

# GORDON CONWELL

## THEOLOGICAL SEMINARY

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#### **MACC Program Evaluation Report and Recommendations 2019-2020 Prepared Sept. 25, 2020**

#### **Introduction**

During the 2019-2020 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 assessment 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 July 9-10, 2020. The evaluation of aggregate data occurs across several domains: Demographic data denoting characteristics of applicants, current students, 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 during the 2019-2020 academic year (October, February, April, and July) 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 fall and spring semester. This comprehensive knowledge 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 Summer, Fall, and Spring semesters (2019-2020). 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 summer 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 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 2019-2020 academic year, the MACC program enrolled 22 new students and 52 returning students, for a total of 74 students. This is an overall decline of 7 students (approximately 8%) from the previous year's total of 81 students; however, the increase in new students is significant (50% greater new student enrollment when compared to 2018-2019). It is possible that this growth occurred due to the achievement of CACREP accreditation, which is extremely important to today's students. Additionally, greater flexibility in allowing students to begin the program in either the Fall or Spring semester may also have contributed to increased new student enrollment. Demographic characteristics of the MACC student body are summarized in the following chart:

MACC Program Characteristics of Matriculated Students  
2019-2020

|                              | N = 74 | MACC % | US Census % (2016) | CACREP Programs % (2016) |
|------------------------------|--------|--------|--------------------|--------------------------|
| Female                       | 60     | 81%    | 51%                | 83%                      |
| Male                         | 14     | 19%    | 49%                | 17%                      |
| International Students       | 2      | 3%     | N/A                | 1%                       |
| African/African-American     | 7      | 9%     | 13%                | 19%                      |
| Asian/Asian-American         | 3      | 4%     | 6%                 | 9%                       |
| Hispanic                     | 3      | 4%     | 18%                | 2%                       |
| Native American/ Islander    | 0      | <1%    | 1%                 | <1%                      |
| White/ Caucasian             | 60     | 81%    | 77%                | 59%                      |
| Ethnicity Unknown/ No Report | 1      | 1%     | No data            | 7%                       |
| Married                      | 29     | 39%    | No data            | No data                  |
| Single / Widowed             | 37     | 50%    | No data            | No data                  |
| Separated/ Divorced          | 4      | 5%     | No data            | No data                  |
| Not reported                 | 4      | 5%     | No data            | No data                  |

A review of admissions data indicates that the MACC program enrolled significantly more females (81%) than males (19%) during the 2019-2020 academic year. This percentage of males in the MACC program is slightly higher than the percentage of males (17%) reported by CACREP as attending CACREP Masters' Programs (2016 Annual Report); and 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).

Demographic data on student racial and ethnic identification indicates that 81% of the MACC student body identify as White/Caucasian and 18% self-identify as a person of color. The percentage of students of color in the MACC program decreased slightly this year from 22% last year, which is troubling if this indicates a trend. This data should continue to be evaluated closely within the coming year.

Due to its weekend-only, hybrid delivery format, the MACC program often attracts students who represent a diverse span of age ranges and marital statuses. During the 2019-2020 academic year 39% of MACC students reported that they were married. Additionally, student ages ranged from 23 – 72 years old, 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 (9%) than the average represented by CACREP programs (19%). 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%). During the 2019-2020 academic year, a special focus on increasing Hispanic student enrollment was initiated; however, due to the COVID pandemic, many of these initiatives were limited. While not reflected in this report (which covers academic year 2019 - 2020), the Fall 2020 new student cohort includes three students of Hispanic origin, perhaps as a response to increased focus from both the admissions department and the program faculty.

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 continue to be active program goals for a program that has historically enrolled a majority of White students.

In 2019-2020, the MACC program saw a 50% increase in the number of applications received and a 50% increase in the number of new students enrolled. It is possible that this increase is due to the achievement of CACREP accreditation in summer 2019, as well as the program permitting students to begin the program in either the spring or fall semesters, rather than only the fall semester. During 2019, the program received 35 new student applications (a 50% increase, up from 23 new student applications in 2018) and 22 students were enrolled (a 50% increase, up from 15 new students in 2018). Program completion rates are noted in the chart below:

MACC Program Completion Rates

| Matriculation year | Number of students | Graduation rate |
|--------------------|--------------------|-----------------|
| 2015 -2016         | 11                 | 91 %            |
| 2016 -2017         | 19                 | 89 %            |
| 2017 -2018         | 26                 | 50% (to date)*  |
| 2018 -2019         | 15                 | TBD             |
| 2019 -2020         | 22                 | TBD             |

*\*Students complete the program choosing a 3, 4, or 5-year track, thus the graduation rate for students who entered in 2017 is still in process..*

In reviewing the matriculation and graduation data, it appears that approximately 50% of students complete the program in the minimum 3-year time frame, but 90% of students complete the program within 5 years (maximum time frame without special exception). This program completion rate of 90% is considered commendable.

Job placement and professional licensure rates for the MACC graduates were determined through a query sent out via Survey Monkey. The 2020 survey represents data from MACC alumni who graduated during the calendar year 2019. The 2020 Alumni Survey data represents 15 total respondents, of which 87% identified as female and 13% 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

|  | Number of respondents | Employed in the mental health profession | Achieved licensure within 6 months of graduation |
|--|-----------------------|--|--|
| <i>2018 Alumni Survey—<br/>2016 - 2017 graduates</i> | 16                    | 87%                                      | 75%  |
| <i>2019 Alumni Survey—<br/>2017 - 2018 graduates</i> | 22                    | 87%                                      | 77%  |
| <i>2020 Alumni Survey—<br/>2019 graduates</i>        | 15                    | 87%                                      | 73%  |

It should be noted that the percentage of students who obtained employment in the field of counseling following graduation remains stable at 87%. Additionally, 73% of last year's graduates (11 out of 15 respondents) reported that they achieved entry-level licensure in the counseling field within 6 months of graduation; 93% of last year's graduates (14 out of 15) reported that they achieved licensure within 12 months. These are encouraging statistics, suggesting that students who complete the MACC degree are able to become professionally licensed and obtain work within the field of professional counseling.

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

In the Spring 2020 semester, 15 MACC students took the CPCE, which is part of the exit evaluation process. Two versions of the CPCE were administered, as assigned by the Center for Credentialing and Education when the student registered for the exam. The passing score on this year's CPCE was determined to be 68 for version V.100819 and 71 for version V.100120. Results indicated that all students passed the exam on the first attempt. Additionally, 7 students (47%) 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. In a t-test statistical comparison, MACC students scored statistically significantly higher than the national average on the total exam score. These are encouraging statistics, indicating that students who complete the program have a broad knowledge base in counseling.

CPCE Scores

|                                | National Mean | MACC Total Score Mean | MACC Pass Rate | MACC students > 1 SD above the national mean |
|--------------------------------|---------------|-----------------------|----------------|--|
| <b>2018</b> (N=3)              | 87<br>SD = 17 | 108<br>SD = 19        | 100%           | 100%   |
| <b>2019</b> (N=13)             | 83<br>SD = 15 | 89<br>SD = 10         | 100%           | 23%  |
| <b>2020</b> (N=15)<br>V.100819 | 82<br>SD = 15 | 99<br>SD = 6          |                |  |

|          |               |               |      |     |
|----------|---------------|---------------|------|-----|
| V.100120 | 84<br>SD = 14 | 95<br>SD = 13 | 100% | 47% |
|----------|---------------|---------------|------|-----|

It is encouraging to note that nearly half (47%) of MACC students placed in the top 16% of all test takers for this standardized exam. Considering specific content areas, the MACC student mean scores for all eight content areas were higher than the national mean scores. In addition, for three content areas, (1) *Professional Orientation and Ethical Practice*; (2) *Career Development*; and (3) *Group Work*, 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 2020

| Content Area  | National Mean | National SD | MACC Mean | MACC SD |
|---|---------------|-------------|-----------|---------|
| <b>C1: Professional Orientation and Ethical Practice*</b> |               |             |           |         |
| V.100819  | 11.4          | 2.1         | 12.9      | 2.1     |
| V.100120  | 11.8          | 2.3         | 13.4      | 2.7     |
| <b>C2: Social and Cultural Diversity</b>                  |               |             |           |         |
| V.100819  | 11.1          | 2.3         | 12.4      | 2.6     |
| V.100120  | 10.2          | 2.4         | 10.4      | 2.3     |
| <b>C3: Human Growth and Development</b>                   |               |             |           |         |
| V.100819  | 12.1          | 2.3         | 12.4      | 2.1     |
| V.100120  | 10.8          | 2.6         | 12.3      | 1.8     |
| <b>C4: Career Development*</b>                            |               |             |           |         |
| V.100819  | 10.7          | 2.6         | 12.1      | 1.3     |
| V.100120  | 10.6          | 2.3         | 13.1      | 2.5     |
| <b>C5: Counseling and Helping Relationships</b>           |               |             |           |         |
| V.100819  | 10.5          | 2.3         | 11.9      | 1.3     |
| V.100120  | 11.3          | 2.3         | 12.3      | 2.7     |
| <b>C6: Group Work*</b>                                    |               |             |           |         |
| V.100819  | 12.0          | 2.5         | 14.4      | 1.1     |
| V.100120  | 10.9          | 2.5         | 12.3      | 2.0     |
| <b>C7: Assessment</b>                                     |               |             |           |         |
| V.100819  | 9.9           | 2.2         | 11.3      | 1.3     |
| V.100120  | 10.3          | 2.4         | 11.8      | 2.8     |
| <b>C8: Research and Program Evaluation</b>                |               |             |           |         |
| V.100819  | 10.5          | 2.4         | 11.6      | 1.8     |
| V.100120  | 9.1           | 2.7         | 9.8       | 3.4     |
| <b>Total*</b>   |               |             |           |         |
| V.100819*   | 88.2          | 13.4        | 99.0      | 5.6     |
| V.100120*   | 85.0          | 14.0        | 95.1      | 12.9    |

|  |  |  |  |  |
|--|--|--|--|--|
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|--|--|--|--|--|

\*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 complete 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 July 2020, MACC faculty reviewed the overall KPI Assessment Results. The program has determined that at least 85% of students must successfully meet each KPI in order for the benchmark to be met. The chart below indicates the percentage of students in each course who met the minimum standards set during the 2019-2020 year. Courses in which at least 85% of students did not meet the Key Performance Indicator benchmark are highlighted below in red.

KPI Aggregate Results

| 2019-2020                              | Measurement Point 1<br>Percentage Met | Measurement Point 2<br>Percentage Met |
|--|---------------------------------------|---------------------------------------|
| KPI 1: Orientation & Ethics            | CO 790<br>90%                         | Exit Evaluation<br>100%               |
| KPI 2: Social & Cultural<br>Diversity  | CO 712<br>100%                        | CO 650<br>100%                        |
| KPI 3: Human Growth &<br>Development   | CO 610<br>100%                        | CO 868<br>85%                         |
| KPI 4: Career Development              | CO 735<br>100%                        | CO 770<br>95%                         |
| KPI 5: Helping Relationships           | CO 540<br>100%                        | CO 869<br>100%                        |
| KPI 6: Group Work                      | CO 718<br>100%                        | Form 13.0<br>100%                     |
| <b>KPI 7: Assessment &amp; Testing</b> | CO 735<br>94%                         | <b>CO 770<br/>80%</b>                 |
| KPI 8: Research/ Program<br>Evaluation | CO 710<br>100%                        | CO 699<br>100%                        |
| KPI 9: CMH Specialization              | CO 610<br>100%                        | CO 868<br>100%                        |
| <b>KPI 10: Faith Integration</b>       | <b>Conference Attendance<br/>72%</b>  | CO 850<br>95%                         |

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

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

KPI 7 is assessed at two points during the program. It 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. However, during the second measurement of KPI 7, which occurred in CO 770,

*Lifestyle & Career Development*, the minimal benchmark of 85% of students achieving the KPI was missed slightly, as only 80% of students met the benchmark. Since this is the second consecutive year that this KPI benchmark was not met in this course, this warrants further scrutiny. It is possible that attempting to measure a student's attainment in Assessment skills during the Career counseling course is not the best course placement. The instructor for CO 770, *Lifestyle & Career Development* noted that he would amend his instructional methods regarding the use of assessment in career counseling, and he would also revise the KPI measurement tool for 2020-2021 to ensure that the measurement tool accurately reflects student achievement. As a counterbalance, it should be noted that MACC students scored well above the mean in the content area of Assessment on the CPCE, so it seems reasonable to assume that deficiency in meeting this KPI rests with the program's measurement tool rather than with actual student achievement in this area.

*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, as a way of demonstrating their presence as a Christian within the professional counseling community. Only 72% 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 who graduated in 2019 or early 2020 matriculated prior to 2017 and were *strongly encouraged* though not required to attend a professional counseling conference. Additionally, this percentage has increased substantially over the last 3 years as we implemented this requirement (32% in 2018; 50% in 2019; 72% in 2020). We anticipate that 100% of students will meet this KPI in future years, since it is now 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%.

Finally, it should be noted that as the normal process of program evaluation unfolded during the program evaluation meeting, the following changes were made to timing and/or measurement of KPIs:

*KPI 3: Human Growth & Development—Systemic & environmental factors that affect human development, functioning, and behavior.* The first measurement of this KPI will occur in CO 710, *Psychopathology*, through the case conceptualization assignment. The second measurement of this KPI will occur in CO 610, *Lifespan Development*, through the historical examination of lifespan assignment.

*KPI 9: Clinical Mental Health Counseling Specialization.* This KPI will be measured the first time in CO 502, *Introduction to Counseling Theories*, through the Case Studies Response assignment. The second measurement of this KPI will occur during CO 869, *Internship II*, when



students are evaluated by their faculty supervisor on a broad range of mental health skills and interventions.

*KPI 10: A demonstration of ethical, professional Christian leadership within the professional counseling community.* The first measurement of KPI 10 will occur early in the program, in CO 790, *Professional Standards & Ethics*, when students are required to join a professional counseling organization. The final measurement of this KPI will occur during the student’s Exit Evaluation (CO 650), when students must provide proof that they attended a professional counseling conference.

**Professional Dispositions Evaluation**

Faculty evaluate the professional dispositions of newly matriculated MACC students at the end of their first year in 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 3 times in regard to professional dispositions. Professional Dispositions are rated on a 4-point scale ranging from 1 (rarely meets criteria) to 4 (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 2019-2020

|                           | 1 <sup>st</sup> Year Review<br>N=27 | 2 <sup>nd</sup> Year Review<br>N = 14 | Exit Eval<br>N = 15 |
|---------------------------|-------------------------------------|---------------------------------------|---------------------|
| Aware of Self & Others    | 3.3                                 | 3.1                                   | 3.8                 |
| Teachable                 | 3.3                                 | 3.8                                   | 3.9                 |
| Ethical                   | 3.2                                 | 3.7                                   | 4                   |
| Multiculturally Competent | 3.1                                 | 3.4                                   | 3.8                 |
| Relationally Adept        | 3.2                                 | 3.5                                   | 3.9                 |

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. While this data suggests a small decline in students’ awareness of self and others during the second year in the program, it is possible that this decline occurs naturally as students begin their clinical training placements and come to a deeper understanding of intrapersonal processes.

**Course Evaluations and Faculty Reflections**

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, faculty also reflected on other significant changes that are planned for their course, including those not driven by factors other than student course evaluations.

1. *CO 610: Lifespan Development: Implications for Counseling.* Given the COVID pandemic, this course will be moving to fully online beginning fall, 2020.
2. *CO 712: Multicultural Diversity in Counseling.* Professor will pay more attention to ensure due dates match on syllabus and on CANVAS. Quizzes will be eliminated. The course will move to a DigitalLive format.
3. *CO 790: Professional Standards & Christian Ethics for Counselors.* Professor will pay more attention to ensure due dates match in syllabus and on CANVAS. Due dates will be changed to avoid Sundays.
4. *CO 502: Introduction to Counseling/Systems Theory.* This course will be moving to a DigitalLive format.
5. *CO 770: Lifestyle & Career Development.* The textbook choice selection will be revised.
6. *CO 699: Research Methods & Design.* Professor intends to change wording on quizzes; and to explore how to integrate theology and faith into research.
7. *CO 710: Psychopathology.* Professor plans to incorporate an assignment on how to develop a treatment plan at the beginning of the semester.
8. *CO 867/868/869.* Due to the COVID pandemic, students faced significant difficulties in their clinical placements, including challenges with completing the required number of clinical counseling hours as well as feeling isolated in providing counseling via telehealth from their homes, without the benefit of other counselors nearby. While we are unable to predict the trajectory of the pandemic, greater attention will be given to telehealth training for all interns and to working with site supervisors to ensure that student needs are met.
9. *All courses.* Faculty noted the weight of racial disparity in the field of professional counseling and agreed together to review syllabi and course content to insure inclusion of BIPOC authors. In addition, a database of resources will be established for students to increase understanding of diversity, solidarity, and racial justice.
10. *All courses.* While the COVID-19 pandemic continues to require coursework to be moved online, all MACC faculty committed to participate in a 6-week training provided by the institution to enhance online pedagogy and learn to build effective digital learning experiences.
11. *Bible and Theology courses.* Students continue to reflect that the required Bible and theology coursework (15 credit hours) could be more helpful if the Bible and theology professors had a greater understanding of mental health and were able to engage discussions around applications to mental health. While the integration of Bible and theology occurs intentionally and explicitly in the counseling core courses, this does not appear to happen as readily in the Bible/ theology courses. MACC faculty reflected that it could be useful explore ways to include theology courses in suffering, evil, and theological anthropology for counseling students.

### **Alumni Survey Results**

In Spring 2020 an Alumni Survey was sent to all MACC alumni who graduated during the 2019 calendar year. Previously, the Alumni Survey has been conducted every three years, querying graduates from the prior three-year period. However, it was determined this year that the Alumni Survey should be conducted annually and sent to graduates from the previous year. In total, 15 surveys were returned this year. 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 2020 Aggregate Results

| Program Goal  | Agree or Strongly Agree |
|---|-------------------------|
| 1. Development of a professional counselor identity   | 100%                    |
| 2. Knowledge and skills for competent counseling  | 100%                    |
| 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. Growth in Christian leadership   | 92%                     |

Of note, the only program goal that did not receive a rating of “agree” or “strongly agree” by all alumni was *Program Goal 5: Christian Leadership*, with 92% of students indicating that the program contributed to their growth in Christian leadership (all but one respondent). We are encouraged by this high percentage, as the 2019 administration of the Alumni Survey indicated that only 77% of students felt the program met this goal. The faculty have diligently incorporated ways to provide opportunities for Christian leadership and growth within the program, and we believe that this intentional focus has resulted in greater achievement of this program goal. For example, during the 2019-2020 school year, faculty determined to devote approximately 20 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 addition, in January, faculty and students participated together in a retreat to consider the person of the Christian counselor and why theology matters in Christian leadership.

At the end of the Alumni Survey, graduates are given an opportunity to share any comments they wish regarding the MACC program. Some students noted that they would like to have more modality-based electives (such as Trauma CBT, play therapy, EFT, etc.) and more space in the curriculum for electives (currently 6 credit hours, or two courses). Other students indicated that they would like to see the required Bible/ theology classes be more specifically geared toward integrating faith and mental health, and the nature of evil and suffering. It seems important to give consideration to reviewing current Bible/ Theology requirements as part of an overall curricular review; and to consider increasing elective offerings.

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

Employers of Alumni are surveyed every three years, with the most recent survey being administered in Spring 2019. The next survey will be conducted in Spring 2022.

### **Survey of Site Supervisors**

Site Supervisors are surveyed every three years, with the next data collection set for Spring 2021. No Site Supervisors were surveyed during this program evaluation period.

### **Summary**

During the 2019-2020 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. Trends in the data indicate that program strengths include developing counselors with strong clinical skills who are committed to professional growth, who are ethically minded, 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 and across the curriculum; implementing noted curricular changes to support student attainment of KPIs; and exploring curricular opportunities to enhance student’s understanding of the Bible and theology as specifically related to the field of mental health counseling.

### **Recommendations and Program Modifications**

Before noting recommendations and program modifications for the upcoming 2020-2021 year, a review of the recommendations implemented during the 2019-2020 academic year is provided below. Of the seven modifications recommended last year, six modifications were implemented, and one goal—to prioritize Hispanic student enrollment—was only partially met (due to the COVID pandemic leading to cancelled appointments and a shift in faculty responsibilities). However, since three of the incoming 22 new students in Fall 2020 are of Hispanic descent (14%), it does appear that these collaboration efforts were overall successful.

#### Review of 2019-2020 Modifications and Implementation Status

| Program Modification/ Goal  | Goal met/ Not met                 |
|---|-----------------------------------|
| 1. Collaborate to prioritize Hispanic student recruitment.                                  | Goal partially met, still ongoing |
| 2. Establish connections with HBCUs in the Southeast to aid in recruitment.                 | Goal met                          |
| 3. Increase opportunities for student understanding of biblical and theological integration | Goal met                          |
| 4. Implement Time2Track for tracking of student clinical training.                          | Goal met                          |

|   |          |
|---|----------|
| 5. Revise Professional Dispositions rubric  | Goal met |
| 6. Explore data collection management systems   | Goal met |
| 7. Monitor faculty accountability for curricular changes noted in Course Evaluations. | Goal met |

Based on the totality of this program evaluation, the following recommendations are suggested for implementation during the 2020-2021 academic year:

| Program Goal/ Modification  | Faculty Lead              | Proposed Implementation |
|---|---------------------------|-------------------------|
| 1. Manage COVID-19 crisis regarding clinical training issues for student interns.   | Dr. Benitez               | Fall, 2020              |
| 2. Provide training for faculty in online pedagogy.   | All faculty               | Summer – Fall 2020      |
| 3. Establish partnerships with Hispanic community centers and churches to prioritize Hispanic student enrollment opportunities. | Dr. Davis/<br>Dr. Benitez | Fall 2020 – Spring 2021 |
| 4. Review syllabi for inclusion of BIPOC authors/ resources.  | All faculty               | Fall 2020-Spring 2021   |
| 5. Establish a database of resources available to students on CANVAS regarding diversity, justice, and solidarity.              | Dr. Davis                 | Fall 2020               |
| 6. Add trauma course to elective offerings.   | Dr. Cook                  | Summer, 2020            |
| 7. Revise KPIs charts to reassign some KPIs to different courses, in accordance with new course progression.                    | Dr. Davis                 | Summer, 2020            |
| 8. Review current Bible/ Theology course requirements and explore ways to better meet counseling student needs.                 | Dr. Davis/<br>Dr. Cook    | Fall 2020-Spring 2021   |

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. A copy of this report will also be sent to CACREP.