

2023-2024 Program Assessment

Annual Results Report

Approved (August 9, 2024)

Outcomes of Systematic Program Evaluations

Key: A-achieved, PA-partially achieved, NA-not achieved, NM-Not measured

Program Goals	Assessment Source & Criteria (how goals are measured)	Results of Assessment (Numerical Value where Applicable)	Key
Program Objectives			
1. MAC will employ licensed, academically qualified faculty to provide a curriculum that is pedagogically rigorous, current, evidence-based, and professionally relevant.	All Core faculty must meet minimum requirements (e.g. doctorate degree, license, practicing, etc.) Average 4 or higher on “curriculum question” (15) on exit survey. Average 4 or higher on “curriculum question” on alumni survey.	10 core faculty members, all meet minimum requirements. 4.17 4.18	A
2. MAC will engage students in the instruction, process, and practice of ethical decision-making.	Average 4 or higher on “ethics question”(16) on Exit Survey. Average 4 or higher on “ethics question” on Employer Survey. Average 4 or higher on “ethics question” on Alumni Survey. Average 4 or higher on CCS-R (2.a) on final site supervisor evaluation in COU 6262. Average 4 or higher on KPI in COU 5210.	4.36 NM 4.38 4.65 4.33	A
3. MAC will enable students to understand and appropriately apply faith integration in counseling through the Christian worldview.	Average 3 or higher on Institutional Goal 3 “Integrate a field of study with a Christian perspective” measured in Motivations and Worldview Paper in COU 5012. Average 7 or higher on “integration question” (9) on Exit Survey.	3.43 8.7 4.41	A

	Average 4 or higher on “faith integration” (MAC 2.2) on COUZ 5212 rubric.		
<p><i>4. MAC will encourage professional identity and competent leadership in professional counseling through emphasizing</i></p> <p><i>a. graduate level critical thinking and writing skills,</i></p> <p><i>b. social justice/advocacy, especially regarding diverse, multicultural, and global clients and people groups currently or historically persecuted, disempowered, mistreated, and/or overlooked.</i></p> <p><i>c. Professional development – (The MAC will orient students toward Professional Development by exposing students, in multiple ways, to professional development activities and encouraging students to take part in such things as professional presentations, post graduate education/doctoral studies, certifications, trainings, CEs, conferences, mentorships, newsletters,</i></p>	Average 4 or higher on “professional identity and leadership” questions (17.2-17.6) on Exit Survey.	3.89	PA
	Average 4 or higher on “professional identity and leadership” questions on Alumni Survey.	4.0	
	90% or more achieving 80% or higher on final case presentation in COU 6262.	100%	
	Critical Thinking/Writing model/assignment in XXX	NM	
	Average 4 or higher on “Professional Identity and Leadership” question (17.1) on Alumni Survey	4.45	
	Average 4 or higher on Client Strengths section in Case Presentations in COU 6262; (MAC 4.1)	4.83	
	Average 4 or higher on referral section in 6216 Case Study 3 (MAC Goal 4)	4.86	
	Average 4 or higher on “Professional Identity and Leadership” question (2) on Employer Survey;	NM	
	Average 4 or higher on “Professional Identity and Leadership” question (9.2) on Alumni Survey	4.18	
	90% or more achieving 80% or higher on final case presentation in COU 6262.	100%	
4 or higher on rubric in COU 6010 for Final Project (narrated power point). (KPI 2)	4.9		
Average 4 or higher on “Professional Identity and	4.87		

<i>podcasts, webinars, workshops, organizational membership, journal submissions, and clinical supervisory status.)</i>	Leadership” question (9.3) on Alumni Survey	3.82	
Critical Competencies			
5. Content Knowledge	90% passing grade in each course of the core content areas. (COU 5012, 5016, 5210, 5212 , 5214 , 5220 , 6010 , 6012, 6014). KPI score of 4 or higher in core courses.	91-100% in all courses KPIs in all core courses ranged 4.29-4.93	A
6. Counseling Skills	Average of 4 or higher in all Skills areas (part 1) of the CCS-R in COU 5212 (Video and Transcript Analysis of Third Session) and Average of 4 or higher in all Skills areas (Part 1 of CCS-R) in COU 6262 by faculty (Case Presentation 2) Average of 4 or higher in all Skills areas (Part 1 of CCS-R) in COU 6262 by site supervisor 90 or higher passing COUZ 5212 (Residency)	4.5 4.44 100% of site supervisor evals above 4 in all skills areas. 100%	A
7. Case Presentation	90% achieve 80% or higher on final case presentation 2 in COU 6262.	96%	A
8. Counseling Ethics	Average of 4 or higher on CCS-R (2.a) score in COU 5210, Average of 4 or higher on CCS-R (2.a) by faculty (COU 6262) Average of 4 or higher on CCS-R (2.a) by site supervisor on second evaluation (COU 6262). 90% or higher achieve passing grade in COU 5210. 4 or higher on KPI in COU 5210.	4.24 4.4 4.65 98% 4.33	A

<p>9. Multiculturalism</p>	<p>CCS-R (2.f) score of 4 or higher in COU 5210 and CCS-R (2.f) score of 4 or higher in COU 6262 by faculty and CCS-R (2.f) score of 4 or higher in COU 6262 by site supervisor on final evaluation (for internship courses).</p> <p>90% or higher achieve passing grade in COU 6010.</p> <p>Average of 4 or higher on KPI in COU 6010.</p> <p>90% achieve passing grade on COU 6010 immersion project.</p>	<p>4.4</p> <p>4.65</p> <p>100%</p> <p>4.93</p> <p>97%</p>	<p>A</p>
<p>Key Performance Indicators</p>			
<p>10. Professional Orientation and Ethical Practice: KPI 1</p>	<p>4 or higher on KPI in COU 5210.</p> <p>Average of 4 or higher on CCS-R (2.a) in COU 6262 (final evaluation) by site supervisor and</p> <p>Average of 4 or higher on CCS-R (2.a) in COU 6262 (final evaluation) by faculty.</p>	<p>4.33</p> <p>4.65</p> <p>4.4</p>	<p>A</p>
<p>11. Social and Cultural Diversity: KPI 2</p>	<p>4 or higher on KPI in COU 6010.</p> <p>Average of 4 or higher on CCS-R (2.f) in COU 6262 (final evaluation) by site supervisor</p> <p>Average of 4 or higher on CCS-R (2.f) in COU 6262 (final evaluation) by faculty.</p>	<p>4.93</p> <p>4.65</p> <p>4.4</p>	<p>A</p>
<p>12. Human Growth and Development: KPI 3</p>	<p>4 or higher on KPI in COU 5016</p> <p>Average of 4 or higher on Family Scenario question (MAC 2.1) in COUZ 5212.</p> <p>4 or higher on Kinetic Family Drawings discussion forum (KPI 3) in COU 5214.</p> <p>4 or higher on Human Growth question (8.4) on Alumni Survey</p>	<p>4.54</p> <p>4.13</p> <p>4.12</p> <p>3.94</p>	<p>PA</p>
<p>13. Career Development: KPI 4</p>	<p>4 or higher on KPI in COU 6014</p>	<p>4.29</p> <p>3.88</p>	<p>PA</p>

	4 or higher on Career Development question (8.5) on Alumni Survey		
14. Helping Relationships: KPI 5	4 or higher on CCS-R Part 1 in COU 5212 4 or higher on KPI Rubric in COUZ 5212 4 or higher on CCS-R Part 1 (supervisor evaluation) in COU 6262 final evaluation.	4.5 4.58 4.56	A
15. Group Work: KPI 6	4 or higher on KPI in COU 6012 4 or higher on Group Work question on Employer Survey 4 or higher on Group Work Question (8.6) on Alumni Survey	4.52 NM 4.06	A
16. Assessment: KPI 7	4 or higher on KPI in COU 5214 90% achieve 80% or higher on final Case Presentation in COU 6262 4 or higher on Assessment Question in Alumni Survey	4.3 96% NM	A
17. Research and Program Evaluation: KPI 8	4 or higher on KPI in COU 5220 90% achieve 80% or higher on final Case Presentation 2 in COU 6262. 4 or higher on Evidence-based Practice question in Employer Survey	4.55 100% NM	A
18. Clinical Mental Health Counseling: KPI 9	4 or higher on KPI 9 in COU 6214 4 or higher on KPI 10 for final paper in COU 6216 90% achieve 80% or higher on Case Presentation 2 in COU 6262.	4.45 4.5 100%	A
19. Clinical Mental Health Counseling: KPI 10	4 or higher on KPI 10 in COU 6216 4 or higher on KPI 10 on Psychoeducation component in COU 6012 (Create a Group 3) 90% achieve 80% or higher on Case Presentation 2 in COU 6262.	4.5 NM 100%	A
20. Addictions Counseling KPI 11	4 or higher on KPI in COU 6410 90% achieve 80% or higher on Case Presentation 2 in COU 6262. 4 or higher on Addictions Question on Alumni Survey	4.5 100% NM	A
Faculty Professional Identity and Engagement			

21. Organization Membership	All core faculty will maintain at least one (continuous) professional organization membership.	Achieved	A
22. Certifications/Licensure	All core faculty will maintain state licensure, based on their education.	9/10 have current licensure. 10 th working on reinstatement.	PA
23. Service/Advocacy	At least ½ of core faculty will demonstrate “service/advocacy” activities in the profession of counseling each year.	NM	NM
24. Counseling Practice	All core faculty will practice the profession of counseling or related profession.	9/10 currently practicing. 10 th working on licensure reinstatement.	PA
25. Research	At least ½ of core faculty will demonstrate research/scholarly activities in the profession of counseling each year.	5/10	A
Graduate Outcomes/ Academic Quality	Goals		
26. Number of graduates	Remain consistent (within 5 students) with previous year	40	A
27. Degree completion rate	70% within 4.5 years of start date	49%	NA
28. Credentialing exam pass rate	85% on first attempt, 95% by second attempt (alumni survey)	100% of survey respondents passed on first attempt.	A
29. Job placement rate	90% of previous year’s graduates will be employed in a mental health profession	94%	A
Diverse Learning Community	Goals		
30. # % Applicants	Maintain or increase percentage: previous year = 34%	68 = 40%	A
31. # % Enrolled students	Maintain or increase percentage: previous year = 15%	39 (19%)	A
32. # % Diverse Degree Completion	70% within 4.5 years of start date	55%	NA
33. # % Diverse Faculty Applicants	When seeking faculty, diverse applicants will be prioritized. 3/7 new applicants were diverse. All three were hired.	3/7 = 43%	A

34. # % Diverse Faculty Employed	Maintain commensurate faculty/student diversity rate	8/25 - 32% 32>19	A
35. Diverse Faculty Retention rate	Maintain commensurate faculty/student diversity rate	100%	A
Practicum/Internship			
36. Student Evaluation of Placement Process	Practicum/Internship students will rate the process at "4" or higher.	4.5	A
37. Student Evaluation of Sites	P/I students will rate "overall evaluation" of site at "4" or higher.	4.6	A
38. Student Evaluation of Supervisors	P/I students will rate "overall evaluation" of supervisor at "4" or higher.	4.6	A
39. Student Evaluation of Faculty Supervisors	P/I students will rate "overall evaluation" of faculty supervisor at "4" or higher.	4.6	A
40. Student Placement Rate	90% of students eligible to begin practicum or internship in each term will be placed.	74%	NA
Student Professional Dispositions			
41. Professional Behavior: Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful and appreciative to the culture of colleagues and can effectively collaborate with others	4 or higher on CCS-R (2B) in COU 5212	4.6	A
	4 or higher on related rubric in COUZ 6214 (MAC 1.1)	4.51	
	4 or higher on CCS-R (2B) (Supervisor on student) in COU 6262	4.72	
42. Professional and Personal Boundaries: Maintains appropriate boundaries with supervisors, peers, & clients	4 or higher on CCS-R (2c) in COU 5212	4.6	A
	4 or higher on related rubric in COUZ 6214 (MAC 1.2)	4.5	
	4 or higher on CCS-R (2c) (Supervisor on student) in COU 6262	4.65	

<p>43. Emotional Stability & Self-Control: Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients</p>	<p>4 or higher on CCS-R (2G) in COU 5212 4 or higher on related rubric in COUZ 6214 (MAC 1.3) 4 or higher on CCS-R (2G) (Supervisor on student) in COU 6262</p>	<p>4.6 4.44 4.68</p>	<p>A</p>
<p>44. Openness to Feedback: Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback</p>	<p>4 or higher on CCS-R (2I) in COU 5212 4 or higher on related rubric in COUZ 6214 (MAC 1.4) 4 or higher on CCS-R (2I) (Supervisor on Student) in COU 6262</p>	<p>4.7 4.51 4.72</p>	<p>A</p>
<p>45. Congruence and Genuineness: Demonstrates ability to be present and “be true to oneself”</p>	<p>4 or higher on CCS-R (2K) in COU 5212 4 or higher on related rubric in COUZ 6214 (MAC 1.5) 4 or higher on CCS-R (2K) (Supervisor on Student) in COU 6262</p>	<p>4.6 4.5 4.72</p>	<p>A</p>

Yearly Trend Analysis Charts

Academic Quality Indicators

Degree Awarded and Completion Rate

Year	# of MAC Graduates	# of Graduates who completed within 4.5 years of study
2022-2023	43	UM
2023-2024	40	49%

Job Placement Rate

Year	# of MAC Graduates	# and % of Graduates who were Employed within 180 Days of Graduation

2022-2023	43	Unavailable
2023-2024	40	16/17 reporting, 94%

MAC Program Comprehensive Exam Pass Rate (The program requires a web-based NCE practice exam for all students prior to graduation)

Year	# of MAC Students who Took Comprehensive Exam	# and % of Students who Passed Comprehensive Exam
2022-2023	43	43, 100%
2023-2024	40	40, 100%

NCE/NCMHCE Examination Pass Rate

(Based on student report in annual alumni survey conducted in October. Graduates complete degree requirements in May, August, or December.)

Year	# of MAC Graduates who Took NCE/NCMHCE Exam	# and % of Graduates who Passed NCE/NCMHCE
2022-2023	2	100%
2023-2024	9	100%

KPIs and Professional Dispositions

Year	# of KPIs Achieved or Partially Achieved (out of 11)	# of Pro Dis Achieved (out of 5)
2022-2023	11	5
2023-2024	11	5

Narrative on Yearly Trends

Degree Awarded and Completion Rate – Program faculty will consult with advisor and other programs to determine whether the threshold for this measurement is attainable.

Job Placement Rate – While the percentage appears extremely high (94%), the data is limited to those who respond to the alumni survey. Faculty will consult with other programs to determine whether the response rates are consistent with what other programs are receiving.

Comprehensive Exam Pass Rate – Contained in Internship 2. All students must pass this exam in order to graduate. This measurement will be changed to “pass rate on first attempt.”

NCE/NCMHCE Examination Pass Rate – This data is derived from an annual alumni survey and does not provide as much information as desirable. The program has applied to NBCC to be a participating school which would allow us to offer the NCE/NCMHCE to students before graduation as an option. This will give us better data as we will not have to rely solely on alumni student reports.

KPIs and Professional Dispositions – This area was a strong success this year. Only two KPIs were “partially” achieved, and only in one measurement were these KPIs below threshold. The other 9 were fully achieved in every measurement.

2023-2024 ANNUAL SUMMARY REPORT

Year	Narrative
Program Goals and Objectives	This report represents the second annual measurement of program goals. All indicators were able to be measured this year, with two exceptions: no data was obtained from employers of graduates, and the critical thinking goal was not implemented within the curriculum. Based on the data available, the goals were all achieved or partially achieved. Two concerns (employer surveys and critical thinking) from the MAC goals will be addressed in the curriculum modifications section below.
Critical Competencies	Critical Competencies are areas determined by the faculty to be of significance to students/graduates of our program. Critical Competency thresholds were met in all 5 areas: Content Knowledge, Counseling Skills, Case Presentation, Counseling Ethics, and Multiculturalism
Key Performance Indicators	All KPIs were achieved or partially achieved. Human Growth and Development and Career Development KPIs were partially achieved as each had one measurement which fell slightly below the threshold. Those areas are addressed below in the curriculum modification section.
“NM” items	Concerning the areas that were not measured this year, four were due to lack of response to the employer survey, one was due to a missing question regarding addictions on the alumni survey, one was regarding psychoeducation in group class, and one was due to the critical thinking goal not yet being assessed directly in the curriculum. There were seven total areas that were not measured. These are addressed below in the curriculum modification section.

Faculty Professional Identity and Engagement	<p>While all but one of our current core faculty meet the minimum required standards for “sustained professional engagement,” specifically through professional development and renewal activities and ongoing counseling practice, the program would like to pursue greater involvement of faculty in service/advocacy and research activities. Funding will be provided for service/advocacy and research and faculty will be encouraged to engage in these activities to a greater extent in 2024-2025. In addition, faculty will pursue greater clarity on the definitions of service/advocacy as they apply to CE faculty.</p>
Graduate Outcomes/ Academic Quality	<p>Graduate Outcomes/Academic Quality were achieved or partially achieved in all but one area, degree completion rate. This is addressed below in the curriculum modification section.</p>
Diverse Learning Community	<p>In general, program statistics for this area were very favorable. One area was not achieved – diverse degree completion rate fell below the threshold. However, the degree completion rate was higher than the overall degree completion rate suggesting that diverse students were graduating at a slightly faster pace than all students aggregately. Degree completion rate is addressed below in the curriculum modification section.</p>
Practicum/Internship	<p>Students rate their satisfaction with the placement process, their site, their clinical (site) supervisor, and their faculty supervisor. In each of these areas, the program met its threshold, meaning that, in aggregate, students indicated a positive practicum/internship experience. The student placement rate was measured by the first semester when a student was eligible to begin their fieldwork. While some students may not have found a site, others chose to postpone their fieldwork for personal reasons (do not wish to combine fieldwork with coursework, do not wish to start in the summer, etc.) A revised threshold for 2024-2025 will account for when students desire to begin practicum/internship along with eligibility to begin.</p>
Professional Dispositions	<p>All 5 identified professional dispositions were achieved as measured by three data points across time.</p>
Curriculum Modifications and Program Improvement	<ol style="list-style-type: none"> 1. Practicum Placement Rate – Faculty discussed the threshold and have revised the measurement for subsequent years to “85% of students who are eligible and want to enroll, and are actively seeking a site, will be placed in the semester of their choice.” 2. Employer Surveys – Requests to complete an employer survey were sent to all employers for which the program had record. However, no responses were received from employers. The program will request information from other programs to determine how best to access this information.

	<ol style="list-style-type: none"> 3. Critical Thinking – This goal will be included in next year’s assessment. The rubric has been created and will be embedded into the program in two places in the program beginning in the fall of 2024. 4. Professional Identity/Leadership MAC Goal 4 and 4.c. – While these program goals were met in 9 of 11 measures, two measurements fell below threshold. The first fell below threshold on the exit survey. This measurement will be refined as currently it is an average of 6 different questions and does not provide helpful data. Faculty will determine how to rewrite the measurements for Goal 4 to provide more helpful data. Regarding 4.c., faculty made clarifying changes to the goal of professional development after the alumni survey was sent. 5. Human Growth and Development – Alumni were asked whether the “program prepared (them) to work with clients at all developmental levels based on theories of individual and family development across the lifespan.” The threshold was 4 and the survey indicated 3.94. Due to the response being very close to the threshold and the threshold being met for this goal in three other measurements, this goal will be monitored to determine whether change is needed at a later date. 6. Career Counseling – This goal was met based on current student feedback but was slightly below threshold on the alumni survey (3.88/4). The question on the alumni survey is “The program prepared me to understand and implement career development and decision-making theories and models.” The course corresponding to this goal is currently under revision, and it is hoped that the revision of the course will cause alumni ratings of this goal to meet the threshold. Preparation will be emphasized in the survey as there may be graduates who are not applying career development and decision-making theories and models due to not doing career counseling specifically. 7. Alumni Survey Response Rate - Faculty will inquire regarding strategies for increasing alumni survey participation. Faculty will also check to see if the alumni survey works well on cell phones and make changes if it does not. 8. Psychoeducation – KPI 10 will be measured next fall in the psychoeducation component of COU 6012 (Group) course. 9. Degree Completion Rate – Faculty will consult with advisor and other programs to determine reasonable expectations for degree completion rate.
Other Substantial Program Changes	<ol style="list-style-type: none"> 1. A third full-time core faculty member was added to the program on July 1, 2024.

	<ol style="list-style-type: none"><li data-bbox="662 191 1386 260">2. Submission of initial CACREP self-study was made in July, 2024.<li data-bbox="662 260 1300 336">3. Independent budget for the program was created beginning July 1, 2024.
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