



Malone University

Counseling and Human Development Department

Annual Report

Fall Semester of 2022 – Summer Semester  
of 2023

## **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. There are plans to expand the School Counseling program from 48 to 60 semester hours as of 2020.

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 synchronous and asynchronous online delivery format. 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.): Increase the students' knowledge of professional counseling identity, roles, advocacy strategies, and professional and ethical practice (COUN 544, 545, 630, 662, 688)

#### 2. Social and Cultural Diversity

Key Performance Indicator # 2 (CACREP, 2016; PCI 2.F.2.): Increase the students' knowledge of and skill 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.): Increase students' knowledge in and applied use of theories of development and wellness across the lifespan (COUN 549, 662, 684, 686)

#### 4. Career Development

Key Performance Indicator #4 (PCI 2.F.4.): Increase students' 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.): Increase the students' knowledge and skill in the use of counseling theories and techniques (COUN 564, 567, 662, 684, 686)

#### 6. Group Counseling and Group Work

Key Performance Indicator #6 (PCI 2.F.6.): Increase the students' knowledge and skill in group theories, dynamics, processing, and counseling (COUN 567, 641, 684, 686)

#### 7. Assessment and Testing

Key Performance Indicator #7 (PCI 2.F.7.): Increase the students' knowledge and skill in the professional use of assessment and testing in counseling (COUN 569, 622, 570, 628, 684, 686)

#### 8. Research and Program Evaluation

Key Performance Indicator #8 (PCI 2.F.8.): Increase the students' knowledge of research and program evaluation for the enhancement of counseling (COUN 549, 622, 652, 662)

### **C. Student Development Goals: Professional Practice**

#### **Clinical Mental Health Counseling Program (KPI #9, 10, 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 630, 685, 686)
2. Students will be able to demonstrate the ability to apply theories to counseling practice. (COUN 630, 685, 686)
3. Students will be able to model relevant professional, ethical, and legal standards, laws, and rules. (COUN 630, 685, 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 630, 685, 686)

#### **School Counseling Program (KPI #9, 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 630, COUN 683, COUN 684)
2. Students will be able to demonstrate the ability to apply theories to counseling practice. (COUN 630, COUN 683, COUN 684)
3. Students will be able to model of relevant professional, ethical, and legal standards, laws, and rules. (COUN 630, COUN 683, COUN 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 630, 683, 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 630, 683, 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 630, 683, 684)

**a. 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., 2.F.5., 2.F.6., 2.F.7., 2.F.8. KPI# 4, #5, & #6)
5. Students will demonstrate a satisfactory level of knowledge in how to effectively address spirituality in counseling practice. (CACREP, 2016; PCI 2.F.2. KPI #3)
6. Students will demonstrate a satisfactory level of knowledge and skill in the use and exhibiting of professional counseling competencies, dispositions, and ethical and legal guidelines in counseling practice. (CACREP, 2016; PCI 2.F.1 KPI #11)
7. 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). (KPI #12)
8. 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. (KPI #12)
9. Students will demonstrate requisite counseling skills in an external practicum setting with actual clientele indicating a readiness to practice as a professional counselor. (KPI #9 [CMHC only], KPI# 10 [SC only])
10. Students will demonstrate skills, knowledge, and dispositions consistent with the professional identity of a professional counselor in an internship within an external setting. (KPI #9 [CMHC only], KPI# 10 [SC only])

**b. 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.

## 7. Faculty Profiles

### **Katie Gamby, Ph.D., LPCC-S, CWC**

Associate Professor

Program Director

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Dr. Katie Gamby is a Licensed Professional Counselor and Certified Wellness Counselor in the state of Ohio. Dr. Gamby has worked as a professor since 2016 and has experience working with a variety of clients with many disorders in various settings including private practice, community mental health, and college counseling settings. She believes in the importance of giving back to the counseling profession by providing service to organizations that serve the profession. She has served in many leadership roles within the field of counseling including President and Past-President of the Alpha Omega chapter of Chi Sigma Iota, secretary and board member at large of the Northwest Ohio Counseling Association, and currently as Past- President of the Ohio Association for Spirituality, Ethics, and Religious Values in Counseling.

### **Victoria Giegerich, Ph.D., LPCC, LICDC**

Assistant Professor

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Dr. Victoria Giegerich is a Licensed Professional Clinical Counselor and Licensed Independent Chemical Dependency Counselor in the state of Ohio. She holds a Ph.D. in Counselor Education and Supervision from Kent State University, and a M.A. in Clinical Mental Health Counseling and a B.S. in Psychology from John Carroll University. Dr. Giegerich has served the counseling profession as the past president of the Ohio Association for Spiritual, Ethical, and Religious Values in Counseling; and the past State Divisions Committee Chair at the national level for the Association for Spiritual, Ethical, and Religious Values in Counseling. She currently serves as the Advocacy Committee Chair of the Ohio Substance Use Disorders Professionals Interest Group of the Ohio Counseling Association. Dr. Giegerich specializes in Motivational Interviewing and provides local trainings on a yearly basis. Her scholarly work includes an emphasis on multicultural competence in counselor education, community readiness to address substance use disorders, and supervision competencies specific to working in substance use disorder treatment settings. Dr. Giegerich continues to actively practice substance use counseling in her private practice.

### **Kara Kaelber, Ph.D., LPCC-S**

Professor

Chair of the Counseling and Human Development Department

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Dr. Kara Kaelber, is the Director of the Counseling and Human Development Department at Malone University. She is also an Associate 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

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Dr. Natalie Thornberry 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

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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.

## 8. Summary of Program Evaluation Results

### a. Summary of Assessment of Program Outcomes

#### Program Exit Surveys

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 2022-2023 academic year, 41 students completed the Clinical Mental Health Counseling Program Exit Questionnaire and 7 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 (98.63%) or the SC Program Exit Questionnaire (98.94%) indicated that educational goals were met in the program, with ratings of either "excellent" or "good." Regarding CACREP standards 98.41% of participants who completed the CMHC Program Exit Questionnaire and 97.92% 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, 98.19% of participants who completed the CMHC Program Exit Questionnaire and 99.26% 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."

#### Employer Survey

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 98.15% of the measured characteristics.

#### Alumni Survey

The Alumni Survey measures the perception of the graduates from Malone University's Master of Arts in Education in Counseling. The participants (n=12) included 83.33% graduates from the Clinical Mental Health Counseling Program and 16.67% 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. Ninety-two percent "strongly agreed" or "agreed" that the courses in the program challenged them to grow professionally. The majority of the participants (92%) felt prepared for the licensure exam. Additionally, the majority participants (83.33%), "strongly agreed" or "agreed" that they felt prepared for the profession of counseling.

92% 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 2022-2023 academic year (fall 2022- summer 2023).

PILOS	Summary of Data
<p>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</p>	<p>95.48% of the graduate counseling students (n= 199), passed the key assessments, scoring higher than the cut percentage rate of 80%. 4.52% (n= 9) did not pass one of the assessments.</p>
<p>2. Students will demonstrate knowledge and skills in the use of multicultural counseling competencies. CACREP, 2016 PCI 2.F.2. KPI #2</p>	<p>86.19% of the graduate counseling students (n= 181), passed the key assessments, scoring higher than the cut percentage rate of 80%. 13.81% (n= 25) did not pass one of the assessments.</p>
<p>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</p>	<p>97.61% of the graduate counseling students (n= 210), passed the key assessments, scoring higher than the cut percentage rate of 80%. 2.39% (n= 5) did not pass one of the assessments.</p>
<p>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., 2.F.5., 2.F.6., 2.F.7., 2.F.8. KPI# 4, #5, &amp; #6</p>	<p>96.08% of the graduate counseling students (n=511), passed the key assessments, scoring higher than the cut percentage rate of 80%. 3.92% (n=20) did not pass one of the assessments.</p>
<p>5. Students will demonstrate a satisfactory level of knowledge in how to effectively address spirituality in counseling practice. CACREP, 2016; PCI 2.F.2. KPI #3: M-03-1, &amp; M-07-1 &amp; M-07-2</p>	<p>99.25% of the graduate counseling students (n=134), passed the key assessments, scoring higher than the cut percentage rate of 80%. .75% (n=1) did not pass one of the assessments.</p>



<p>6. Students will demonstrate a satisfactory level of knowledge and skill in the use and exhibiting of professional counseling competencies, dispositions, and ethical and legal guidelines in counseling practice. CACREP, 2016; PCI 2.F.1 KPI #11</p>	<p>Review and Retention Assessment of Counseling Dispositions: 95.83% of the graduate counseling students (n=960), passed this assessment, scoring a minimum of a “3” on each of the following domains:</p> <ol style="list-style-type: none"> <li>1) Clinical Astuteness</li> <li>2) Intrapersonal Skills</li> <li>3) Interpersonal Skills</li> <li>4) Professional Dispositions</li> </ol> <p>There were 40 instances scored lower than a “3” in at least one of the domains.</p>
<p>7. 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).</p>	<p>January – December 2022 National Counselor Examination (NCE) data: Pass Rate for Malone University: 73.1% (n= 78)</p>
<p>8. 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.</p>	<p>Fall 2022-Summer 2023 Ohio Assessment for Educators (OAE 040) data: Pass Rate for Malone University: 77.77% (n= 9) Pass Rate for State of Ohio: 72% (n= 298)</p>
<p>9. Students will demonstrate requisite counseling skills in an external practicum setting with actual clientele indicating a readiness to practice as a professional counselor KPI 1: M-01-6</p>	<p>100% of the students (n= 27) scored at or above the 80% cut percentage rate for this assessment.</p>
<p>10. Students will demonstrate skills, knowledge, and dispositions consistent with the professional identity of a professional counselor in an internship within an external setting. KPI #9: M-09-6 (CMH) KPI #10: M-10-5 (SC)</p>	<p>100% of CMHC students (n= 46) scored a “3” or higher on all criteria and received positive feedback overall on their skills and counseling dispositions.</p> <p>100% of SC students (n= 12) scored a “3” or higher on all criteria and received positive feedback overall on their skills and counseling dispositions.</p>

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.

### **9. Subsequent Program Modifications**

There were faculty changes in 2022-2023. Two faculty members from the previous academic year left the department; one pursuing other interests outside academia and one promoted within the university. No new hires were made. In the 2022-2023 academic year, there are five full-time faculty in the graduate counseling programs of the Counseling and Psychology Department. Curricular changes during this year included the addition and development of 12 additional credit hours for the School Counseling program to meet CACREP standards and licensure requirements. 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.

### **10. 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. We would also like to thank our graduate assistant, Madison Blyer, and our administrative assistant, Christin Fontes, 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.