

# GORDON CONWELL

## THEOLOGICAL SEMINARY

### CHARLOTTE CAMPUS

#### **MACC Program Evaluation Report and Recommendations 2021-2022 Prepared October 2022**

#### **Introduction**

During the 2021-2022 academic year (Fall 2021, Spring 2022, Summer 2022), 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 October 26, 2022. 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 2021-2022 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. In addition to this aggregate data, KPIs are tracked for individual students, and any student who does not meet the KPI benchmark in a course is required to work with the professor to remediate the deficiency.

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 (2021-2022). 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 calendar year (January – December 2021) 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 September 2022, 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 2021-2022 academic year, the MACC program received 51 completed student applications. Of these completed applications, 31 new students enrolled. This represents an upward trend in both completed student applications and new student enrollments since CACREP accreditation was achieved in 2019 and since the COVID pandemic compelled us to offer more courses online.

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
2021-2022	51	31	106

Combining 31 new students with 75 returning students, a total of 106 students were enrolled in the MACC program during the 2021-2022 academic year. The MACC program is careful to maintain a faculty/student FTE (full-time equivalent) ratio of 1:12, in accordance with best practices for counseling programs as well as CACREP standards. A chart denoting the student and faculty FTEs for the 2021-2022 academic year is detailed below:

	Students enrolled	Student credit hours	Student FTE calculation	Student FTE	Faculty FTE*	Student: Faculty FTE
Fall 2021	91	618	618/12	51.5	6.0	9:1
Spring 2022	89	612	612/12	51.0	5.0	10:1
Summer 2022	71	437	437/12	36.4	5.5	7:1
Year 2021-2022	107	1667	1667/30	55.6	5.5	10:1

\*Note: Faculty FTE is calculated each semester as well as annually. A faculty who teaches 2 courses in a semester (6 courses per year) is considered 1 faculty FTE.

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  
2021-2022**

<b>MACC Program 2021-2022</b>	<b>Total Number of MACC Students N=106</b>	<b>% of MACC Students</b>	<b>Total Number of MACC Grads N=13</b>	<b>% of MACC Grads</b>
Female	88	83%	10	77%
Male	18	17%	3	23%
American Indian or Native Alaskan	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
Asian	4	4%	0	0
Male	1	1%	0	0
Female	3	3%	0	0
Black	9	8%	0	0
Male	1	1%	0	0
Female	8	7%	0	0
Hawaiian Native or Pacific Islander	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
Hispanic	6	6%	0	0
Male	1	1%	0	0
Female	5	5%	0	0
White	83	78%	13	100%
Male	15	14%	3	23%
Female	68	64%	10	77%
Two or more races	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
Ethnicity Unknown/ No Report	4	4%	0	0
Male	0	0	0	0
Female	4	4%	0	0
International Student	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
Active Duty	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
Veteran	0	0	0	0
Male	0	0	1	1%
Female	0	0	0	0

A review of admissions data indicates that the MACC program enrolled significantly more females (83%) than males (17%) during the 2021-2022 academic year. This percentage of males in the MACC program is statistically the same as the percentage of males (17%) reported by CACREP as attending CACREP Masters' Programs (2016 Annual Report) but 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). However, the percentage of MACC graduates that are male (23%) is in line with the national average of 25%.

Demographic data on student racial and ethnic identification indicates that 78% of the MACC student body identify as White/Caucasian and 22% self-identify as a person of color. The percentage of students of color in the MACC program has been steadily increasing over the past few years. Notably, this year (2021-2022) the program enrolled 22% students of color while last year (2020-2021) that percentage was 20% and in academic year 2019-2020 the percentage of students of color was 18%. Improving racial and ethnic diversity within the student body is a continual and intentional effort of the MACC program, and while room for improvement remains, the program should be commended for its intentional efforts that are proving successful.

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 (8%) than the average represented by CACREP programs (19%). In regard to Hispanic populations, the MACC program enrolled students at a significantly higher rate (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. This continues to be an active program goal for a program that has historically enrolled a majority of White students. Notably, however, these intentional efforts over the past three years do seem to be successful as the MACC student body has increased its student of color population from 18% to 22% over the past two years. We anticipate that this increased student of color enrollment will also increase the number of graduates of color within the next two to three years, as currently matriculated students complete the program.

#### MACC Program Completion Rates

Matriculation year	Number of students	Graduation rate
2016 -2017	19	95 %
2017 -2018	26	88% (to date) *
2018 -2019	15	93% (to date) *
2019 -2020	22	27% (to date) *
2020-2021	33	TBD
2021-2022	31	TBD

*\*Students complete the program choosing a 3, 4, or 5-year track, and have a total of 6 years to complete the program.*

In reviewing the matriculation and graduation data, it appears that 90 - 95% of students complete the program within 6 years (maximum time frame). This program completion rate is considered commendable.

Job placement and professional licensure rates for the MACC graduates were determined through a query sent out via Survey Monkey. The 2022 survey represents data from MACC alumni who graduated during the calendar year 2021 (January 2021, May 2021, October 2021). The 2022 survey was distributed to 16 graduates and 13 responded, 6 of whom were male and 7 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
<i>2018 Alumni Survey</i>	16	60%	87%	56%	75%
<i>2019 Alumni Survey</i>	22	77%	91%	77%	82%
<i>2020 Alumni Survey</i>	15	67%	87%	73%	93%
<i>2021 Alumni Survey</i>	15	47%	87%	73%	93%
<i>2022 Alumni Survey</i>	13	83%	100%	85%	92%

It should be noted that the percentage of students who obtained employment in the field of counseling within 6 months of graduation rose dramatically from 47% last year to 83% this year, which is the highest percentage ever attained by the program since employment tracking began in 2018. Within 12 months of graduation, a full 100% of graduates reported being employed in the mental health profession. Additionally, 85% of last year's graduates (11 of 13 respondents) reported that they achieved entry-level licensure in the counseling field within 6 months of graduation; 92% of last year's graduates (12 of 13 respondents) 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 2021-2022 year, during the Fall 2021 and Spring 2022 semesters. A total of 13 students took the exam, which is part of the Exit Evaluation

process and thus aligns with the number of graduates during the 2021-2022 year. 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 63 for the Fall 2021 administration; the passing score for the Spring 2022 administration was 76. Results indicated that all students passed the exam on the first attempt. Additionally, 5 students (38%) 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 an independent samples t-test statistical comparison, MACC students scored statistically significantly higher than the national average on the total exam score,  $t(667) = 2.29, p=.02$  and higher than the mean in every content area. These are encouraging statistics, indicating that students who complete the program have a broad knowledge base in counseling. The chart below details the CPCE scores for the past two years.

### CPCE Scores

	National Mean	MACC Total Score Mean	MACC Pass Rate	MACC students in top 16% of all test takers
<b>Fall 2020</b> (N = 2)	82 SD = 13	87 SD = N/A	100%	60%
<b>Spring 2021</b> (N = 15) V. 100420	86 SD = 13	94 SD = 10		
V. 100121	89 SD = 15	103 SD = 6		
<b>Fall 2021</b> (N = 1) V. 100221	79 SD = 17	91 SD = N/A	100%	38%
<b>Spring 2022</b> (N = 12) V. 100122	89 SD = 15	99 SD = 11		

### 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 October 2022, MACC faculty reviewed the aggregate 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 2021-2022 year. Courses in which at least 85% of students did not meet the Key Performance Indicator benchmark are highlighted in red.

### KPI Aggregate Results

2021-2022	Measurement Point 1 Percentage Met	Measurement Point 2 Percentage Met
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KPI 1: Orientation & Ethics	CO 790 100%	Exit Evaluation 100%
KPI 2: Social & Cultural Diversity	CO 712 100%	Exit Evaluation 100%
KPI 3: Human Growth & Development	CO 710 100%	CO 610 N/A*
KPI 4: Career Development	CO 735 100%	CO 770 92%
KPI 5: Helping Relationships	CO 540 97%	CO 869 90%
KPI 6: Group Work	CO 718 100%	Form 13.0 93%
KPI 7: Assessment & Testing	CO 735 100%	CO 770 100%
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 790 100%	Exit Evaluation 100%

*\*Due to a change in course progression, CO 610 was not taught during the 2021-2022 year.*

It should be noted that the aggregate benchmark of at least 85% of students attaining each KPI was consistently achieved during the 2021-2022 academic year. Since the MACC program first implemented KPI measurement in 2016, this is the first year that the program has met the KPI benchmark in all areas.

Occasionally, changes to how and when KPIs are measured are made in keeping with other curricular and course progression changes. The following changes will be implemented to the KPI measurement protocol for the 2022-2023 academic year:

- *KPI 4 (Career Development)*: The first measurement will take place in CO 770 (Career Counseling) and the second measurement will occur in CO 850 (Advanced Models in Counseling).
- *KPI 7 (Assessment & Testing)* The first measurement will occur in CO 712 (Multicultural Diversity) and the second measurement will occur in CO 735 (Assessment in Counseling).
- *KPI 8 (Research & Program Evaluation)*. The first measurement will occur in CO 699 (Research Methods) and the second measurement will occur in CO 750 (Crisis and Addictions).

### **Professional Dispositions Evaluation**

Faculty evaluate the professional dispositions of MACC students at the end of their first and second year in the program. In addition, faculty evaluate all current students on attainment of professional dispositions 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 is



reviewed to determine how students are progressing over time and to determine if changes are needed to the MACC program.

Professional Dispositions Aggregate Data 2021-2022

	1 <sup>st</sup> Year Review N=31	2 <sup>nd</sup> Year Review N = 28	Exit Eval N = 13
Aware of Self & Others	2.9	3.1	3.8
Teachable	3.3	3.4	3.9
Ethical	3.1	3.2	4.0
Multiculturally Competent	3.1	3.1	3.7
Relationally Adept	3.1	3.1	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.

### **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 members.

- Dr. Benitez will collaborate with the adjunct professor who will be teaching an additional section of Psychopathology (CO 710) to ensure that the two sections are substantially similar.
- Dr. Cook will consolidate and revise assignments in the Group Dynamics (CO 718) course so that there is one less assignment. In addition, he anticipates improving turnaround time on providing student feedback through utilizing a T.A., and clarifying the grading rubric for the group project assignment in Introduction to Counseling (CO 502)
- Dr. Davis will re-structure the capstone course Advanced Models in Counseling, CO 850, to accommodate a weekly (rather than weekend) format.

- Dr. Maclin will improve her Canvas course design to provide greater clarity for students and will reduce course readings in some courses.

### **Alumni Survey Results**

In Summer 2022 an Alumni Survey was sent to all MACC alumni who graduated during the previous calendar year (January, May, and October 2021). In total, the survey was sent to 16 graduates and 13 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. 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 2022 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	91%
6. Preparation to integrate faith (biblical and theological concepts) with counseling theory and practice	91%

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. Five 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 September 2022. Employer contact data is gathered on the Recent Graduates Survey annually, and then the Employer Survey is sent every three years to all employers who were listed by the graduates during the past three years. This year, surveys were sent to nine employers of alumni and returned by six, for an overall response rate of 66%.

Employers of Alumni Survey 2022 Aggregate Results (N = 6)

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. Display of Christian leadership	100%

*\*All respondents indicated “strongly agree” for this item.*

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 when desired by clients. Five employers responded to this item, all of whom indicated that MACC graduates are either “outstanding” (one respondent) or “strong” (four respondents) in their ability to integrate faith into their counseling work with clients. It should be noted that this statistic represents a significant improvement from the previous employer survey in 2019, when 50% of employers rated our graduates as either “outstanding” or “strong” in faith integration. This improvement may not be significant however, since the 2019 employer survey only had two employers respond. Nonetheless, all faculty determined to make intentional efforts during the practicum and internship supervision groups to assist students with biblical and theological integration, and the results of the Employer Survey appear to indicate that these efforts have been successful.

Finally, it is strongly encouraging that *all* employers noted that they are satisfied with their MACC employees and would be “very likely” (five respondents) or “likely” (one respondent) to hire other MACC program alumni. When asked to provide optional comments, one respondent noted, “I need more GCTS graduates” and another reflected that “Gordon Conwell produces excellent counselors.”

### **Survey of Site Supervisors**

Site Supervisors are surveyed every three years, with the most recent data collected in Spring 2021. The next survey will be conducted in Spring 2024.

### **Summary**

During the 2021-2022 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 employers of alumni 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. Although recent efforts to increase diversity among the student body have clearly been successful, continued attention to diversity is still appropriate. Additionally, continued attention to improving digital aspects of the MACC program, including completing the CACREP digital delivery approval process is necessary.

## Recommendations and Program Modifications

Before noting recommendations and program modifications for the upcoming 2022-2023 year, a review of the recommendations implemented during the 2021-2022 academic year is provided below. Of the five goals/ modifications recommended in last year's program evaluation report, all modifications were implemented as anticipated.

### Review of 2021-2022 Modifications and Implementation Status

<b>Program Goal/Modification</b>	<b>Faculty/ Staff Lead</b>	<b>Met/ Not Met</b>
1. Manage COVID-19 crisis regarding clinical training issues and virtual class attendance.	Adele Jordan/ All faculty	Goal met. Increased virtual presence with site supervisors and significant improvement to digital program delivery were accomplished.
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	Goal met in all aspects for the Hispanic community. It was determined that this should be an ongoing goal to intentionally pursue a broader representation of BIPOC communities.
3. Continue working with seminary administration to revise Bible/ Theology course requirements and explore ways to better meet counseling student needs.	Dr. Cook	Goal met. The task force concluded that timing is not conducive to making Bible/ Theology curricular changes.
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	Goal met and ongoing. Regional approval (NECHE) for digital live format was approved. CACREP approval is in process and on track according to the CACREP-defined timeline.
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	Goal met in all aspects as stated.

Of note, it was determined that given multiple other changes occurring in the broader institution, curricular changes to Bible/ Theology coursework are not able to be implemented at this time. Additionally, two program goals will be considered “ongoing” for the coming year: (1) increasing diversity among the student body and (2) aligning the program to CACREP standards for digital delivery methods and completing the CACREP digital delivery report.

Based on the totality of this program evaluation, the following recommendations are suggested for implementation during the 2022-2023 academic year:

<b>Program Goal/Modification</b>	<b>Faculty/ Staff Lead</b>	<b>Proposed Implementation</b>
1. Continue to increase presence in BIPOC communities through providing (1) online events, (2) facilitation of conversations (potentially roundtable discussions), (3) formalizing the partnership with Camino Community Center, and (4) mentoring of potential students interested in pursuing mental health graduate training. Particular focus on expanding our presence beyond the Hispanic community will be prioritized.	Dr. Benitez (with the assistance of other faculty/ staff as determined by Dr. Benitez)	Fall 2022-Summer 2023
2. Align program to CACREP digital delivery standards and complete CACREP digital delivery substantial change report.	Dr. Davis	Fall 2022-Spring 2023
3. In light of program growth, determine the feasibility of offering some core courses each fall and spring semester rather than annually.	Dr. Davis (with all faculty input)	Fall 2022-Spring 2023
4. In light of program growth, review the annual student review and exit evaluation processes to determine sustainability.	Dr. Davis	Fall 2022-Spring 2023

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.