



**Prescott College**

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

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

**Program Evaluation and Outcomes Report  
2020 – 2021 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 of all people, Prescott College, in 1994, offered a Limited-Residency Master of Arts in Counseling Psychology degree. In 2013, the Higher Learning Commission of the North Central Association of Colleges and Schools approved a change in the degree to a Master of Science in Counseling. The Prescott College Limited-Residency Master of Science in Counseling Program is designed to provide an opportunity to learn theory and build skills for professional practice while developing therapeutic qualities. The combination of core coursework, supervised practicum and internship, and 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 2020-2021 academic year were required to complete 60 semester credit hours for the Clinical Mental Health Counseling (CMHC) specialization. Students matriculating in the Master of Science Counseling Program could also elect to complete one of four emphasis areas:

- Addictions Counseling
- Marriage, Couple, and Family Counseling
- Social Justice in Counseling
- Somatic Counseling

Additionally, students enrolled in the program are also offered an option to choose a concentration/graduate certificate area. Coursework completed in a concentration/graduate certificate is in addition to the 60 semester credit hours required for program completion.

Concentrations/graduate certificates include the following:

- Adventure-based Counseling (ABC)
- Nature-based Counseling (NBC)
- Expressive Art Therapy (EAT)

## **MS Counseling Program Mission Statement**

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

## **Summary of Program Evaluation and Student Assessment**

The Master of Science Counseling Program engages in an annual comprehensive program evaluation and assessment of its students. Information about the program and student learning is collected from multiple sources, including surveys sent to key stakeholders (alumni, site supervisors, employers) 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 2020-2021 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.

\*Tevera was a new addition for assessment in the MS Counseling Program during the 2020-2021 academic year, so the data below represents Fall 2020 and Spring 2021 versus prior reporting years that also included the preceding summer term. However, the addition of Tevera will allow for a more thorough assessment process in the coming years.

### **Aggregate Student Assessment Data**

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

#### **Key Performance Indicators**

The Master of Science in Counseling Program has identified nine KPIs. These KPIs are measured at two designated points during the student's program. Each KPI is measured through a signature assignment in the relevant core counseling course. A second measurement point of each KPI is in either the MACP51020 Supervised Counseling Practicum or MACP510201 Supervised Counseling Internship course. This KPI data is collected in Tevera at the end of each term.

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 2020-2021 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 20/21 AY</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	3.59	MACP51021 Supervised Counseling Internship	3.57	3.58
<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	3.55	MACP51020 Supervised Counseling Practicum	3.38	3.50
<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	3.43	MACP51020 Supervised Counseling Practicum	3.35	3.40
<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	3.33	MACP51020 Supervised Counseling Practicum	3.35	3.34
<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	3.79	MACP51021 Supervised Counseling Internship	3.72	3.76
<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	3.18	MACP51020 Supervised Counseling Practicum	3.00	3.11
<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	4.00	MACP51021 Supervised Counseling Internship	3.75	3.82

<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	3.63	MACP51021 Supervised Counseling Internship	3.57	3.61
<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	3.38	MACP51021 Supervised Counseling Internship	3.76	3.49

Overall averages for each KPI were calculated by averaging all scores across the first and second points of measurement during the academic year. Testing and Assessment, KPI 7, measured in MACP50090 Assessment: Psychological Testing and Appraisal in Counseling and in MACP51021 Supervised Counseling Internship had the highest average at 3.82/4, followed closely by KPI 5, measured in MACP50060 Helping Relationships: Basic Counseling Skills and MACP51020 Supervised Counseling Practicum with an average of 3.76/4. Lowest average scores were for KPI 6, Group Counseling and Group Work at 3.11/4, which was measured first in the MACP50080 Group Work: Clinical Theory and Practice and the second measurement also in the MACP51020 Supervised Counseling Practicum and KPI 4, Career Development, with an overall average of 3.34/4 Measured in MACP50070 Career and Lifestyle Development: Challenges of Adulthood and MACP51020 Supervised Counseling Practicum. All averages fell within the Meets Expectations range.

#### **CPCE data.**

Due to the ongoing COVID-19 pandemic, the CPCE was not administered on the college campus in the academic year of 2020-2021. The CPCE has been offered twice per academic year in the past to coincide with in person colloquia. A total of 32 students took the exam during the 2020-2021 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 2020-2021 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 2020-2021**

CPCE Results		
Core Content Area	2020-2021	National
Professional Counseling Orientation and Ethical Practice	13.5	11.3
Social and Cultural Diversity	10.8	9.6
Human Growth and Development	10.3	9.9
Career Development	11.2	10.7
Counseling and Helping Relationships	12.0	10.5
Group Counseling and Group Work	13.2	11.8
Assessment and Testing	10.5	10.0
Research and Program Evaluation	11.0	10.3

The highest score possible in each core content area is 17. The CPCE data shows that the core content area that students tested the highest in is that of Professional Counseling Orientation and Ethical Practice, which is covered in both MACP50000 Professional Orientation to Mental Health Counseling and MACP51190 Professional Counseling Ethics, followed by Group Counseling and Group Work, which is taught in MACP50080 Group Work: Clinical Theory and Practice. The lowest average was in the content area of Human Growth and Development, taught in MACP50020 Human Growth and Development.

It should be noted that that Prescott College student's average was above the national mean in every category, ranging between .5 to 2.2 higher.

### **Key Professional Dispositions**

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

KPDs are evaluated informally by faculty on an ongoing basis, as well as formally during the KPD assessment meeting each spring for students in their second term to ensure that the majority of faculty members have had time to encounter them in classes. If a student has been identified as having challenges with any of the KPDs, faculty review and if appropriate, may make a recommendation to initiate the retention and remediation process to be supportive of students that need additional help to navigate the program and successfully graduate. While a new KPD assessment timeframe is to assess students first in their second term, second in their practicum, and third in their final semester prior to graduation; the second and third KPD assessment points will not happen until the next academic year of 2021-2022.

Additionally, KPDs are formally measured at the mid-point and at the end of each semester during both MACP51020 Supervised Counseling Practicum and MACP51021 Supervised Counseling Internship. Feedback is given to students in these classes and is considered when determining a student's final grade. The table below denotes the 2020-2021 average for each

KPD assessed by program core faculty during the spring 2021 assessment meeting. The following Likert scale was used in scoring each student individually: 1 = Below Expectations, 2 = Near Expectations, 3 = Meets Expectations, 4 = Exceeds Expectations.

**Table 3: KPD Data from Student Assessment Meeting**

Key Professional Disposition (KPD)	2020-2021 Average
Professional Conduct	3.20
Ethical Practice	3.09
Supervision	3.00
Documentation	3.00
Multicultural Competence	3.06
Appropriate Boundaries	3.08
Self-Awareness & Growth	3.10
Tolerance for Vulnerability and Risk	3.06
Appropriate Self Care	3.04

Upon review of the aggregate data, the highest average was Professional Conduct at 3.20/4 and the lowest was 3.00/4 for both Supervision and Documentation. In general, faculty defaulted to a score of 3/4 to signify a student was Meeting Expectations, unless the student demonstrated there was either significant growth needed, or they had demonstrated exceptional dispositional conduct/behavior. The overall scores may therefore appear lower; however, all are within the Meets Expectations range. When there was not consensus amongst faculty in a particular score for a student, additional time was allotted to discuss more specifically how various faculty perceived that student's performance in their classes or as their advisee to better inform the process.

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

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

Key Professional Disposition (KPD)	2020-2021 Midterm Averages	2020-2021 Final Averages
Professional Conduct	4.59	4.85
Ethical Practice	4.63	4.84
Supervision	4.43	4.80
Documentation	3.94	4.43
Multicultural Competence	3.60	3.97
Appropriate Boundaries	4.60	4.85
Self-Awareness & Growth	4.49	4.74
Tolerance for Vulnerability and Risk	4.09	4.54
Appropriate Self Care	4.25	4.64

The highest average was 4.63/5 for Ethical Practice and the lowest average of 3.6/5 was for Multicultural Competence at the midterm evaluation points for both practicum and internship. All average scores improved from the midterm to final evaluation point for practicum and internship, with Appropriate Boundaries shifting into the highest average spot at 4.85/5 with Ethical Practice closely behind with 4.84/5. The lowest average remained 3.97 for Multicultural Competence, yet those scores rose significantly from the midterm (3.60/5) to final (3.97/5) evaluation. All scores for both midterm and final evaluation were above a satisfactory range.

## Demographics and Other Characteristics

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

**Table 5: Applicant, Student, and Graduate Demographic Data**

<b>Counseling Program Demographic Data for AY 2020-2021</b>				
	<b>Demographics*</b>	<b>Applicants</b>	<b>Current Students</b>	<b>Graduates</b>
<b>Gender</b>	Female	335	205	26
	Male	52	31	7
	Not disclosed	5	1	
		<b>Total 392</b>	<b>Total 237</b>	<b>Total 33</b>
<b>Ethnicity</b>	White	271	181	26
	African American, non-Hispanic			
	Asian	13	3	1
	Black or African American	24	4	1
	Hispanic	1	6	
	Hispanics of any race	1	7	
	Native HI or Pacific	1		
	American Indian/Alaska Native	5	2	
	Non Resident Alien		1	
	Other	1		
	Two or More Ethnicities			
	Two or More Races	1	11	5
	Race and Ethnicity unknown	1	29	
	Not disclosed			
		<b>Total 392</b>	<b>Total 227</b>	<b>Total 33</b>
<b>Age</b>	18 to 24	52	17	1
	25 to 39	231	153	20
	40 and above	107	67	12
	Not disclosed	2		
		<b>Total 392</b>	<b>Total 237</b>	<b>Total 33</b>

There were 392 applicants applying for admission to the counseling program during the 2020-2021 academic year, and a total of 237 enrolled students. The Admissions office defines an applicant as anyone who has submitted a partial to fully completed application. In order to be consistent within Prescott College and across departments, the Admissions office definition was used for this PEOR. Therefore, of the 392 applicants, a majority identified as Female (86%), White (69%), and between the ages of 25-39 (59%).

At the conclusion of the academic year the Master of Science in Counseling Program had 237 students. Of those students the majority identified as Female (85%), and as White (77%) and between the ages of 25-39 (64%).

There were 33 students who graduated during the academic year. Twelve graduated in the summer 2020 semester, 15 fall 2020 semester, and 6 graduated in the spring 2021 semester. The largest percentage of graduates identified as Female (78%), White (79%), and were between the ages of 25-39 (61%).

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.

*\*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).*

### **Systematic Follow-up Studies**

As part of our ongoing program evaluation surveys are emailed bi-annually, every even year, to key stakeholders who include, recent graduates, site supervisors, and employers. The purpose of these surveys is to identify areas within the program/curriculum that may need improvement based on input received. Surveys were sent during 2019-2020 PEOR reporting period and as a bi-annual assessment, will not be sent again until the PEOR for academic year 2021-2022.

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

The data previously described in this report was collected, compiled, and analyzed into this comprehensive program evaluation. All Master of Science in Counseling Program faculty received a copy of the draft report on November 8, 2021 for their review. On November 16, 2021, 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.

Staff spent time reviewing all KPI, KPD, CPCE, and demographic data. Staff noted their impression that not only has the data collection process improved with the centralization of utilizing Tevera as a system, their confidence levels in this reported data has also improved. However, questions arose concerning the negative impact the ongoing COVID pandemic might be having on academic success in both similar CACREP-accredited graduate level counseling programs as well as all of higher education. Highlighted the importance of continuing to successfully prepare students for their CPCE exam as both a graduation requirement and national counseling exam during COVID. Comparing data nationally, Prescott students are still a standard deviation higher than the national average on most of their subcategories and received 100% pass rate for the year.

Discussion also focused on the KPD data as a mirror of the nine core areas for CACREP accreditation standards. Again noted potential for continued COVID precautions to be impacting lower scores in supervision and documentation in the Practicum and Internship courses due to students not being able to be present at sites for a vast majority of this year. Suggestion was made to further analyze data set for Practicum and Internship into both only their respective courses, but also from mid-term to final evaluation points by site supervisors to see change across time in that specific clinical experience for students. Finally, the shift to Tevera as a system happened at a point that only allowed for Fall 2020 and Spring 2021 data to be included, versus years prior where Summer 2020, Fall 2020, and Spring 2021 would have been included.

Faculty asked several questions surrounding the continued lack of equitable or person-centered language in the demographic data. However, given that this information still comes from the IPEDS system as already noted above in the initial reporting of these categories, there is not currently a mechanism for altering that language within the Counseling Program. Another component that emerged where we can make substantive changes moving forward is in terms of both retention and how student success relates to the advising relationship. Staff retreat scheduled for December 17, 2021 will focus largely on how to build effective mentorship experiences within the advising relationship by creating more structure and consistency.

Programmatic change to formalize a course progression in the student handbook of students taking up to 12 credit hours (four courses) in either the Fall or Spring terms and taking up to 6 credit hours (two courses) in the Summer term. Despite many of the contributing factors outlined in this section, staff also reflected that all KPI, KPD, and CPCE data was within range.

### **Other Substantial Program Changes**

In August of 2020, the Master of Science Counseling Program was notified that a full 8-year accreditation had been approved by the Council for Accreditation of Counseling & Related Educational Programs (CACREP).

Based on recommendations made in the 2018-2019 PEOR, a Cultural Competence Committee (CCC) was formed. The CCC realigned its name to more clearly communicate its focus to the Inclusion, Diversity, and Equity Awareness (IDEA) Committee in the 2019-2020 academic year.

The IDEA committee consists of three full time faculty members charged with making recommendations to help diversify curriculum, and our students and faculty populations. The IDEA met several times during the 2020-2021 academic year and focused on implementing their mission and charge, beginning with course syllabi. The initial committee process engaged all faculty in course reflection through an iterative process of looking at an initial syllabus for each faculty and then shifting to a broader focus to incorporate all syllabi. This process resulted in several additive components being made to courses across all offerings in the MACP, MAEP, and MAAT programs.

### **Conclusion**

This annual program evaluation process in past years made it clear that a more robust data collection and assessment system was necessary, which culminated in the addition of Tevera. We are now more capable of making ongoing changes that will continue to align Prescott College's unique mission while maintaining CACREP-accreditation as our focus.

## Appendix A: Key Professional Dispositions Definitions

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