



Master of Arts in Counseling Program 2025/2026 Program Evaluation Report

Vital Statistics

MAC	
Currently Enrolled Students	38 full-time 3 part-time
Graduates in AY2025/2026	11
Employment Rate	11/11; 100%
Counselor Education Comprehensive Examination Pass*	9/10; 90% (First Attempt)
National Counselor Examination Pass	11/11; 100%

- Reports generated for AY25/26
- 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.

Sources of Data

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

- Admissions, enrollment, and graduation data for AY25/26
- Aggregate National Counselor Examination (NCE) scores provided by the National Board of Certified Counselors (NBCC)
- 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 supervisor evaluation forms
- Graduation surveys

- 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 August.

Sources of Data

Current Enrolled Student Demographics (AY 26/27)

AY 2025/2026 Student Demographics

Admission Data

Acceptance Rates for AY 25/26

Demographics of Accepted Students for AY 25/26

Program Objectives & Major Program Activities

National Counselor Examination Scores

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.

Table 1: CECE Scores

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

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

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

Table 2: Professional Disposition Evaluation Scores

Table 3: Site Supervisor Evaluation of Student Disposition Scores

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.

MAC Program Changes, Improvements, and Response

Course Revisions and Updates

Comprehensive Examination Preparation and Completion

MAC Student Support, Program Growth, and Updates

Clinical Experience

MAC Grant Activity

Professional Development Opportunities

Community Engagement

Current Enrolled Student Demographics (AY 26/27)

Total Number of Students = 41

Gender	Race	Ethnicity
Female= 33	Asian= 1 Black/African American= 1 White= 31	Hispanic/Latino= 2 Non-Hispanic= 31
Male= 8	Black/African American= 1 White= 7	Hispanic/Latino= 1 Non-Hispanic= 7

AY 2025/2026 Student Demographics

Total Number of Students = 47

Gender	Race	Ethnicity
Female= 36	Asian= 1 Black/African American= 1 White= 34	Hispanic/Latino= 3 Non-Hispanic= 33
Male= 11* *1 non-degree seeking	Black/African American= 1 White= 10	Hispanic/Latino= 1 Non-Hispanic= 10

Admission Data

Acceptance Rates for AY 25/26

Admission Period	Total Applications Received	Admitted	Retained
Fall 2025	27	13*	12
Spring 2026	10	5**	3

*One declined acceptance in Fall 2025

**Two declined acceptance in Spring 2026

Demographics of Accepted Students for AY 25/26

Admission Period	Gender	Race	Ethnicity
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Fall 2025	F= 10 M= 3	Asian= 1 Black/African American= 1 White= 11	Hispanic= 2 Non-Hispanic= 11
Spring 2026	F= 4 M= 1	Black or African American= 1 White= 4	Hispanic= 0 Non-Hispanic= 5

Program Objectives & Major Program Activities

The program faculty engaged in a number of activities relevant to this report during the 2025/2026 Academic Year (AY 25/26):

- MAC continued its faculty search for an additional full-time faculty member during the 25/26AY. Dr. Justen Schroeder was hired as a core faculty member to start in August 2026.
- MAC faculty submitted an application for federal SDS HRSA grant to support students from disadvantaged backgrounds (total amount requested \$2.3 million).
- 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.
- MAC transitioned to the College of Arts, Education, and Sciences, in the School of Social and Behavioral Sciences as part of University reorganization. This will take effect in August 2026 at the start of the 2026/2027 academic year.

National Counselor Examination Scores

Aggregate score information provided by the National Board of Certified Counselors (NBCC) through university partnership.

Fall 2025 NCE Scores (7/1/2025- 12/31/2025)

Number of Student Who Tested	7	
Number of Students Who Passed	7	
	MAC	National
Student Passing Percentage	100%	83%
Student Mean	121.9	108.1
Student Standard Deviation	11.5	17.1

Spring 2026 NCE Scores (1/1/2026- 6/30/2026)

Number of Student Who Tested	4	
Number of Students Who Passed	4	
	MAC	National
Student Passing Percentage	100%	89%
Student Mean	117.8	111.5
Student Standard Deviation	11.3	16.2

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 2025- July 2026, with a 90% total pass rate for the test at initial testing (MAC M= 81.3; SD= 11.21) (National M= 75.58; SD=14.08). One student was asked to retake the Ethics and Research sections of the exam and passed at second attempt.
- The following table displays CECE subsection means for AY 25/26.
 - Scores represent initial testing.

Table 1: CECE Scores

	AY 2025-2026	
Subsection	National Mean & Std. Deviation	MAC Mean & Std. Deviation
		n= 10
Human Development	9.63 2.31	9.20 2.04
Social & Cultural Foundations	11.22 2.16	12.00 1.41
Helping Relationships	10.01 2.72	11.70 1.45

Group Counseling	9.61 2.32	11.50 2.22
Career & Lifestyle	10.18 2.54	11.00 1.94
Appraisal	8.22 2.53	7.80 1.93
Research & Program Evaluation	7.68 2.78	8.30 2.16
Professional Orientation & Ethical Practice	9.04 2.53	9.80 3.01
TOTAL	75.58 14.08	81.30 11.21

- Nine of the ten students who completed the CECE during the 2025/2026 academic year had a 100% pass rate after initial testing. This is a slight decrease in pass rate at initial testing than the previous 2024/2025 academic year.
- Additionally, scores for Human Development (M= 9.20; SD= 2.04) and Appraisal (M= 7.80; SD= 1.93) subsections fell below the national average.
- 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 (theories of individual and family development across the lifespan)- 17/17 (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= 3.67; SD= 0.65) in understanding developmental considerations.
 - KPI 3 (crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid)- 10/10 (100%) 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.
 - On a 4-point scale, site supervisors indicated practicum and internship students were 'proficient' or above (M= 3.66; SD= 0.66) in ability to provide crisis intervention and trauma informed services, including risk assessment and safety planning.

- KPI 4 (approaches to group formation, including recruiting, screening, and selecting members)- 12/14 (86%) of students enrolled in COU 634 Group Counseling received a passing score on the Final Group Paper measuring KPI 4.
 - Two students received below a B- (80%) on their Group Counseling Final Paper. Upon reflection, there was a low attendance at the final peer edit workday offered to students enrolled in the course. Students who did not attend the workday did not receive faculty or peer feedback. In Spring 2027, the peer edit workday will be offered in class and will be mandatory to attend.
 - On a 4-point scale, site supervisors indicated practicum and internship students were 'proficient' or above ($M= 3.63$; $SD= 0.63$) in group counseling skills.
- KPI 5 (theories and models of career development, counseling, and decision making)- 14/14 (100%) 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 ($M= 3.60$; $SD= 0.55$) in demonstrating the ability to holistically conceptualize a client, this includes educational and occupational history.
- KPI 9 (application of theories and models related to clinical mental health counseling)- 12/14 (86%) of students enrolled in COU 602 Counseling Theories received a passing score on Theory Paper measuring KPI 9.
 - Two students received below a B- (80%) on their Counseling Theories Final Paper. Upon reflection multiple students struggled with academic writing which impacted scores. Students have been referred to the writing center and have been reminded about faculty office hours to receive writing support.
 - On a 4-point scale, site supervisors indicated practicum and internship students were 'proficient' or above ($M= 3.57$; $SD= 0.56$) 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:

- KPI 2 (the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others)- 16/16 (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= 3.72; SD= 0.64) in being culturally aware advocates.
 - On a 4-point scale, site supervisors indicated practicum and internship students were 'proficient' or above (M= 3.72; SD= 0.62) in effectively serving the needs of diverse clients.
- KPI 8 (ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling)- 12/15 (80%) 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.
 - Three students received below a B- on their Ethical Decision-Making Paper. Upon reflection faculty reported that students failed to complete all steps of the paper and therefore did not meet minimum requirements. The faculty instructor has revised the assignment requirements to require more depth as a result.
 - On a 4-point scale, site supervisors indicated practicum and internship students were 'proficient' or above (M= 3.83; SD= 0.45) 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= 3.93; SD= 0.25) in commitment to professional identity development.
- Program data from annual Student Professional Disposition Evaluations (PDEs) indicate that 82% students fall at proficient or advanced when rated on disposition of "Commitment to Professional Development" (M= 3.09; SD= 0.74). This average is indicative of students at all levels within the MAC program.
 - 7 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 2.86 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. Faculty continue to explore ways to decrease stressors.
- 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.	3.37	0.49
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	3.29	0.62

	professionally ethical way as defined by the ACA Code of Ethics.		
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.	3.29	0.67
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.	3.03	0.38
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.	3.34	0.64
Emotional Wellbeing	Student demonstrates consistent care towards emotional stability and well-being through active and consistent and intentional self-care practices.	2.86	0.49
Commitment to Professional Development	Student demonstrates a professional understanding of the unique role of the counselor as an active therapeutic agent.	3.09	0.74

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.	3.93	0.25
Integrity	Student demonstrates integrity through respect for clients, peers, supervisors, and site. Student demonstrates honesty, responsibility, and flexibility.	4.00	0.00
Boundaries	Student demonstrates appropriate and healthy boundaries with site and clients.	3.87	0.34
Wellness	Student demonstrates emotional wellness through self-care, self-awareness, and use of supervision to address wellness issues.	3.80	0.40
Supervision	Student actively participates in supervision, including preparedness, use of time, and goals for supervision.	3.90	0.30
Feedback	Student demonstrate the ability to accept and incorporate feedback from clients, peers, and supervisors.	3.90	0.30
Commitment to Professional Development	Student demonstrates initiative and commitment to professional development through research, training, and understanding the role of the counselor.	3.93	0.25

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 (reliability and validity in the use of assessments)- 15/16 (94%) 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 ($M= 3.45$; $SD= 0.67$) 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= 3.52; SD= 0.56) in understanding and ability to administer and complete the intake assessment process.
- KPI 7 (analysis and use of data in counseling)- 14/14 (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= 3.66; 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= 3.53; SD= 0.62) in demonstrating the ability to use evidenced based interventions.
- Additionally, one student engaged in research with faculty members, presenting at state, regional, and national conferences. And five students attended national conferences (ACES and ACA) with faculty.

MAC Program Changes, Improvements, and Response

In light of data collected, the following program changes, improvements, and responses have been enacted during the AY 25/26. Additional program activities are also highlighted.

Course Revisions and Updates

- In COU 612 Clinical Assessment, a new textbook was adopted, *Assessment in counseling: Procedures and practices (7th ed.)*.
- In response to the low pass rate on KPI 3, the rubric for COU 620 Trauma, Crisis, and Disaster Mental Health Counseling Disaster Mental Health Paper was updated to better weight rubric criteria. This was a result of KPI scores from the previous year. Upon review of the scores and papers it was found that students demonstrated knowledge of key concepts, but had received significant points off due to writing style. Criteria was adjusted to shift more weight towards content rather than writing style. Additionally, students were referred to the writing center for more support.
- COU 601 Counseling Skills utilizes fishbowl experiences throughout the semester to practice skills and receive live feedback. Due to increased class size the faculty instructor requested a second faculty member join the fishbowl experience. This allowed for the large group to be divided into two smaller groups where students would spend the first hour of class practicing skills while receiving live feedback from peers and faculty in the smaller fishbowl experience. The smaller groups allowed for more opportunities for each student to complete the fishbowl experience multiple times throughout the semester.
- During Summer 2026, Practicum and Internship courses were separated to align with 2024 CACREP standards. Previously Practicum and Internship courses were combined for Group Faculty Supervision.

- MAC transitioned to the 2024 CACREP standards during Summer 2026.
- 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.
 - During Summer 2026 a Special Topics (COU 699) course was offered as an elective option. The course spent 6 weeks of the 9 week semester focused on working with children and adolescents in clinical mental health settings. And 3 weeks focused on athlete mental health. Students who completed the course gave positive remarks about the content offerings. The program will continue to explore more opportunities for elective offerings.

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. During the 2025/2026 academic year 11 MAC students completed the National Counselor Examination with a 100% pass rate at initial testing.
 - MAC students are encouraged to complete the CECE before taking the NCE as a way to gauge readiness for the NCE licensure exam.
 - MAC students enrolled in COU 619 Roles and Functions of Clinical Mental Health Counseling which is completed the summer before students enroll in Practicum receive information regarding the test so that they can begin to prepare and decide if they would like to test early.

MAC Student Support, Program Growth, and Updates

- During AY 25/26 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 AY 25/26 every student with a support or remediation plan met with the remediation committee at least once per semester to evaluate progress and supports needed. These meetings have provided more systematic review of remediation progress.
- During Summer 2025, MAC faculty and student leadership met to review the year and develop a plan for the leadership team moving into the 25/26 AY. 25 MAC students joined Chi Delta Upsilon, Doane University's Chi Sigma Iota chapter, in August 2025.
 - Currently, 14 students have completed applications to become members of the chapter and will be initiated in August 2026 of the new academic year.
- MAC continued to search for a fourth faculty member during the 2025/2026 academic year. To offer a more competitive position to attract more applications, MAC was approved with a tenure-track line for the open position. MAC held two on-campus interviews in early Spring 2026. MAC successfully hired a new core faculty member in Spring 2026 to start in Fall 2026.
- 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, creation of vision boards, access to fidgets, visits with therapy dogs, etc. The week also offered space for community building among students. In response to student feedback and engagement, MAC will continue to host a Wellness Week each semester.
- MAC faculty saw a need for accessible chairs in Lincoln campus classrooms, where MAC courses are delivered. Chairs in classrooms are rolling, whoever MAC faculty noticed that rolling chairs did not provide enough stability when standing up from a chair without a table for support. Utilizing leftover funding from Gregory Speaker funding the MAC program purchased replaced wheels that could be locked. The program purchased enough wheels so that every classroom on the Lincoln campus has at least two chairs with locking wheels to provide more support and stability.

Clinical Experience

- With the Clinical Placement Coordinator, 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 25/26, 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 career fair to get to know clinical placement sites. More information is provided below in the "Professional Development Opportunities" section of this report.
- The Clinical Placement Coordinator and faculty supervisors visited COU 619 to provide a presentation on practicum and internship requirements.
- To align with the 2024 CACREP standards Practicum and Internship courses were separated in Summer 2026. Previously, practicum and internship students were combined in group faculty supervision courses.

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 2025/2026 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 25/26 a total of eight students participated in this grant opportunity serving in rural sites across Nebraska.
 - Currently, during Fall 2026 nine students are participating in the grant serving rural sites across Southeast Nebraska.
 - Grant funding for this project ends in Fall 2026. Faculty have explored ways to continue to provide support to students providing services to rural communities to ensure continued access to care.
 - MAC also engaged in interdisciplinary work with other Doane divisions/departments 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 25/26 to provide supervised assessments and relevant psychoeducation materials to Doane faculty and staff.
 - Additionally, MAC faculty provided an open seminar to Doane faculty, staff, students and MAC site supervisors and alumni. The seminar reviewed suicide statistics, prevention, and intervention.
 - MAC faculty also visited all Doane University Lincoln campus courses to handout suicide prevention information, care packages, and MAC marketing materials.
- 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.
- In July 2026, MAC faculty submitted an application for federal SDS HRSA grant to support students with educational disadvantages (total amount requested \$2.3 million). This grant application was submitted in response to growing student concern and need regarding education costs. MAC faculty continue to review grant opportunities to support student needs and mental health needs of Nebraska. As of the writing of this report the grant application is in review.

Professional Development Opportunities

- MAC hosted a career and clinical experience fair in Summer 2026. Thirteen mental health provider settings were present at the fair to offer more information about possible practicum/internship opportunities or job opportunities. All MAC students were

invited to attend the fair with about 30 students attending. The fair also offered space for resume review and informational interviews.

- MAC received funding from the “Gregory Speaker Fund” offered by Doane University to host a professional development training with Dr. Jose Tapia, focused on accessibility and inclusion in the classroom and in mental health. “Fostering Accessibility and Inclusion” was hosted in March 2026. MAC also partnered with NCA District 1 to provide books on accessibility, inclusion, and ableism to attendees.
 - MAC received notification in late Spring 2026 that the program will receive additional Gregory Speaker funding in Spring 2027 to host an event to focus on veteran mental health.
- Chi Delta Upsilon, the program’s CSI chapter, hosted a professional development training focused on working with victims and perpetrators of domestic violence.
- MAC faculty collaborated with one student to present at the American Counseling Association 2026 Conference in Columbus, OH.
- The MAC program provided funding to five students to attend the Association for Counselor Education and Supervision 2025 Conference in Philadelphia, PA and the American Counseling Association 2026 Conference in Columbus, OH.
- Seven MAC students volunteered for the Nebraska Counseling Association Spring Conference.
- Two MAC students received \$1,000.00 scholarships from the Nebraska Counseling Association.
- One MAC student was selected as a graduate student representative for the Nebraska Counseling Association.
- One MAC student served on the Doane University Graduate Academic Affairs Committee as the College of Education graduate student representative.
- Two MAC faculty continue to serve on the Nebraska Counseling Association Board of Directors. MAC faculty continue to engage in leadership activities in local, state, regional, and national counseling related organizations and associations.
 - Professional associations include: American Counseling Association, Association for Counselor Education and Supervision, Chi Sigma Iota, North Central Association for Counselor Education and Supervision, National Career Development Association, and the Nebraska Counseling Association

Community Engagement

- MAC sponsored a table at the Star City Pride Festival in June 2026. 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 2026. 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.