



Master of Arts in Counseling Program 2024/2025 Program Evaluation Report

Vital Statistics

MAC	
Currently Enrolled Students	43 full-time 1 non-degree seeking
Graduates in AY2024/2025	9
Employment Rate	9/9; 100%
Counselor Education Comprehensive Examination Pass*	10/10; 100% (First Attempt)

- Reports generated for AY24/25
- MAC= Master of Arts in Counseling
- Employment rate indicates the proportion of students who desired employment who were employed or engaged in full-time advanced academic study within six months of graduation. Many graduates secure employment prior to graduation. All graduates reporting.

*MAC transitioned to administering the Counselor Education Comprehensive Examination (CECE) in place of the Counselor Preparation Comprehensive Examination (CPCE) in AY 20/21. MAC indicates a passing score on the CECE as a passing total score AND a passing score (score must fall within -1 SD of national mean) on at least seven of the eight subsections of the CECE. MAC students have the opportunity to retest, should they not pass at initial testing. CECE scores reported only indicate scores from initial testing.

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Current Enrolled Student Demographics (AY 25/26)

Gender	Race	Ethnicity
Female= 34	Asian= 1 White= 33	Hispanic/Latino= 3 Non-Hispanic= 30
Male= 10 *1 non-degree seeking	Black or African American= 1 White= 9	Hispanic/Latino= 1 Non-Hispanic= 9

AY 2024/2025 Student Demographics

Gender	Race	Ethnicity
Female= 35 *1 non-degree seeking	White= 35	Hispanic/Latino= 2 Non-Hispanic= 33
Male= 9	Black or African American= 2	Hispanic/Latino= 0

	White= 7	Non-Hispanic= 9
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Admission Data

Acceptance Rates for AY 24/25

Admission Period	Total Applications Received	Admitted	Retained
Fall 2024	16	9	100%
Spring 2025	7	4	75%*

*One withdrawal in Summer 2025

Demographics of Accepted Students for AY 24/25

Admission Period	Gender	Race	Ethnicity
Fall 2024	F= 7 M= 2	White= 9	Non-Hispanic= 9
Spring 2025	F= 3 M= 1	White= 4	Non-Hispanic= 4

Program Objectives & Major Program Activities

The program faculty engaged in a number of activities relevant to this report during the 2024/2025 Academic Year (AY 24/25):

- MAC continued its faculty search for an additional full-time faculty member during the 24/25AY. This search has been approved to continue during the 2025/2026 academic year and will continue until the position is filled.
- MAC faculty submitted an application for federal BHWET HRSA grant to support students enrolled in internship engaging in integrated health services (total amount requested \$2.5 million; not-funded).
- MAC continued engagement in Rural Partnership Program grant that supports practicum and internship students engaged in practice at rural sites.
- MAC continued DEI and professional development efforts to support and retain students, staff, and faculty.
- Became a university participant with National Board of Certified Counselors (NBCC) National Certified Counselor Application options.

Sources of Data

The following sources of data were utilized in developing this report:

- Student performance on the Counselor Education Comprehensive Examination (CECE)
- Pass rates of Key Performance Indicators (KPI)
- Student performance on practicum and internship ratings from site supervisors
- Admissions, enrollment, and graduation data for AY24/25
- Faculty observations and discussions during systematic program evaluation meetings held during the sixth week of the semester, systematic student review, and the annual planning day held at the beginning of June.

MAC Program Evaluation Findings

Objective 1: MAC graduates will have the knowledge and technical skills to serve a wide variety of populations and mental health issues, in both individual and group formats as professional counselors.

- Ten students took the CECE between August 2024- July 2025, with a 100% total pass rate for the test at initial testing (MAC M= 86.70 ; SD= 8.58) (National M= 75.58; SD=14.08).
- The following table displays CECE subsection means for AY 24/25.

Table 1: CECE Scores

	AY 2024-2025	
Subsection	National Mean & Std. Deviation	MAC Mean & Std. Deviation
		n= 10
Human Development	9.63 2.31	10.70 2.11
Social & Cultural Foundations	11.22 2.16	12.60 1.26
Helping Relationships	10.01 2.72	11.50 2.07
Group Counseling	9.61 2.32	12.30 1.67
Career & Lifestyle	10.18 2.54	10.30 2.54
Appraisal	8.22 2.53	9.50 1.72
Research & Program Evaluation	7.68 2.78	9.10 1.85

Professional Orientation & Ethical Practice	9.04 2.53	10.70 1.49
TOTAL	75.58 14.08	86.70 8.58

- 100% of students who completed the CECE during the 2024/2025 academic year had a 100% pass rate after initial testing. This is a significant increase in pass rate at initial testing than in previous years.
- Passing scores are indicated by students earning at least a B- on assignments measuring MAC Program KPIs. KPI data indicates the following for each KPI measurement:
 - KPI 1- 12/12 (100%) of students enrolled in COU 635 Human Growth and Development received a passing score on the Case Conceptualization paper measuring KPI 1.
 - On a 4-point scale, site supervisors indicated practicum and internship students were ‘proficient’ or above (M= 3.63; SD= 0.54) in understanding developmental considerations.
 - KPI 3- 7/13 (54%) of students enrolled in COU 620 Trauma, Crisis, and Disaster Mental Health Counseling received a passing score on the Disaster Mental Health Paper measuring KPI 3.
 - In review of these scores, the instructor noted that students demonstrated knowledge in core areas of the Disaster Mental Health Paper. The instructor noted updating the rubric in Spring 2025 that may have impacted the weight of assignment criteria. The instructor will review and update the rubric as needed.
 - On a 4-point scale, site supervisors indicated practicum and internship students were ‘proficient’ or above (M= 3.58; SD= 0.68) in ability to provide crisis intervention and trauma informed services, including risk assessment and safety planning.
 - KPI 4- 12/13 (92%) of students enrolled in COU 634 Group Counseling received a passing score on the Final Group Paper measuring KPI 4.
 - On a 4-point scale, site supervisors indicated practicum and internship students were ‘proficient’ or above (M= 3.63; SD= 0.55) in group counseling skills.
 - KPI 5- 12/13 (92%) of students enrolled in COU 662 Career Counseling received a passing score on the Generational Interview Paper measuring KPI 5.
 - On a 4-point scale, site supervisors indicated practicum and internship students were ‘proficient’ or above (M= 3.59; SD= 0.61)

- in demonstrating the ability to holistically conceptualize a client, this includes educational and occupational history.
- o KPI 9- 8/10 (80%) of students enrolled in COU 602 Counseling Theories received a passing score on Theory Paper measuring KPI 9.
 - On a 4-point scale, site supervisors indicated practicum and internship students were ‘proficient’ or above (M= 3.21; SD= 0.73) in understanding and grounding work in theoretical orientation.

Objective 2: MAC graduates will adhere to the ACA Code of Ethics and by culturally-aware advocates for all clients and the counseling profession.

- Passing scores are indicated by students earning at least a B- on assignments measuring MAC Program KPIs. KPI data indicates the following for each KPI measurement:
 - o KPI 2- 14/14 (100%) of students enrolled in COU 630 Multicultural Counseling received a passing score on the Immersion Paper measuring KPI 2.
 - On a 4-point scale, site supervisors indicated practicum and internship students were ‘proficient’ or above (M= 3.61; SD= 0.69) in being culturally aware advocates.
 - On a 4-point scale, site supervisors indicated practicum and internship students were ‘proficient’ or above (M= 3.69; SD= 0.53) in effectively serving the needs of diverse clients.
 - o KPI 8- 14/14 (100%) of students enrolled in the COU 618 Mental Health Ethics, Law, and Professional Practice received a passing score on the Ethical Decision-Making Paper measuring KPI 8.
 - On a 4-point scale, site supervisors indicated practicum and internship students were ‘proficient’ or above (M= 3.75; SD= 0.50) in adhering to ethical and legal standards.

Objective 3: MAC graduates will have developed a professional identity as a Clinical Mental Health Counselor.

- Graduating MAC students completed Capstone Presentations with a 100% pass rate indicating that students earned at least a B- on the Capstone Presentation.
- Additionally, graduating MAC students earned a ‘proficient’ or higher on the Final Professional Identity Statement submitted with the final conferral portfolio.
- On a 4-point scale, site supervisors indicated practicum and internship students were ‘proficient’ or above (M= 3.79; SD= 0.59) in commitment to professional identity development.
- Program data from annual Student Professional Disposition Evaluations (PDEs) indicate that 84% students fall at proficient or advanced when rated on disposition of “Commitment to Professional Development” (M= 3.00). This average is indicative of students at all levels within the MAC program.

- 5 students, all within their first year of the MAC program, received a score of ‘Developing’ 2 out of 4. “Commitment to Professional Development” is defined as demonstrating a professional understanding of the unique role of the counselor as an active therapeutic agent. In reflecting on professional identity development norms, students within their first year of their academic program are in the process of developing their counselor identity. The expectation is that students increase in their understanding and awareness of their role as a counselor as they advance through the program.

Objective 4: MAC graduates will demonstrate personal and professional dispositions such as cultural awareness, openness, self-awareness, and tolerance of ambiguity.

- Professional Disposition Evaluations are completed by faculty advisors at the end of each academic year. At time of completion students meet with faculty advisors to review scores and create goals for the next academic year.
- MAC students earned a minimum of an average score of 3 (out of 4) ‘meets expectations’ or higher on Professional Disposition Evaluations in all areas, except for “Emotional Wellbeing.”
 - Students saw an increase in stressors as a result of various factors which accounts for some cause in an average score of 2.84 across the MAC program. Students scoring a two or below met with their academic advisor to review wellness plans. As a result of the ongoing need MAC faculty have established wellness weeks and have incorporated more wellness components across courses.
- The following table illustrates mean scores across the student body from annual data collected in the Professional Disposition Evaluation.

Table 2: Professional Disposition Evaluation Scores

Professional Disposition	‘Advanced’ Definition	Program Mean	SD
Openness	Student consistently demonstrates acceptance of others’ point of view and experiences, a willingness to actively explore personal viewpoints to increase self-awareness, and ability to accept and apply feedback from both faculty and peers. Student demonstrates professional level of positive paraphrasing and/or affirmation.	3.31	0.59

Integrity	Student consistently demonstrate personal responsibility, ethical behavior, academic integrity, professional integrity, and honesty. Student consistently turns assignments and required documentation in on time and manages commitments responsibly. Student demonstrates academic integrity by submitting timely work of their own. Student consistently demonstrates mastering of new material by engaging in class, academic materials, and outside professional development opportunities. Student engages in a professionally ethical way as defined by the ACA Code of Ethics.	3.34	0.60
Communication/ Interpersonal Relationships	Student consistently demonstrates outstanding communication by the following: interacting with faculty and peers in a respectful and professional way (i.e., person first language), communicating with faculty/staff appropriately and professionally (i.e., healthy boundaries, timely communication, professional email communication), communication with peers is constructive, supportive, and professional.	3.13	0.71
Cultural Awareness	Student consistently demonstrates high awareness of cultural diversity, equity, and inclusion. This includes engagement in civic and community events that promote mental health awareness, advocacy for social justice issues, openness to others, and understanding of multiple worldviews. Student approaches others with respect, dignity, and empathy.	3.00	0.51
Growth Mindset	Student demonstrates consistent ability to tolerate ambiguity, be flexible, reflect, show motivation to master new materials, implement and integrate feedback, seek support, and show humility.	3.22	0.55
Emotional Wellbeing	Student demonstrates consistent care towards emotional stability and well-being through active and consistent and intentional self-care practices.	2.84	0.63

Commitment to Professional Development	Student demonstrates a professional understanding of the unique role of the counselor as an active therapeutic agent.	3.00	0.57
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- Additionally, site supervisors are asked to score professional dispositions of practicum and internship students as part of the Site Supervisor Evaluation of Student that is completed at the end of each semester the student is enrolled in clinical placement. The following chart illustrates mean scores of practicum and internship students collected in the Site Supervisor Evaluation of Student.

Table 3: Site Supervisor Evaluation of Student Disposition Scores

Professional Disposition	Definition	Mean	Standard Deviation
Professionalism	Student demonstrates professionalism in all aspects of work, including but not limited to timeliness, interactions with site and clients, communication, and organization.	3.79	0.59
Integrity	Student demonstrates integrity through respect for clients, peers, supervisors, and site. Student demonstrates honesty, responsibility, and flexibility.	3.82	0.57
Boundaries	Student demonstrates appropriate and healthy boundaries with site and clients.	3.61	0.69
Wellness	Student demonstrates emotional wellness through self-care, self-awareness, and use of supervision to address wellness issues.	3.55	0.70
Supervision	Student actively participates in supervision, including preparedness, use of time, and goals for supervision.	3.76	0.49
Feedback	Student demonstrate the ability to accept and incorporate feedback from clients, peers, and supervisors.	3.79	0.59
Commitment to Professional Development	Student demonstrates initiative and commitment to professional development through research, training, and understanding the role of the counselor.	3.79	0.59

Objective 5: MAC graduates will be able to critically evaluate research related to the field of counseling and use data to inform clinical decisions, as well as program evaluation within counseling settings.

- Passing scores are indicated by students earning at least a B- on assignments measuring MAC Program KPIs. KPI data indicates the following for each KPI measurement:
 - KPI 6- 19/20 (95%) of students enrolled in the COU 612 Clinical Assessment received a passing score on the Final Paper measuring KPI 6.
 - On a 4-point scale, site supervisors indicated practicum and internship students were 'proficient' or above (M= 3.48; SD= 0.67) in understanding and use of the assessment process.
 - On a 4-point scale, site supervisors indicated practicum and internship students were 'proficient' or above (M= 3.68; SD= 0.59) in understanding and ability to administer and complete the intake assessment process.
 - KPI 7- 10/10 (100%) of students enrolled in COU 675 Research in Counseling received a passing score on the Research Proposal measuring KPI 7.
 - Site supervisors rated practicum and internship students at proficient or above (M= 3.28; SD= 0.67) in relation to ability to create treatment plans grounded in evidence-based practice.
 - On a 4-point scale, site supervisors indicated practicum and internship students were 'proficient' or above (M= 3.50; SD= 0.50) in demonstrating the ability to use evidenced based interventions.
 - Additionally, four students engaged in research with faculty members, presenting at state, regional, and national conferences.

MAC Program Changes, Improvements, and Response

In light of data collected, the following program changes, improvements, and responses have been enacted during the AY 24/25. Additional program activities are also highlighted.

Course Revisions and Updates

- In COU 657 Clinical Treatment Issues, a Motivational Interviewing Workshop was incorporated into the course content. This serves as a way to provide additional training in Motivational Interviewing.
- COU 627 Professional Identity Development introduced a new section of PID for newly enrolled students. This section focuses on the acclimating to graduate school, graduate writing including APA formatting, and an introduction to counselor professional identity.
- A co-instructor was assigned in COU 612 Clinical Assessment to address growing class needs due to increased enrollment.
- Rubrics were updated in COU 602 Theories in Counseling to better align with learning objectives in assignments.

- All MAC courses incorporated “Active Engagement” criteria. This was due to a notice of decrease in participation and/or active student engagement in course content. The “Active Engagement” criteria allows for routine evaluation and a more standardized way to account for student participation.
- In response to the low pass rate on KPI 3 faculty will review and revise the grading rubric to address the weight of criteria for the assignment.
- Finally, as a result of student and alumni feedback regarding the want for more elective options, MAC faculty continue to explore viable options to offer future electives.

Comprehensive Examination Preparation and Completion

- MAC began using the CECE as a measurement tool and requirement for graduation in AY20/21. The CECE has replaced MAC’s use of the CPCE. Transition to the CECE was also considered due to the accessibility of the test, as this test has no cost to MAC students. Ten MAC students completed the CECE in AY 24/25 with a 100% pass rate on initial test completion.
 - MAC faculty held a CECE study review in the Fall and Spring semester to help students review for the CECE. This was as a result of the low pass rate during the Fall semester.
 - MAC continues to supply students with study materials for the CECE.
- In response to alumni feedback, MAC entered a university partnership with the National Board of Certified Counselors in AY 2024/2025. This partnership allows MAC students to apply to take the National Counselor Examination for licensure after they complete all course work. MAC students are able to apply once they enroll in practicum. At the time of writing this report, six MAC students have taken the NCE and have passed initial testing. MAC will report formal data as it becomes available once the program has completed a full year in partnership with NBCC.

MAC Student Support, Program Growth, and Updates

- During AY 24/25 MAC faculty continued to offer systematic advising to all students throughout the year. This allowed for routine evaluation and review of course progress and continued evaluation using the Professional Disposition Evaluation to monitor dispositions.
- MAC revised its formal remediation process for more consistency and pro-active support to meet student needs. The new process allows for a student to have a support meeting to address initial concerns. If concerns are ongoing students are referred for full remediation planning. Support plans and remediation plans are reviewed each semester by faculty during the Student Support and Remediation Committee meeting. Plans for a formal meeting to review progress with the student on a remediation plan were also developed and implemented.
- During Summer 2024, MAC faculty and student leadership met to review the year and develop a plan for the leadership team moving into the 24/25 AY. The student leadership team and faculty advisors completed an application to charter a chapter of Chi Sigma Iota. In April 2025, MAC received notice that Doane University’s chapter of Chi Delta Upsilon had been officially approved. MAC initiated four students into the chapter in June 2025 of the Summer semester.

- Currently, 25 students have completed applications to become members of the chapter and will be initiated in August 2025 of the new academic year.
- MAC continues to search for a fourth faculty member. To offer a more competitive position to attract more applications, MAC was approved with a tenure-track line for the open position. MAC held one on-campus interview in early Spring 2025. In late Spring 2025, MAC was informed that the University was suspending all faculty searches for the remainder of the academic year. MAC has been approved to engage in the search process again at the start of the 2025/2026 academic year.
- Based on observation and informal feedback with students, MAC developed a wellness week offered around midterm of each semester. Each night of the Wellness Week focused on a different aspect of personal wellness and offers time for students to engage in community building with their peers. Wellness Week activities included healthy snacks, a tea ceremony with the Intertribal Collective, visits with therapy dogs, access to fidgets, etc. In response to student feedback and engagement, MAC will continue to host a Wellness Week each semester.

Clinical Experience

- With the Clinical Placement Director, MAC faculty worked to evaluate and update assignments and rubrics. Additionally, the MAC Clinical Placement Director continued to approve new site partners that will serve as site placements for students enrolled in Practicum and Internship.
 - MAC continues to pursue partnerships with clinical placement sites. In AY 24/25, MAC formed an additional five new partnerships with clinical placements.
- Students enrolled in COU 619 Roles and Functions of a Mental Health Counselor participated in a virtual fair to get to know clinical placement sites.
- Faculty supervisors visited COU 619 to provide a presentation on practicum and internship requirements.
- In response to observation of dual roles of students completing practicum and/or internship at their place of employment, a new rule was implemented in Fall 2024 that no longer allows MAC students to complete their clinical experience at their place of employment. This has allowed for better separation of roles, focus on Masters level clinical service during internship, and opportunities to diversify experience.

MAC Grant Activity

- During AY 22/23 the MAC program received two grants to support student professional development. MAC continued engagement in grant activities throughout the 2024/2025 academic year.
 - MAC received a \$500,000/3 year grant from BHECN to focus on offsetting student financial costs. Students engaged in practicum and/or internship in a rural mental health setting are now eligible to receive a \$12,000 stipend for their work. They also receive membership to the American Counseling Association.
 - During AY 24/25 a total of five students participated in this grant opportunity serving in rural sites across Nebraska.
 - MAC also engaged in interdisciplinary work with other Doane division which received a \$306,000/3 year grant from SAMSHA. This grant

provides mental health resources to the entire Doane community. MAC students engaged in supporting some of this work during AY 24/25 to provide supervised assessments and relevant psychoeducation materials to Doane faculty and staff.

- These grants come as the result of student feedback regarding the cost of the program, community feedback regarding the need for mental health services, and lack of funding opportunities for graduate students.
- MAC faculty submitted an application for federal BHWET HRSA grant to support students enrolled in internship engaging in integrated health services (total amount requested \$2.5 million; not-funded). MAC faculty continue to review grant opportunities to support student needs and rural mental health needs in Nebraska.

Professional Development Opportunities

- MAC received funding from the “Gregory Speaker Fund” offered by Doane University to host a focused on Native American communities. “Culture is Medicine: Trauma Healing in Indian Country” was hosted in April 2025. The event offered a panel discussion with Native American community members and mental health professionals as they shared stories of cultural resilience. The panel was followed by a drum ceremony. This event partnered with the Intertribal Medicine Collective, who held a tea ceremony during the event. MAC also partnered with NCA District 1 to provide books on trauma in indigenous communities to attendees.
 - MAC received notification in late Spring 2025 that the program will receive additional Gregory Speaker funding in Spring 2026 to host an event to focus on accessibility and disability.
- MAC faculty collaborated with four students to present at state, regional, and national conferences. These conferences included the Nebraska Counseling Association Spring Conference, the North Central Association of Counselor Education and Supervision bi-annual conference in Chicago, IL, and the National Career Development Association Conference in Atlanta, GA. MAC was able to sponsor all travel expenses for these students.
- Additionally, MAC sponsored students to attend the Nebraska Counseling Association Fall and Spring conferences. Five MAC students volunteered at the Nebraska Counseling Association Spring Conference.
- One MAC student was selected as a graduate student representative for the Nebraska Counseling Association.
- Two MAC faculty continue to serve on the Nebraska Counseling Association Board of Directors. And one student has been nominated for a Board position to begin in Fall 2025. MAC faculty continue to engage in leadership activities in local, state, regional, and national counseling related organizations and associations.
- Three MAC students received \$1000.00 scholarships from the Nebraska Counseling Association during the 2024/2025 academic year.

Community Engagement

- MAC sponsored a table at the Star City Pride Festival in June 2025. Student volunteers and faculty members provided mental health resources and information to festival attendees.
- MAC sponsored a table at the Marvalee Non-profit All School Graduation Party held in May 2025. Marvalee Non-profit offers support to families who have lost loved ones to substance abuse, as well as those struggling with addiction. They offer additional support to youth by providing opportunities to develop life skills, mentorship, and job training in support of mental health and substance abuse.