropriate Self Care (2.99 to 2.99), and Tolerance for Vulnerability and Risk (3.00 to 2.99) remain stable, reflecting sustained performance in these essential areas.

Documentation shows a slight drop in average for Appropriate Boundaries at the Practicum stage (from 3.01 to 2.97), suggesting it may need more focused attention.

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 multicultural competence throughout their training, along with adequate supervision.

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 tables below represent 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)	2024-2025 Midterm Averages	2024-2025 Final Averages
Professional Conduct	4.38	4.52
Ethical Practice	4.35	4.54
Supervision	4.35	4.54
Documentation	4.16	4.23
Multicultural Competence	4.10	4.26
Appropriate Boundaries	4.28	4.50
Self-Awareness and Growth	4.23	4.44
Tolerance for Vulnerability and Risk	4.01	4.23
Appropriate Self Care	4.26	4.40

The Key Professional Dispositions (KPD) assessment for 2024-2025 practicum evaluations reflects steady growth and improvement across all evaluated areas from the midterm to the final averages. The program shows positive trends, with all areas improving in scores by the final evaluation range. While the highest scores are in areas like **Ethical Practice** and **Supervision**, areas such as **Documentation** and **Tolerance for Vulnerability and Risk** 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)	2024-2025 Midterm Averages	2024-2025 Final Averages
Professional Conduct	4.60	4.80
Ethical Practice	4.59	4.81
Supervision	4.54	4.78
Documentation	4.39	4.57
Multicultural Competence	4.37	4.68
Appropriate Boundaries	4.56	4.66
Self-Awareness and Growth	4.44	4.73
Tolerance for Vulnerability and Risk	4.33	4.63
Appropriate Self Care	4.47	4.72

The 2024-2025 Key Professional Dispositions (KPD) data reflects notable improvement across all categories between the midterm and final averages, with all areas showing strong performance. The final averages show strong improvements across all dispositions, with categories nearing ranging in score from 4.63 to 4.80 for final averages. 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 Tolerance for Vulnerability and Risk 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. IPEDS data is reflected as our internal PowerCampus system collects data using this system. We would like to acknowledge the lack of diversity in IPEDS categories and do not consider it to offer a fully representative snapshot of the diversity of the Prescott College community.

Table 6: Current Student and Graduate Demographic Data

Demographics*	Current Students	Graduates
Gender		
Female	350	77
Male	70	10
Transgender	NA	NA
Unknown	2	0
Ethnicity		
White	314	69
African-American, non-Hispanic	0	0
Asian	4	0
Black or African American	11	2
Hispanic	NA	NA
Hispanics of any race	26	3
Native HI or Pacific	0	0
American Indian/Alaska Native	5	1
Nonresident alien	1	1
Other	0	0

Two or More Ethnicities		0	0
Two or More Races		1	1
Race and Ethnicity unknown		59	10
Not disclosed		0	0
Age			
18 to 24		33	2
25 to 39		278	62
40 and above		144	29
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 7: Applicant Demographic Data

	FA23		SP24		Total	
Type	Applicant	Admitted	Applicant	Admitted	Applicant	Admitted
Total	420	164	273	94	693	258
Gender						
Female	345	134	226	73	571	207
Male	75	30	47	21	122	51
Ethnicity						
American Indian, Native American, or Alaska Native	7	1	5	2	12	3
American Indian, Native American, or Alaska Native, Black, African, or African-American, Southeast Asian, White (e.g. European, European American)	2	0	2	1	4	1
American Indian, Native American, or Alaska Native, Latina/o/x, Chicana/o/x, Hispanic, White (e.g. European, European American)	1	0	1	1	2	1
American Indian, Native American, or Alaska Native, White (e.g. European, European American)	1	0	1	1	2	1

Black, African, or African-American	17	2	8	1	25	3
Black, African, or African-American, Latina/o/x, Chicana/o/x, Hispanic	1	0	3	0	4	0
Black, African, or African-American, Latina/o/x, Chicana/o/x, Hispanic, White (e.g. European, European American)	1	0	1	0	2	0
Black, African, or African-American, White (e.g. European, European American)	2	1	4	3	6	4
East Asian	0	0	0	0	0	0
East Asian, Latina/o/x, Chicana/o/x, Hispanic	4	1	0	0	4	1
East Asian, White (e.g. European, European American)	3	2	0	0	3	2
Latina/o/x, Chicana/o/x, Hispanic	18	6	15	2	33	8
Latina/o/x, Chicana/o/x, Hispanic, White (e.g. European, European American)	10	4	6	3	16	7
Native Hawaiian, or Other Pacific Islander	1	0	2	0	3	0
North African or Middle Eastern (e.g., Lebanese, Iranian, Moroccan, Syrian)	0	0	0	0	0	0
North African or Middle Eastern (e.g., Lebanese, Iranian, Moroccan, Syrian), Southeast Asian	0	0	0	0	0	0
North African or Middle Eastern (e.g., Lebanese, Iranian, Moroccan, Syrian), White (e.g. European, European American)	0	0	0	0	0	0
South Asian	0	0	0	0	0	0
South Asian, White (e.g. European, European American)	0	0	0	0	0	0
Southeast Asian	0	0	0	0	0	0
Asian Unspecificed	11	4	6	0	17	4
White (e.g. European, European American)	266	116	178	60	444	176
Not disclosed	75	27	42	21	117	48

18 to 24	72	25	25	5	97	30
25 to 29	81	26	43	13	124	39
30 to 39	146	67	108	45	254	112
40 to 49	79	31	69	24	148	55
50 to 59	37	14	24	6	61	20
60 to 69	4	1	4	1	8	2
70 to 79	1	0	0	0	1	0
80 to 89	0	0	0	0	0	0
Not disclosed	0	0	0	0	0	0

There were 87 students who graduated during the 2024–2025 academic year. Seventy-seven (77) graduates identified as female, representing 88.5 percent of the graduating class, and ten (10) identified as male, or 11.5 percent. It is important to note that the application and student information systems used by the College do not currently provide students with a full range of gender identity options. Students are only able to select "male" or "female" in the initial stages of the application process, and this limitation persists into the student record system. As a result, the data presented here does not fully capture the gender diversity of our applicants or graduates, nor does it reflect the broader spectrum of identities represented within the counseling profession. This structural limitation reduces the accuracy of demographic reporting and may obscure meaningful trends in representation. Continued improvements in data collection systems will be essential for portraying a more accurate and inclusive picture of our student body in future reporting cycles.

In terms of race and ethnicity, the majority of graduates identified as White. Sixty-nine (69) students, or approximately 79 percent of graduates, reported White as their race. Three graduates (3.4 percent) identified as Hispanic or Latina/o/x of any race, and two (2.3 percent) identified as Black or African American. One graduate each (1.1 percent) identified as American Indian or Alaska Native, as a Nonresident Alien, or as Two or More Races. Ten graduates (11.5 percent) were classified as Race and Ethnicity Unknown, which reduces the clarity of demographic reporting and mirrors similar trends in the applicant pool.

Age trends among graduates also reflected the broader student population. Only two students (2.3 percent) were between the ages of 18 and 24. The largest group of graduates, 62 individuals (71.3 percent), were between the ages of 25 and 39. Twenty-nine graduates (33.3 percent) were 40 or older. These age patterns are typical for counseling programs, which attract adult learners and second-career professionals.

Across applicants, current students, and graduates, demographic characteristics remained consistent. Female, White, and between the ages of 25 and 39 continue to be the most represented demographic group at each stage of the student lifecycle. This outcome also reflects the demographic composition of the counseling profession more broadly. While the program continues efforts to support diversity, the data indicate stability rather than significant change in representation over the past academic year

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. This data is provided below. The next set of follow up surveys will be sent out in 2026.

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

Prompt	Recent Graduates	Site Supervisors	Employers
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	Strongly Agree: 50.0% Agree: 37.5% Neutral: 12.5% Disagree: 0.0%	Strongly Agree: 39.02% Agree: 46.34% Neutral: 12.20% Disagree: 0.00%	Strongly Agree: 50.0% Agree: 25.0% Neutral: 25.0% Disagree: 0.0%

Prompt	Recent Graduates	Site Supervisors	Employers
growth, self-awareness, and self-reflection.	Strongly Disagree: 0.0%	Strongly Disagree: 2.44%	Strongly Disagree: 0.0%
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 employee) to assess, develop, and apply interventions and techniques based on the culture, uniqueness, and needs of each client.	Strongly Agree: 12.5% Agree: 62.5% Neutral: 0.0% Disagree: 0.0% Strongly Disagree: 25.0%	Strongly Agree: 21.95% Agree: 56.10% Neutral: 12.20% Disagree: 7.32% 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 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 for their review. On November 18, 2025, 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 continued need to strengthen interrater reliability across all assessments. To address the challenge of interrater reliability in our counseling program, we implemented a dedicated core faculty member as a formal course lead for our classes. All adjunct instructors have the course lead as a reference point. This plan is aimed at aligning assessment practices and ensuring consistency in evaluating student competencies and grading. Additionally, we will do more work around applying standardized rating scales and rubrics. By establishing a common framework, we can minimize subjectivity and support more consistent evaluations.

It was also noted that the depth of information coming from the current data collected through the KPI process could be strengthened. The faculty will undertake enhancing the current rubrics that are completed in the ELC (Tevera) software to give deeper insight into the data and improve

information gleaned from KPI data. This is expected to take effect for the Spring 2026 assessments.

Focusing on incorporating and implementing theories in practice will continue to be a core focus for faculty in their courses.

Other Substantial Program Changes

The MS Counseling Program had some personnel additions. 5 new clinical faculty were hired, Drs. Nisha Warbington, Omar Husain, Breanne Cahoy, Rachel Ellenberger and Myshalae Jamerson-Euring. Dr. Jameson Euring resigned before the end of the academic year due to personal reasons.

Additionally, the faculty worked to bring the program into compliance with the 2024 CACREP standards. This included soliciting faculty feedback during meetings, and redesigning all syllabi to fit the standards.

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.