

# GORDON CONWELL

## THEOLOGICAL SEMINARY

### CHARLOTTE CAMPUS

#### **MACC Program Evaluation Report and Recommendations 2018-2019 Prepared July 18, 2019**

#### **Introduction**

During the 2018-2019 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 May 8 and June 5, 2019. 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). This 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 available to the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as part of the regular reporting process for accredited institutions.

#### **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 four times in 2018 (February, April, July, and October) 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 by utilizing a survey sent to recent graduates.

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.

Key Performance Indicator (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 2018 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. Course instructors and the Academic Dean review the information submitted on the course evaluations and faculty suggest course improvements each spring during the annual program evaluation meeting

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. The Alumni Survey is conducted annually in the spring semester and asks program alumni who have graduated in the previous three years 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 is distributed every three years (last distributed in Spring 2017 with a follow-up addendum in 2018) and 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, also distributed every three years and last conducted in Spring 2019, 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.

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 2018 calendar year, the MACC program enrolled 15 new students and 66 returning students, for a total of 81 students. This is a decline of 8 students from the previous year's 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 = 81	MACC %	US Census % (2016)	CACREP Programs % (2016)
Female	65	80%	51%	83%
Male	16	20%	49%	17%
International Students	4	5%	N/A	1%
African/African-American	9	11%	13%	19%
Asian/Asian-American	5	6%	6%	9%
Hispanic	3	4%	18%	2%
Native American/ Islander	0	<1%	1%	<1%
White/ Caucasian	59	72%	77%	59%
Ethnicity Unknown/ No Report	5	6%	No data	7%
Married	39	48%	No data	No data
Single	35	43%	No data	No data
Separated/ Divorced	4	5%	No data	No data
Prefer not to answer	3	4%	No data	No data

A review of admissions data indicates that the MACC program enrolled significantly more females (80%) than males (20%) during the 2018 calendar year. This percentage of males in the MACC program is slightly lower than 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 72% of the MACC student body identify as White/Caucasian while 22% self-identify as a minority; the percentage of White/ Caucasian students in the MACC program (72%) is slightly lower 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 2018 calendar year slightly less than half (48%) 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 (11%) 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 regard to Hispanic populations, the MACC program enrolled students at a rate slightly higher than that of all CACREP schools (4%) but considerably lower than the U.S. population (18%). It is encouraging that the program enrolled a greater number of Hispanic students in 2018 than in years prior, since targeting Hispanic student enrollment was a program goal for the 2018 year.

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 African American and Hispanic students. These will be active and intentional goals for the 2019 year.

In 2018, the MACC program saw a decline in the number of applications received and a decline in the number of new students enrolled. Given that more students are interested in attending only CACREP accredited schools, the program is anticipating enrollment trends to increase following the attainment of CACREP accreditation, which was granted on July 13, 2019. In 2018, the program received 23 total new student applications (down from 40 in 2017), and 15 students were enrolled (down from 26 in 2017). 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	91 %
2016	19	84 %
2017	26	TBD
2018	15	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. A program completion rate of 85 – 90% is considered commendable. Additionally, prior to 2018, there had been a clear trend upward in the number of students who matriculated into the program, with a sharp decline during the 2018 year. As such, it will be important to work with the admissions department during the coming year to determine causes. It is possible that the lack of CACREP accreditation negatively impacted enrollment trends, and thus with accreditation granted in July 2019 it is hopeful that enrollment will increase.

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. The 2019 Alumni Survey data represents 22 total respondents, 77% of whom were 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%
2019 Alumni Survey— 2017 and 2018 graduates	87%	77%

It should be noted that there has been an increase from 2016 (72%) to 2018 and 2019 (87%) in the percentage of students who obtained employment in the field of counseling following graduation. Additionally, 77% 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. It is anticipated that this percentage may increase in the coming years, since the attainment of CACREP accreditation in July 2019 has made it easier for students to become licensed.

### **Counselor Preparation Comprehensive Exam (CPCE)**

In the Spring 2019 semester, 13 MACC students took the CPCE, which is part of the exit evaluation process. Due to a scheduling error on the part of the exam administrators, five graduating students were excused from the exam. The passing score on the 2019 administration of the CPCE was determined to be a 69. Results indicated that all students passed the exam on the first attempt. Additionally, three students (23%) 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. These are encouraging statistics, since 2019 represents the first year that the CPCE was mandatory.

#### 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%
2019 (N=13)	83 SD = 15	89 SD = 10	100%	23%

Considering specific content areas, the MACC student mean scores for seven of the eight content areas were higher than the national mean scores. In addition, for two content areas, (1) *Career Development* and (2) *Research and Program Evaluation*, the mean score of MACC students was statistically significantly higher than the mean for all counseling students who took the test. These results are encouraging, as they seem to indicate that MACC students are attaining or exceeding the national average in all areas.

CPCE Results by Content Area 2019

Content Area	National Mean	National SD	MACC Mean	MACC SD
C1: Professional Orientation and Ethical Practice	11.3	2.2	11.1	2.1
C2: Social and Cultural Diversity	9.5	1.8	10.4	1.8
C3: Human Growth and Development	9.7	2.3	10.2	2.4
<b>C4: Career Development*</b>	<b>10.5</b>	<b>2.2</b>	<b>11.9</b>	<b>1.8</b>
C5: Counseling and Helping Relationships	10.8	2.1	11.5	1.5
C6: Group Work	10.2	2.4	10.8	2.4
C7: Assessment	10.6	2.1	11.5	1.9
<b>C8: Research and Program Evaluation*</b>	<b>10.7</b>	<b>2.2</b>	<b>11.9</b>	<b>1.8</b>
<b>Total</b>	<b>83.3</b>	<b>11.7</b>	<b>89.3</b>	<b>10.0</b>

\*MACC student mean is statistically significantly higher at the  $p < .05$  significance level.

**Key Performance Indicator (KPI) Assessment Surveys**

At the end of each course during the 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 held in May 2019, MACC faculty reviewed the overall KPI Assessment Results. Courses in which the Key Performance Indicator benchmark was not achieved are highlighted below in red.

KPI Aggregate Results

2018	Measurement Point 1 Percentage Met	Measurement Point 2 Percentage Met
KPI 1: Orientation & Ethics	CO 790 94%	Exit Evaluation 95%
KPI 2: Social & Cultural Diversity	CO 712 100%	CO 790 89%
KPI 3: Human Growth & Development	CO 610 100%	CO 868 85%
<b>KPI 4: Career Development</b>	CO 735 100%	<b>CO 770 76.5%</b>
KPI 5: Helping Relationships	CO 540 96%	CO 869 90%
KPI 6: Group Work	CO 718 90%	CO 869 100%
<b>KPI 7: Assessment &amp; Testing</b>	CO 735 100%	<b>CO 770 59%</b>

KPI 8: Research/ Program Evaluation	CO 710 100%	CO 699 100%
KPI 9: CMH Specialization	CO 610 100%	CO 868 90%
KPI 10: Faith Integration	<b>Conference Attendance 50%</b>	CO 850 88%

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

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

*KPI 7: Assessment and Testing: Ethically and culturally relevant strategies for selecting, administering and interpreting assessment and test results.*

KPIs 4 and 7 are both assessed at two points during the program. KPI is assessed the first time in CO 735, *Assessment in Counseling*, through questions on the final exam related to assessment tools and techniques relevant to career planning. At the first measurement, 100% of students achieved the benchmark. KPI 7 is also first assessed in CO 735, *Assessment in Counseling*, where students are asked to address social, cultural and ethical factors in a written report following administering assessments. At the first measurement, 100% of students met the benchmark required for the KPI.

However, during the second measurement of KPI 4 and KPI 7, both of which occur in CO 770, *Lifestyle & Career Development*, the minimal benchmark of 85% of students achieving the KPI was not met. Upon further examining these results, faculty determined that this was likely due to a poor measurement rubric in the *Lifestyle & Career Development* course and not truly related to student attainment of the KPI. This determination seems to be supported by student achievement on the CPCE, since students scored higher in Career Development than any other area on the exam. The instructor for CO 770, *Lifestyle & Career Development* noted that he would amend the KPI measurement tool and rubric, in order to more accurately ascertain student achievement.

*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 50% of this year's graduating students met the requirement to attend a professional counseling conference. However, this KPI was instituted as a requirement beginning Fall 2017 and therefore many students in the graduating cohort (who matriculated in 2015) were *strongly encouraged* though not required to attend a professional counseling conference. Additionally, this percentage increased substantially (from 32% in our prior year program evaluation) to 50%. 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 100% of 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. Eighty-eight percent of the students met this KPI at the second measurement. This exceeds the program benchmark of 85%.

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.* For the second measurement of this KPI in CO 770, the grading rubric will be revised, and course instruction will be augmented to discuss application of assessment tools and techniques relevant to career planning.

*KPI 7: Assessment and Testing: Ethically and culturally relevant strategies for selecting, administering and interpreting assessment and test results.* For the second measurement of this KPI in CO 770, the grading rubric will be revised, and course lectures will be updated to assist students in making clearer connections for selecting, administering, and interpreting assessments in an ethically and culturally relevant way.

### **Professional Dispositions Evaluation**

Faculty evaluate the professional dispositions of newly matriculated MACC students 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 completed each spring semester 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 = 16	1 <sup>st</sup> Year Review N=16	2 <sup>nd</sup> Year Review N = 23	Exit Eval N = 20
Aware of Self & Others	1.125	1.32	1.65	1.85
Teachable	1.4	1.66	1.91	1.80
Ethical	1.0	1.4	1.96	1.95
Multiculturally Competent	1.0	1.56	1.91	1.85

Relationally Adept	1.25	1.52	1.76	1.85

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.

During the program evaluation meeting, faculty determined that the current rubric for evaluating professional dispositions is not nuanced enough, since faculty frequently want to choose a rating “halfway between” the points on the current scale. It was decided that the rubric will be enhanced to include more rating points (1 – 4) and clearer descriptions of each category. In addition, faculty decided that students who do not attain an average score of 3 points (out of a possible total of 4 points) by the final Exit Evaluation will be entered into a remediation plan to address professional disposition deficiencies.

**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 CO 502 and CO 718 noted that grading is often not completed in a timely manner that allows the best learning experience. The instructor of these courses will set up accountability with the program director and utilize a T.A. to ensure prompter feedback to students.
2. *More clarity in assignments/ less redundancy.* Students in several courses noted that assignment expectations were not clearly communicated, or that some assignments were redundant. Instructors of concern have noted that they will review and revise the syllabus for greater clarity and less redundancy.
3. *CO 699: Research and Program Evaluation.* The instructor will amend her presentations to move more slowly through the course material and will review/ amend assignments to reduce overall course load.
4. *CO 712: Multicultural Diversity in Counseling.* The instructor will improve her PowerPoint presentations.
5. *CO 718: Group Dynamics.* The instructor will reduce the number of assignments, combining several assignments into one project.
6. *CO 719: Human Sexuality.* The instructor will include a greater diversity of case studies related to the course topic.
7. *CO 720: Counseling Children.* The instructor will include a live counseling demonstration with a child.
8. *CO 790: Professional Orientation & Ethics.* The instructor will revise the course quizzes and provide greater clarity about assignment expectations in both the syllabus and on Canvas. The instructor will improve her PowerPoint presentations.

9. *CO 850: Advanced Models in Christian Counseling*. The instructor will provide better integration of texts via in-class activities focused on counselor self-care and self-evaluation exercises.
10. *CO 867/ 868/ 869: Practicum, Internship I, Internship II*. Although not noted on course evaluations, faculty discussed the inconsistency surrounding how student clinical hours are verified by site supervisors. Faculty determined that implementing software such as Time2Track would provide greater uniformity of clinical training procedures.

### **Alumni Survey Results**

In Spring 2019 an Alumni Survey was sent to all MACC alumni who graduated during the past three years. In total, 22 surveys were returned. 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. 5).

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

Alumni Survey 2019 Aggregate Results

Program Goal	Agree or Strongly Agree
1. Development of a professional counselor identity	86%
2. Knowledge and skills for competent counseling	100%
3. Respect for human diversity within a multicultural perspective	95%
4. Knowledge and skills related to ethical and legal standards of the counseling profession	100%
5. Growth in Christian leadership	77%

Of note, the program goal that received the lowest rating by program alumni was *Program Goal 5: Christian Leadership*, with only 77% of students indicating that the program contributed to their growth in Christian leadership. It is possible that since the program has experienced tumultuous change over the past several years, including the hiring of three new faculty in the past three years, some of the emphasis on growth in Christian leadership, which occurs through faculty-student mentoring relationships, has been minimized. However, it should also be noted that this is a relative weakness since 77% of alumni indicated that they “agree” or “strongly agree” that they grew in Christian leadership during the program.

Notwithstanding, this is the second consecutive year that alumni have scored *Program Goal 5: Growth in Christian Leadership* as the lowest of all program goals, and this is concerning to program faculty. With this in mind, faculty determined to devote approximately 15 minutes of each bi-weekly practicum/ internship group supervision meeting to explore issues of biblical and theological integration and to support students’ understanding of Christian leadership within the field of professional counseling. In order to provide time for this endeavor, the article assignment will be eliminated from group supervision. In addition, faculty will participate in focus group meetings intended to explore and determine more effective ways of enhancing students’ growth in Christian leadership throughout the program.

### **Employers of Alumni Survey Results**

Employers of Alumni are surveyed every three years, with the most recent survey being administered in Spring 2019. Surveys were sent to thirteen employers of alumni and returned by two, for a poor response rate of 15%. Given the small number of employers who responded to the survey, the results of the Employer Survey should be viewed with caution.

Employers of Alumni Survey 2019 Aggregate Results

Program Goal (N = 2)	Agree or Strongly Agree
1. Development of a professional counselor identity	100%
2. Knowledge and skills for competent counseling	50%
3. Respect for human diversity within a multicultural perspective	100%
4. Knowledge and skills related to ethical and legal standards of the counseling profession	100%
5. Display of Christian leadership	100%

In addition, Employers of Alumni who work within a Christian context were asked to rate MACC alumni employees on their ability to integrate biblical and theological concepts into their work with clients. Although only two employers responded, their answers were diametrically opposed with one reporting that MACC alumni are strong in integration skills and the other reporting that integration skills are underdeveloped. Because of the small number of employers who responded to the survey, it is difficult to draw conclusions from the data. Nonetheless, because the program expects *all* graduates to be able to integrate biblical and theological concepts into counseling, having even one employer who reports otherwise is concerning. Faculty determined to make intentional efforts during the practicum and internship supervision groups to assist students with biblical and theological integration.

Finally, it is strongly encouraging that both employers noted that they are satisfied with their MACC employees and would be willing to hire other MACC program alumni.

### **Survey of Site Supervisors**

Site Supervisors are surveyed every three years, with the next data collection set for Spring 2020. No Site Supervisors were surveyed during this program evaluation period.

### **Summary**

During the 2018-2019 academic year, a comprehensive assessment of the MACC program was conducted. Data was collated 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 and employers of alumni. 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 following areas: increasing racial and ethnic diversity among the student body; implementing noted curricular changes to support student attainment of KPIs; and providing more opportunities to support student understanding of biblical and theological integration with counseling.

### Recommendations and Program Modifications

Before noting recommendations and program modifications for the upcoming 2019-2020 year, a review of the recommendations implemented during the 2018-2019 academic year is provided below. Of the nine modifications recommended last year, only one was not successfully implemented (highlighted below in red). This unmet goal will be prioritized for the 2019-2020 year.

Review of 2018-2019 Modifications and Implementation Status

Program Modification	Met/ Not Met
1. Review and revise <i>Practicum Orientation Meeting</i>	Met
2. Review and revise <i>Exit Evaluation</i> procedures	Met
3. Monitor site supervisor feedback re: diagnosis	Met
4. Revise <i>Site Supervisor Evaluation</i>	Met
5. Monitor curricular changes noted in Course Evaluations	Met
6. Collaborate to recruit students of Hispanic origin	Not met.
7. Collaborate to consider establishing minority scholarship	Met
8. Establish diversity committee	Met
9. Establish accountability procedure for instructors	Met (Ongoing implementation)

Based on the totality of this program evaluation, the following recommendations are suggested for implementation during the 2019-2020 academic year:

1. Collaborate to prioritize Hispanic student recruitment
2. Establish connections with HBCUs in the Southeast to aid in recruitment.
3. Provide increased opportunities for student understanding of biblical and theological integration
4. Implement Time2Track for tracking of student clinical training.
5. Revise Professional Dispositions Evaluation rubric
6. Explore data collection management systems
7. Monitor curricular changes noted in Course Evaluations

Program Modification	Faculty Lead	Proposed Implementation
1. Collaborate to prioritize Hispanic student recruitment	Dr. Davis	Fall 2019/ Spring 2020
2. Establish connections with HBCUs in the Southeast to aid in recruitment.	Dr. Maclin	Fall 2019/ Spring 2020

3. Increase opportunities for student understanding of biblical and theological integration	Dr. Davis	Bi-weekly supervision/ Counseling Retreat
4. Implement Time2Track for tracking of student clinical training.	Dr. Benitez	Fall 2019
5. Revise Professional Dispositions rubric	Dr. Davis	Summer 2019
6. Explore data collection management systems	Dr. Cook	Summer 2019
7. Monitor faculty accountability for curricular changes noted in Course Evaluations (see pp. 9-10)	Dr. Davis	Fall 2019/ Spring 2020

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.