

GORDON CONWELL

THEOLOGICAL SEMINARY

CHARLOTTE CAMPUS

MACC Program Evaluation Report and Recommendations 2022-2023 Prepared November 2023

Introduction

During the 2022-2023 academic year (Summer 2022, Fall 2022, Spring 2023), 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 evaluation 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 evaluation results from program, student, and faculty outcomes at the annual program evaluation meeting on October 11, 2023. 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; Alumni data; Stakeholder Program Evaluation data provided by current students, 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 three times during the 2022-2023 academic year (October, February, and April) to conduct in-person 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 eligible graduating students during each fall and spring semester. This comprehensive knowledge exam is a broad assessment measure utilized at many 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 80% 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 and/ or their advisor 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 (2022-2023). 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 Campus 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/ summer semester and asks program alumni who have graduated in the previous calendar year (January – December 2022) 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 stated 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 2022-2023 academic year, the MACC program received 89 completed student applications. Of these completed applications, 43 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
2022-2023	89	43	129

Combining 43 new students with 86 returning students, a total of 129 students were enrolled in the MACC program during the 2022-2023 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 2022-2023 academic year is detailed below.

	Students enrolled	Student credit hours	Student FTE calculation	Student FTE	Faculty FTE*	Student: Faculty FTE
Summer 2022	78	415	415/12	34.6	5.5	1: 6.3
Fall 2022	105	691	691/12	57.6	6.0	1: 9.6
Spring 2023	107	730	730/12	60.8	6.0	1: 10.2
Year 2022-2023	129	1836	1836/30	61.2	5.83	1: 10.5

*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
2022-2023**

MACC Program 2022-2023	Total Number of MACC Students N=129	% of MACC Students	Total Number of MACC Grads N=25	% of MACC Grads
Female	107	83%	21	84%
Male	22	17%	4	16%
American Indian or Native Alaskan	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
Asian	6	4.7%	0	0
Male	1	0.8%	0	0
Female	5	3.9%	0	0
Black	11	8.5%	3	12%
Male	1	< 1%	0	0
Female	10	7.8%	3	12%
Hawaiian Native or Pacific Islander	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
Hispanic	6	4.6%	2	8%
Male	1	< 1%	0	0
Female	5	3.9%	2	8%
White	96	74.4%	20	80%
Male	18	14.0%	4	16%
Female	78	60.5%	16	64%
Two or more races	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
Ethnicity Unknown/ No Report	10	7.8%	0	0
Male	1	< 1%	0	0
Female	9	7%	0	0
International Student	1	< 1%	0	0
Male	0	0	0	0
Female	1	0	0	0
Active Duty	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0

Veteran	2	1.5%	0	0
Male	1	< 1%	1	4%
Female	2	< 1%	0	0
With a Disability	6	4.7%	1	4%
Male	2	1.6%	1	4%
Female	4	3.1%	0	0

A review of admissions data indicates that the MACC program enrolled significantly more females (83%) than males (17%) during the 2022-2023 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). The percentage of MACC graduates that are male (16%) is consistent with the current student ratio, suggesting that males and females complete the program at similar rates.

Demographic data on student racial and ethnic identification indicates that 74% of the MACC student body identify as White/Caucasian and 19% self-identify as a person of color; the remaining 7% of students chose not to report racial and/or ethnic data. The percentage of students of color in the MACC program has remained steady over the past 3 - 4 years, at approximately 20% of students. Improving racial and ethnic diversity within the student body is a continual and intentional effort of the MACC program, and room for improvement remains. This year the program intentionally sponsored or co-sponsored several BIPOC events as part of our program goal to increase our awareness of multicultural issues and presence in the BIPOC community. These events are detailed at the end of this report, in the "Review of Program Modifications" section (p. 11).

Evaluated together, these demographic characteristics are encouraging in some areas and reflect a need for greater intentionality toward diversity in other areas. In particular, the percentage of students who reported their ethnicity as Black increased to 11% (from previous year reports of 6% and 8%). However, this is still lower than the average represented by all CACREP programs (19%). Regarding Hispanic populations, the MACC program continues to enroll and graduate students at significantly higher rates (5% and 8% respectively) 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, intentional efforts over the past three years do seem to be successful as the MACC student body has increased its student of color population to an average of 20%. Additionally, these statistics demonstrate that the students of color who begin the program consistently graduate from the program at the same rate as White students.

MACC Program Completion Rates

Matriculation year	Number of students	Graduation rate
2016 -2017	19	95 %
2017 -2018	26	88%
2018 -2019	22	95%
2019 -2020	21	62% (to date) *
2020-2021	33	30% (to date)*
2021-2022	31	3% (to date)*
2022-2023	43	TBD

**Students complete the program choosing a 2, 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 approximately 3% of students complete the program in two years; at the end of three years, 30% of matriculated students have completed the program; at the end of four years, 60% of students have completed the program; and 90 - 95% of students who began the program have graduated within five years.

Job placement and professional licensure rates for the MACC graduates were determined through a query sent out via Survey Monkey. The 2023 survey represents data from MACC alumni who graduated during the calendar year 2022 (January 2022, May 2022, October 2022). The 2023 survey was distributed to 15 graduates and 10 responded. All respondents were female. A comparative chart of licensure and job placement data over the past six 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%
<i>2023 Alumni Survey</i>	10	100%	100%	80%	100%

It is remarkable that 100% of graduates reported being employed in the mental health profession within 6 months of graduating. Additionally, 80% of last year's graduates (8 of 10 respondents) reported that they achieved entry-level licensure in the counseling field within 6 months of graduation; and 100% of the graduates (10 of 10 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 2022-2023 year, during the Fall 2022 and Spring 2023 semesters. A total of 26 students took the exam, which is part of the Exit Evaluation process and thus closely aligns with the number of graduates during the 2022-2023 year. The passing score on this year's CPCE was determined to be 65 for the Fall 2022 administration; the passing score for the Spring 2023 administration was 72. Results indicated that all students passed the exam on the first attempt. Additionally, 13 students (50%) 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. It should be noted that MACC students scored higher than the national average on the total exam score 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 three years.

CPCE Scores

	National Mean	MACC Total Score Mean	MACC Pass Rate	MACC students in top 16% of all test takers
Fall 2020 (N = 2)	82 SD = 13	87 SD = N/A	100%	60%
Spring 2021 (N = 15) V. 100420	86 SD = 13	94 SD = 10		
V. 100121	89 SD = 15	103 SD = 6		
Fall 2021 (N = 1) V. 100221	79 SD = 17	91 SD = N/A	100%	38%
Spring 2022 (N = 12) V. 100122	89 SD = 15	99 SD = 11		
Fall 2022 (N = 10)	83 SD = 14	91 SD = 15	100%	50%

Spring 2023 (N = 16)	86 SD = 15	97 SD = 15		
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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 2023, MACC faculty reviewed the aggregate KPI Assessment Results for the 2022-2023 academic year. The program has determined that at least 80% of students must successfully meet each KPI 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 2022-2023 year. Courses in which at least 80% of students did not meet the Key Performance Indicator benchmark are highlighted below.

KPI Aggregate Results

2021-2022	Measurement Point 1 Percentage Met	Measurement Point 2 Percentage Met
KPI 1: Orientation & Ethics	CO 790 100%	Exit Evaluation 100%
KPI 2: Social & Cultural Diversity	CO 712 92%	Exit Evaluation 96%
KPI 3: Human Growth & Development	CO 710 100%	CO 610 100%
KPI 4: Career Development	CO 770 84%	CO 850 100%
KPI 5: Helping Relationships	CO 540 100%	CO 869 83%
KPI 6: Group Work	CO 718 100%	Form 13.0 100%
KPI 7: Assessment & Testing	CO 712 100%	CO 735 79%
KPI 8: Research/ Program Evaluation	CO 699 100%	CO 750 96%
KPI 9: CMH Specialization	CO 502 94%	CO 869 100%
KPI 10: Faith Integration	CO 790 100%	Exit Evaluation 96%

It should be noted that this year the MACC program put into place a system to remediate unmet KPI's. Thus, any student who did not initially meet a KPI (as reported above) worked individually with the course professor until the KPI was successfully achieved. From this perspective, all students eventually met the KPIs in each course. In reviewing aggregate KPI data, it was noted that some adjunct professors may not fully understand or apply the KPI process in a standardized way. It was determined that a more standardized process for orienting adjunct professors would be developed and implemented in the coming year.

Professional Dispositions Evaluation

During the 2022-2023 year, faculty evaluated the professional dispositions of all MACC students at the end of their first and second year in the program. In addition, faculty evaluated all current students on attainment of professional dispositions during the *Exit Evaluation* for graduating students. 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 2022-2023

	1st Year Review N = 43	2nd Year Review N = 29	Exit Evaluation N = 27
Aware of Self & Others	3.1	3.5	3.7
Teachable	3.3	3.6	3.9
Ethical	3.1	3.4	3.9
Multiculturally competent	3.0	3.4	3.8
Relationally adept	3.1	3.5	3.8

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.

To support sustainability of the student review process, the decision was made during the October 2023 Program Evaluation meeting to amend the student review process so that students undergo a comprehensive review twice during the program. Beginning with the 2023-2024 year, all students will undergo a review in the semester following their completion of 30 credit hours (*Mid-Program Evaluation*) and then again when they complete their clinical internship (*Exit Evaluation*).

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 of full time, tenure track faculty are also reviewed by the Academic Dean who addresses any concerns with individual faculty as needed. Second, the Faculty Policies and Personnel Committee also review individual faculty Course Evaluations during the annual review of faculty. Following this review, faculty reflect on significant changes that are planned for their courses or their own professional development, including those driven

by factors other than student course evaluations. A summary of anticipated changes and modifications are outlined below by core faculty members.

- Dr. Maclin will provide more modeling of administering assessments in CO 735 (Assessment in Counseling). Dr. Maclin will incorporate more in-class discussions (rather than online discussion forums) in CO 790, *Professional Standards and Ethics*, and provided an expanded study guide and list of journals for CO 712, *Multicultural Counseling*
- Dr. Davis will incorporate more “live discussions” into the capstone course Advanced Models in Counseling, CO 850, and reduce the number of Discussion Forums. Dr. Davis will evaluate the textbooks for CO 540 (Helping Relationships) and CO 610 (Lifespan Development).
- Dr. Enright will update textbooks to the latest editions (CO 699, *Research*) and provide more examples of what “good research” looks like.

During the Program Evaluation meeting, it was noted that adjunct professors do not participate in any formal review process, and subsequently their student Course Evaluations are not reviewed in a systematic way. In some cases, this may be adversely affecting students. It was determined that a systematic review of Course Evaluations of adjuncts would be developed and implemented in the coming year, and this review process would be clearly explained to adjunct professors each semester.

Alumni Survey Results

In Summer 2023 an Alumni Survey was sent to all MACC alumni who graduated during the previous calendar year (January, May, and October 2022). In total, the survey was sent to 15 graduates and 10 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 2023 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	90%
6. Preparation to integrate faith (biblical and theological concepts) with counseling theory and practice	100%

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 open-ended opportunity to share any comments they wish regarding the MACC program. Seven 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 Summer/ Fall 2022 and results reported in last year's program evaluation report (2021-2022). The next Employers of Alumni survey will be administered in Summer 2025.

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 2022-2023 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 Alumni Surveys completed by recent 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. Although recent efforts to increase diversity among the student body have clearly been successful, continued attention to diversity is still appropriate. Additionally, attention is needed to the process of orienting and reviewing adjunct faculty in a systematic way. Finally, continued attention to improving digital aspects of the MACC program is necessary. During the Summer 2022 semester, the MACC program submitted a substantive change report to CACREP regarding the Digital Delivery changes that have been made to the program since the COVID pandemic. The program anticipates formative feedback from CACREP during the Spring 2024 semester regarding needed improvements.

Recommendations and Program Modifications

Before noting recommendations and program modifications for the upcoming 2023-2024 year, a review of the recommendations implemented during the 2022-2023 academic year is provided below. Of the four goals/ modifications recommended in last year's program evaluation report, all modifications were implemented as anticipated.

Review of 2022-2023 Modifications and Implementation Status

Program Goal/Modification	Status
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<p>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.</p>	<p>Significant efforts were made toward this goal during the 2022-2023 academic year, although there is always room for growth in our ability to expand multicultural understanding and involvement. Throughout the year, faculty members and students:</p> <ul style="list-style-type: none"> • Engaged in online events (Dr. Vickey Maclin, <i>Mental Health and Faith – Transformation Church Online Series</i>, May 17, 2023) • Co-facilitated conversations (Dr. Carolina Benitez, <i>The Future is Latino</i>, a gathering of faith leaders, mental health professionals, and government leaders; • Formalized our partnership with Camino Community Center by providing monthly, no-cost clinical supervision to Hispanic counselors pursuing licensure (Dr. Pam Davis), offering no-cost CE’s to <i>Camino Contigo</i> mental health professionals (Dr. Pam Davis, Dr. Chris Cook), and participating in the graduation ceremonies of the first graduating class of Camino University (Dr. Carolina Benitez; Dr. Scott Sunquist). • Dr. Pam Davis provided mentoring to two students of color interested in pursuing advanced doctoral work in counselor education or marriage and family therapy. Both of these students have applied to doctoral programs and are awaiting word of acceptance. <p>Notably, more can always be done. This goal will be revisited for the coming year.</p>
<p>2. Align program to CACREP digital delivery standards and complete CACREP digital delivery substantial change report.</p>	<p>During the 2022-2023 academic year, Dr. Pam Davis coordinated the completion of the CACREP Digital Delivery Update report. This report was finalized and submitted to CACREP Sept. 8, 2023. Feedback from CACREP is anticipated during the Spring 2024 semester, and any needed changes will be implemented in the following year.</p>
<p>3. Determine the feasibility of offering some core courses each fall and spring semester rather than annually.</p>	<p>Beginning in Fall 2023, 5 courses will be offered twice each year: CO502, CO540, CO710, CO699, CO790. This allows the program to maintain smaller class sizes and meet all CACREP standards as well as educational best practice standards.</p>
<p>4. Review the annual student review and exit evaluation processes to determine sustainability.</p>	<p>As explained earlier in this report (see p. 9), the student review process will now occur at two points during each student’s tenure in the program: <i>Mid-Program Evaluation</i> (evaluated after completing 30 credit hours in the program) and <i>Exit Evaluation</i> (evaluated during Internship II.). Over the next three years, this new system will be evaluated annually to determine its effectiveness and ascertain if further changes to the student review process are needed.</p>

Based on the totality of this program evaluation, the following recommendations are suggested for implementation during the 2023-2024 academic year:

Program Goal/Modification	Faculty/ Staff Lead	Proposed Implementation
1. Review and revise orientation and accountability procedures for adjuncts (including KPIs, understanding and application of KPI standards and review of evaluations). Standardize the adjunct orientation and evaluation processes.	Enright	Fall 2023-Spring 2024
2. Mentor and train new faculty members Tophoven and Enright.	Davis	Fall 2023 – Spring 2024
3. Continue expanding awareness of multicultural diversity by providing 2 online events and 1 roundtable discussion regarding issues relevant to the BIPOC community.	Tophoven	Fall 2023 – Spring 2024
4. Review measurement tool for KPI 6 for Fall 2023	Jordan	Fall 2023
5. Review evaluation criteria for students in clinical rotations (Forms 7.0, 8.0 and 9.0)	Enright	Fall 2023 – Spring 2024

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.