



Prescott College

For the Liberal Arts, the Environment, and Social Justice

Master of Science in Counseling Limited-Residency Program

**Program Evaluation and Outcomes Report
2019 – 2020 Academic Year**

Table of Contents

Master of Science Counseling Program Overview	3
MS Counseling Program Mission Statement	3
Summary of Program Evaluation and Student Assessment	4
Aggregate Student Assessment Data	4
Key Performance Indicators.....	4
Key Professional Dispositions	7
Demographics and Other Characteristics.....	9
Systematic Follow-up Studies	10
Graduates	10
Site Supervisors	11
Employers*	12
Modifications Based on Program Evaluation	12
Other Substantial Program Changes	15
Conclusion	15
Appendix A: Key Professional Dispositions Definitions.....	16
Appendix B: Bi-Annual Survey Questions	17

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 2019–2020 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 Psychotherapy
- Ecotherapy
- Equine Assisted Mental Health
- Expressive Art Therapy

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 Taskstream (the college'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 2019-2020 academic year was a continued opportunity to assess changes made based on the last program evaluation cycle, and to consider future program and curricular changes to the Master of Science Counseling Program.

Aggregate Student Assessment Data

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

Key Performance Indicators

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

Taskstream 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 2019-2020 academic year are also provided.

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

Table 1: KPI Taskstream Data

CACREP Core Area	Key Performance Indicator	Measurement 1	Average	Measurement 2	Average	Total Average 18/19 AY
Professional Counseling Orientation and Ethical Practice	KPI Core Area 1 (Knowledge): The student will demonstrate understanding of ethical and legal considerations in professional counseling through their application in practice of counseling.	MACP51190 Professional Counseling Ethics	3.9	MACP51021 Supervised Counseling Internship	3.49	3.70
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	3.24	MACP51020 Supervised Counseling Practicum	3.75	3.50
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	0	MACP51020 Supervised Counseling Practicum	3.83	3.83*
Career Development	KPI Core Area 4 (Knowledge): The student will identify and apply theories and models of career development, and counseling.	MACP50070 Career and Lifestyle Development: Challenges of Adulthood	3	MACP51020 Supervised Counseling Practicum	3.91	3.46
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	3.78	MACP51021 Supervised Counseling Internship	3.55	3.67
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	3.06	MACP51020 Supervised Counseling Practicum	3.81	3.44
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	4	MACP51021 Supervised Counseling Internship	3.53	3.77

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	3.5	MACP51021 Supervised Counseling Internship	3.67	3.59
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	4	MACP51021 Supervised Counseling Internship	3.56	3.78

*First point of measurement data was not collected

Overall averages for each KPI were calculated by averaging 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 3.78/4, followed closely by KPI CMHC, Clinical Mental health Counseling Specialty Area, measured in MACP50010 Psychopathology: Diagnostic and Treatment Planning and MACP51021 Supervised Counseling Internship with an average of 3.77/4. Lowest average scores were for the KPI 6, Group Counseling and Group Work at 3.44/4, 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 3.46/4 Measured in MACP50070 Career and Lifestyle Development: Challenges of Adulthood and MACP51020 Supervised Counseling Practicum. All averages fell within the Meets Expectations range.

Please note that the core area of Human Growth and Development appears to have the highest KPI score of 3.83/4. However, no data was collected from the first measurement point this academic year, making the data incomplete.

CPCE data.

The CPCE exam is generally offered on-campus twice a year in conjunction with the program's colloquia/residencies. However, due to the outbreak of COVID-19 during the 2019-2020 academic year, the CPCE was administered on the college campus one time; August 2019. Students have always had the option to take the exam at a testing facility closer to where they live, so they continued to do that throughout the year. A total of 29 students took the exam during the 2019-2020 academic year. Nine took the exam on campus, and the remaining 20 took the exam at a testing facility closer to their geographic location. The CPCE data received from the Center for Credentialing and Education (CCE) demonstrated that Prescott College students had a pass rate of 90% during the 2019-2020 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 2019-2020

CPCE Results		
Core Content Area	2019-2020	National
Human Growth and Development	11.3	10.4
Social and Cultural Diversity	11.3	10.1
Counseling and Helping Relationships	11.6	10.7
Group Counseling and Group Work	11.6	10.1
Career Development	12.6	10.7
Assessment and Testing	10.6	10.1
Research and Program Evaluation	11.3	9.6
Professional Counseling Orientation and Ethical Practice	12.9	11.5

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 closely by Career Development, which is taught in MACP50070 Career and Lifestyle Development: Challenges of Adulthood. The lowest average was in the content area of Assessment and Testing, taught in MACP50090 Assessment: Psychological Testing and Appraisal in Counseling.

It should be noted that that Prescott College student's average was well above the national mean in every category, ranging between .5 to 1.9 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. 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. 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 2019-2020 average for each KPD assessed by program core faculty during the spring 2020 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. Instances where there was not enough information on a student's

development to score a particular KPD, faculty had the option to select Unknown at this time. An example of a student receiving “Unknown at this time” for any KPD would be when they had not taken the Practicum or Internship courses, so the Supervision KPD could not be assessed. The Unknown at this time option was not given a value, and therefore did not affect the KPD overall averages.

Table 3: KPD Data from Student Assessment Meeting

Key Professional Disposition (KPD)	2019-2020 Average
Professional Conduct	3.20
Ethical Practice	3.10
Supervision	3.24
Documentation	3.10
Multicultural Competence	3.10
Appropriate Boundaries	3.02
Self-Awareness & Growth	3.20
Tolerance for Vulnerability and Risk	3.10
Appropriate Self Care	3.20

Upon review of the aggregate data, the highest average was Supervision at 3.24/4 and the lowest was 3.02/4 for Appropriate Boundaries. 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 considered to be 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; O = 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

Key Professional Disposition (KPD)	2019-2020 Practicum & Internship Averages
Professional Conduct	4.70
Ethical Practice	4.70
Supervision	4.64
Documentation	4.40
Multicultural Competence	4.40
Appropriate Boundaries	4.63
Self-Awareness & Growth	4.60
Tolerance for Vulnerability and Risk	4.42
Appropriate Self Care	4.40

The highest average was 4.70/5 for both Professional Conduct and Ethical Practice and the lowest average of 4.40/5 was for Documentation, Multicultural Competence, Appropriate Self Care though all 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

CP Demographic Data for AY 2019-2020				
Demographics*		Applicants	Current Students	Graduates
Gender	Female	153	179	31
	Male	20	33	5
	Not disclosed	7	1	
		Total 180	Total 213	Total 36
Ethnicity	White	127	157	29
	African American, non-Hispanic			
	Asian	2	2	1
	Black or African American	13	9	1
	Hispanic	2		
	Hispanics of any race		7	2
	Native HI or Pacific			
	American Indian/Alaska Native	4	4	
	Non Resident Alien	1		
	Other			
	Two or More Ethnicities			
	Two or More Races	8	17	2
	Race and Ethnicity unknown		17	1
	Not disclosed	23		
	Total 180	Total 213	Total 36	
Age	18 to 24	32	10	1
	25 to 39	104	138	21
	40 and above	40	65	14
	Not disclosed	4		
		Total 180	Total 213	Total 36

There were 180 applicants applying for admission to the counseling program during the 2019-2020 academic year. 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 180 applicants, a majority identified as Female (85%), White (71%), and between the ages of 25-39 (58%).

At the conclusion of the academic year the Master of Science in Counseling Program had 231 students. Of those students the majority identified as Female (84%), and as White (74%) and between the ages of 25-39 (65%).

There were 36 students who graduated during the academic year. Nine graduated in the summer 2019 semester, 11 fall 2019 semester, and 16 graduated in the spring 2020 semester. The largest percentage of graduates identified as Female (86%), White (81%), and were between the ages of 25-39 (58%).

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 to the identified stakeholders at the beginning of the Fall 2020 term. Each survey was comprised of the same 11 questions. Please see Appendix B for the list of topics and the associated survey questions. The first ten questions use a five-point Likert scale; **1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree**. Question 11 is an open-ended question soliciting general feedback about the program.

The following tables provides summary data gathered from each survey showing the number of times each response was selected, and depicts the average score for each question.

Graduates

Respondents = 14/72 with a 20% response rate.

Subject	Graduates Responses					Count	Avg.
	1	2	3	4	5		
1. Competency	0	0	1	10	3	14	4.14
2. Issue Integration	0	3	0	7	4	14	3.86
3. Cultural Awareness	2	0	1	4	7	14	4.00
4. Social Awareness	0	0	1	6	7	14	4.43
5. Personal Growth	0	0	2	5	7	14	4.36
6. Professional Growth	0	2	3	5	4	14	3.79
7. Technical Development	0	0	4	8	2	14	3.86
8. Legal Awareness	0	2	1	9	2	14	3.79
9. Research	1	1	0	8	4	14	3.93
10. Program Evaluation	1	1	5	6	1	14	3.36

Recent graduates ranked Social Awareness the highest (4.43/5) and Personal Growth rated a close second at (4.36/5), followed by Cultural Awareness in third position at (4.00/5). Program Evaluation had the lowest average rating (3.36/5). The open-ended question, “Suggestions for program improvements” from recent graduates’ survey suggest that students would like more faculty engagement, greater use of Zoom and ‘real-time’ meetings, more feedback on assignments, quicker response times, and greater assistance with securing practicum and internship opportunities. Additionally, respondents stated updated content and more emphasis on the development of a theoretical orientation and treatment planning.

Site Supervisors

Respondents = 39/154 with a 25% response rate.

Subject	Site Supervisor Responses					Count	Avg.
	1	2	3	4	5		
1. Competency	0	2	4	23	10	39	4.05
2. Issue Integration	0	2	13	13	11	39	3.85
3. Cultural Awareness	0	1	5	17	16	39	4.23
4. Social Awareness	0	1	7	19	12	39	4.08
5. Personal Growth	0	2	6	15	16	39	4.15
6. Professional Growth	0	1	6	24	8	39	4.00
7. Technical Development	0	1	7	24	7	39	3.95
8. Legal Awareness	0	2	9	18	10	39	3.92
9. Research	0	1	21	10	7	39	3.59
10. Program Evaluation	0	2	16	16	5	39	3.62

Site supervisors’ responses rated Cultural Awareness highest (4.23/5), with Personal Growth (4.15/5) and Social Awareness (4.08/5) rated second and third respectively, in their observations of their practicum or internship students. These ratings are consistent to what the graduates’ self-perception was as their areas of strength. The lowest ratings were in the areas of Research (3.59/5), Program Evaluation (3.62/5), and Issue Integration (3.85/5). Again, these rating for these areas were consistent with the results from the recent graduate survey. The open-ended question, “Suggestions for program improvements” recommended having greater

communication between the site supervisor and the practicum/internship faculty, and placing more emphasis on theoretical orientation development, diagnosing, treatment planning and the integration of spirituality.

Employers

Respondents = 1/72 with a 1% response rate.**

Subject	Graduate Employer Responses					Count	Avg.
	1	2	3	4	5		
1. Competency	0	0	0	1	0	1	4.00
2. Issue Integration	0	0	0	1	0	1	4.00
3. Cultural Awareness	0	0	0	1	0	1	4.00
4. Social Awareness	0	0	0	1	0	1	4.00
5. Personal Growth	0	0	0	1	0	1	4.00
6. Professional Growth	0	0	1	0	0	1	3.00
7. Technical Development	0	0	0	1	0	1	4.00
8. Legal Awareness	0	0	1	0	0	1	3.00
9. Research	0	0	1	0	0	1	3.00
10. Program Evaluation	0	0	1	0	0	1	3.00

Through the data collection process, only one survey was completed by an employer. Survey results for each category were primarily 4s (6 received) and 3s (4 received). The “Suggestions for program improvements”, were very positive with the employer stating that their employee was “phenomenal”. Employee strengths were cited as adaptability, willingness to learn, and rapport building. Areas to develop further were listed as diagnosing, experience with managed care, and family work.

***Graduates were sent the Employer survey and asked to forward it to their employers. The low response rate could be due to many factors including; the survey was not forwarded, the student was not employed at the time, or the employer chose not to respond.*

When looking across all three surveys it is important to note that the average ratings for Social Awareness, Cultural Awareness, and Personal Growth were consistently the highest ranked. Conversely, Research, Program Evaluation, and Ethical/Legal Issues consistently one of the lowest average ratings, suggesting that greater emphasis should be placed on this area within the curriculum.

Modifications Based on Program Evaluation

The data previously described in this report was collected, compiled, and analyzed into this comprehensive program evaluation. All Master of Science in Counseling Program faculty received a copy of the draft report on October 22, 2020 for their review. On October 27, 2020, 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.

KPI/CPCE/Surveys

As the counseling faculty discussed the aggregate data, there were discussions about the various strengths of the program. A primary strength identified was that student average scores on the CPCE were relatively high when compared to the national average scores for the same time period. It was further noted that the average KPI scores from the multiple points of measurement were firmly between meets and exceeds expectation, with no significant areas flagged for improvement. Similarly, the results from the stakeholder surveys reflected that graduates, site supervisors, and the one employer response indicated that training provided by the MS Counseling Program was well within the acceptable range, with no significant areas highlighted for improvement.

The narrative feedback received from all three stakeholder groups provided constructive feedback for areas of improvement. Graduate feedback recommended increased faculty engagement in the classes and advising. This feedback has been received before and counseling faculty have made intentional efforts to incorporate Zoom meetings into every course, have committed to being more accessible, and to respond and provide feedback in a reasonable and timely manner. In addition, significant consideration has been given to course assignments that require either engagement with other students, and/or helping professionals in the greater counseling community. Faculty will continue to explore new and creative ways to engage with students and enhance the learning environment.

Additional feedback from the narrative graduate surveys suggested a need for greater assistance with securing practicum and internship opportunities. Site supervisors identified a desire for a stronger connection with the MS Counseling Program, and both site supervisors and the employer suggested some minor curriculum enhancements. The following represent the primary recommendations made by faculty based on the data:

- To further provide students support with practicum and internship by creating an assignment for one of the practicum pre-requisite courses requiring students to research possible practicum sites and to conduct an interview with a potential a site supervisor. This assignment would serve to engage students in looking for suitable sites and site supervisors earlier in the program, so that they can better prepare for applying for their clinical experience.
- To foster relationships between sites and the MS Counseling Program by having the Practicum and Internship Director conduct visits to practicum and internship sites. Once the current conditions under the pandemic have been resolved, site visits could start locally in Arizona, with potential limited visits to neighboring states if funding is available. Additionally, greater emphasis will be placed on faculty supervisors communicating regularly and consistently with site supervisors during each term.
- To incorporate greater support with the topics of treatment planning, diagnosis, case conceptualization, licensure, and integrating spirituality in the therapeutic process during colloquium.

KPD

Upon review of the KPD data, faculty noted that all of the ratings given by faculty and site supervisors were within a satisfactory range. Those students who were assessed lower ratings on any one KPD, were contacted by their faculty advisor for additional support, or if warranted a

remediation plan was implemented.

Since KPDs are informally assessed throughout the year it was suggested to schedule the informal KPD discussions earlier on the weekly faculty meeting agendas to ensure appropriate amount of time to dedicated to this important task.

There was discussion about the KPD evaluation form in that it was challenging to compare the two points of measurement because the rating scales were different and that the KPD, Appropriate Boundaries, was too general and needed clarification. Both of these points are addressed later under “Assessment Process Improvements”.

Demographics

It was noted during the meeting that the demographics of the applicants, current students, and graduates did not significantly change from the previous year. The Cultural Competency Committee did not have a chance to provide any recommendations to Admissions due to the unforeseen pandemic, which interrupted their meeting schedule. The MS Counseling Program anticipates that this committee will make recommendation this coming academic year and demographic characteristics will continue to be monitored.

Faculty recommended that additional data be collected and presented at our next program evaluation meeting to show the demographic characteristics of those students who had dropped out of the program, and of those who applied, were accepted, but ultimately did not enroll. This data might help identify patterns of concern related to retention and barriers experienced by diverse applicant with enrollment.

Assessment Process Improvements

While the Program Evaluation meeting is dedicated to reviewing data, celebrating the program’s strengths, and making recommendations for improvements, several suggestions were made to help enhance the program evaluation process. The Master of Science counseling Program will move forward:

- To create alignment across measurements and tools by using the same rating system, as was noted in the last PEOR (2018-2019). Some of the evaluations use a four-point rating scale and others use a five-point scale, making it challenging to compare data. Aligning these scales did not happen for this PEOR, but a greater commitment has been made to make the necessary changes for the next program evaluation cycle.
- To increase interrater reliability across measurements. Concerns were raised about how faculty may be rating KPIs assessed in signature assignments at the two different points of measurement, and how faculty are rating KPDs in comparison with site supervisors. It will be researched to see if any college resources or experts are available to support, or provide training, to increase the interrater reliability in the overall process.
- To provide a more nuanced definition of the KPD, Appropriate Boundaries. Faculty agreed that this is an important and broad concept and thought the definition was not clear enough as to what was being assessed. Review of the current definition will be done to see where clarity can be added.
- To increase employer survey responses. Given the very low number of employer survey responses received, other means of collecting this data will be explored with the intent of

increasing the data the next time the surveys are used.

Other Substantial Program Changes

During the 2019-2020 academic year, the Master of Science Counseling Program had other substantial changes worth noting. The Counseling Program continued its quest for accreditation under the Council for Accreditation of Counseling & Related Educational Programs (CACREP). During the 2019-2020 academic year the program's self-study was submitted. In turn CACREP reviewed the program's materials and provided feedback. The program responded to the feedback, in the form of an Addendum to CACREP. Based on our Addendum, CACREP approved a site visit during the spring 2020 term. Though the site visit was ultimately cancelled due to the global pandemic, the counseling program was fortunate to have been one of three programs to be approved for a virtual pilot site visit, which occurred in late May. In August 2020, the Counseling Program was notified that a full 8-year accreditation had been approved. While technically the notification of accreditation was received after the 2019-2020 academic year end, a significant amount of work occurred during that time period, and given the importance of this accomplishment, it is deemed appropriate to include this substantial program change in this PEOR.

Based on recommendations made in the 2018-2019 POER, a Cultural Competence Committee (CCC) was formed. The CCC consists of three full time faculty members charged with making recommendations to help diversify curriculum, and our students and faculty populations. The CCC met several times during the 2019-2020 academic year and focused on defining their mission and charge. The committee paused their meetings in the Spring 2020 term due to COVID-19, when it was apparent that all resources needed to be directed to support students and faculty during the uncertainty that the pandemic brought. The CCC will continue their work in the next academic year under the leadership of the Cultural Competency Coordinator, which is a new appointed position that will begin in the 2020-2021 academic year. The outcomes of this committee's work will be reported in the next PEOR.

One last program change made this review period was the decision to contract with Tevera, which is a software platform designed to support graduate level counseling programs with the practicum and internship processes, as well as the program evaluation and student assessment required under CACREP. This software will help centralize most aspects of practicum and internship to help create a more seamless experience for students and site supervisors, as well as help the Practicum and Internship Director with its management. Similarly, Tevera will also centralize the evaluation and assessment pieces of the program's overall assessment plan to help create greater ease with data collection and report making. Implementation of Tevera began in the Fall 2020 term and will be reported in more detail in the next PEOR.

Conclusion

This annual program evaluation process makes clear the importance of having a systematic process of collecting data and feedback for program improvements. Through this process, counselor education faculty demonstrate their dedication to providing a progressive, engaging, and meaningful learning experience to students that conforms to industry standards, while upholding Prescott College's unique mission.

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.

Appendix B: Bi-Annual Survey Questions

Code	Survey Question
1. Competency	1. The Counseling Program is preparing (me/my trainee/my employee) to be competent in counseling skills and practice.
2. Issue Integration	2. The Counseling Program is preparing (me/my trainee/my employee) to integrate global and local issues with professional counseling practice.
3. Cultural Awareness	3. The Counseling Program is preparing (me/my trainee/my employee) to be aware of and cultivate respect for cultural differences and similarities and be able to apply this cultural sensitivity to the counseling profession.
4. Social Awareness	4. The Counseling Program is preparing (me/my trainee/my employee) to be aware of social justice, social status, and social action in the practice of counseling.
5. Personal Growth	5. The Counseling Program is preparing (me/my trainee/my employee) to maintain a commitment to personal growth, self-awareness, and self-reflection.
6. Professional Growth	6. The Counseling Program is preparing (me/my trainee/my employee) to identify and develop a personal theoretical knowledge base that promotes an intentional counseling practice.
7. Technical Development	7. The Counseling Program is preparing (me/my trainee/my employee) to assess, develop, and apply interventions and techniques based on the culture, uniqueness, and needs of each client.
8. Ethical/Legal Awareness	8. The Counseling Program is preparing (me/my trainee/my employee) to be aware of and understand how to resolve ethical and legal issues in the counseling profession.
9. Research	9. The Counseling Program is preparing (me/my trainee/my employee) to know how to read, interpret, evaluate, and apply scholarly research.
10. Program Evaluation	10. The Counseling Program is preparing (me/my trainee/my employee) to understand and apply assessment and program evaluation in the counseling profession.
11. Not coded	11. Suggestions for program improvements.