

## Annual Program Review Report – 2025

### Mission Statement

The MAC Program is dedicated to training clinically competent counselors who are able to integrate faith and practice into a strong counselor identity. We seek to develop compassionate self-aware professionals who are ethically and culturally sensitive life-long learners. In doing so, we desire to empower our students to feel equipped in providing services that facilitate healing from both intrapersonal and interpersonal pain.

- The statement was reviewed, discussed, and found to be relevant and fitting.

### Strategic Plan

It was determined that for our five-year plan, nearly all of the top and middle level priorities were completed.

### Key Performance Indicator 6

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

Assessed aggregately through the CPCE, Theories of Counseling course, Internship III for School counselors, graduate survey, 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 taking the exam in the Spring of 2024 had a mean score of 12.35 compared to the national mean of 10.85. The scores for program completers in 2025 averaged 11.90 compared to a national mean of 11.15. Although our students averaged well compared to the national mean, our initial threshold for this assessment was not met as it was that 90% or more of the students score at or above the national mean. We had 80.3% and 67% percent respectively of our students score at or above the national mean. *(See recommended action at the conclusion of this report for response to unmet threshold).*
- When measured by the Personal Theories Paper in Theories of Counseling, the average grade was 90% for students assessed in the Spring of 2024 and 96.9% for those assessed on the Spring of 2025. Our threshold was well exceeded with 95% of the students scoring an 80% or better in 2024 and 99% scoring 80% or better in 2025. Additionally, a comparison between our Hyflex and in-person modalities was made for this assessment. 98% of in-person attenders scored 80% or better while 100% of remote attenders scored 80% or better.
- For the graduates' self-assessment of their knowledge on the key performance indicator (KPI), we see that 95% of our graduates from 2024 agreed or strongly agreed with that statement, "Having completed the MAC program, I have improved in my knowledge and understanding of the theories of counseling and can articulate the appropriate use of theories." 100% of our graduates from 2025 agreed or strongly agreed with this statement. Notice again, our threshold of 90% or better of the ratings are "agree" or "strongly agree" was met.
- The Employer/Post Graduate Licensure Supervisor survey requested a response to whether "the employee/supervisee establishes a personal use of theory." We had a low number of responders on this survey with an "N" of 12. 83% of the of the responses were "meets or exceeds expectations." The conclusion is that the unmet threshold of 90% of the ratings were "meets or exceeds expectations" is due to few responses.
- For the graduates' self-assessment of their ability to practice this objective, 97.6% of our graduates from 2024 agreed or strongly agreed with the statement, "Having completed the MAC program, I have improved in my ability to apply appropriate counseling theory." 97.5%

of our graduates from 2025 agreed or strongly agreed with this statement. The threshold of 90% or better of the ratings are “agree” or “strongly agree” was met.

- As measured by Internship II Faculty Evaluations (“demonstrates knowledge and use of appropriate counseling theory when interacting with clients”), all 32 students from Fall 2023 and 30 students from Fall 2024 received ratings of “approaches, meets, or exceeds expectations.” This 100% value for both sections exceeds our threshold of 90% or more of the ratings by faculty will be “approaching expectations” or higher.
- As measured by Internship II Site Evaluations (“demonstrates knowledge and use of an appropriate counseling theory when interacting with clients”), once again the ratings were 100% of students from both the Fall 2023 and Fall 2024. Threshold of 90% of students received ratings of “approaching expectations” or higher was met.
- Internship III Site Evaluations (“demonstrates knowledge and use of an appropriate counseling theory when interacting with clients”), also met our threshold of 90% or more of the students were rated as “approaching expectations” or higher. With 100% of students both in the Spring of 2024 and 2025 receiving rankings of “approaching expectations” or higher. Two students were not observed in this criterion.

### **2023 Recommendation Outcomes**

- Due to the strength of this area and the data from the assessment there were no recommendations to follow up on from the previous analysis in 2023.

### **Stakeholder feedback:**

- Site Supervisors indicate that MNU Students are well versed in a variety of theories. One suggested that there be some incorporation of systems theory in course work later in the program. A recommendation to ensure that supervision time is atheoretical was made. Students are taking theories they learn and applying them in the counseling room. This is reflected in case notes and how they respond in the counseling room.
- Alumni and current students felt that they had gained a good base knowledge of theories while in the program.

### **2025 Recommendations:**

- No new recommendations at this time.

## 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.

- MNU students taking the CPCE exam in the Spring of 2024 had a mean score of 12.85 compared to the national mean of 10.25. The scores for those graduating in 2025 averaged 13.64 compared to a national mean of 12.88. Although our students averaged well compared to the national mean, our initial threshold for this assessment, 90% or more of the students score at or above the national mean, was not met. We had 89% and 80% percent respectively for students from 2024 and 2025. (*See recommended action at the conclusion of this report for response to unmet threshold*).
- Our graduate survey asks, “Having completed the program, I have improved in my knowledge about group work, including group purpose, development, dynamics, theories, methods, and skills, and other group approaches.” 100% of our graduates from both 2024 and 2025 agreed or strongly agreed with this statement. Threshold of 90% or better of the ratings are “agree” or “strongly agree” was met.
- The knowledge of this KPI was also assessed by two exams in the Group Counseling course. For students taking the course in 2024, the class average on the exams was 87.05%, and 90.6% of the students scored 80% or better. Similarly in 2025 students averaged 89.52% with 93.79% of students scoring 80% or better. Disaggregate data was created to compare students in our Hyflex modality. The averages for those students also met our threshold (90% of the students score 80% or better). Distance learners (Hyflex) average 89.35% on the exams compared to in-person students from the same cohort that averaged 89.68%. As far as the threshold, 90.91% of distance learners (Hyflex) scored 80% or better and 96.67% of in person students scored 80% or better.
- The statement, “The employee/supervisee establishes and understanding of group theory and process” was asked of our graduate employers and postgraduate supervisors. Low responses were received with several responders noting this was not observed. However, for those that were able to observe this, 100% of students who completed the program in 2023 and 2024 were rated as “meets” or “exceeds expectations” here. So, we exceeded the threshold of 90% or more of students were rated as “meets expectations” or higher.
- According to the question on the graduate survey, “Having completed the MAC Program, I have improved in my ability to use group theory as a way of understanding and working in a group setting,” 94.1% of the 2024 graduates agreed or strongly agreed and 100% of the 2025 graduates agreed or strongly agreed. We exceeded our threshold here as well of 90% or more of graduates rated agree or strongly agree in this category.
- Case Studies in Internship III are also used to determine student proficiency in the practice area of this KPI for the Clinical Mental Health track and the Marriage, Couple, and Family track. 100% of students in both specialty tracks over the course of 2024 and 2025 exceeded the threshold score of 80% or better.
- For the School Counseling track, data was only available for one year due to a change in software systems. This KPI is evaluated with a Group Development project in Internship III. The average score was 91.4% with 91.6% of the students exceeding the desired 80% or better.

## 2023 Recommendation Outcomes

- The recommendation from the program review last time this KPI was covered (2023) was to

look into a more effective way to assess individual student aptitude for this KPI as opposed to the Group Project. The assessment tool was changed to the Group Counseling course exams. It was determined this was an appropriate tool and students performed well showing their proficiency on this KPI.

- A recommendation was made in 2023 to change the wording of the graduate survey question to determine if that contributed to students' disagreement on this. The wording was not drastically changed on the knowledge piece, but a question was added to have graduates assess their practice proficiency. Graduate responses over the last two years are within acceptable parameters.

### **Stakeholder Feedback**

- Site supervisors, current students, and alumni all agree that students are knowledgeable and prepared for group work. One School Counseling alumna noted that the group experience in class was different than what she experiences now in her role as a school counselor, but she appreciated the supervised experience she had in her fieldwork experience that prepared her for the group work she is now doing.

### **2025 Recommendations**

- None at this time.

### **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 and School Counseling Program Development Project.

- When measured by the Assessment and Testing section of the CPCE, MNU students scored an average of 10.82 compared to the national mean 10.75 in 2024 and 11.2 compared to a national mean of 10.54 in 2025. We had 66% and 67% percent meet this threshold respectively for students from 2024 and 2025. *(See recommended action at the conclusion of this report for response to unmet threshold).*
- As measured by the Review and Evaluation Assessment assignment in Individual and Family Assessment, the average score was 99.8% in 2024 and 98.06% in 2025. 100% of students from both years exceeded our threshold of 80% of the students scoring 80% or better.
- 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," 85.4% of the students "agreed" or "strongly agreed" with this statement who completed the program in 2024. For those that completed the program in 2025, 92.3% responded that they "strongly agreed" or "agreed" with the statement. *(The threshold was not met in the year 2024; see recommendations at the end of this section.)*
- On the Graduate Survey, 92.7% of graduates in 2024 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" as "strongly agree" or "agree." 94.9% of 2025 graduates agreed or strongly agreed with this statement which surpasses our goal of 90% or more of the graduates rate "agree" or "strongly agree."
- 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," 88% of the responses indicated that their graduate exceeded or met expectations. The sample size was only nine as three of those that

completed the survey were not able to assess this. It is appropriate to say that our low N contributed to this threshold not being met.

- When measured by Internship III Case Studies, for Marriage, Couple, and Family and Clinical Mental Health students, 96% of the students scored 80% or better in each section, exceeding our minimum goal.
- For School Counseling students, this is measured in their capstone final project (School Counseling Program Development Project). In 2024 100% of the students scored higher than 80% and in 2025 96% of the students scored high than 80%. This threshold was met.

### **2023 Recommendation Outcomes**

- The recommendation from the program review in 2023 was change the assessment tool used in the Individual and Family Assessment class from the MMPI to the 16PF. This transition did not take place as it was cost prohibitive.
- It was also noted that maybe changing the wording on the graduate survey may better help students know how to rate themselves. The other tools do show that the program is adequately preparing students in this area. The question was slightly changed, but the threshold was still not met for one of our cohorts.

### **Stakeholder Feedback**

- Site supervisors feel like their interns are able to complete assessments, as did alumni. However, there was some discussion concerning what students/therapists are able to administer compared to what they learn about. Site Supervisors specifically noted that it is up to them (fieldwork sites) to support the interns in completing assessments.

### **2025 Recommendations**

- Once again, look at transitioning the assessment tools used in the assessment course away from MMPI.
- Add a requirement that is included in the Affiliation Agreement for sites to support interns in administering and interpreting assessments for Internship II Case studies.
- Incorporate training on looking for and supporting assessments for the instructors of the Internship II courses. (*Internship III changed to Internship II for the 2025-2026 academic year.*)

### **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 Program Development Project.

- As measured by the Research and Program Evaluation section of the CPCE, graduate students from MNU received a mean score of 10.82 while the national mean was 12.08 in 2024. However, in 2025 the national mean was 10.35 and MNU graduates averaged 10.56. As with the CPCE statistic previously outlined, we did not meet our original threshold as only 51% scored at or above the national mean in 2024 and 53% scored at or above the national mean in 2025. (*See recommended action at the conclusion of this report for response to unmet threshold.*)
- On the Graduate Survey, 82 graduates responded to “having completed the program, I have also improved in my knowledge about research methods, statistical analysis, needs assessment, and program evaluation.” 75.6% of the students on 2024 agreed or strongly agreed with the statement, while the percentage was 89.7 in 2025. This falls below our goal of 90%.

- When measured by the research design assignment in Research for Counselors, the average assessment score was 96.6% in 2024 and 97.84% in 2025. Our threshold of 80% or more of the students score 80% or better, was exceeded.
- Employers and post graduate supervisors were surveyed and asked to respond to “the employee/supervisee demonstrates an understanding of the key components of research.” Out of the 12 responses received 7 indicated this was something they did not observe, while the other 5 rated their employees/supervisees as meets or exceeds expectations. Our benchmark for this was 90% of the ratings were “meets” or “exceeds expectations,” and that was met.
- 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.” 84% of the responders in 2024 marked agree or strongly agree for this statement and 97% of the students in 2025 did as well. This resulted in us exceeding the threshold of 90% or better of the ratings were “agree” or “strongly agree” in 2025 but not in 2024.
- When measured by Internship III Case Studies, 100% of the students in the Clinical Mental Health track both in 2024 and 2025 exceeded a score of 80%, meeting our goal. Our goal was meet with the Marriage, Couple, and Family track as well where 93.75% in 2024 and 94.74% in 2025 scored higher than 80% on this section.
- There are two sections on the School Counseling Program Development Project that assess this standard. 100% of the students in 2024 and 91% in 2025 exceeded the 80% threshold score.

### **2023 Recommendation Outcomes**

- Again, for this KPI, it was suggested to look at the wording in the graduate survey to ensure students are understanding how to answer as there seems to be a disconnect in how they would assess their knowledge and performance, and what the data is showing. It was determined not to make the change before this cycle of data gathering.
- Another recommendation was made to survey the students during the research class to determine if they are gaining an understanding of the content. Data from a formal survey was not gathered, but course grades and the research design project indicates students’ aptitude for this KPI.

### **Stakeholder Feedback**

- Site supervisors feel like feel that social media has made this objective even more crucial because of all the “ideas” it presents. Students need to know how to research and sift through what is accurate with appropriate backing and what is not. Fieldwork supervisors stated interns come to supervision with research related questions concerning their clients. For students and alumni, although this topic created some trepidation; the course was valued, with some preference indicated for certain faculty in this content.

### **2025 Recommendations**

- Look at ways to incorporate research components in courses other than Research for Counselors to reinforce the skills.
- Potentially add a research component into Internship I or the Internship II Case Presentations.
- Review syllabi from other institutions to see how they are covering this topic.

## 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, 98% of the students completing the assignment in 2024 scored 80% or higher, and in 2025, 100% of the students scored 80% or higher.
- 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.” 100% of the students answering this question in 2024 agreed or strongly and 94.9% in 2025 agreed or strongly agreed.
- Graduates were also asked “having completed the program, I have also improved in my ability to acknowledge the presence of a personal faith or belief system in the counseling process.” 100% of the students answering this question in 2024 agreed or strongly and 95% in 2025 agreed or strongly agreed.
- When measured by Internship III Case Studies, for the Clinical Mental Health and the Marriage, Couple, and Family tracks, our threshold of 80% or more of the students scored an 80% or better on this section was exceeded in both specialty tracks in 2024 and 2025.
- 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.” 100% of those that observed this rated our graduates as meets or exceeds expectations.

### 2023 Recommendation Outcomes:

- The two suggestions for this KPI in 2023 were non-specific, so there is no follow-up to report.
  - a. More faith integration from the University
  - b. Current Spiritual Formation emphasis students meeting with faculty each semester to discuss faith integration throughout the program.

### Stakeholder Feedback

- The RESPECTFUL model is a helpful way to see spirituality as a part of the whole person. Students are split in how much integration they want. Some want more; some want less. One adjunct suggested supplemental books as a way to support those looking to go in more depth. One alumna reflected positively on this, feeling integration was not forced and she knew where to go if extra support in this area was desired.

### 2025 Recommendations:

- None at this time.

### Response to unmet CPCE thresholds:

A motion was made to change the threshold for all KPIs related to the CPCE to be: “90% of the students receive a score of one standard deviation below the national mean or higher.”

Rationale:

The passing score for individual aptitude is widely recognized as one standard deviation below the mean. Additionally, that is what MNU requires for students completing the program, so changing the threshold to match for our aggregate data makes sense.

Based on the newly adopted threshold, the following table outlines those areas where we met or exceeded our goals. These values are more in line with what is expected of students at this level. There were three scenarios where we did fall below the threshold, see recommendation under each KPI section for recommended action.

Percent of students scoring at or higher than one STDEV below the mean	KPI 6 Theories	KPI 7 Group Work	KPI 8 Assessment	KPI 9 Research and Program Evaluation
2024 Students	93%	100%	95%	74%
2025 Students	98%	92%	85%	89%

### Disposition Objectives:

These are measured with three different tools listed below along with the threshold, all of which were met in every category outlined as shown below.

- Counselor Competency Scale Part 2, Disposition and Behaviors
  - Faculty rate students on these immediately prior to starting their fieldwork experience, at the completion of Practicum I, and again following Internship I (formerly Internship II). The goal is to have 90% or more of the students receive a rating of “meets expectations” or higher by the conclusion of Internship I.
- Employer/Post-Graduate Supervisor Survey
  - Our benchmark here is to have 90% or more of our student receive marks of “meets expectations” or higher.
- Graduate Survey
  - Similarly to the previous listed assessments, we want to see that 90% or more of our graduates feel like they “meet” or “exceed expectations” in each area.

### Disposition Objective 7

*The student demonstrates self-awareness, emotional stability, and self-control while working with clients.*

- 97% of the students in Internship II during 2024 received a score of meets expectations or higher on this objective, while 100% of those rated in 2025 did.
- When asked to assess if the “The employee/supervisee demonstrates self-awareness and emotional stability and self-control in relationships with clients,” 100% of the employers/post-graduate supervisors indicated expectations were met or exceeded.
- Graduates were asked to ascertain the following: “As I progressed through the program, am I better able to demonstrate self-awareness and emotional stability and self-control while working with clients.” 100% of the graduates agreed or strongly agreed with this statement.

### Disposition Objective 8

*The student engages in the learning and development of their counseling competencies.*

- In 2024, 92% of the students in Internship II received a score of meets expectations or higher on this objective, and all of the students rated in 2025 did.
- The following was asked of employers and post-graduate supervisors: “The employee/supervisee demonstrates engagement in the learning and development of his or her counseling competencies.” 100% of them indicated expectations were met or exceeded.
- When asked, “As I progressed through the program, I am better able to engage in the learning and development of my counseling competencies,” 100% of the graduates agreed or strongly agreed with this statement in 2025 and 95% did in 2024.

### **Disposition Objective 9**

*The student is able to receive instructor/supervisor feedback without becoming defensive and alters their behavior as a result of this feedback.*

- In 2025, 100% of our students were rated as meets or exceeds expectations in this area during Internship II, while in 2024, 97% of the students met or exceeded expectations.
- The survey question, “The employee/supervisee responds non-defensively and alters behavior in accordance with supervisory feedback,” showed that 92% of respondents felt their employee or post-graduate supervisee met or exceeded expectations.
- “As I progressed through the program, I am better able to receive instructor/supervisor feedback without being defensive and alter my behavior as a result of this feedback” was asked of graduates in 2025 and 100% of them agreed or strongly agreed.

### **Disposition Objective 10**

*The student shows that they could adapt to changing circumstances, unexpected events, and overall new situations.*

- During Internship II in 2024, 92% of the students received a score of meets expectations or higher on this objective, while 100% of those rated in 2025 met or exceeded expectations.
- 92% of those that completed the employer/post-graduate supervisor survey indicated expectations were met or exceeded for “The employee/supervisee demonstrates the ability to adapt to changing circumstances, unexpected events, and new situations.”
- “As I progressed through the program, I am better able to adapt to changing circumstances, unexpected events, and new situations.” 100% of the graduates agreed or strongly agreed with this statement in 2025.

### **Disposition Objective 11**

*The student demonstrates an ability to be presently aware of themselves and “true to themselves.”*

- 97% of the students in Internship II during 2024 received a score of meets expectations or higher on this objective, while 100% of those rated in 2025 did.
- “The employee/supervisee demonstrates the ability to be presently aware of themselves and ‘true to themselves.’” 92% of those completing our survey indicated our graduates meet or exceed expectations here.
- When asked, “As I progressed through the program, I am better able to demonstrate the ability to be presently aware of and “true to myself,” 100% of our graduates agreed or strongly agreed with this statement in 2025.

### **Recommendations for Dispositions**

None

### **Other Stakeholder Feedback (includes Site Visit Consultation Feedback)**

- Strengths
  - Support for interns through Clinical Experience
  - Strong relationships with fieldwork sites, including site visits and collaboration on feedback and student concerns
  - Faculty support
  - Program rigor
  - Cohort model
  - Supervision Assist - fieldwork software
  - Quality Faculty
  - Hyflex (remote) attendance option
- Growth Areas

- Technical issues with launch of Hyflex modality
- Suitability of Master’s Symposium (*see policy changes*)
- Instructional content in Human Sexuality

### Credentialing Exam Pass Rates

In 2025, 100% of our students from all three Specialty tracks; School Counseling, Marriage, Couple and Family, and Clinical Mental Health received a passing score on their first attempt at the National Counselor Exam.

### Fieldwork Placement Rates

Our threshold (100% of the students will have a placement site prior to Internship I) for this placement rate was met with all students starting their fieldwork experience in 2024 and 2025 securing a placement prior to the start of Internship I.

### Degree Completion Rates and Employment/Doctoral Admission Rates

These statistics are outlined in the table below, and our thresholds were met in all areas with the exception of the Marriage, Couple and Family Program Completion Rates. It was determined that no action was necessary for this unmet Academic Quality Indicator. Five out of the initial 25 students did not complete the program. One of them was a gatekeeping decision by the department. The other four made a personal decision to drop the program very early (first or second) semester upon realizing they did not have the bandwidth that the program required.

### Master of Arts in Counseling Program Outcomes 2024-2025

Specialty Track	Number of 2025 Graduates	Pass Rates for National Counselors	National Counselor Exam Threshold	Program Completion Rates	Program Completion Rate Threshold	Job Placement Rates	Job Placement Rate Threshold
Marriage, Couple & Family	20	100%		80%		100%	
Mental Health	23	100%	90% or more of students receive a passing score as determined by NBCC	95.8%	95.890% of students will graduate in 33 months.%	100%	If desired 90% of the students will obtain employment or admission into a doctoral program within 6 months
School Counseling	11	100%		91.6%		90%	

## Student Demographics

Current student demographics are shown in the table below and are in line with our geographical area with the exception of more female concentration which is common for this profession.

### Current Student Demographics: Fall 2025

Ethnicity	Male	Female
American Indian or Native Alaskan	0	2
Asian	2	4
Black	2	13
Hawaiian Native or Pacific Islander	0	0
Multiracial	1	16
Unreported	1	3
White	35	

## Programmatic Changes

These changes are listed below.

- Addition of the Hyflex (remote attendance) modality
- Rotating the timing of when Multicultural Counseling was offered
- Revision of Weekly Supervision Reports
- Revision and uniformity of Site Visit Consultations
- Structured advising schedules
- Assessing students individually on KPIs

## Program Policies

- One policy was removed, and that was the requirement for student attendance at a Master's Symposium twice a year. This decision was based on student feedback on the benefits of the symposium and the regression from the original intent. The Program Handbook has been updated to indicate this.
- A policy was formalized concerning the time commitment of School Counseling students. They must commit one full day in the schools during their Practicum I experience and not truncate the time in smaller chunks.

## Departmental Trends

Nothing identified at this time.