

**Program Statistics**

Enrollment & Graduation		Student Demographics	M	F	UNK
<i>Credit Hours</i>	60	<i>American Indian/Native Alaskan</i>	---	---	---
<i>Applications Received</i>	31	<i>Asian</i>	---	1	---
<i>Applications Accepted</i>	29	<i>Black</i>	---	3	---
<i>Acceptance Rate</i>	93.55%	<i>Hawaiian Native/Pacific Islander</i>	---	---	---
<i>Current Enrollment</i>	38	<i>Hispanic</i>	1	1	---
<i>No. of Graduates</i>	7	<i>Multiracial</i>	1	---	---
<i>Completion Rate</i>	57%	<i>Other/Not Listed</i>	1	---	---
<i>* Job Placement Rate</i>	---	<i>White</i>	2	20	---
<i>Credentialing Pass Rate</i>	100%	<i>International Student</i>	---	3	---
		<i>Active-Duty Military</i>	---	---	---
		<i>Veteran</i>	---	---	---
		<i>With a Disability</i>	2	---	---

For AY 2024-2025 MFC Degree Completion Plan (DCP), please [click here](#).

\* There were no responses to the Fall 2024 alumni survey, so job placement data is unavailable for the 2024-2025 academic year.

**Program Summary**

**Current Student Survey**

Results of the current student survey indicate that 66.67% of respondents report a good or excellent overall rating of the in-person delivery M.A. in Marriage and Family Counseling (MFC) program. Further, 77.78% of student responses indicate good or excellent satisfaction with the overall instruction they are receiving in the MFC program, 100% indicate they would recommend the MFC program to others, and 75% indicate the MFC program is meeting their expectations.

Student Review of MFC Program	
<i>Program was academically rigorous and challenging.</i>	77.78%
<i>Program provides a balance of theoretical and practical skills.</i>	88.89%
<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>	44.44%
<i>Program is helping me refine my critical thinking skills.</i>	100%
<i>Program is helping me develop a better understanding of diversity issues.</i>	66.67%

<i>Faculty assesses student performance per published rubrics.</i>	88.89%
<i>Program provides opportunities to communicate, collaborate, and connect with faculty and peers.</i>	100%
<i>Faculty Advisor is accessible and helpful.</i>	55.56%
<i>Program faculty are accessible and helpful outside of class.</i>	66.67%
<i>Program provides opportunities for professional development (presentations, research, conference attendance, etc.).</i>	88.89%
<i>Orientation was a helpful introduction to the clinical mental health counseling program.</i>	44.44%
<i>Student handbook is a resource often used to access program requirements and student expectations.</i>	55.56%

\* 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 2024-2025 academic year are provided below.

S.C.R.I.P.		C.O.R.E.	
<u>S</u> ocial Responsibility	95.69%	<u>C</u> ooperativeness	95.69%
<u>C</u> ommitment	95.69%	<u>O</u> penness to Feedback	95.69%
<u>R</u> eflection	95.69%	<u>P</u> ersonal Responsibility	95.69%
<u>I</u> ntegrity	95.69%	<u>E</u> motional Regulation	95.69%
<u>P</u> rofessionalism	95.69%		

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

### Alumni & Employment Information

For the MFC program, 7 students graduated during the 2024-2025 academic year. There were no responses to the Fall 2024 alumni survey, so job placement data cannot be reported for the 2024-2025 academic year. Job placement data 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 2024-2025 academic year.

- **Program Learning Objective (PLO) 1:** *Apply the ethical and professional principles, standards, and expectations that are integral to a professional counselor's role and identity.*

**RQ for PLO 1:** Is the student able to **Analyze** professional values and codes of ethics to the process of ethical decision making?

**Assessment Measure:** 'Benchmark Ethical Vignette Paper' in the COUC 501 *Ethical and Legal Issues in Counseling* course.

**Data Collected:** Fall 2024 semester.

**Assessment Results:** Evaluation results indicate that students scored at 100% (Analyze), 100% (Apply), and 100% (Identify). All assessment targets were met.

- **Program Learning Objective (PLO) 2:** *Apply the social and cultural awareness, knowledge, and skills required to work with diverse populations at all developmental stages across the lifespan in a culturally sensitive and ethical manner.*

**RQ for PLO 2:** Is the student able to demonstrate cultural awareness by examining a cultural group different from their own?

**Assessment Measure:** 'Benchmark Cultural Immersion Project: Research and Events Assignment' in the COUC 504 *Multicultural Counseling* course.

**Data Collected:** Fall 2024 and/or Spring 2025.

**Assessment Results:** Evaluation results indicate that students scored at 100% (Identify), 100% (Examine), and 100% (Demonstrate). All assessment targets were met.

### Subsequent Program Modifications

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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, etc.) are addressed as needed. The department consistently works with university service departments to improve quality and services based upon student survey feedback, as well as specifically to inform Academic Advising and Enrollment Services about curricular and program updates. Supplemental information is provided to students through the CMHC/MFC Advising Center (available in Canvas), program handbooks, and through the Faculty Advising Mentors (FAMs).
2. Students expressed concerns about available opportunities to communicate, collaborate, and connect with faculty and peers. Further, students expressed a desire for more opportunities for professional development. At the 2025 Faculty Retreat, all core faculty were provided with additional resources and guidance for advising, and specific expectations related to student communications were discussed. Faculty also received additional guidance on connecting with students enrolled in their courses, especially the online asynchronous courses where in-person activities are minimal. Professional development and research opportunities are routinely posted for students to review, including external opportunities (e.g., advocacy, scholarships, leadership, etc.) available through professional organizations, such as ACA, NBCC, CACREP, and CSI; this information is made available within the SHARE Space in the CMHC Advising Center.
3. During the Fall 2024 semester, an Action Plan was completed for PLO 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.* The Action Plan consisted of reassessing students in the COUC 694 *Internship 2* course. Upon reassessment, the assessment targets were again not met: 67% (Identify), 60% (Demonstrate), and 60% (Interpret). In response, the residential and online CMHC program directors and the COUC 694 Subject Matter Experts determined that it would be best to reassess this PLO based on the 3-year cluster cycle, which will provide the needed time for students to matriculate through specific courses that require a "Case Presentation" paper.
4. During the Fall 2024 semester, an Action Plan was completed for PLO 7: *Synthesize theories of family systems and dynamics into a comprehensive systems approach to counseling that informs assessment, diagnosis, and treatment planning for marriage, couples, and family client(s) with a broad array of presenting problems.* The Action Plan consisted of reassessing students in the COUC 546 *Psychopathology* course. Upon reassessment, the assessment targets were met: 100% (Identify), 100% (Provide), and 100% (Synthesis).

### **Other Substantial Program Changes**

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Response rates to the annual Alumni Survey and Employer Survey remain poor. Previous efforts to boost response rates (e.g., focus groups, gift card raffle, revised survey format, etc.) have not proven successful, and participation continues to be low. The CEFS Department is committed to seeking feedback from employers and other stakeholders 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 88.89% satisfaction rate ('good' or 'excellent' ratings) with Canvas. Furthermore, 37.50% of MFC students reported that some course content was not well-suited for digital delivery, in the instance where they needed to take digitally-delivered coursework. In response, the CEFS Department will review the MFC program curriculum over the Spring 2026 semester to improve flow among all courses, as well as with the intent of modifying curriculum to become compliant with the 2024 CACREP standards.

Over the course of AY 2024-2025, the CEFS Department has developed 'gate courses' that will provide Faculty Advisor Mentors (FAMs) with more oversight and opportunities to connect with students. In addition, the gate courses will replace the CMHC/MFC Advising Center (Residential), and students will be placed in gates that are monitored by their FAM. Five gate courses were developed:

- COUC 503 | Gate 1: Counseling Foundations: Orientation to the Program
- COUC 508 | Gate 2: Field Placement Preparation and Professional Readiness
- COUC 650 | Gate 3: Practicum Application and Fieldwork Readiness
- COUC 685 | Gate 4: Internship I Application and Career Readiness
- COUC 690 | Gate 5: Internship II Application and Future Planning

The gates will officially deploy in the Fall 2025 semester, and the CEFS Department anticipates a variety of benefits: improved oversight of student preparation and readiness for fieldwork, additional opportunities for student feedback and evaluation, increased communication and interaction between faculty and students, and improved student retention throughout the program.