



Master of Arts in Counseling

Program Review - 2022

Key Performance Indicator 1

Establish an understanding of the overall counseling profession.

- Measured by the CPCE, Professional Orientation and Ethical Practice section, MNU students' mean score was 13.66 compared to the national mean score of 12.76
- Measured by the final exam in the Counselor Orientation and Ethics course, students averaged a grade of 88.88%
- Measured by a specific item of the Graduate Survey ("Students will have knowledge about the profession of counseling including history, professional roles, organizational structures, ethics, standards and credentialing."), 56 students selected "Strongly Agree", 23 students selected "Agree", and 1 student selected "Disagree".
- Measured by Case Presentation scores in the Internship 3 course, students averaged a grade of 98.64%
- Measured by a specific item of the Graduate Survey ("Demonstrate the ability to apply and adhere to ethical and legal standards of professional counseling."), 57 students selected "Strongly Agree", 20 students selected "Agree", and 1 student selected "Disagree".
- Measured by an employer survey looking at "the employee establishes an understanding of the overall counseling profession", 100% of employers agreed or strongly agreed with the item.

Feedback/Recommendations:

- During examsoft/moodle transfer, analyze Internship 3 Case Study assignment for notes on KPI 1

Key Performance Indicator 2

Establish an understanding of multicultural counseling competencies.

- Measured by the CPCE, Social and Cultural Diversity section, MNU students' mean score was 10.42 compared to the national mean score of 10.13
- Measured by the Immersion Experience assignment in the Multicultural Counseling course, students averaged a grade of 100%

- Measured by a specific item of the Graduate Survey (“Students will have knowledge of social and cultural diversity including the cultural context of relationships, issues and trends in multicultural society.”), 31 students selected “Strongly Agree”, 38 students selected “Agree”, and 10 students selected “Disagree”, and 1 student selected “Strongly Disagree”.
- Measured by a specific item of the Practicum Site Evaluations (“Awareness of social and cultural factors in conceptualization of cases.”), 88 of 88 students were evaluated as approaching expectations, meeting expectations, or exceeding expectations. No students were evaluated as not meeting expectations, 3 students were not observed.
- Measured by a specific item of the Practicum Evaluations (“Awareness of social and cultural factors in conceptualization of cases.”), 64 of 64 students were evaluated as approaching expectations, meeting expectations, or exceeding expectations. No students were evaluated as not meeting expectations.
- Measured by a specific item of the Internship 2 Site Evaluations (“Awareness of social and cultural factors in conceptualization of cases.”), 93 of 94 students were evaluated as approaching expectations, meeting expectations, or exceeding expectations. No students were evaluated as not meeting expectations, 1 student was not observed.
- Measured by a specific item of the Internship 2 Faculty Evaluations (“Awareness of social and cultural factors in conceptualization of cases.”), 84 of 84 students were evaluated as approaching expectations, meeting expectations, or exceeding expectations. No students were evaluated as not meeting expectations.
- Measured by a specific item of the Internship 3 Site Evaluations (“Awareness of social and cultural factors in conceptualization of cases.”), 88 of 89 students were evaluated as approaching expectations, meeting expectations, or exceeding expectations. No students were evaluated as not meeting expectations, 1 student was not observed.
- Measured by a specific item of the Graduate Survey (“Provide Effective Services to clients in a multicultural society.”), 47 students selected “Strongly Agree”, 23 students selected “Agree”, and 7 student selected “Disagree”, and 1 student selected “Strongly Disagree”.
- Measured by an employer survey looking at “The employee establishes an understanding of multicultural counseling competencies.”, 100% of employers agreed or strongly agreed with the item.

Feedback/Recommendations

- Add independent research to the rubric of Immersion Experience assignment to help with knowledge measurement.
- Add required training for site supervisors
- Reference and use RESPECTFUL model in every course
- Add as an addendum to the program manual

Key Performance Indicator 3

Establish an understanding of the nature and needs of persons across the lifespan.

- Measured by the CPCE, Human Growth and Development section, MNU students’ mean score was 10.95 compared to the national mean score of 9.91

- Measured by the Interaction With Self assignments in the Lifespan Development course, students averaged a grade of 97.22%
- Measured by a specific item of the Graduate Survey (“Students will have knowledge of human growth and development in order to understand the nature and needs of individuals at all developmental levels, and in multicultural contexts.”), 41 students selected “Strongly Agree”, 38 students selected “Agree”, and 1 student selected “Disagree”.
- Measured by a specific item of the Internship 2 Site Evaluations (“Shows Knowledge of the nature and needs of individuals throughout the stages of human development and possesses knowledge of related human behavior.”), 90 of 92 students were evaluated as approaching expectations, meeting expectations, or exceeding expectations. No students were evaluated as not meeting expectations, 2 students were not observed.
- Measured by a specific item of the Internship 3 Site Evaluations (“Shows Knowledge of the nature and needs of individuals throughout the stages of human development and possesses knowledge of related human behavior.”), 85 of 87 students were evaluated as approaching expectations, meeting expectations, or exceeding expectations. No students were evaluated as not meeting expectations, 2 students were not observed.
- Measured by a specific item of the Internship 2 Faculty Evaluations (“Shows Knowledge of the nature and needs of individuals throughout the stages of human development and possesses knowledge of related human behavior.”), 83 of 84 students were evaluated as approaching expectations, meeting expectations, or exceeding expectations. No students were evaluated as not meeting expectations, 1 student was not observed.
- Measured by Case Presentation scores in the Internship III course, students averaged a grade of 97.87%
- Measured by an employer survey looking at “The employee establishes an understanding of the nature and needs of persons across the lifespan.”, 100% of employers agreed or strongly agreed with the item.

Feedback/Recommendations:

- None noted

Key Performance Indicator 4

Establish an understanding of career development.

- Measured by the CPCE, Career Development section, MNU students’ mean score was 11.78 compared to the national mean score of 11.22
- Measured by the Midterm Exam in the Career Counseling course, students averaged a grade of 85.56%
- Measured by a specific item of the Graduate Survey (“Students will have knowledge and understanding of career development as it relates to life factors.”), 24 students selected “Strongly Agree”, 44 students selected “Agree”, and 11 students selected “Disagree”, and 1 student selected “Strongly Disagree”.
- Measured by a specific item of the School Counseling Internship 2 Site Evaluations (“Advocates for the appropriate academic experiences in order to promote the academic, career, and

personal/social development of students.”), 20 of 24 students were evaluated as approaching expectations, meeting expectations, or exceeding expectations. No students were evaluated as not meeting expectations, 4 students were not observed.

- Measured by a specific item of the School Counseling Internship 2 Site Evaluations (“Engages parents, guardians, and families to promote the academic, career and personal/social development of students.”), 11 of 19 students were evaluated as approaching expectations, meeting expectations, or exceeding expectations. No students were evaluated as not meeting expectations, 8 students were not observed.
- Measured by a specific item of the Mental Health Internship 2 Site Evaluations (“Demonstrates an ability to incorporate career development appropriately when working with clients.”), 24 of 33 students were evaluated as approaching expectations, meeting expectations, or exceeding expectations. No students were evaluated as not meeting expectations, 7 students were not observed.
- Measured by a specific item of the School Counseling Internship 3 Site Evaluations (“Advocates for the appropriate academic experiences in order to promote the academic, career, and personal/social development of students.”), 18 of 19 students were evaluated as approaching expectations, meeting expectations, or exceeding expectations. No students were evaluated as not meeting expectations, 1 student was not observed.
- Measured by a specific item of the School Counseling Internship 3 Site Evaluations (“Engages parents, guardians, and families to promote the academic, career and personal/social development of students.”), 14 of 17 students were evaluated as meeting expectations or exceeding expectations. No students were evaluated as not meeting expectations, 3 students were not observed.
- Measured by a specific item of the Mental Health Internship 3 Site Evaluations (“Demonstrates an ability to incorporate career development appropriately when working with clients.”), 27 of 29 students were evaluated as meeting expectations or exceeding expectations. No students were evaluated as not meeting expectations, 2 students were not observed.
- Measured by a specific item of the School Counseling Internship 2 Faculty Evaluations (“Advocates for the appropriate academic experiences in order to promote the academic, career, and personal/social development of students.”), 17 of 18 students were evaluated as meeting expectations or exceeding expectations. No students were evaluated as not meeting expectations, 1 student was not observed.
- Measured by a specific item of the School Counseling Internship 2 Faculty Evaluations (“Engages parents, guardians, and families to promote the academic, career and personal/social development of students.”), 3 of 12 students were evaluated as meeting expectations or exceeding expectations. No students were evaluated as not meeting expectations, 9 students were not observed.
- Measured by a specific item of the Mental Health Internship 2 Faculty Evaluations (“Demonstrates an ability to incorporate career development appropriately when working with clients.”), 24 of 27 students were evaluated as meeting expectations or exceeding expectations. No students were evaluated as not meeting expectations, 3 students were not observed.
- Measured by Case Presentation scores in the Internship III course, students averaged a grade of 97.23%

- Measured by an employer survey looking at “The employee establishes an understanding of career development.”, 100% of employers agreed or strongly agreed with the item.

Feedback/Recommendations:

- Change in career counseling course: hybrid course instead of all online.

Key Performance Indicator 5

Establish and maintain an effective counseling relationship.

- Measured by the CPCE, Helping Relations section, MNU students’ mean score was 12.47 compared to the national mean score of 11.17
- Measured by the Working Stage Video in the Helping Skills course, students averaged a grade of 91.99%
- Measured by a specific item of the Graduate Survey (“Students will have knowledge of the helping relationship to include an understanding of the counseling process in a multicultural society.”), 50 students selected “Strongly Agree”, 29 students selected “Agree”, and 1 student selected “Disagree”.
- Measured by 158 evaluations on 10 different skills of the Practicum Site Evaluations (“Rapport, Attending, reflections, Probes, Paraphrasing, Summaries, Clarification, Challenge, Immediacy, Collaboration.”), 936 of 964 skills were evaluated as approaching expectations, meeting expectations, or exceeding expectations. No skills were evaluated as not meeting expectations, 28 skills were not observed.
- Measured by 158 evaluations on 10 different skills of the Practicum Site Evaluations (“Rapport, Attending, reflections, Probes, Paraphrasing, Summaries, Clarification, Challenge, Immediacy, Collaboration.”), 426 of 436 skills were evaluated as approaching expectations, meeting expectations, or exceeding expectations. No skills were evaluated as not meeting expectations, 10 skills were not observed.
- Measured by a specific item of the Internship 2 Site Evaluations (“Establish and maintain therapeutic relationship through the use of basic helping skills.”), 92 of 92 students were evaluated as meeting expectations or exceeding expectations. No students were evaluated as not meeting expectations.
- Measured by a specific item of the Internship 3 Site Evaluations (“Establish and maintain therapeutic relationship through the use of basic helping skills.”), 88 of 88 students were evaluated as approaching expectations, meeting expectations, or exceeding expectations. No students were evaluated as not meeting expectations.
- Measured by a specific item of the Internship 2 Faculty Evaluations (“Establish and maintain therapeutic relationship through the use of basic helping skills.”), 84 of 84 students were evaluated as approaching expectations, meeting expectations, or exceeding expectations. No students were evaluated as not meeting expectations.
- Measured by a specific item of the Graduate Survey (“Apply effective strategies for treatment, planning and intervention in a counseling relationship.”), 42 students selected “Strongly Agree”, 36 students selected “Agree”, and 2 students selected “Disagree”.

- Measured by an employer survey looking at “The employee establishes and maintains an effective counseling relationship.”, 100% of employers agreed or strongly agreed with the item.

Feedback/Recommendations

- None noted