

Program Assessment Annual Report June 2023

Outcomes of Systematic Program Evaluations

Key: A-achieved, PA-partially achieved, NA-not achieved, NM-Not measured, UM-Unable to measure

Narrative: The following “annual” report is the MAC’s (Master of Arts in Counseling) first use of our new reporting/collecting protocols and are based on ½ year rather than a full year (i.e., data specific to this report comes from spring 2023 only, as this system was not in place in summer or fall 2022 and not all classes or surveys are completed in spring). This explains the “NM” categories which show up frequently in the report. It is expected that all the data will be collected for the second (2024) annual report.

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” on exit survey. Average 4 or higher on “curriculum question” on alumni survey.	100% 4.15 4.67	A
2. MAC will engage students in the instruction, process, and practice of ethical decision-making.	Average 4 or higher on “ethics question” 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.	4.3 NM 4.67 NM 3.8	PA
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 in COU 5012. (COU 3.1) Average 7 or higher on “integration question” on Exit Survey. Average 4 or higher on MAC 2.2 in COUZ 5212 rubric.	3.3 8.57 Average 4.6	A
4. MAC will encourage professional identity and competent leadership in professional counseling through emphasizing	Average 8 or higher on “professional identity and leadership” questions on Exit Survey. Average 4 or higher on “professional identity and leadership” questions on Alumni Survey.	8.6 average 4.17	A

<p>a. graduate level critical thinking and writing skills,</p> <p>b. social justice/advocacy, especially regarding diverse, multicultural, and global clients and people groups currently or historically persecuted, disempowered, mistreated, and/or overlooked.</p> <p>c. Professional development</p>	<p>90% of students will receive 80% or higher on each of case presentations in COU 6262.</p> <p>Critical Thinking/Writing model assessed in XX and XX.</p> <p>Average 4 or higher on “Professional Identity and Leadership” question (1) on Alumni Survey</p> <p>Client Strengths section on final Case Presentation in COU 6262 (MAC 4.1);</p> <p>Average 4 or higher on referral section (MAC 4) in 6216 Case Study 3</p> <p>Average 4 or higher on “Professional Identity and Leadership” question (2) on Employer Survey;</p> <p>Average 4 or higher on “Professional Identity and Leadership” question (2) on Alumni Survey</p> <p>90 Percent of students will receive 80% or higher on final case presentations in COU 6262.</p> <p>4 or higher on rubric in COU 6010 for Final Presentation (narrated power point).</p> <p>Average 4 or higher on “Professional Identity and Leadership” question (3) on Alumni Survey</p>	<p>96% received 80% or higher</p> <p>NM</p> <p>4.17 average</p> <p>NM</p> <p>NM</p> <p>NM</p> <p>NM</p> <p>95%</p> <p>4.4</p> <p>NM</p>	
Critical Competencies			
<p>5. Content Knowledge</p>	<p>90% passing grade in each course of the core content areas. (COU 5012, 5016, 5210, 5212, 5214, 5220, 6010, 6012, 6014).</p> <p>KPI score of 4 or higher in core courses.</p>	<p>89%</p> <p>4.3</p> <p>UM</p>	<p>PA</p> <p>A</p>

	70% on each core content area on Comprehensive Exam		
6. Counseling Skills	<p>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)</p> <p>Average of 4 or higher in all Skills areas (part 1) of the CCS-R in COU 6262 by faculty supervisor</p> <p>Average of 4 or higher in all Skills areas (part 1) of the CCS-R in COU 6262 by site supervisor evaluation.</p> <p>Percent Passing COUZ 5212 (Residency)</p>	<p>4.2</p> <p>NM</p> <p>NM</p> <p>98%</p>	A
7. Case Presentation	90% of students will achieve 80% or higher on case presentations in COU 6262.	94%	A
8. Counseling Ethics	<p>Average of 4 or higher on CCS-R (2.a) score in COU 5210,</p> <p>Average of 4 or higher on CCS-R (2.a) score in COU 6262 by faculty supervisor</p> <p>Average of 4 or higher on CCS-R (2.a) score in COU 6262 by site supervisor</p> <p>90% will receive a passing grade in COU 5210.</p> <p>4 or higher on KPI in COU 5210.</p>	<p>3.8</p> <p>NM</p> <p>NM</p> <p>100%</p> <p>4.25</p>	PA
9. Multiculturalism	<p>CCS-R (2.f) average score of 4 or higher in COU 5210</p> <p>CCS-R (2.f) average score of 4 in COU 6262 by faculty</p> <p>CCS-R (2.f) average score of 4 in COU 6262 by site supervisor on final evaluation (for internship courses).</p> <p>Passing grade in COU 6010.</p> <p>4 or higher on KPI in COU 6010.</p> <p>Passing grade on COU 6010 immersion project.</p> <p>CC</p>	<p>4.0</p> <p>NM</p> <p>NM</p> <p>NM</p> <p>NM</p> <p>NM</p> <p>100%</p>	A
Key Performance Indicators			

10. Professional Orientation and Ethical Practice: KPI 1	4 or higher on KPI in COU 5210. Average of 4 or higher on CCS-R (2.a) in COU 6262 (final evaluation) by site supervisor and faculty.	4.25 NM	A
11. Social and Cultural Diversity: KPI 2	4 or higher on KPI in COU 6010. Average of 4 or higher on CCS-R (2.f) in COU 6262 (final evaluation) by site supervisor and faculty.	4.4 NM	A
12. Human Growth and Development: KPI 3	4 or higher on KPI in COU 5016 Average of 4 or higher on Family Scenario question in COUZ 5212 (MAC 2.1). 4 or higher on Kinetic Family Drawings discussion forum in COU 5214. 4 or higher on Human Growth question on Alumni Survey	4.6 4.7 NM NM	A
13. Career Development: KPI 4	4 or higher on KPI in COU 6014 4 or higher on Career Development question on Alumni Survey	4.5 NM	A
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 in COU 6262 final evaluation.	4.0 NM NM	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 on Alumni Survey	NM NM NM	UM
16. Assessment: KPI 7	4 or higher on KPI in COU 5214 90 Percent of students will average 80% or higher on final Case Presentation in COU 6262 4 or higher on Assessment Question in Alumni Survey	4.1 95% NM	A
17. Research and Program Evaluation: KPI 8	4 or higher on KPI in COU 5220 90% of students will receive 80% or higher on Case Presentation 2 in COU 6262. 4 or higher on Evidence-based Practice question in Employer Survey	4.7 95% NM	A
18. Clinical Mental Health Counseling: KPI 9	4 or higher on KPI in COU 6214 4 or higher on KPI for final paper in COU 6216	3.95 NM 95%	PA

	90 Percent of students will receive 80% or higher on Case Presentation 2 in COU 6262.		
19. Clinical Mental Health Counseling: KPI 10	4 or higher on KPI in COU 6216 4 or higher on Psychoeducation component in COU 6012 90 Percent of students will receive 80% or higher on Case Presentation 2 in COU 6262.	NM NM 95%	A
20. Addictions Counseling KPI 11	4 or higher on KPI in COU 6410 90 Percent of students will receive 80% or higher on Case Presentation 2 in COU 6262. 4 or higher on Addictions Question on Alumni Survey	NM 95% NM	A
Faculty Professional Identity and Engagement			
21. Organization Membership	All core faculty will maintain at least one (continuous) professional organization membership.	100%	A
22. Certifications/Licensure	All core faculty will maintain state licensure, based on their education.	100%	A
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.	100%	A
25. Research	At least ½ of core faculty will demonstrate research activities in the profession of counseling each year.	40%	PA
Graduate Outcomes/ Academic Quality	Numbers will be reported		
26. Number of graduates CMHC/Addictions	First year measured, goal to increase number each year	43	UM
27. Degree completion rate	85% within 3 years of start date	51%	NA
28. Credentialing exam pass rate	85% on first attempt, 95% by second attempt	100% first attempt	A
29. Job placement rate	90% within 3 months for those seeking counseling employment	100%	A
Diverse Learning Community (non-Caucasian)	Numbers will be reported		

30. # % Applicants	First year measured, goal to maintain/increase percentage each year	31 students = 34%	UM
31. # % Enrolled students	First year measured, goal to increase percentage each year.	31/208 = 15%	UM
32. # % Degree completion	First year measured, goal to increase percentage each year.	7/43 = 16%	UM
33. # % Faculty Applicants	At or above % of diverse student population	NM	NM
34. # % Employed Faculty	At or above % of diverse student population	3/16=19% s/s 2023	A
35. Diverse Faculty Retention rate	85%	100%	A
Practicum/Internship			
36. Student Evaluation of Placement Process	Practicum/Internship students will rate the process at "4" or higher.	NM	NM
37. Student Evaluation of Sites	P/I students will rate "overall evaluation" of site at "4" or higher.	NM	NM
38. Student Evaluation of Supervisors	P/I students will rate "overall evaluation" of supervisor at "4" or higher.	NM	NM
39. Student Evaluation of Faculty Supervisors	P/I students will rate "overall evaluation" of faculty supervisor at "4" or higher.	NM	NM
40. Student Placement Rate	90% of students eligible to begin practicum or internship in each term will be placed.	NM	NM
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	4.4	A
	4 or higher on MAC 1.1 in COUZ 6214	4.3	
	4 or higher on CCS-R (2B) in COU 6262	NM	
42. Professional and Personal Boundaries: Maintains appropriate boundaries with supervisors, peers, & clients	4 or higher on CCS-R (2c) in COU 5212	4.36	A
	4 or higher on MAC 1.2 in COUZ 6214	4.4	
	4 or higher on CCS-R (2c) in COU 6262	4.36	

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	4 or higher on CCS-R (2G) in COU 5212 4 or higher on MAC 1.3 in COUZ 6214 4 or higher on CCS-R (2G) in COU 6262	4.4 4.6 NM	A
44. Openness to Feedback: Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback	4 or higher on CCS-R (2I) in COU 5212 4 or higher on MAC 1.4 in COUZ 6214 4 or higher on CCS-R (2I) in COU 6262	4.4 4.27 NM	A
45. Congruence and Genuineness: Demonstrates ability to be present and “be true to oneself”	4 or higher on CCS-R (2K) in COU 5212 4 or higher on MAC 1.5 in COUZ 6214 4 or higher on CCS-R (2K) in COU 6262	4.36 4.33 NM	A

Survey Collection Dates:

Exit Survey – administered during final two weeks of Internship 2. (April, July, November)

Alumni Survey – October.

Employer Survey - November

Site Supervisor Survey – Administered in week 12 of Internship 2 (April, July, November)

ANNUAL SUMMARY REPORT July 2023

Counseling faculty met on June 23, 2023, to review the findings of this annual report. The report was approved by the faculty on 6/27/2023.

Year	Narrative
Program Goals	Due to this being the first annual summary report written with the new criteria/evaluation plan, there are several areas that have not yet been measured. Those areas are measured in summer and fall and will be included in next year's annual summary report. Program goals were either "achieved" or "partially achieved" in each area. The two scores under the standard involved ethics and faith integration, both key areas in the MAC program. These two scores are addressed in the "Changes" section below. One goal that has not yet been implemented into the program is that of critical thinking/writing. Faculty will implement this goal beginning in fall 2023.
Critical Competencies	Each critical competency, except case presentation, is measured in multiple ways throughout the program. As this report only contains data from spring semester, not all measures were obtained on critical competencies for this first report. Of those measured, all goals were met except one in counseling ethics. This area was a focus at the annual faculty meeting where steps for remediation were determined (see "Changes" below). Of note in the critical competencies is the fact that 100% of students received passing grades in both counseling ethics and in multicultural counseling.
Key Performance Indicators	The counseling faculty has 11 key performance indicators; 8 in the core counseling courses and 3 in relation to the specialty areas (clinical mental health counseling and addictions counseling). One KPI (in group counseling) was not measured for this report. The other 10 areas were either achieved (9), or partially achieved (1) based on the information available for this report. The one measure not achieved was in clinical mental health counseling. This KPI, "KPI 9: Students/Graduates will demonstrate understanding of etiology, nomenclature, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders" was very nearly met (3.95/4.0). (See "Changes" below).
Faculty Professional Identity and Engagement	In faculty professional identity and engagement, 3 of 4 goals measured were achieved, and the 4th goal was nearly achieved. The 4th goal is research. There are 5 core faculty members and 2 are actively engaged in research projects. In July 2023, an additional 8 core faculty will be added to the program. All faculty will be encouraged to be involved in research projects in hopes of reaching our goal of at least 50% by the 2024 annual report. Of note in this category is the fact that 100% of our faculty are both current

	practitioners and academics. Crown prides itself in the academic practitioner model.
Graduate Outcomes/ Academic Quality	Our credentialing exam pass rate and job placement rate were excellent (100%) this year. The latter is helped by the profession's growth rate, as counselors are in demand. We had 43 graduates this year. Based on a 3-year design to our program, this indicates a little less than 1/3 of all students in the program graduating, which is one good indication of a positive retention rate. The degree completion rate of 51%, with an aspiration of 85% or higher gave the faculty pause to consider what exactly should be measured. Our goal was set based on a hope that 85% of students who enrolled in MAC would graduate in 3 years, meaning that only 15% would take a slower than "full time" pace and the same 15% would be the only ones who took a semester off during their education. This measurement will be adjusted in future reports to reflect the number of students who start the program and graduate within 5 years (see "Changes" below).
Diverse Learning Community	Having diverse student and faculty populations is important to the MAC. As this is the first year of measurement, we are unable to compare trends over time, but we were pleased to see an excellent diverse faculty retention rate and enrolled student rate when compared to Minnesota population. (At present, Minnesota's population is 83% White, meaning 17% diverse, by our definition. Thus, our 15% enrolled students and 16% graduates of color are very closely related to the overall population of our state.
Practicum/Internship	This year, the MAC has engaged Tevera in tracking practicum and internships. However, the program was phased in, and internship 2 students did not use Tevera this spring. As all measurements for this area are completed in Internship 2, no data is available for this report. Next year's report will contain data for each area of measurement regarding practicum/internship.
Professional Dispositions	The MAC faculty has determined 5 areas of professional dispositions to be critical for students entering the profession. Most of the specific measurements were available for this year's report and we are pleased to note that all areas of professional dispositions were achieved.
Curriculum Modifications and Program Improvement	The past year has been one of many changes and developments for the MAC program. Crown's administration gave their approval to begin to seek CACREP accreditation. This began a "deep dive" into the structure, curriculum, policies, and personnel of the program. Changes include, 1. hire of one full time faculty member/internship coordinator, 2. hire of 3 core faculty members, 3. development of a student handbook and review/development of all policies within the handbook, 4. curriculum review and embedding of CACREP

	<p>standards, 5. development of practicum course, 6. development of evaluation plan and embedding measurement into the curriculum, 7. preparation for hiring of 8 additional core faculty members (set for July 1, 2023), 8. addition of a mentoring program pairing existing students with graduates, 9. development of “MAC Talks,” 10. development of a variety of faculty roles, 11. renewed focus on methods to “connect” counseling students in an online program, 12. revision of admissions policy and procedure, 13. revision of transfer policy, 14. development of the diversity, equity, inclusion, accessibility, and belonging committee, 15. development and implementation of professional development/remediation committee and procedure.</p>
<p>Changes resulting from this annual report</p>	<ol style="list-style-type: none"> 1. Our <u>program objective and critical competency “ethics” goal</u> was not met in COU 5210. The faculty reviewed the data for this and discovered that two students were rated low because they had not completed their work but had been given an extension. However, the lower marks were given prior to the students’ completion of their work. The faculty states that those students met the goal after the fact, but the score could no longer be changed, thus affecting the outcome. Thus, no change to the goal or its measurement is being made for the next cycle, other than to alert faculty to the importance of not submitting a score until they can make an accurate assessment. 2. <u>The Critical Thinking Program goal</u> was not assessed because it had not yet been written into the curriculum. A faculty member was assigned to this task and this goal should be first measured in fall 2023. 3. The <u>program objective “content” goal</u> was to be partially measured via the Comprehensive Exam taken in the final semester of internship. It was discovered that the current program for the exam does not allow for analysis by content area. The faculty discussed reviewing options for a new testing protocol such as the CPCE (Counselor Preparation Comprehensive Examination). This will be discussed further in future faculty meetings. 4. In reviewing the <u>“Service/Advocacy” expectation regarding Faculty Professional Identity</u>, it was discovered that we need a consistent definition to measure. The faculty will discuss a definition for this area to be consistent in reporting results.

	<ol style="list-style-type: none"><li data-bbox="657 191 1432 499">5. The faculty reviewed the goal that had been set regarding <u>Degree Completion Rate in Graduate Outcomes</u>. It was determined that the expectation of 85% degree completion rate in 3 years was not an attainable goal. Faculty will review what expectations other schools have set (number of years and percentage) and will adjust the goal according to the industry standard. Registrar will assist in creating a reporting system.<li data-bbox="657 541 1432 615">6. It was determined that the <u>KPI 5 (skills) rubric</u> had not been embedded into COUZ 5212 and that was remedied.<li data-bbox="657 657 1432 770">7. <u>KPI 9</u> - Faculty will examine the assignment(s) surrounding this KPI and determine how to better assist students in reaching this goal.
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