



## **2016 Annual Report—Clinical Counseling Program**

### **Program Accreditation**

The MACC program is accredited by the Ohio Board of Counselors, Social Workers, and Marriage and Family Therapists. Winebrenner submitted a self-study to CACREP in June 2016. Feedback was received from CACREP in October of 2016, which resulted in scheduling a site visit for October 15-18, 2017. The program will submit an addendum in August 2017 detailing ongoing progress in program development, additional faculty hires, and the graduation of the first and second cohort full-time students.

### **Faculty**

Dr. Kelli Jo Arndt, MACC Program Director, has been joined by Dr. Karen McGibbon and Dr. Mary Iames.

Dr. Karen McGibbon earned a doctoral degree in Counselor Education and Supervision in 2015, having lectured in a Master's level Counseling Psychology program since December 2015. Dr. McGibbon has a master's degree in Pastoral Psychology and Counseling and worked as a high school counselor for five years before obtaining her doctorate. Dr. McGibbon is a member of ACA, Chi Sigma Iota Counseling Academic & Professional Honor Society International, Christian Association of Psychological Studies, as well as her state counseling association. She is a Licensed Professional Counselor in Jamaica where she operated a private practice for over five years. She has also supervised counselors at both the undergraduate and Master's level for over five years. She has co-presented at an Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC) conference, and has submitted proposals to present at Ohio Counseling Association (OCA). Dr. McGibbon joined the faculty in January 2017. Dr. McGibbon serves as the Coordinator of Practicum and Internship for the MACC program.

Dr. Mary Steiner Iames earned her master's degree in school counseling in 1992 and her doctorate in Counselor Education and Supervision in 2000. She has been a licensed school counselor in a diverse, rural school in northwest Ohio for 25 years. She is a member the Ohio Counseling Association, Ohio School Counselors Association, American Counseling Association, Association for Counselor Education and Supervision, and Association for Adult Development and Aging (AADA).

Prior to Dr. Iames joining the MACC program, she was an adjunct instructor for three other university counselor education programs in which she taught courses in career counseling, group

counseling, counseling theories and techniques, and school counseling leadership and consultation. She has presented numerous workshops and sessions at local and state conferences and institutional settings. Additionally, she has been a site supervisor for school counselor trainees and has served on two dissertation committees.

As a current school counselor, Dr. Iames continues to provide a variety professional counseling services (individual and group counseling, consultation, educational assessment, etc.) to children, families, and school staff. She advocates for children dealing with poverty, oppression, abuse, and neglect.

Dr. Iames is currently working with one of her former graduate students, who is writing an article from his dissertation. Her own research interests include career development for children and adolescents, legal and ethical best practices, and a “biopsychosociospiritual” approach to understanding psychopathology,

Dr. Iames joined the faculty in April 2017.

Adjunct Faculty teaching in the past year include:

Dr. Mary Iames, PhD  
Prof. Karen Wortman, MA, MAHE, LPCC-S  
Prof. Cathy Giedeman, MRC,CRC, LPCC-S  
Dr. John Malacos, PhD, LPCC  
Dr. Michael Scoles, PhD

Adjunct faculty meet on an occasional basis to serve as an advisory council. Program faculty meet monthly as a department to guide the program. They also participate in meetings of the full faculty.

## Program Evaluation

In 2016, the MACC program developed Key Performance Indicators, which are summative of the CACREP eight curricular areas. Each KPI is evaluated by multiple measures over multiple points. Syllabi reflect the KPIs being evaluated in that course. KPI assignments are indicated on the course syllabus. Assessment staff collect and collate KPI data at the end of each trimester. The program core faculty and non-core faculty, where necessary, review the KPI data for each trimester noting KPIs where improvement of the cumulative score is warranted. Collection of KPI data began in the fall of 2016 and will continue through the 2016-2017 AY.

## Student Evaluation

KPI data is collated for each program student at the end of each trimester. This allows core faculty to evaluate the progress of individual students and to note patterns of academic or dispositional concern. Students are also required to participate in a pre-practicum review before they are deemed eligible to for placement. Students may receive the status of pass; pass with notification (identified areas that must be addressed during the practicum and internship period) or remediation, which precludes a student from registering for practicum until identified issues

are addressed to the satisfaction of core faculty. 100% of students in the first full-time cohort received the status of pass and began their practicum as scheduled in course maps.

## Graduate Employment Rates

The first full-time cohort students, who began their studies in January of 2015, completed their coursework in December 2016. Of the three students in this group, two have accepted job offers in clinical counseling positions. The third was employed as a case manager. This reflects 100% employment of the first full-time cohort.

## Licensure Examinations

Of the three students in the first full-time cohort, two passed the licensure examination (NCE) on the first try. The third will make a second attempt in the near future. This reflects a 66% licensure rate in the first full-time cohort.

## Program Retention

Of the 17 students registered in fall 2015, 12 are retained in fall 2016 for a fall-to-fall retention rate of 70.5%. The five students who were not retained included two students who relocated which necessitated leaving the program.

## Program Changes

In 2016 it became apparent that the all-day Tuesday or Monday/Tuesday evening model did not meet the schedule needs of many students in the program. Program faculty and academic staff reviewed the registration patterns of students and determined that in some instances an additional evening course could be offered on Thursday evening to facilitate scheduling. This scheduling change has met with support from both full time and part time students.