Malone University

Counseling and Human Development Department

Annual Report

Fall Semester of 2023 – Summer Semester of

2024

I. Introduction

Malone University established its first graduate program in 1990, the Master of Arts in Education (M.A.Ed.). In 1993, the Guidance and Counseling (now titled *School Counseling*) program was started as a 39-semester hour track, qualifying students for a license in School Counseling from the Ohio Department of Education (ODE). In 1998, the program was changed to 48 semester hours, based on new requirements from the ODE. The School Counseling program has grown from 48 to 60 semester hours as of July 2022, in compliance with CACREP standards.

In 1994, the Community Counseling track began as a 40-semester hour program and received the Ohio Counselor Social Worker and Marriage & Family Therapist (CSWMFT) Board's full approval to train Licensed Professional Counselors in 1995. In 1997 the program developed into a 48-semester hour program, then eventually to a 60-semester hour program, per requirements of the CSWMFT Board in 2006. For several years this program was entitled, "Clinical Counseling."

The Clinical Counseling Program and the School Counseling Program became CACREP-accredited in 2012. In 2015, the name of the Clinical Counseling Program was changed to the "Clinical Mental Health Counseling Program." In 2016, the Counseling and Human Development Department began the development of courses for the Clinical Mental Health Counseling Program in a fully online format. The Clinical Mental Health Counseling Program is now offered in a fully

asynchronous online delivery format, with synchronous options. The addition of the Clinical Mental Health Counseling Program in a fully online delivery format was approved by CACREP in January of 2017. The School Counseling Program is offered in a synchronous online delivery format.

II. Mission Statement

Built on Malone's Foundational Principles, the graduate programs in Counseling and Human Development provide knowledge, practice and skills through educational and clinical experiences developing professional counselors as intentional practitioners who advocate for client/student growth and development.

III. Learning Outcomes
A. Department Objectives/Goals
The following outcomes describe the knowledge, skills, and dispositions that the Malone University Counseling and Human Development Programs expect students to achieve.
Malone strives to prepare professionals who:
1. As advocates, practice with multicultural competence, with a holistic understanding of human nature, and as problem solvers in collaboration and consultation with others;
2. With intentionality, are proactive and reflective practitioners, grounded in sound theory and techniques, with an ability to utilize technology;
3. Understand that one's faith informs one's practice and that people have a spiritual dimension that needs valued, nurtured, and accessed for growth and development; and
4. Exhibit professional competencies including modeling a professional manner in all settings, demonstrating honed intrapersonal and interpersonal skills, and practicing with integrity in an ethical and legal manner, and meeting standards for State licensure and certifications.

B. Student Development Goals: Professional Counseling Identity
1. Professional Counseling Orientation and Ethical Practice
Key Performance Indicator #1 (CACREP, 2016; PCI 2.F.1.): Students will demonstrate their acquired knowledge of professional counseling identity, roles, advocacy strategies, and skill in the application of professional principles and ethical standards of counseling practice. (COUN 544, 545, 630, 662)
2. Social and Cultural Diversity
Key Performance Indicator # 2 (CACREP, 2016; PCI 2.F.2.): Students will demonstrate knowledge and skills in the use of multicultural counseling competencies (COUN 503, 564, 684, 686)
3. Human Growth and Development
Key Performance Indicator #3 (PCI 2.F.3.): Students will demonstrate acquired knowledge and skills in the use of developmental theories and approaches across the lifespan. (COUN 549, 662, 684, 686)
4. Career Development

Key Performance Indicator #4 (PCI 2.F.4.): Students will demonstrate acquired knowledge and skills in career development, career assessment, and vocational enhancement strategies. (COUN 570, 622, 684, 686)

5. Counseling and Helping Relationships

Key Performance Indicator #5 (PCI 2.F.5.): Students will demonstrate acquired knowledge and skills in the professional, ethical, and culturally-relevant use of theories, techniques, and interventions throughout the counseling process (COUN 564, 567, 662, 684, 686)

6. Group Counseling and Group Work

Key Performance Indicator #6 (PCI 2.F.6.): Students will demonstrate acquired knowledge and skills in group theories, techniques, dynamics, processes, and group counseling practice (COUN 567, 641, 684, 686)

7. Assessment and Testing

Key Performance Indicator #7 (PCI 2.F.7.): Students will demonstrate acquired knowledge and skills in the professional, ethical, and culturally relevant use of assessment and testing in counseling practice (COUN 622, 570, 628, 684, 686)

8. Research and Program Evaluation

Key Performance Indicator #8 (PCI 2.F.8.): Students will demonstrate acquired knowledge and skills in the use of research and program evaluation for the enhancement of counseling practice (COUN 549, 622, 652, 662)

C. Student Development Goals: Professional Practice
  Clinical Mental Health Counseling Program (KPI #9, 11, 12)
1. Students will be able to identify as a clinical mental health counselor, collaborate with other professionals, and implement effective counseling practices and advocacy. (COUN 564, 626, 628, 630, 686)
2. Students will be able to demonstrate the ability to apply theories to counseling practice. (COUN 564, 626, 628, 630, 686)
3. Students will be able to model relevant professional, ethical, and legal standards, laws, and rules. (COUN 564, 626, 628, 630, 686)
4. Students will be able to conceptualize, assess, evaluate, diagnose and treat clients with the use of evidence-based assessments, current DSM diagnostic criteria, and evidence based treatment strategies. (COUN 564, 626, 628, 630, 686)

  School Counseling Program (KPI #10, 11, 12)
1. Students will be able to identify as a school counselor, collaborate with other professionals, and implement strategies for effective counseling practice and advocacy. (COUN 564, 610, 612, 630, 684)
2. Students will be able to demonstrate the ability to apply theories to counseling practice. (COUN 564, 610, 612, 630, 684)
3. Students will be able to model of relevant professional, ethical, and legal standards, laws, and rules. (COUN 564, 610, 612, 630, 684)
4. Students will be able to demonstrate an understanding of how to develop and coordinate school counseling program that will benefit the students. (COUN 564, 610, 612, 630, 684)

5. Students will be able to demonstrate an understanding of how to implement a continuous system of program evaluation, along with the integration of stakeholders' feedback. (COUN 564, 610, 612, 630, 684)
6. Students will meet the program curricular and licensure eligibility requirements that will lead to degree completion and attainment of relevant licensure and credentials. (COUN 564, 610, 612, 630, 684)

D. Program Intended (Student) Learning Outcome (PILOs)

1. Students will demonstrate their acquired knowledge of professional counseling identity, roles, advocacy strategies and skill in the application of professional principles and ethical standards of counseling practice. (CACREP, 2016; PCI 2.F.1 Key Performance Indicator [KPI] #1)
2. Students will demonstrate knowledge and skills in the use of multicultural counseling competencies. (CACREP, 2016 PCI 2.F.2. KPI #2)
3. Students will demonstrate acquired knowledge and skills in the use of developmental theories and approaches across the lifespan. (CACREP, 2016; PCI 2.F.3. KPI #3)
4. Students will demonstrate a satisfactory level of knowledge and skill, with intentionality as proactive and reflective practitioners grounded in sound theory and techniques. (CACREP, 2016; PCI 2.F.4. KPI# 4)
5. Students will demonstrate acquired knowledge and skill in the professional, ethical and culturally relevant use of theories, techniques, and interventions, throughout the counseling process. (CACREP, 2016; PCI 2.F.5. KPI #5)
6. Students will demonstrate acquired knowledge and skill in group theories, techniques, dynamics, processes, and group counseling practice. (CACREP, 2016; PCI 2.F.6. KPI #6)
7. Students will demonstrate acquired knowledge and skill in the professional, ethical, and culturally relevant use of assessment and testing in counseling practice. (CACREP, 2016; PCI 2.F.7. KPI #7)
8. Students will demonstrate acquired knowledge and skills in the use of research and program evaluation for the enhancement of counseling practice. (CACREP, 2016; PCI 2.F.8. KPI #8)
9. Students will demonstrate acquired knowledge and skill in the use of theories, models, documentation formats of case conceptualization, assessment, diagnosis, and treatment planning and implementation, and ethical, culturally relevant and evidence-based strategies to provide effective counseling practice. (CACREP, 2016; CMHC C. KPI #9)
10. Students will demonstrate acquired knowledge and skill in the application of theories, techniques and interventions, and the development, coordination, and evaluation of effective school programs, and the ethical and culturally relevant strategies for the provision of effective counseling practice. (CACREP, 2016; SC G. KPI #10)
11. Students will demonstrate characteristics (counseling dispositions) related to the domains of 1) clinical astuteness, 2) intrapersonal skills, 3) interpersonal skills, and 4) professionalism and ethical practice in counseling.
12. Students will meet standards and requirements for state licensure and certifications.

E. Administrative Goals

1. Maintain accreditation and state licensure boards laws and rules.

2. Continue to develop strategies to promote diversity in the faculty and students.
3. Support faculty as they strive to continue to grow and develop as counselor educators in the areas of teaching, scholarship, and service.
4. Strive to improve the comprehensiveness of our assessment process and the use of outcome data to enhance student learning, persistence, and completion.
5. Maintain working relationships with agencies, schools, and school districts, to broaden the availability of Practicum and Internship sites and employment opportunities.
6. Develop more intentional and formal strategies of engaging all stakeholders in the evaluative process (i.e., current students, professional colleagues, site supervisors, advisory board members, etc.) to strengthen the program.

F. Faculty Profiles

Kara Kaelber, Ph.D., LPCC-S
Professor
Chair of the Counseling and Human Development Department
kkaelber@malone.edu

Dr. Kara Kaelber, is the Chair of the Counseling and Human Development Department at Malone University. She is also a Professor, who teaches several different courses within the Counseling Programs. Dr. Kaelber earned her Master of Arts in Education degree in Community Counseling in 2001 from Malone University. She earned her Ph.D. in Counselor Education and Supervision from the University of Akron. Dr. Kaelber has a background of providing counseling in a mental health agency, in schools, in churches, and in a private practice. In 2006, Dr. Kaelber won the Chi Sigma Iota's International Outstanding Practitioner Award. Dr. Kaelber is the Past President of the Ohio Counseling Association. During her tenure as the President of the Ohio Counseling Association, this organization won national awards from the American Counseling Association for leadership development and advocacy projects. In 2017, Dr. Kaelber won the David Brooks award for innovation in the field of counseling. Dr. Kaelber is a servant leader, who has a strong passion for coming alongside her graduate students to promote their growth and development into compassionate, ethical, clinically astute, competent Counselors.

Natalie Thornberry, Ph.D., LPC, LSC
Assistant Professor
Director
nthornberry@malone.edu

Dr. Natalie Thornberry is the Director of Graduate Programs in Counseling at Malone University. She has a Ph.D. in Counseling and Human Development Services from Kent State University, a M.A.Ed. in counseling from Malone University, and B.A. in psychology from Miami University. She is a licensed professional counselor and a licensed school counselor in Ohio. Dr. Thornberry is passionate about clinical work with children, adolescents, and their families, and developmentally appropriate practice. She focuses on trauma, grief, loss, and empowering parents and caregivers to become

advocates for their children. Dr. Thornberry currently serves on the executive boards of Eastern Ohio Counseling Association and Ohio College Counselors Association.

Christina Woloch, Ph.D., LPC, LICDC
Assistant Professor cwoloch@malone.edu

Dr. Woloch displays a deep commitment for social equality and justice in her roles as a Licensed Professional Counselor and Licensed Independent Chemical Dependency Counselor in the state of Ohio. She also holds a Ph.D. in Counselor Education and Supervision from The University of Akron, an M.A.Ed. in Clinical Mental Health Counseling from Malone University, a B.S. in Psychology from Wright State University. Dr. Woloch is involved in several professional organizations, such as the American Counseling Association, Chi Sigma Iota, Ohio Counseling Association, Association for Counselor Education and Supervision, and the Ohio Association for Counselor Education and Supervision. She has conducted research that focuses on developmental strategies to enhance social justice self-efficacy and multicultural counseling competency for master's level counselor trainees. In addition to her love of counseling, Dr. Woloch also enjoys creative writing and plans to write children's books in the future.

Pamela Jordan, Ph.D., LPC, CAADC
Associate Professor
pjordan@malone.edu

Dr. Pamela Jordan has a B.S. from Northern Arizona University, a M.A. from Grand Rapids Theological Seminary and a Ph. D from Western Michigan University. Dr. Jordan has a private counseling practice and is passionate about helping new counselors working toward their Michigan counseling license.

Jason Jordan, Ph.D.
Associate Professor
jjordan@malone.edu

Dr. Jason Jordan has a B.S.B.A in Marketing, a M.A. in Counseling and a Ph.D in Clinical Counseling: Teaching & Supervision, all from Trevecca Nazarene University in Nashville, Tennessee. Dr. Jordan's research and study interests are Dynamic System and Attachment Theories.

Rossana Sierra-Swiech, Ph.D., LCPC
Assistant Professor
rsierra-swiech@malone.edu

Dr. Rosanna Sierra-Swiech has a Ph. D from Governor's State University, a M.A. from Northeastern Illinois University, and a B.A. from Judson College. Dr. Sierra-Sweich was a winner of the IAMFC 2020-2021, Emerging Leader Award.

G. Summary of Program Evaluation Results

a. Summary of Assessment of Program Outcomes

<u>Program Exit Surveys</u>

Graduate counseling students who are enrolled in their final semester in the Internship II course are encouraged to complete either the Clinical Mental Health Counseling (CMHC) Program Exit Questionnaire or the School Counseling (SC) Program Exit Questionnaire. Within the 2023-2024 academic year, 7 students completed the Clinical Mental Health Counseling Program Exit Questionnaire and 4 students completed the School Counseling Program Exit Questionnaire. These Program Exit Questionnaires were designed to measure the students' perception of whether or not educational goals and CACREP (2016) standards were met in the core curriculum and professional practice courses. The majority of participants who completed the CMHC Program Exit Questionnaire (100%) or the SC Program Exit Questionnaire (98.9%) indicated that educational goals were met in the program, with ratings of either "excellent" or "good." Regarding CACREP standards 100% of participants who completed the CMHC Program Exit Questionnaire and 100% of participants who completed the SC Program Exit Questionnaire reported that the CACREP (2016) standards were reached in core courses, with ratings of either "excellent" or "good." Regarding program-specific CACREP standards, 100% of participants who completed the CMHC Program Exit Questionnaire and 100% of participants who completed the SC Program Exit Questionnaire reported that CACREP standards specific to their program were attained, with a rating of either "excellent" or "good."

<u>Employer Survey</u>

The Employer Survey assessment data measured the employers' perceptions of the professional counseling characteristics of employees who graduated from Malone University with a Master of Arts in Education degree in counseling. The qualities measured were integrity, compassion, service, use of theory, counseling skills, advocacy skills, professionalism, counseling competence, and other related counseling dispositions and abilities. Each of the participants (n=12) responded that their employees either "exceeded my expectations" or "met my expectations" for 100% of the measured characteristics.

<u>Alumni Survey</u>

The Alumni Survey measures the perception of the graduates from Malone University's Master of Arts in Education in Counseling. The participants (n= 4) included 50% graduates from the Clinical Mental Health Counseling Program and 50% graduates from the School Counseling Program. Each of the participants (100%) "strongly agreed" or "agreed" that their professors took an interest in their progress and development and provided constructive feedback. One hundred percent "strongly agreed" or "agreed" that the courses in the program challenged them to grow professionally. The majority of the participants (100%) felt prepared for the licensure exam. Additionally, the majority participants (100%), "strongly agreed" or "agreed" that they felt prepared for the

profession of counseling. 100% of participants were employed in a position related to their field of study and either continued working in their current position, were offered a position upon graduation, or obtained a job in the field within 6 months of graduation.

b. Summary of Assessment of Student Development Outcomes

Program Intended Learning Outcomes (PILOs)

PILOs are student learning outcomes for graduate counseling students completing the Clinical Mental Health Counseling (CMHC) and School Counseling Programs. PILOs are an integration of the Counseling and Human Development Department's overall program goals, the standards of the Council for Accreditation of Counseling and Educational Related Programs (CACREP, 2016), Key Performance Indicators linked with key assessments in various courses. The graduate counseling students are evaluated with formative and summative assessments throughout the program. The following is a table with outcome data related to the PILOs for the 2023-2024 academic year (fall 2023- summer 2024).

PILOS	Summary of Data
1. Students will demonstrate their acquired knowledge of professional counseling identity, roles, advocacy strategies, and skill in the application of professional principles and ethical standards of counseling practice. CACREP, 2016; PCI 2.F.1 Key Performance Indicator [KPI] #1	93.83% of the graduate counseling students (n= 211), passed the key assessments, scoring higher than the cut percentage rate of 80%. 6.17% (n= 13) did not pass one of the assessments.
2. Students will demonstrate knowledge and skills in the use of multicultural counseling competencies. CACREP, 2016 PCI 2.F.2. KPI #2	98.35% of the graduate counseling students (n= 182), passed the key assessments, scoring higher than the cut percentage rate of 80%. 1.65% (n= 3) did not pass one of the assessments.
3. Students will demonstrate acquired knowledge and skills in the use of developmental theories and approaches across the lifespan. CACREP, 2016; PCI 2.F.3. KPI #3	94.5% of the graduate counseling students (n= 182), passed the key assessments, scoring higher than the cut percentage rate of 80%. 5.5% (n= 10) did not pass one of the assessments.
4. Students will demonstrate acquired knowledge and skill in career development, career assessment, and vocational enhancement strategies. CACREP, 2016; PCI 2.F.4. KPI# 4	91.96% of the graduate counseling students (n= 224), passed the key assessments, scoring higher than the cut percentage rate of 80%. 8.04% (n= 18) did not pass one of the assessments.

5. Students will demonstrate acquired knowledge and skill in the professional, ethical and culturally relevant use of theories, techniques, and interventions, throughout the counseling process. CACREP, 2016; PCI 2.F.5. KPI #5	94.48% of the graduate counseling students (n= 127), passed the key assessments, scoring higher than the cut percentage rate of 80%. 5.52% (n= 7) did not pass one of the assessments.
6. Students will demonstrate acquired knowledge and skills in group theories, techniques, dynamics, processes, and group counseling practice. CACREP, 2016; PCI 2.F.6. KPI #6	86.1% of the graduate counseling students (n= 151), passed the key assessments, scoring higher than the cut percentage rate of 80%. 13.9% (n= 21) did not pass one of the assessments.
7. Students will demonstrate acquired knowledge and skills in the professional, ethical, and culturally relevant use of assessment and testing in counseling practice. CACREP, 2016; PCI 2.F.7. KPI #7	98.37% of the graduate counseling students (n= 246), passed the key assessments, scoring higher than the cut percentage rate of 80%. 1.63% (n= 4) did not pass one of the assessments.
8. Students will demonstrate acquired knowledge and skills in the use of research and program evaluation for the enhancement of counseling practice. CACREP, 2016; PCI 2.F.8. KPI #8	93.98% of the graduate counseling students (n= 216), passed the key assessments, scoring higher than the cut percentage rate of 80%. 6.02% (n= 13) did not pass one of the assessments.

9. Students will demonstrate acquired knowledge and skills in the use of theories, models, documentation formats of case conceptualization, assessment, diagnosis, and treatment planning and implementation, and ethical, culturally relevant and evidence-based strategies to provide effective counseling practice. CACREP, 2016; CMHC C. KPI #9	98.94% of the graduate counseling students (n= 188), passed the key assessments, scoring higher than the cut percentage rate of 80%. 1.06% (n= 2) did not pass one of the assessments.
10. Students will demonstrate acquired knowledge and skills in the application of theories, techniques and interventions and the development, coordination, and evaluation of effective school programs, and the ethical and culturally relevant strategies for the provision of effective counseling practice. CACREP, 2016; SC G. KPI #10	97.92% of the graduate counseling students (n= 96), passed the key assessments, scoring higher than the cut percentage rate of 80%. 2.08% (n= 2) did not pass one of the assessments.
11. Students will demonstrate Characteristics related to the domains of 1) clinical astuteness, 2) intrapersonal skills, 3) interpersonal skills, and 4) professionalism and ethical practice in counseling	Review and Retention Assessment of Counseling Dispositions: 96.58% of the graduate counseling students (n= 878), passed this assessment, scoring a minimum of a "3" on each of the following domains: 1) Clinical Astuteness 2) Intrapersonal Skills 3) Interpersonal Skills 4) Professional Dispositions There were 30 instances scored lower than a "3" in at least one of the domains.
12a. Students will meet standards and requirements for state licensure and certifications. Clinical Mental Health Counseling Students only: Students will successfully pass the clinical mental health counselor licensure examination, the National Counselor Examination (NCE).	January – December 2023 National Counselor Examination (NCE) data: Ohio Pass Rate for Malone University: 82.6% (n= 48) Ohio Pass Rate for Malone University first attempt: 90%

12b. Students will meet standards and requirements for state licensure and certifications. School Counseling Students only: Students will successfully pass the school counselor licensure Examination, OAE 040.	Fall 2023-Summer 2024 Ohio Assessment for Educators (OAE 040) data: First Time Pass Rate for Malone University: 78% (n= 9) Average score: 240.2 State wide pass rate: 84% (n= 227) Average score: 235.3

Students are required to develop and implement a Remediation Plan if they score below a 3 on any Review and Retention Rubric. Remediation is designed to improve skills in the area in which there was an identified deficit. The Academic Advisors monitor the implementation and outcomes of these Remediation Plans.

Students who do not pass key assessments within each course are given detailed feedback in how to make improvements. If a student does not receive a letter grade of B- or higher, the student is required to re-take the course. When students do not pass a course, they are required to schedule a meeting with their Academic Advisor, a faculty member within the Counseling and Psychology Department, to discuss strategies for improving their academic performance and will be placed on Remediation.

H. Subsequent Program Modifications

There were faculty changes in 2023-2024. Two faculty members from the previous academic year left the department. Three new hires were made. In the 2023-2024 academic year, there are 6 full-time faculty in the graduate counseling programs of the Counseling and Psychology Department. Curricular changes during this year included the addition of COUN 643 Trauma Counseling and Crisis becoming a required course for all Clinical Mental Health Counseling students. Tevera was adopted for programmatic assessment and field placement monitoring. Faculty have continued to use Google Meet and Zoom to engage with students in online synchronous courses. Faculty continue to monitor licensure exam pass rates for students in the program and discuss ways to better prepare students to successfully pass these exams on the first attempt. An interim report was filed with CACREP to address full accreditation. A response was received in September 2024 awarding full accreditation through 2028. A substantive change report was also filed to address asynchronous and synchronous digital deliveries of all classes. Approval of digital delivery of all courses was received.

I. Acknowledgements

We would like to begin by acknowledging our respected and talented Adjunct Faculty. They are deeply valued members of our department, and we are so grateful for their expertise and willingness to teach our students. Of note, Justin Berenyi was nominated for and granted promotion to Senior Adjunct. We would also like to thank our graduate assistant, Rich Nisly, and our administrative assistant, Tawnya Valentine, for their incredible work on behalf of our department. Additionally, we would also like to offer thanks for members of

our Advisory Board, who consistently offer support, wisdom, and thoughtful feedback that in turn helps to enhance our counseling program.