



**MACC Program Evaluation Report and Recommendations  
2017-2018  
Prepared May 8, 2018**

## **Introduction**

During the 2017-2018 academic year, the Master of Arts in Christian Counseling (MACC) program conducted a program evaluation through the implementation of a Comprehensive Assessment Plan (CAP). The MACC program CAP includes three components: Program Outcomes, Student Outcomes, and Faculty/ Supervisor Outcomes. Each set of outcomes is linked to and facilitates the others and the outcomes are thus inextricably linked in a systemic and recursive manner. MACC program faculty reviewed the assessment results from program, student, and faculty outcomes at the annual program review meeting on April 18, 2018. The evaluation of aggregate data occurs across several domains: Demographic data denoting characteristics of applicants and graduates; Counselor Preparation Comprehensive Exam (CPCE) data; Key Performance Indicator (KPI) data; Professional Dispositions data; Course Evaluation data provided by students for each course; Stakeholder Program Evaluation data provided by current students, alumni, site supervisors, and employers of alumni (collected every three years). The MACC Program Evaluation Report provides an overview of the most significant findings from the CAP for review by the institution, current and prospective students, and the public. This report will also be submitted to the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as part of the MACC program's self-study for accreditation.

## **Assessment Procedures**

Demographic data denoting applicant and student characteristics is collected during the admissions process by the Office of Graduate Admissions. Several times during the academic year, the MACC Program Director meets with graduate admissions personnel to review applicant/ student characteristics and determine if adjustments to recruiting are needed. Additionally, the MACC faculty met every Tuesday during March 2018 to conduct interviews with potential students, review the files of all program applicants, and choose a diverse cohort that seeks to fulfill the program mission statement. These meetings inform needed program modifications in recruiting and admissions procedures. Data denoting characteristics of graduates, including job placement and professional licensure status are collected each year.

The CPCE is a nationally standardized exam that is administered to graduating students during each spring semester, usually in February. This comprehensive exit exam is a broad assessment

measure utilized at CACREP accredited schools. Students must score one point higher than one standard deviation below the national mean (-1SD +1) in order to pass this exam.

KPI data is provided by course instructors following the completion of each course through a KPI Assessment Survey. Instructors are required to indicate the percentage of students that met/did not meet each KPI in the course. For any KPI that less than 85% of students met the requirement, instructors submit a plan to improve student mastery of the particular KPI.

Course Evaluations are conducted for each course at the end of each semester. As part of the program evaluation process, students completed Course Evaluations during the Spring, Summer, and Fall 2017 semesters. The Course Evaluation surveys ask students to rate course content and faculty performance in several areas using a 5-point Likert scale (1 = strongly disagree; 5 = strongly agree). Open-ended questions asking for narrative responses regarding the instructor's strengths and weaknesses and suggestions for changes to the course are also part of the course evaluation survey.

Stakeholder Program Evaluation data is provided by alumni, site supervisors, and employers of alumni. Stakeholders are asked to respond using a survey format, which is provided via an email link. Stakeholder data is collected every three years. The Alumni Survey, last conducted in Spring 2018, asks program alumni to indicate whether they have obtained a professional license and to describe their current place of employment. Following this descriptive data, alumni are asked to use a 4-point Likert scale (1 = strongly disagree; 4 = strongly agree) to evaluate their preparedness for the professional field of counseling and the program's attainment of its program goals. The Site Supervisor Survey, last distributed in Spring 2017 with a follow-up addendum in 2018, asks supervisors to use a 5-point Likert scale (1 = inferior; 5 = outstanding) to evaluate student preparedness in 10 areas, based on the MACC Program Goals. Supervisors are also asked to evaluate student supervisees' greatest area of strength and greatest area of needed growth, and to indicate how many students they have supervised. Supervisors also evaluate the consultation relationship with MACC faculty. The Employer Survey, last conducted in Spring 2017 is similar to the Site Supervisor Survey, asking employers to evaluate alumni preparedness in 10 areas, based on the MACC program goals, and to indicate their willingness to hire other MACC program graduates.

A Focus Group of current graduating students was conducted in Spring 2018 as an additional component of this year's assessment process. Given that the program has undergone significant change during the past several years while pursuing CACREP accreditation, program faculty determined that the voice of current students should also be included in the evaluation. The focus group was held in May 2018 in order to obtain the opinions of current students regarding perceived program strengths, weaknesses, and needed program changes.

The remainder of this report will describe the results obtained on these assessment instruments, and conclude with modifications that will be implemented for program improvement.

## Results

### Characteristics of Applicants and Graduates

For the 2017-2018 school year, the MACC program enrolled 26 new students and 64 returning students, for a total of 90 students. Demographic characteristics of the MACC student body are summarized in the following chart:

MACC Program Characteristics of Matriculated Students

MACC Program 2017-18	N = 90	MACC %	US Census % (2016)	CACREP Programs % (2016)
Female	69	78%	51%	83%
Male	20	22%	49%	17%
International Students	8	9%	N/A	1%
African/African-American	11	12%	13%	19%
Asian/Asian-American	6	7%	6%	9%
Hispanic	2	2%	18%	2%
Native American/ Islander	0	0%	1%	<1%
White/ Caucasian	70	80%	77%	59%
Ethnicity Unknown/ No Report	0	0%	No data	7%
Married	46	52%	No data	No data
Single	35	39%	No data	No data
Separated/ Divorced	5	6%	No data	No data
Prefer not to answer	3	3%	No data	No data

A review of admissions data indicates that the MACC program enrolled significantly more females (78%) than males (22%) during the 2017-2018 year. This percentage of males in the MACC program is consistent with the percentage of male counselors nationally as reported by the American Counseling Association, which notes that 25% of counselors are male (*Counseling Today*, August 2014); and higher than the percentage of males (17%) reported by CACREP as attending CACREP Masters' Programs (2016 Annual Report).

Demographic data on student racial and ethnic identification indicates that 80% of the MACC student body identify as White/Caucasian while 20% self-identify as a minority; the percentage of White/ Caucasian students in the MACC program (80%) is slightly higher than the national U.S. statistic reported by the most recent U.S. Census (2016), which noted that 77% of the population identifies as White alone; and significantly higher than the percentage of Caucasian/White students (59%) reported to be attending CACREP programs (Annual Report 2016).

Due to its weekend-only delivery format, the MACC program often attracts students who represent a diverse span of age ranges and marital statuses. During the 2017-2018 school year slightly more than half (52%) of MACC students reported that they were married. Additionally, student ages ranged from 23 – 65, with a median student age of 35 years old.

Evaluated together, these demographic characteristics are encouraging in some areas and reflect a need for greater intentionality toward diversity in other areas. For example, the program enrolled fewer African/African American students (12%) than the average represented by CACREP programs (19%), although the MACC African/African American population was similar to that reported by the 2016 U.S. Census (13%). In regards to Hispanic populations, the MACC program enrolled students at a rate consistent with that of all CACREP schools (2%) but considerably lower than the U.S. population (18%). The MACC faculty and the Office of Admissions recognize that intentional efforts toward maintaining diversity in the MACC program will always be needed. In particular, greater effort may be made toward attracting and enrolling Hispanic students. Given that the institution has recently approved the hire of a new MACC faculty member who identifies as Hispanic to begin July 1, 2018, the program anticipates further emphasis on recruitment of diverse students within the coming year.

Each year, the MACC program receives more applications than open positions, providing opportunity for selectivity in the admissions process. In 2017, the program received 40 total new student applications, and 26 students were enrolled. Program completion rates are noted in the chart below:

MACC Program Completion Rates

Matriculation year	Number of students	Graduation rate
2014	12	50%
2015	11	73%
2016	19	TBD
2017	26	TBD

In reviewing the matriculation and graduation data, it is important to note that the percentage of students completing the program within three years (minimum time frame) has increased significantly since instituting a “cohort model” with the incoming 2015 students. Additionally, there is a clear trend upward in the number of students who matriculate into the program.

Job placement and professional licensure rates for the MACC graduates were determined through a query sent out via Survey Monkey. The 2016 survey represents data from MACC alumni who graduated 2012-2015, while the 2018 survey represents data from students who graduated in 2016 or 2017. The 2016 Alumni Survey data represents 36 total respondents, of which 72% identified as female and 28% as male. The 2018 Alumni Survey data represents 16 total respondents, 75% of whom identified as female. A comparative chart of licensure and job placement data is provided below.

MACC Alumni Employment and Licensure Rates

	Employed in the mental health profession	Achieved licensure within 6 months of graduation
2016 Alumni Survey— 2012-2015 graduates	72%	No data

2018 Alumni Survey— 2016 and 2017 graduates	87%	75%
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It should be noted that there was an increase from 2016 (72%) to 2018 (87%) in the percentage of students who obtained employment in the field of counseling following graduation. Additionally, 75% of recent graduates (9 out of 12 respondents) reported that they achieved entry-level licensure in the counseling field within 6 months of graduation. These are encouraging statistics, suggesting that students who complete the MACC degree are able to become professionally licensed and work within the field of professional counseling.

#### Counselor Preparation Comprehensive Exam (CPCE)

In the Spring 2018 semester, three MACC students voluntarily took the CPCE, as this was the first year that the MACC program administered this exam and it was therefore optional. Beginning Spring 2019 this exam will be required of all graduating students as part of the exit evaluation procedure. Results indicated that all students passed the exam on the first attempt. Additionally, all students scored higher than one standard deviation above the national mean, which indicates that these students are in the top 16% of all test takers nationally. However, these results should be interpreted cautiously, since it is possible that the three students who chose to take this test voluntarily may be more highly motivated and may not represent the general MACC student population.

CPCE Scores

	National Mean	MACC Total Score Mean	MACC Pass Rate	MACC students > 1 SD above the national mean
2018 (N=3)	87 SD = 17	108 SD = 19	100%	100%

Considering specific content areas, the MACC student mean scores for each of the eight content areas were higher than the national mean scores. For three of the eight content areas (Helping Relationships, Career Development, and Assessment) the MACC student mean scores were higher than one standard deviation above the mean, indicating that these students scored in the top 16% of all test takers nationally.

CPCE Results by Content Area 2018

Content Area	National Mean	National SD	MACC Mean	MACC SD
C1: Human Growth and Development	12.2	2.4	12.7	3.2
C2: Social and Cultural Diversity	10.5	2.4	12.3	2.1
<b>C3: Helping Relationships</b>	12.6	2.4	<b>15.3*</b>	0.6
C4: Group Work	11.6	2.5	13.0	1.7
<b>C5: Career Development</b>	9.9	2.6	<b>14.0*</b>	1.0
<b>C6: Assessment</b>	11.1	2.2	<b>14.0*</b>	1.7

C7: Research and Program Evaluation	11.8	2.9	13.3	3.8
C8: Professional Orientation and Ethical Practice	11.6	2.6	12.7	2.1
<b>Total</b>	<b>87.19</b>	<b>16.97</b>	<b>108*</b>	<b>19.01</b>

\*Higher than one standard deviation above the national mean.

These results are encouraging, as they seem to indicate that MACC students are performing better than their peers. However, since this administration of the CPCE was optional for students, these results while encouraging should be viewed cautiously. It is possible that the students who chose not to take the CPCE might have achieved different scores. Beginning Spring 2019, the CPCE will be required for all graduating students, and thus future results may be more indicative of aggregate student performance.

### KPI Assessment Surveys

At the end of each course during the 2017 calendar year, instructors completed a *KPI Assessment Survey* indicating the percentage of students who met/ did not meet each key performance indicator in the course. During the annual program evaluation meeting, MACC faculty reviewed the overall KPI Assessment Results.

#### KPI Aggregate Results

2017	Measurement Point 1 Percentage Met	Measurement Point 2 Percentage Met
KPI 1: Orientation & Ethics	CO 790 89%	CO 650 92%
KPI 2: Social & Cultural Diversity	CO 712 100%	CO 790 96%
KPI 3: Human Growth & Development	CO 610 96%	CO 868 (Fall 2017 data only) 100%
KPI 4: Career Development	CO 735 No data	CO 770 100%
KPI 5: Helping Relationships	CO 540 96%	CO 869 95%
KPI 6: Group Work	CO 718 85%	CO 869 No data
KPI 7: Assessment & Testing	CO 735 100%	CO 770 100%
KPI 8: Research/ Program Evaluation	CO 710 55%	CO 699 100%
KPI 9: CMH Specialization	CO 610 100%	CO 868 100%
KPI 10: Faith Integration	Exit Evaluation 32%	CO 850 95%

It was noted that the following KPIs were not achieved by the minimum 85% of students:

*KPI 8: Research and Program Evaluation—The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.*

This KPI is assessed at two points during the program: first in CO 710, Psychopathology, which is usually taken during a student's 1st year; and again in CO 699, Research & Program Evaluation, which usually occurs during a student's last year in the program. Regarding the first measurement of the KPI, during CO 710, only 55% of students met the KPI, which is linked to a disorder research paper assignment that requires students to critique the importance of research in advancing and informing the counseling profession related to their chosen topic. The instructor noted that students did not meet the KPI for one of two reasons: (1) using outdated research resources or (2) not using professional counseling journals as primary sources. The instructor suggested ways to improve student attainment of this KPI, including greater clarity of directions and providing a list of current counseling journals.

It should be noted that during the second measurement of this KPI, which occurs in students' final year of the program, 100% of students met the KPI.

*KPI 10: Faith and Counseling Integration—A demonstration of ethical, professional, Christian leadership within the professional counseling community.*

This KPI is measured at two points during the MACC program. First, students are expected to attend a professional counseling conference at some point during their tenure as a student. Only 32% of this year's graduating students met the requirement to attend a professional counseling conference. However, it should be noted that this KPI was instituted as a requirement beginning Fall 2017 and therefore many students in the graduating cohort were *strongly encouraged* though not required to attend a professional counseling conference. This is particularly useful data for the MACC program faculty to consider, as it seems clear that *strongly encouraging* students to attend a professional conference does not achieve the desired results. We anticipate that more students will meet this KPI in future years, now that it is required rather than encouraged.

The second measurement of KPI 10 occurs in CO 850, which is the program capstone class during students' final semester. In this course, students are required to articulate a specific plan for demonstrating ethical, professional, Christian leadership within the professional counseling community as they anticipate transitioning from the classroom to the clinic. Ninety-five percent of the students met this KPI at the second measurement. This exceeds the program benchmark of 85%.

Although all KPI's are intended to be measured at two different points during the MACC program, the following two KPI's were only measured once during 2017 for the reasons noted:

*KPI 4: Career Development—Methods of identifying and using assessment tools and techniques relevant to career planning and decision making.*

This KPI is usually measured in (1) CO 735, Assessment in Counseling and (2) CO 770, Career and Lifestyle Development. However, this KPI was added to the CO 735 course during the Spring 2018 semester and therefore KPI data was not available for this report.

*KPI 6: Group Counseling & Group Work—Characteristics and functions of effective group leaders.*

This KPI is usually measured in (1) CO 718, Group Dynamics and (2) CO 869, Clinical Internship II. Although group leadership has been a part of clinical internship in the program for many years, it began being assessed as a KPI in Spring 2018 and therefore not reflected in the 2017 data.

Finally, it should be noted that as the normal process of program evaluation unfolded during the program evaluation meeting, the following changes were recommended regarding KPIs:

*KPI 4: Career Development—Methods of identifying and using assessment tools and techniques relevant to career planning and decision.* During the second measurement of this KPI in CO 770, the grading rubric will be amended to include 25 total points which will allow for more nuanced grading.

*KPI 6: Group Counseling & Group Work—Characteristics and functions of effective group leaders.* For the first measurement of this KPI in CO 718, the grading rubric will be updated to allow 100 points for the corresponding assignment.

*KPI 10: Faith and Counseling Integration—A demonstration of ethical, professional, Christian leadership within the professional counseling community.* For the second measurement of this KPI in CO 850, the grading rubric will be updated to allow 100 points for the corresponding assignment.

Professional Dispositions Evaluation

New MACC students complete a self-evaluation of their professional dispositions at the end of the first semester of the program. In addition, faculty evaluate all current students on attainment of professional dispositions during the annual student review and during the exit evaluation for graduating students. In total, students are evaluated at least 4 times in regards to professional dispositions. Professional Dispositions are rated on a 3-point scale ranging from 0 (does not meet criteria) to 2 (meets criteria consistently). Aggregate data collected on the Professional Dispositions Evaluation was reviewed to determine how students are progressing over time and to determine if changes are needed to the MACC program.

Professional Dispositions Aggregate Data

	Initial Eval N = 23	1 <sup>st</sup> Year Review N =24	2 <sup>nd</sup> Year Review N =	Exit Eval N = 13
Aware of Self & Others	1.43	1.54	1.70	1.83



Teachable	1.35	1.90	1.98	1.92
Ethical	1.48	1.72	1.90	1.92
Multiculturally Competent	0.96	1.60	1.80	2.0
Relationally Adept	1.48	1.70	1.85	1.92

This data is encouraging, as it appears to indicate that students grow steadily throughout the program in the development of professional dispositions necessary for counselors. Of special interest is that students seem grow most in the area of multicultural competence, according to faculty ratings of students. This growth likely reflects the changes that have been made in the program over the past several years in order to increase student awareness and acquisition of multicultural competencies.

### Course Evaluations

Students complete Course Evaluations providing feedback on the course content and instructor performance at the completion of each course. During the program evaluation meeting, MACC program faculty present a summary of their course evaluations, along with any changes they will make to the course in light of the course evaluations. Course Evaluations are also reviewed by the Academic Dean who addresses any concerns with individual faculty as needed. During the review of data, several data points emerged which seem important to highlight:

1. *More timely feedback.* Students in several courses noted that grading is often not completed in a timely manner that allows the best learning experience. Instructors of concern have acknowledged that grading has not been optimally managed and plan to improve in the coming year.
2. *More clarity in assignments/ expectations.* Students in several courses noted that assignment expectations were not clearly communicated, which sometimes caused confusion. Instructors of concern have noted that they will include more detailed instructions both orally and in written format.
3. *CO 770: Career and Lifestyle Development.* The instructor will include more integration of career counseling with counseling clients who come in for other issues, as career counseling is often done in conjunction with other presenting problems.
4. *CO 502: Introduction to Counseling and Systems Theories.* The instructor plans to reconsider the group assignments and provide alternate learning activities to meet the learning needs of more students.
5. *CO 790: Professional Orientation & Ethics.* The instructor will revise the course PowerPoints in response to student feedback; the instructor will reconsider the ethical dilemma assignment structure to allow for more synergistic engagement between students and the instructor.
6. *CO 735: Assessment in Counseling.* In response to student feedback, one comprehensive assessment report will be assigned rather than two, so that more time might be spent

addressing how to give feedback to clients; additionally, the instructor will increase the time spent on interpreting statistics to better support student learning.

7. *CO 867/ 868/ 869: Practicum and Internship*. Many students noted that the article assignments decrease the time for case consultation and suggested removing these assignments from the Practicum/ Internship courses. While this is a larger change requiring re-assigning KPIs, faculty agrees to consider this in earnest during the Fall 2018 semester.

### Current Graduating Students: Focus Group Results

Because many changes have been made to the MACC program over the past five years, current graduating students who were most impacted by these changes were invited to participate in a focus group to discuss the program's strengths, weaknesses, opportunities, and threats. Although a focus group of graduating students is not a regular part of the program evaluation process, program faculty determined that data points gleaned from this meeting could be useful for the current program evaluation. Seventeen students were invited to the focus group, and five chose to participate. The key themes articulated by students during this meeting include the following:

1. The magnitude of changes over the past 3-4 years has created confusion and instability among students. In particular, information related to CACREP accreditation was confusing and sometimes misunderstood. While several students gratefully acknowledged that the program has seemed more stable during the past year, the prior instability created relational distance between faculty and students, which was unfortunate and not optimal for mentoring.
2. Students strongly recommended changes to the *Post-Matriculation Evaluation* process (which has been renamed *Exit Evaluation*), including providing greater clarity of expectations regarding the video portion of the evaluation. Additionally, students suggested that the results of the *Exit Evaluation* should be communicated in a way that more accurately reflects the developmental nature of the evaluation.
3. Students reflected that the current format of the practicum orientation meeting is overwhelming. Several students remarked that they almost "quit the program" after the practicum orientation meeting. Suggested changes include (1) eliminating the required reading and written assignments that are due prior to attending this meeting; (2) reducing the amount of information given in one meeting; (3) communicating information in a way that demonstrates greater partnership between students and the program.
4. Students expressed that more timely feedback regarding assignments and final course grades is necessary.
5. Students noted that attending professional conferences and presenting professionally with MACC professors was a highlight of their time in the program.
6. Finally, students identified that the clinical training portion of the MACC program is a significant strength, and several remarked that they were "transformed" as a result of their clinical training experiences.

The MACC program faculty remain committed to incorporating the feedback gleaned from this focus group. A preliminary meeting, attended by all MACC faculty, was held on May 9, 2018 in order to determine short-term goals that might be incorporated within the coming year. These goals are noted in the summary section at the end of this report.

### Alumni Survey Results

In Spring 2018 an Alumni Survey was sent to 36 MACC program alumni who have graduated during the past two years since the previous survey was distributed in 2016. In total, 16 surveys were returned, indicating a 44% response rate. Characteristics of alumni related to rates of employment and professional licensure are reported in the *Characteristics of Applicants and Graduates* section of this document (p. 4).

The results of the Alumni Survey indicated that the MACC program is meeting its program goals, as the aggregate scores indicate that alumni either “agree” or “strongly agree” that the program provided appropriate development in each of the following areas:

Alumni Survey 2018 Aggregate Results

Program Goal	4-point Scale Rating
1. Development of a professional counselor identity	3.43
2. Knowledge and skills for competent counseling	3.64
3. Respect for human diversity within a multicultural perspective	3.64
4. Knowledge and skills related to ethical and legal standards of the counseling profession	3.64
5. Growth in Christian leadership	3.14

Of note, the program goal that received the lowest rating by program alumni was *Program Goal 5: Christian Leadership*, with an average rating of 3.14 on a 4-point scale. It is possible that this relative weakness in the program supports the data gathered during the focus group of graduating students, who indicated that the program has weathered a time of tumultuous change and frequent leadership transitions. It is possible that since the program has experienced tumultuous change over the past several years, some of the emphasis on growth in Christian leadership, which occurs through faculty-student mentoring relationships, has been neglected. However, it should be noted that this is a relative weakness since a score of 3.14 still indicates that alumni mostly “agree” that they grew in Christian leadership during the program.

### Employers of Alumni Survey Results

Employers of Alumni are surveyed every three years, with the most recent survey being administered in Spring 2017. Surveys were sent to thirteen employers of alumni and returned by seven, for a response rate of 54%. The results of this survey indicate that the MACC program is achieving its goals, with employers mostly rating alumni as either “strong” or “outstanding” in each of 10 areas.

Employers of Alumni Survey 2017 Aggregate Results

Employers of Alumni Evaluation of Alumni Characteristics (N=7)	5-point Scale Rating
Overall counseling knowledge	4.00
Overall counseling skills	4.14
Multicultural counseling skills	3.71

Professional and ethical behavior	4.57
Openness to supervision	4.71
Commitment to personal and professional growth	4.71
Preparedness for professional role	4.14
Dependability/ conscientiousness/ leadership	4.29
Interpersonal skills—staff relationships	4.57
Interpersonal skills—client relationships	4.14

Employers of Alumni report that MACC program alumni are strongest in the areas of openness to supervision (corresponds to Program Goal 1.A.) and commitment to personal and professional growth (corresponds to Program Goal 1.B.), both with scores of 4.71 on a 5-point scale.

Interestingly, Employers of Alumni rate alumni lowest in regards to multicultural counseling skills (Program Goal 3), with an aggregate score of 3.71 on a 5-point scale. While a score of 3.71 indicates *above average* competence in multicultural counseling, the fact that this area is rated lowest of all areas is noteworthy. Further, this employer data, which was collected in 2017, does not coincide with data provided by more recent alumni (2018), who rated their multicultural competence more strongly. It is possible that this discrepancy is due to the unreliability of self-reported data on the Alumni Survey. It is also possible that the MACC program has grown in this area within the past two years, so that recent alumni possess more multicultural competence than prior alumni. It is suggested that the Employers of Alumni Survey be repeated in Fall 2018 (rather than waiting the full 3-year cycle) to determine if more recent graduates display stronger multicultural competencies. This data can be reviewed and reported in next year’s program evaluation report.

In all other areas, employers of alumni scored MACC program graduates as either “Strong” or “Outstanding” indicating that MACC alumni have well-developed counseling skills, are dependable, professional, ethical, committed to growth, and well-prepared for their role as a professional counselor. Finally, it is strongly encouraging that all employers noted that they would be willing to hire other MACC program alumni.

#### Survey of Site Supervisors

In Spring 2017, Site Supervisor Surveys were returned by 10 out of 25 site supervisors (40%) who partner with the MACC program to provide clinical training to interns. Results of the survey indicated that site supervisors agree that the MACC program is achieving its goals.

#### Site Supervisor Survey 2017 Aggregate Results

Site Supervisor Evaluation of Intern Characteristics (N=10)	5-point Scale Rating
Overall counseling knowledge	3.8
Overall counseling skills	3.9
Multicultural counseling skills	3.7
Professional and ethical behavior	4.5
Openness to supervision	4.3
Commitment to personal and professional growth	4.6

Preparedness for professional role	4.0
Dependability/ conscientiousness/ leadership	4.5
Interpersonal skills—staff relationships	4.4
Interpersonal skills—client relationships	4.3

The highest rating on the survey related to the interns’ commitment to professional growth (which corresponds to Program Goal 1.B.) with a score of 4.6 on a 5-point scale. Two other high ratings related to Program Goal 4.A. (legal and ethical behavior) and Program Goal 5.A. (dependability and conscientiousness/ professional leadership), both with scores of 4.5 on a 5-point scale. These higher scores are consistent with the ratings on the Professional Dispositions Evaluations and Alumni Surveys, and would seem to indicate that these are strong components of the MACC program.

The lowest score on the survey completed by site supervisors was related to multicultural counseling skills (3.7 on a 5-point scale), which relates to Program Goal 3. Although this should be considered a relative weakness, since a score of 3.7 still indicates *above average* skill in multicultural counseling, this data is consistent with data gathered on the Employers of Alumni survey. Considered together, this data seems to reveal that although the program has made considerable efforts to increase students’ multicultural competence, there is room for improvement.

At the end of the survey, site supervisors are asked to rate the responsiveness of MACC program faculty in helping resolve student issues. All respondents who deemed this question applicable reported that faculty are “very responsive” or “somewhat responsive” to resolving problems. During the program evaluation meeting, faculty remarked that this question should be amended to inquire about the overall strength of the consultation relationship between site supervisors and faculty supervisors, rather than only addressing faculty involvement in resolving problems. This question will be amended on the next version of the Site Supervisor Survey.

The last question on the survey invites site supervisors to write in responses regarding student interns’ strengths and weaknesses. A sampling of strengths noted includes being teachable, humble, dedicated, conscientious, professional/ ethical, empathic, open to feedback, and committed to the profession. These narrative results seem to support other data in this report, suggesting that the MACC program is assisting students to develop the professional dispositions necessary for counselors, and to acquire the necessary skills to be competent professionals.

Weaknesses noted by site supervisors in the narrative response area included (1) an overall lack of clinical experience and (2) lack of macro-system knowledge and evidence-based practice; (3) skills of diagnosis. While it is possible that these weaknesses may be idiopathic, it will be important for the program to monitor these concerns to determine if this trend continues in future surveys.

A follow-up survey was sent to site supervisors in Spring 2018 in response to several requests to consider allowing students to continue Internship throughout the summer semester. The 2018 survey was sent to 40 site supervisors; 22 supervisors completed the survey for a 55% response

rate. A majority 72% of site supervisors indicated that they would like to have interns continue during the summer semester. Based on this data, the MACC program is offering two sections of clinical training (CO 868/ CO 868) during Summer 2018.

Finally, it should be noted that all respondents indicated that they would be “likely” or “very likely” to supervise another MACC student intern.

## **Summary**

During the 2017-2018 academic year, a comprehensive assessment of the MACC program was conducted. Data was collected from multiple sources including the Office of Admissions, the Registration Office, the CPCE aggregate score report, KPI surveys completed by course instructors, Professional Dispositions Evaluations completed by program faculty, Course Evaluations completed by students, and Program Evaluation Surveys completed by alumni, employers of alumni, and site supervisors. Trends in the data indicate that program strengths include assisting students to develop professional dispositions such as being teachable, ethical, and exhibiting traits of leadership. Other noted strengths include developing counselors with strong clinical skills who are committed to professional growth and who are well-prepared for the role of professional counselor. These data points seem to indicate that the MACC program is fulfilling its overarching mission to train competent Christian counselors.

However, the results of this comprehensive assessment also indicate areas for needed improvement, particularly in the area of increasing multicultural competencies for students; implementing noted curricular changes to support student attainment of KPIs, and providing more timely feedback (grades) to students.

## **Recommendations and Program Modifications**

The following recommendations are suggested for implementation during the 2018-2019 academic year:

1. Review and revise content and procedures for the *Practicum Orientation Meeting*.
2. Review and revise *Exit Evaluation* procedures.
3. Monitor site supervisor feedback to determine if students need more training in diagnosis.
4. Revise *Site Supervisor Evaluation* to include a question on the consultation relationship between site supervisor and faculty supervisor.
5. Monitor curricular changes noted in the *Course Evaluations* section (p. 9) of this report.
6. Collaborate with the Admissions Office to recruit students of Hispanic origin.
7. Collaborate with institutional administration and the advancement office to consider the establishment of a MACC minority student scholarship.
8. Establish a MACC diversity committee comprised of student and faculty representatives, in order to enhance multicultural awareness throughout the program.
9. Establish an accountability procedure for instructors to support timelier grading/ feedback to students.

### MACC Program Modifications 2018-2019

Program Modification	Implementation Date
1. Review and revise <i>Practicum Orientation Meeting</i>	Fall 2018
2. Review and revise <i>Exit Evaluation</i> procedures	Fall 2018
3. Monitor site supervisor feedback re: diagnosis	Summer, Fall 2018/ Spring 2019
4. Revise <i>Site Supervisor Evaluation</i>	Fall 2018
5. Monitor curricular changes noted in Course Evaluations	Fall 2018/ Spring 2019
6. Collaborate to recruit students of Hispanic origin	Summer 2018/ Fall 2018
7. Collaborate to consider establishing minority scholarship	Fall 2018
8. Establish diversity committee	Fall 2018
9. Establish accountability procedure for instructors	Summer 2018

The implementation of these program modifications will be directed and monitored by the MACC Program Director.

#### **Report Dissemination**

The entirety of this report will be made available publicly on the Gordon Conwell Theological Seminary—Charlotte website. Students, program faculty, institutional administrators, alumni, employers of alumni, and site supervisors will be notified of the report’s availability via email.