

Program Review—2023

Key Performance Indicator 6

Establish an understanding of theories of counseling and be able to articulate appropriate use of theory

Measured through the CPCE, Theories of Counseling course, employer/post graduate licensure supervisor survey, as well as faculty and site supervisor surveys.

- In the Counseling and Helping Relations section of the CPCE, MNU students' mean score was 12.34 compared to the national mean of 9.76.
- When measured by the Personal Theories Paper in Theories of Counseling, the average grade was 92.95%.
- The Employer/Post Graduate Licensure Supervisor survey requested a response to whether "the employee/supervisee demonstrates a personal theory of counseling and is able to articulate appropriate use of theory." Twenty-six responders indicated their employee/supervisee exceeds expectations or meets expectations. No responses indicated nearing expectations or does not meet expectations.
- As measured by Internship II Faculty Evaluations ("demonstrates knowledge and use of appropriate counseling theory when interacting with clients"), all 91 students were evaluated as exceeds expectations, meets expectations, or approaching expectations.
- As measured by Internship II Site Evaluations ("demonstrates knowledge and use of an appropriate counseling theory when interacting with clients"), all 99 students were evaluated as exceeds expectations, meets expectations, or approaching expectations.
- Internship III Site Evaluations ("demonstrates knowledge and use of an appropriate counseling theory when interacting with clients"), evaluated 91 students as exceeds expectations, meets expectations, or approaching expectations. Two students were not observed in this criterion.

Feedback and Recommendations:

- This area is a strength across the program.
- Continue rotation in Theories course
- Keep the panel at the end of the course

Key Performance Indicator 7

Establish an understanding of group theory and process

Measured through the CPCE, Group Counseling course, graduate survey, employer/post graduate licensure supervisor survey, Internship III case studies as well as school counseling faculty and site supervisor surveys.

- As measured by the Group Counseling and Group Work Section of the CPCE, students from MNU scored an average of 13.3 compared to the national mean of 11.42.
- Measured by the Group Development Project in Group Counseling, the average assessment score was 97.25%.

- As measured by a survey given to graduates (“having completed the program, I have also improved in my knowledge about group work including group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society”), 82 responses were received. Seventy-five graduates strongly agreed or agreed with this statement. The additional seven respondents disagreed or strongly disagreed.
- In the Employer/Post Graduate Supervisor Survey, 26 responses were received. Regarding “the employee/supervisee demonstrates an understanding of group theory and process,” 19 responses indicated that the employee/supervisee exceeds expectations or meets expectations. Seven responses indicated that it was not observed.
- When measured by Internship III Case Studies, this data was unavailable as a software subscription ended before the data could be collected.
- When measured by School Counseling Faculty Supervisor Evaluations (“demonstrates appropriate skills and techniques in conducting group counseling”), out of 20 students, 19 were approaching expectations, meets expectations, or exceeds expectations. One response indicated this was not observed.
- School Counseling Site Supervisor Evaluations for Internship II and Internship III evaluated 38 students on “demonstrates appropriate skills and techniques in conducting group counseling.” Of these, 31 indicated that the students exceeded expectations or met expectations. Seven students were not observed demonstrating this skill.

Feedback and Recommendations:

- Review the way the group project is assessed in Group Counseling to evaluate individual input in the project.
- Possibly change the group project format in Group Counseling.
- Change the KPI wording as this may help us better understand why the graduates are disagreeing with the statement in the Graduate Survey.

Key Performance Indicator 8

Establish an ability to select, evaluate, and administer a broad variety of psychological assessments

Measured through the CPCE, Individual and Family Assessment course, graduate survey, employer/post graduate licensure supervisor survey, Internship III case studies as well as school counseling faculty and site supervisor surveys.

- When measured by the Assessment and Testing section of the CPCE, MNU students scored an average of 10.59 while the national mean was 9.80.
- As measured by the Review and Evaluation Assessment assignment in Individual and Family Assessment, the average score was 96.2%.
- When graduates were asked to respond to “having completed the program, I have also improved in my knowledge about assessments to include an understanding of individual and group approaches to assessment and evaluation in a multicultural society,” 58 of 82 responded that they strongly agreed or agreed with the statement. Twenty-four additional responses indicated disagree or strongly disagree.

- On the Graduate Survey, 80 graduates responded to “having completed the program, I have improved my ability to apply skills in interviewing, assessment, diagnosis, and case management for working with individuals, couples, and families.” Of these responses, 69 indicated that they strongly agreed or agreed with the statement while 11 graduates disagreed with the statement. No graduates indicated strong disagreement.
- Employers and post graduate licensure supervisors were surveyed and in response to “the employer/supervisee demonstrates an ability to select, evaluate, and administer a broad variety of psychological assessments,” 15 of 26 responses indicated that the graduate exceeded or met expectations. Eleven responses indicated that this was not observed by the employer or supervisor.
- When measured by Internship III Case Studies, this data was unavailable as a software subscription ended before the data could be collected.
- School Counseling Faculty Supervisors were asked to evaluate students on whether they “show(s) knowledge of assessment and research procedures and instruments to assist all students.” Of the 22 responses, 21 indicated that the students were approaching expectations, meeting expectations, or exceeding expectations. One response indicated that this was not observed.
- School Counseling Site Supervisors evaluation students in Internship II and Internship III on whether they “show(s) knowledge of assessment and research procedures and instruments to assist all students.” Of the 43 students who were assessed, 35 responses indicated that the students were approaching expectations, meeting expectations, or exceeding expectations. Eight students were not observed demonstrating this in practice.

Feedback and Recommendations:

- Suggestion to change wording on the KPI to clarify the statement and responses.
- In Individual and Family Assessment, look into changing from MMPI to 16 PF.

Key Performance Indicator 9

Establish an understanding of the key components of research and program evaluation

Measured through the CPCE, Research for Counselors course, graduate survey, employer/post graduate licensure supervisor survey, Internship III case studies as well as school counseling faculty and site supervisor surveys.

- As measured by the Research and Program Evaluation section of the CPCE, graduate students from MNU received a mean score of 12.29 while the national mean was 10.90.
- On a Graduate Survey, 82 graduates reacted to “having completed the program, I have also improved in my knowledge about research methods, statistical analysis, needs assessment, and program evaluation.” Fifty-six students indicated that they strongly agreed or agreed with this statement while 26 disagreed or strongly disagreed.
- When measured by the Research Design assignment in Research for counselors, the average assessment score was 96.07%.

- Employers and post graduate supervisors were surveyed and asked to respond to “the employee/supervisee demonstrates an understanding of the key components of research and program evaluation.” Twenty-six responses indicated that 15 employees/supervisees exceeded or met the expectation. The remaining 11 employees/supervisees were not observed demonstrating this at the time.
- Graduates of the program were surveyed and asked to respond to “having completed the program, I have improved my ability to apply relevant research findings to inform the practice of professional counseling.” Eighty graduates responded with 67 indicating that they strongly agreed or agreed with the statement. Thirteen responses indicated disagreement or strong disagreement.
- When measured by Internship III Case Studies, this data was unavailable as a software subscription ended before the data could be collected.
- School Counseling Faculty Supervisors evaluated 22 students on whether they “show(s) knowledge of assessment and research procedures and instruments to assist all students.” This evaluation indicated that 21 of the students in Internship II were approaching expectations, meeting expectations, or exceeding expectations. One student was not observed demonstrating this knowledge.
- School Counseling Site Supervisors evaluated 43 students in Internship II and Internship III on whether the students “show(s) knowledge of assessment and research procedures and instruments to assist all students.” Thirty-five students were approaching expectations, meeting expectations, or exceeding expectations. This knowledge was not observed by site supervisors for 8 students.

Feedback and Recommendations:

- Look at graduate survey question and reword for the next cohort to determine where the disconnect between course grades and student feedback lies.
- Survey students during Research for Counselors to determine if they are understanding the content.

Key Performance Indicator 10

Establish an understanding of the integration of faith and counseling

Measured through Multicultural Counseling course, graduate survey, Internship III case studies, and an employer/post graduate licensure supervisor survey.

- Using the Spiritual History assignment from Multicultural Counseling, students scored an average of 99.82%.
- Graduates were surveyed and responded to “having completed the program, I have also improved in my knowledge about the role that personal faith or belief systems play in the counseling process.” Eighty students responded to the survey with 61 indicating that they strongly agreed or agreed with the statement. The remaining 17 students disagreed or strongly disagreed with the statement.
- When measured by Internship III Case Studies, this data was unavailable as a software subscription ended before the data could be collected.

- Employers and post graduate licensure supervisors were surveyed and asked to respond to whether “the employee/supervisee demonstrates an understanding of the integration of faith and counseling.” Of 26 responses, 24 indicated that the employee/supervisee exceeded or met the expectation while two were not observed.

Feedback and Recommendations:

- More faith integration from the University
- Current Spiritual Formation emphasis students meeting with faculty each semester to discuss faith integration throughout the program.