

# **GORDON CONWELL**



## **THEOLOGICAL SEMINARY**

### **CHARLOTTE CAMPUS**

#### **MACC Program Evaluation Report and Recommendations**

**2020-2021**

**Prepared November 29, 2021**

#### **Introduction**

During the 2020-2021 academic year (Fall 2020, Spring 2021, Summer 2021), 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 August 13, 2021. 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 and Faculty 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 2020-2021 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; faculty suggest course improvements and determine needed areas of faculty development 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 Spring 2021) 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 2020-2021 academic year, the MACC program received 57 completed student applications. Of these completed applications, 51 students were accepted, and 33 new students enrolled. This represents an upward trend in both completed student applications and new student enrollments since CACREP accreditation was achieved in 2019.

Academic year	Completed Applications	New Students Enrolled	Total MACC Enrollment
2017-2018	40	26	90
2018-2019	23	15	81
2019-2020*	35	22	74
2020 -2021	57	33	106

\*CACREP accreditation achieved July 2019

Combining 33 new students with 73 returning students, a total of 106 students were enrolled in the MACC program during the 2020-2021 academic year. This represents a significant increase in students from the 2019-2020 enrollment total of 74 students, and also represents a shift away from the downward trend in enrollments that has occurred over the past several years. It is likely that growth in the MACC student body is occurring 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 have contributed to increased new student enrollment. Finally, offering more coursework online during the COVID pandemic (which included all of the 2020-2021 academic year) also led to an increase in students. It seems important to continue to offer online coursework to students, following all institutional and CACREP protocol for changes to curriculum delivery methods. Additionally, while an increase in the number of matriculated students is encouraging to administrators, it must also be noted that the MACC program is committed to maintaining a faculty/student FTE (full-time equivalent) ratio of 1:12, in accordance with CACREP standards. Should this student growth trend continue, additional faculty will be hired to maintain this standard of excellence.

Demographic characteristics of the MACC student body and of MACC graduates are summarized in the following chart: (Note that demographic data such as race, ethnicity, age, etc are not collected during the application phase and therefore *applicant* demographics cannot be reported.)

#### **MACC Program Characteristics of Matriculated Students and Graduates 2020-2021**

<b>MACC Program 2020 - 2021</b>	Total Number of MACC Students N=106	% of MACC Students	Total Number of MACC Grads N=16	% of MACC Grads	CACREP Programs % (2016)	US Census Quick Facts % (2019)
Female	82	77.4%	9	56%	83%	51%
Male	24	22.6%	7	44%	17%	49%
International Students	2	1.9%	2	12%	1%	N/A

African/African-American	10	9.4%	1	6%	19%	13%
Asian/Asian-American	3	2.8%	0	N/A	9%	6%
Hispanic	7	6.6%	2	12%	2%	18%
Native American/ Islander	1	0.9%	0	0%	<1%	<1%
White/ Caucasian alone	85	80.2%	13	81%	59%	77%
Two or more races	0	0%	0	N/A		3%
Ethnicity Unknown/ No Report	0	0%	0	N/A	7%	No data
Married	55	52%	12	75%	No data	No data
Single	42	40%	4	25%	No data	No data
Separated/ Divorced	3	3%	0	0	No data	No data
Prefer not to answer	5	5%	0	0	No data	No data

A review of admissions data indicates that the MACC program enrolled significantly more females (77%) than males (23%) during the 2020-2021 academic year. This percentage of males in the MACC program is higher than the percentage of males (17%) reported by CACREP as attending CACREP Masters' Programs (2016 Annual Report); and similar to 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 80% of the MACC student body identify as White/Caucasian and 20% self-identify as a person of color. The percentage of students of color in the MACC program increased slightly this year from 18% last year. Improving racial and ethnic diversity within the student body is a continual and intentional effort of the MACC program, and room for improvement remains.

Due to its nights and weekends, hybrid delivery format, the MACC program often attracts students who represent a diverse span of age ranges and marital statuses. During the 2020-2021 academic year 52% 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 significantly higher rate (6.6%) than all CACREP schools (2%) and the program has seen Hispanic student enrollment increase annually over the past 3 years. It is likely that intentional effort at Hispanic student enrollment, including developing a partnership and scholarship with Camino Community Center has contributed to this increase in Hispanic student enrollment.

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 students of color. These continue to be active program goals for a program that has historically enrolled a majority of White students; these goals are denoted at the end of this report.

#### MACC Program Completion Rates

Matriculation year	Number of students	Graduation rate
2016 -2017	19	95 %
2017 -2018	26	81% (to date)*
2018 -2019	15	60% (to date) *
2019 -2020	22	TBD
2020-2021	33	TBD

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

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 - 95% 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 2021 survey represents data from MACC alumni who graduated during the calendar year 2020 (January 2020, May 2020, October 2020). The 2021 survey was distributed to 18 graduates and 15 responded, all of whom were female. A comparative chart of licensure and job placement data over the past 5 years is provided below.

#### MACC Alumni Employment and Licensure Rates

	Number of respondents	Employed in the mental health profession		Achieved mental health counseling licensure	
		within 6 months	within 12 months	within 6 months	within 12 months
2018 Alumni Survey	16	60%	87%	56%	75%
2019 Alumni Survey	22	77%	91%	77%	82%
2020 Alumni Survey	15	67%	87%	73%	93%
2021 Alumni Survey	15	47%	87%	73%	93%

It should be noted that the percentage of students who obtained employment in the field of counseling within 6 months of graduation fell to 47% during the 2020-2021 year, which is significantly lower than previous years. It is likely that the ongoing COVID-19 pandemic impacted new graduates' ability to procure employment quickly; however, within 12 months of graduation 87% of graduates reported being employed in the mental health profession, which is more in keeping with the program's average rate of alumni employment. 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)**

The CPCE was administered twice during the 2020-2021 year, during the Fall 2020 and Spring 2021 semesters. A total of 17 students took the exam, 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 70 for the Fall 2020 administration; the passing scores for the Spring 2021 administration were 74 for version V. 100420 and 75 for V.100121. Results indicated that all students passed the exam on the first attempt. Additionally, 7 students (41%) 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>Spring 2018</b> (N=3)	87 SD = 17	108 SD = 19	100%	100%
<b>Spring 2019</b> (N=13)	83 SD = 15	89 SD = 10	100%	23%
<b>Spring 2020</b> (N=15) V.100819	82 SD = 15	99 SD = 6	100%	47%
	84 SD = 14	95 SD = 13		
<b>Fall 2020</b> (N = 2)	82 SD = 13	87 SD = N/A	100%	50%
<b>Spring 2021</b> (N = 15) V. 100420	86 SD = 13	94 SD = 10	100%	33%
	89 SD = 15	103 SD = 6	100%	67%

## **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 August 2021, 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 2020-2021 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 Percentage Met	Measurement Point 2 Percentage Met
KPI 1: Orientation & Ethics	CO 790 97%	Exit Evaluation 100%
KPI 2: Social & Cultural Diversity	CO 712 100%	Exit Evaluation 100%
KPI 3: Human Growth & Development	CO 710 100%	CO 610 100%
<b>KPI 4: Career Development</b>	CO 735 100%	<b>CO 770 84%</b>
KPI 5: Helping Relationships	CO 540 97%	CO 869 100%
KPI 6: Group Work	CO 718 96%	Form 13.0 100%
<b>KPI 7: Assessment &amp; Testing</b>	CO 735 100%	<b>CO 770 80%</b>
KPI 8: Research/ Program Evaluation	CO 710 100%	CO 699 100%
KPI 9: CMH Specialization	CO 502 100%	CO 869 100%
KPI 10: Faith Integration	CO 790 97%	Exit Evaluation 100%

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 4 is assessed at two points during the program. It is assessed the first time in CO 735, *Assessment in Counseling*, through objective questions on the final exam related to career assessment tools and techniques. At the first measurement, 100% of students met the benchmark. However, later in the program, during CO 770, *Career Counseling*, the benchmark was missed by 1%, as only 84% of students in the class (21/ 25 students) met the minimum criteria, which is evaluated through applying relevant career assessment tools to an actual case. Since this benchmark was missed by only 1% and requires higher level thinking skills of

application and synthesis, this was not deemed significant at this time. It should be noted that there will be a new instructor for CO 770 during the 2021-2022 year.

***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, *Career Counseling* the minimal benchmark of 85% of students achieving the KPI was missed slightly, as only 80% of students (20/25 students) met the benchmark. Since this is the third consecutive year that this KPI benchmark was not met in this course, this warrants further scrutiny. For the upcoming 2021-2022 academic year, there is a new instructor for CO 770, *Career Counseling* and he has revised the KPI measurement tool, since the previous professor indicated that the evaluation tool needed revision.

**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). The goal is for all students to achieve a score of 3.5 or higher on each disposition by the time of the Exit Evaluation. 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 N=28	2 <sup>nd</sup> Year Review N = 18	Exit Eval N = 18
Aware of Self & Others	3.2	3.5	3.6
Teachable	3.3	3.6	3.9
Ethical	3.1	3.5	3.9
Multiculturally Competent	3.1	3.3	3.6
Relationally Adept	3.2	3.6	3.6

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.

### **Course Evaluations and Faculty Reflections**

Faculty outcomes are evaluated in two ways. First, 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. Second, following the annual review of each faculty member by the Faculty Policies and Personnel Committee and during the program evaluation meeting, faculty reflect on other significant changes that are planned for their course or their own professional development, including those not driven by factors other than student course evaluations. A summary of anticipated changes and modifications are outlined below by core faculty member.

- Dr. Benitez will create more opportunities for discussion around the diversity readings already infused into her course curriculum.
- Dr. Cook is refreshing his teaching methods to be more compatible with online and hybrid learning modalities (i.e. flipped classroom). In addition, he anticipates revising some assignments to include more projects and fewer papers.
- Dr. Davis will re-structure the foundational course, CO 540, to accommodate a fully online format.
- Dr. Maclin will incorporate more group projects and reduce the number of research-style papers.

### **Alumni Survey Results**

In Spring 2021 an Alumni Survey was sent to all MACC alumni who graduated during the previous academic year. In total, the survey was sent to 18 graduates and 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 (pp. 3-4).

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	100%

6. Preparation to integrate faith (biblical and theological concepts) with counseling theory and practice	100%
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Of note, question 6 was added to this year's survey in order to provide more nuanced data regarding student preparation for Christian leadership (Program Goal 5). We are encouraged by this data which seems to indicate that students are pleased with how the program is meeting its goals.

At the end of the Alumni Survey, graduates are given an opportunity to share any comments they wish regarding the MACC program. Four students replied to this question and each expressed gratitude and positive reflections regarding their time in the program. We are encouraged by the positive response from students.

### **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 most recent data collected in Spring 2021. The survey was sent to all active site supervisors, and 19 surveys were returned. Results of the survey indicate that site supervisors agree that the MACC program is meeting its goals.

Site Supervisor Evaluation of Intern Characteristics	5-point Scale 2018 results	5-point Scale 2021 results
Overall counseling knowledge and skills	3.8	4.5
Multicultural counseling awareness	3.7	4.5
Professional and ethical behavior	4.5	4.5
Openness to supervision	4.3	4.4
Commitment to personal and professional growth	4.6	4.4
Dependability/ conscientiousness/ leadership	4.5	4.5
Interpersonal skills—staff relationships	4.4	4.5

In addition to questions regarding the preparation and competence of MACC interns, site supervisors also answer questions regarding the responsiveness of program faculty and access to supervisor trainings. Aggregate data from this section of the survey is summarized below:

Site Supervisor Questionnaire:	Strongly Agree/ Agree	Neither agree nor disagree	Disagree/ Strongly Disagree
I am aware of how to contact a GCTS supervisor if needed	90%		10%
I have found GCTS supervisors to be responsive as needed	80%	15%	5%
I am made aware of regular CE trainings offered by GCTS	79%		21%
In situations where student remediation is needed, I have experienced GCTS as helpful	95%		5%

Overall, this data suggests that the majority of site supervisors experience the relationship with Gordon-Conwell as positive. In fact, when asked how likely they might be to supervise another GCTS intern in the future, 89% (17/19 respondents) indicated that they were “likely” or “very likely” to do so. The final two respondents noted that due to a change in their clinical situation or employer policies, they would no longer be able to accommodate GCTS interns.

One potential area for improvement relates to communication of CE events and supervisor trainings. Each year, the MACC program hosts two CE training events, one in the fall semester and one in the spring semester. Typically, the spring semester training relates specifically to a supervision topic, while the fall semester training is broadly related to clinical practice; site supervisors are made aware of these trainings through email. Although the program makes every effort to ensure that all site supervisors are notified of the two CE events that are held each year, given that 21% supervisors (4 out of 19 respondents) indicated that they were not aware of these trainings, it may be helpful to consider alternate ways of communication. For example, perhaps the program can request that students who are interning at the site pass on the GCTS CE training opportunities to their supervisors, in addition to the general email that comes from the program.

The final question on the survey asks supervisors for open feedback about any area. Ten supervisors responded to this open-ended question, with 7 of the responses providing positive feedback about being pleased with GCTS interns and the relationship with GCTS. Other responses suggested encouraging students to apply for practicum sites on an earlier schedule, in January (rather than February); one respondent suggested making CE training opportunities available on Saturdays rather than our typical Monday – Friday. However, given that the MACC program faculty and students are in classes each Saturday, it is unlikely that we will be able to accommodate this unique request for Saturday CE trainings.

## **Summary**

During the 2020-2021 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, Program Evaluation Surveys completed by alumni, and Site Supervisor Surveys completed by clinical site supervisors. 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. In addition, strong partnerships with clinical training sites and clinical site supervisors allow the MACC program to meet its goals as well as provide services to the community. 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 improvement, as noted here: (1) continue focus on racial and ethnic diversity among the student body, including intentionally increasing our presence in BIPOC communities; (2) continue implementation of offering a fully online program track option beginning Fall 2022; (3) implement needed modifications to clinical training program, including improving communication about CE training opportunities and encouraging students to apply earlier to practicum sites.

## **Recommendations and Program Modifications**

Before noting recommendations and program modifications for the upcoming 2021-2022 year, a review of the recommendations implemented during the 2020-2021 academic year is provided below. Of the 8 goals/ modifications recommended in last year's program evaluation report, 7 modifications were implemented, and 1 goal—to review current Bible/ Theology course requirements and explore ways to better meet counseling student needs—was not met (due to the request of administration to pursue this at a future date).

### Review of 2020-2021 Modifications and Implementation Status

<b>Program Goal/Modification</b>	<b>Faculty Lead</b>	<b>Proposed Implementation</b>	<b>Outcome</b>
1. Manage COVID-19 crisis regarding clinical training issues for students.	Dr. Benitez	Fall, 2020	Met and ongoing
2. Provide training for faculty in online pedagogy.	All faculty	Summer-Fall 2020	Met
3. Establish partnerships with Hispanic community centers and churches to prioritize Hispanic student enrollment opportunities.	Dr. Davis/Dr. Benitez	Fall 2020-Spring 2021	Met and ongoing
4. Review syllabi for inclusion of BIPOC authors/resources.	All faculty	Fall 2020-Spring 2021	Met and ongoing
5. Establish a database of resources available to students on CANVAS regarding diversity, justice, and solidarity.	Dr. Davis	Fall 2020	Met
6. Add Trauma course to elective offering	Dr. Cook	Summer 2020	Met
7. Revise KPI charts to reassign some KPIs to different courses in accordance with new course progression.	Dr. Davis	Summer 2020	Met
8. Review current Bible/ Theology course requirements and explore ways to better meet counseling student needs.	Dr. Davis/Dr. Cook	Fall 2020-Spring 2021	Not met

Of particular note, the program should be commended for the successful establishment of partnerships with Hispanic community centers and churches. Dr. Benitez was the primary faculty member involved in these endeavors. During the 2020-2021 academic year, a partnership with Camino Community Center was affirmed and a student scholarship established. This partnership supports the ongoing work of both Camino and the MACC program, and lays a foundation for future partnerships.

Based on the totality of this program evaluation, the following recommendations are suggested for implementation during the 2021-2022 academic year:

<b>Program Goal/Modification</b>	<b>Faculty/ Staff Lead</b>	<b>Proposed Implementation</b>
1. Manage COVID-19 crisis regarding clinical training issues and virtual class attendance.	Adele Jordan/ All faculty	Fall 2021-Spring 2022
2. Increase presence in BIPOC communities through providing (1) online events, (2) facilitation of conversations, (3) partnerships with Camino Community Center, NAMI & Chamber of Commerce and (4) mentoring of potential students interested in pursuing mental health graduate training.	Dr. Benitez	Fall 2021-Spring 2022
3. Continue working with seminary administration to revise Bible/ Theology course requirements and explore ways to better meet counseling student needs.	Dr. Cook	Spring 2022
4. Complete necessary paperwork with both regional and CACREP accreditation for approval to continue offering the MACC program in a digital live format after COVID-19 subsides.	Dr. Davis	Spring-Summer 2022
5. Amend clinical training practices, including (1) improving communication regarding CE trainings and (2) encouraging students to apply in January to practicum sites.	Adele Jordan	Fall 2021-Spring 2022

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 made available to CACREP, in accordance with accreditation requirements.