

Program Statistics

Enrollment & Graduation		Student Demographics			
		M	F	UNK	
<i>Credit Hours</i>	60	0	0	0	<i>American Indian/Native Alaskan</i>
<i>Applications Received</i>	24	0	0	0	<i>Asian</i>
<i>Applications Accepted</i>	22	0	1	0	<i>Black</i>
<i>Acceptance Rate</i>	91.67%	0	0	0	<i>Hawaiian Native/Pacific Islander</i>
<i>Current Enrollment</i>	35	1	4	0	<i>Hispanic</i>
<i>No. of Graduates</i>	7	0	1	0	<i>Two or More</i>
<i>Completion Rate</i>	50%	1	0	0	<i>Unknown/Other</i>
<i>Job Placement Rate</i>	100%	5	19	0	<i>White</i>
<i>Credentialing Pass Rate</i>	100%	0	3	0	<i>International Student</i>
		0	0	0	<i>Active-Duty Military</i>
		1	0	0	<i>Veteran</i>
		1	0	0	<i>With a Disability</i>

For AY 2022-2023 MFC Degree Completion Plan (DCP), please [click here](#).

Program Summary

Current Student Survey

Results of the current student survey indicate that 86.67% of respondents report a good or excellent overall rating of the in-person delivery M.A. in Marriage and Family Counseling (MFC) program. Further, 86.67% of student responses indicate good or excellent satisfaction with the overall instruction they are receiving in the MFC program, 92.86% indicate they would recommend the MFC program to others, and 92.86% indicate the MFC program is meeting their expectations.

Student Review of MFC Program	
<i>Program was academically rigorous and challenging.</i>	80.00%
<i>Program provides a balance of theoretical and practical skills.</i>	80.00%
<i>Program is helping me develop expertise in marriage and family counseling.</i>	66.67%
<i>Program objectives are consistent with my professional goals.</i>	93.33%
<i>Program is helping me refine my critical thinking skills.</i>	86.67%
<i>Program is helping me develop a better understanding of diversity issues.</i>	80.00%
<i>Faculty assesses student performance per published rubrics.</i>	93.33%

<i>Program provides opportunities to communicate, collaborate, and connect with faculty and peers.</i>	80.00%
<i>Faculty Advisor is accessible and helpful.</i>	60.00%
<i>Program faculty are accessible and helpful outside of class.</i>	80.00%
<i>Program provides opportunities for professional development (presentations, research, conference attendance, etc.).</i>	60.00%
<i>Orientation was a helpful introduction to the clinical mental health counseling program.</i>	33.33%
<i>Student handbook is a resource often used to access program requirements and student expectations.</i>	53.33%

* Percentages reflect student reports of 'strongly agree' or 'agree' to the survey items.

Professional Dispositions & Behaviors

Student dispositions and behaviors are regularly assessed in each course. Results for the 2022-2023 academic year are provided below.

S.C.R.I.P.		C.O.R.E.	
<i>Social Responsibility</i>	89.74%	<i>Cooperativeness</i>	90.91%
<i>Commitment</i>	87.50%	<i>Openness to Feedback</i>	91.09%
<i>Reflection</i>	89.55%	<i>Personal Responsibility</i>	86.46%
<i>Integrity</i>	89.93%	<i>Emotional Regulation</i>	91.65%
<i>Professionalism</i>	88.81%		

* Percentages reflect faculty and supervisor ratings of 'advanced' or 'proficient' to the survey items.

Alumni & Employment Information

For the MFC program, 7 students graduated during the 2022-2023 academic year. Of the responses to the Fall 2022 alumni survey, 100% reported job placement at the time of the survey. Job placement includes alumni who reported the following: full-time or part-time employment, military, employed and continuing their education, or placement in mission or volunteer services versus those who are unemployed-seeking employment. It excludes those who indicated they are not currently seeking employment.

Program Learning Objective (PLO) Assessment

Program learning objectives are evaluated on a 4-point scale (1 = Beginner; 2 = Developing; 3 = Competent; 4 = Advanced) over three criteria (e.g., Identify, Apply, Assess), as applicable to the assessment measure. The target for each criterion is that 80% of MFC students will score 3.00 or greater, thereby reflecting ratings of 'Competent' or 'Advanced'. PLO assessment is conducted according to research questions developed by core faculty to determine if the program is meeting acceptable standards. Two program learning objectives (PLOs) were evaluated during the 2022-2023 academic year.

- Program Learning Objective 3:** *Assess the individual and group counseling skills necessary to establish and build a therapeutic relationship and will form a preliminary theoretical framework when counseling individuals at all developmental stages across the lifespan.*

RQ for PLO 3: Is the student able to assess the individual counseling skills necessary to establish a therapeutic relationship?

Assessment Measure: 'Benchmark Final Skills Competency Scale' assignment in the COUC 505 *Counseling Techniques & the Helping Relationship* course.

Data Collected: Fall 2022 semester.

Assessment Results: Evaluation results indicate that students scored at 100% (Identify), 88% (Apply), and 100% (Assess). Based upon these results, assessment targets were met.

- **Program Learning Objective 4:** *Use developmentally appropriate assessment relevant to the client's academic/education, career, personal, and social development and identify ethical, social, and cultural factors related to assessment.*

RQ for PLO 4: Is the student able to demonstrate use of appropriate assessments for diagnosis and treatment/intervention of client issues?

Assessment Measure: 'Case Presentation Final Paper' assignment in the COUC 699 *Counseling Internship* course.

Data Collected: Spring 2023 semester.

Assessment Results: Evaluation results indicate that students scored at 79% (Demonstrate), 93% (Identify), and 71% (Interpret). Assessment targets were not met. Due to the low enrollment numbers in the MFC program, it was noted that a lower rating on a single student caused the Demonstrate and Interpret categories to fall below the 80% benchmark. The CEFS Department and MFC Program Director are currently attempting to increase enrollment in this program. In addition, the MFC Program Director and COUC 699 Subject Matter Expert (SME) will review the assignment instructions and the grading rubric to assist MFC students with this assignment. As a result, an action plan will not be developed for this PLO due to low enrollment.

Subsequent Program Modifications

Per the feedback received on the Alumni Survey and the Current Student Survey, as well as other assessment measures, the following modifications were made:

1. Student concerns about university services (e.g., Financial Aid, Course Registration, Faculty Advising, and Orientation) are addressed on an individual level. The department continuously works with university service departments to improve quality and services based upon student survey feedback. Upon matriculation in the MFC program, students are assigned to a Faculty Advisor and encouraged to meet with them early and regularly. Faculty Advisors are kept aware of programmatic updates, changes, etc. by the MFC Program Director and Residential Chair so they can communicate these to advisees. Students also have access to the CMHC/MFC Advising Center in Canvas to obtain pertinent information as needed.
2. Related to student concerns about the program helping them to develop expertise in marriage and family counseling, the MFC Program Director has worked with all course Subject Matter Experts (SMEs) to address marriage and family counseling topics more closely, such as adding additional MFC content into the COUC 500 and COUC 501 courses, as well as reviewing sessions related to couples/families in practicum and internship (COUC 692, COUC 693, COUC 694) to further develop case conceptualization and treatment planning skills. Furthermore, the MFC specialty courses (COUC 602, COUC 603, and COUC 620) have all been recently reviewed and updated to improve the curriculum.
3. Students expressed concerns related to the accessibility and helpfulness of their Faculty Advisor. Concerns related to Faculty Advisors are addressed on an individual level, and department-level training is provided to Faculty Advisors in topics such as student development, expectations and requirements, suggestions for increasing student engagement and retention. The MFC Program Director and Residential Chair routinely emphasize to the importance of connecting with students and timely response times. Students are assigned a faculty advisor during their first semester in the program, and faculty regularly meet with students in-person or through

Microsoft Teams, as well as providing academic guidance via email. Faculty members are available to students and meet with the advisees to provide guidance throughout the program. The primary MFC Faculty Advisor and the MFC Program Director have begun hosting a group advising meeting for all MFC students to help them plan their DCPs, to ensure students take the courses they need in a timely manner, as to help the CEFS Department plan for and anticipate the number of students needing to enroll in the specialty courses each semester.

4. In response to student concerns about the helpfulness of the student orientation, additional resources are now available to students within the CMHC/MFC Advising Center (deployed within Canvas). Students receive orientation materials and resources through multiple sources: orientation meetings, the COUC 500 orientation course, and materials provided in the CMHC/MFC Advising Center. In addition, Faculty Advisors provide additional information through periodic announcements each term and in advising meetings. Moreover, the MFC Program Director provides an in-person orientation to all students during their first semester in COUC 500, and the CEFS Department hosts fall and spring semester luncheons for all students and provides information about Practicum and Internship. The Chi Sigma Iota chapter also annually plans and hosts an informational session about Practicum and Internship.
5. The program handbook is emphasized as a primary resource for students about the residential MFC program; program information, policies, and procedures are outlined in the handbook. In response to student feedback, Faculty Advisors continue to emphasize the usefulness of the handbook to locate program-related information. Moreover, the handbook is specifically addressed and reviewing within the COUC 500 orientation course.

Other Substantial Program Changes

Concerns related to the Employer Survey response rate were addressed by developing and hosting focus groups designed to specifically seek feedback from employers related to MFC alumni preparation and job readiness. Unfortunately, employer responsiveness remained low, and participation in the focus groups was very low. The CEFS Department is committed to seeking feedback from employer and other stakeholder and is currently strategizing and considering additional approaches to strengthen response rates from employers.

Related to synchronous and asynchronous instructional capabilities, the CEFS Department sought student feedback regarding delivery modalities. MFC students reported 80% satisfaction rate ('good' or 'excellent' ratings) with Canvas, the learning management system (LMS) used at Liberty University. In addition, MFC students reported a 35.71% satisfaction rate with Cisco WebEx (digital communication platform); however, it is important to note that WebEx is used infrequently with residential students, and many students (64.29%) reported no opinion on this survey item.

The CEFS Department initiated a CACREP self-study that concluded in December 2021 and was submitted to CACREP for initial review. An Addendum report was requested and later submitted in November 2022. The site visit was conducted in October 2023, and a final reaccreditation decision from the CACREP Board is expected in February 2024. The CEFS Department is seeking reaccreditation for this CMHC program, as well as the other four accredited programs housed within the department.