

Oral Roberts University
Master of Arts in Professional Counseling
Program Evaluation: Second Annual Report 2019-2020
(CACREP Standard 4.D.)

Mission of the MAPC Program

The Master of Arts in Professional Counseling program (MAPC) is designed to prepare students for professional licensure by qualifying them for the specialized ministry of counseling in the contexts of clinical settings, the local church, and community or faith-based agencies. The program enables students to thoughtfully integrate and ethically implement the most effective models and theories of counseling, informed by a theologically reflective process and sensitivity to the Holy Spirit's activity. Since helping hurting people is an essential element of the Gospel, this program seeks to recruit a diverse student body and equip them to respond therapeutically to the challenges and opportunities of facilitating healing and wholeness within a global community.

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Table of Contents

Program Evaluation Results	5
Aggregate Student Data	5
Knowledge	5
Mean artifact grades.....	5
Mean student GPA.....	8
Skills	9
CPCE scores.....	9
Graph of Overall CPCE Mean Score.....	10
Job placement rates.....	10
Graphs of job placement rates.....	11
State licensure exam results.....	11
Professional dispositions.....	11
Fitness-to-practice evaluations.....	11
Graph of 2019-2020 FTP Implementation.....	12
Demographic and Other Information.....	12
Applicants.....	12
Racial/ethnic background by year.....	12
Sex and international status by year.....	12
State of origin by year.....	12
Country of origin by year.....	13
Acceptance (admission) rate by year.....	15
Students.....	15
Racial/ethnic background by year.....	15
Sex and international status by year.....	15
State of origin by year.....	15
Country of origin by year.....	16
Graduates	17
Racial/ethnic background by year.....	17
Sex and international status by year.....	17
Place of origin (country or state) by year.....	17
Graphs by Stage in the MAPC Program.....	18
Graduation rate.....	19
Graduates by year and time in MAPC program.....	19
General graduation rate.....	20

Follow-Up Data	20
Graduates	20
Graph of alumni evaluations of skills.	20
Data reflecting recent alumni evaluations of skills (scores based on 5-point Likert scale).	21
Site supervisors.	22
Graph of supervisors' evaluations of students.	22
Data regarding supervisors' evaluations of students.	22
Data regarding students' evaluations of supervisory experience.	23
Employers	24
Graph of employers' evaluations of alumni, published in three year cycles (conducted July, 2019).	24
Data regarding employers' evaluations of alumni (conducted July, 2019).....	25
Subsequent Program Modifications	27
Appendix.....	29

Program Evaluation Results

Aggregate Student Data

In the Aggregate Student Data section, program faculty evaluate the success of the program at meeting its own objectives as well as those of CACREP in terms of students' knowledge, skills, and professional dispositions. To make these evaluations, key performance indicators (KPIs) are used, as described below. The data for each of these KPIs is provided on pages 4-29 of this Annual Report.

The following KPIs are used: (1) students' grade point average (GPA) on relevant artifacts/objective (see pages 4-6, columns F-G); (2) students' overall GPA in the program (see page 7); (3) results of the CPCE exam (pages 7-8); (4) the state licensure exam pass rates (page 15); and (5) results of the Fitness-to-Practice evaluations (future reports). Additional awareness is held for feedback from (6) alumni (page 23); (7) internship supervisors (page 26); and (8) employers of alumni (pages 28-29). Data from this feedback is cross-referenced at some points.

On the table below, the intended outcome for each objective is described in the "Outcomes/KPI" column. The relevant KPIs for each objective are listed in the same column, by number.

Knowledge

Mean artifact grades.

CACREP <i>The purpose of the MAPC is to prepare students to develop competencies in the following areas:</i>	OBJECTIVES <i>ORU Professional Counseling Program Objectives</i>	KEY PERFORMANCE INDICATOR (KPI) <i>As a result of completing the MAPC Degree Program the student will:</i>	EVIDENCE <i>Types of artifacts:</i> *WPA artifact	COURSES	Mean Scores 2017-18	Mean Scores 2018-19	Mean Scores 2019-20
1. Professional Counseling Orientation and Ethical Practice	Present an overview of the philosophy, history, and trends of the counseling profession, emphasizing its legal and ethical dimensions.	Comprehend the philosophy, history, and trends of the counseling profession, especially its legal and ethical dimensions. KPI 1-5, 8	Professional Organization	GCSL 580 Professional Issues in Counseling	85	88	87
			Assignment; Case Presentation	GCSL 650 Professional Ethics in Counseling	88	97	95
2. Social and Cultural Diversity	Expose students to social, cultural, and religious diversity with an emphasis on the competencies conducive for effective counseling with diverse populations.	Develop the competencies necessary for effective counseling with diverse populations. KPI 1-6	Case Vignettes	GCSL 528 Christian Approaches to Counseling	n/a	94	92
			Autobiography	GCSL 624 Counseling Diverse Populations	92	96	100

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3.Human Growth and Development	Enable students to understand the various dimensions of human development and the impact of crisis events and addictive behaviors on that process.	Understand the dimensions of human development and the impact of crises and addictive behaviors. KPI 1-5	Case Study	GCSL 635 Human Growth & Development	99	81	92
			Integration Paper	GCSL 635 Human Growth & Development	n/a	n/a	83.5
4.Career Development	Assist students in developing their vocation and in acquiring the necessary skills to assist clients in making career decisions.	Achieve vocational clarity and the skills necessary to assist clients in making career decisions. KPI 1-4, 6	Career Style Interview	GCSL 679 Vocational & Occupational Guidance	94	94	94
5.Counseling and Helping Relationships	Help students gain the necessary competencies for developing therapeutic relationships and facilitating the counseling process.	Exhibit the competencies for developing therapeutic relationships and facilitating the counseling process. KPI 1-8	Role-Play Recording	GCSL 630 Counseling Methods	71	78	76
6.Group Counseling and Group Work	Equip students with the knowledge and skills of group dynamics in order to facilitate group counseling.	Demonstrate the knowledge and skills necessary to facilitate group counseling. KPI 1-6	Group Proposal Assignment	GCSL 681 Group Dynamics	n/a	84	90
7.Assessment and Testing	Train students in the art and science of assessment and diagnosis, including both theoretical and clinical (DSM-5) aspects.	Conduct a thorough assessment process and produce accurate diagnoses. KPI 1-6, 8	Case Study	GCSL 670 Intro to Psychopathology	99	94	99
				GCSL 641 Assessment in Marital & Family Therapy	93	98	95
			Assessment Reports	GCSL 724 Testing & Assessment I	95	100	97.5
				GCSL 685 Assessment in Addictive Behaviors (same as above)	95	84	n/a
8.Research and Program Evaluation	Instruct students in basic research skills and methodologies that enable them to conduct program evaluations, critique counseling research findings, and to	Apply basic research skills and methodologies to critically evaluate programs, research findings, and Empirically Supported Treatments (EST).	Report on Empirically Supported Treatments; Research Proposal or Case Study	GCSL 784 Counseling Research	88	92	95

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	appraise Empirically Supported Treatments (EST).	KPI 1-6, 8					
9. Professional Counseling Concentration	Introduce students to various theories and models appropriate for clinical mental health counseling.	Develop a theoretical framework and familiarity with various counseling models. KPI 1-5	Emerging Theory Paper	GCSL 625 Counseling Theories	89	85	88
10. Marriage & Family Therapy Concentration	Immerse students in systems theory and introduce them to various models of marriage, couple, and family counseling.	Develop a systemic perspective and familiarity with various models of marriage, couple, and family counseling. KPI 1-5	Systemic Diagram of a Patterned Interaction	GCSL 643 Marital & Family Systems Theory	N/A	91	99
			Couple Assessment Report	GCSL 675 Marriage & Family Therapy/ GCSL 676 Marriage Counseling	N/A	92	91
11. Addiction Counseling Concentration	Present various models of addiction, treatment approaches, and the basic pharmacological principles regarding the interaction of exogenous chemicals on brain activity and the development of addictive disorders	Develop familiarity with theoretical frameworks and scientific perspectives regarding various addiction counseling models. KPI 1-5	Writing Assignment on Model of Addiction	GCSL 740 Drug & Alcohol Counseling Theory	N/A	99	72.5
			Research Presentation on Pharmacological Issue	GCSL 750 Pharmacology of Drugs & Abuse	N/A	92	94
12. Professional Practice	Provide guided internship opportunities for the application of theory and practice in a professional setting.	Cultivate theoretical understandings and practical skills in a professional setting. KPI 7 at multiple pts	Supervisor's Evaluation	GCSL 785 Counseling Internship II	N/A	100	100
13. Professional Identity Development	Engage students in discussing, integrating, and synthesizing their theological, theoretical, and clinical orientations in light of current research, into an overall philosophy of counseling	Demonstrate in writing the ability to synthesize the essential elements of clinical experience emphasizing a self-reflective, integrative approach to counseling involving theological, theoretical, and research perspectives. KPI 1-6, 8	Philosophy of Counseling Paper* (WPA artifact)	GCSL 785 Counseling Internship II	N/A	75	76.5
14. Personal and Spiritual Formation	Create guided opportunities for students to engage in theological reflection on both their personal and professional experiences	Demonstrate the capacity to theologically reflect on personal and professional experiences KPI 1-6, 8	Theological reflection paper	GCSL 528 Christian Approaches to Counseling	N/A	90	88

CACREP <i>The purpose of the MAPC is to prepare students to develop competencies in the following areas:</i>	OBJECTIVES <i>ORU Professional Counseling Program Objectives</i>	KEY PERFORMANCE INDICATOR (KPI) <i>As a result of completing the MAPC Degree Program the student will:</i>	EVIDENCE <i>Types of artifacts:</i> *WPA artifact	COURSES	Mean Scores 2017-18	Mean Scores 2018-19	Mean Scores 2019-20
	Promote a biblical/theological understanding of the person, work, and ministry of the Holy Spirit	Articulate a biblical/theological understanding of the person, work, and ministry of the Holy Spirit. KPI 1, 2, 5, 6	Position Paper* (WPA artifact)	GTHE 510 Holy Spirit Empowerment in Life and Ministry	N/A	98	94
	Enable students to articulate clearly their ministry/professional calling	Articulate clearly their ministry/professional calling KPI 1, 2, 5	Self-Reflection paper* (WPA artifact)	PRFT 056 Entry Level Assessment	99	97	98

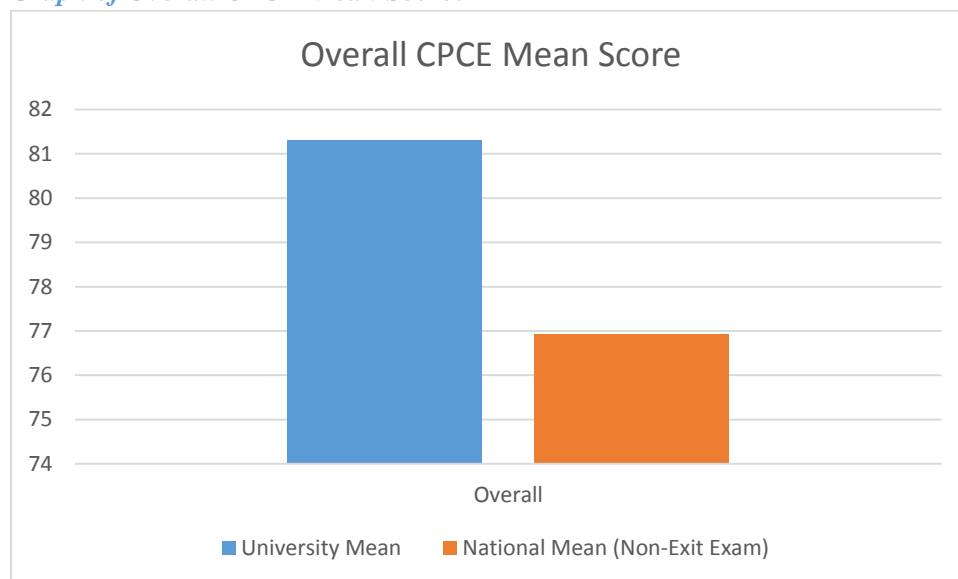
Mean student GPA.

<u>Semester</u>	<u># Students</u>	<u>Total Credit Hours</u>	<u>Average GPA</u>
Fall 17	74	629.5	3.54
Spring 18	83	675	3.62
Summer 18	42	234	3.74
Total	94	1538.5	3.87 (graduates only)
Fall 18	78	584	3.4
Spring 19	69	542	3.48
Summer 19	36	246	3.56
Total	98	1372	3.78 (graduates only)
Fall 19	100	874.5	3.67
Spring 20	99	860	3.65
Summer 20	72	560.5	3.68
Total	118	2312	3.76 (graduates only)

Skills

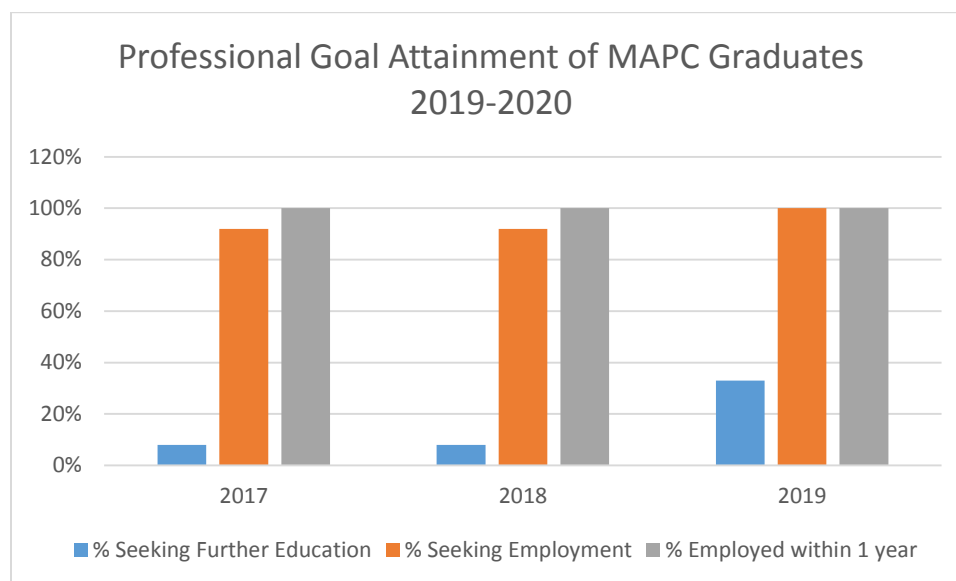
CPCE scores.

<u>Year</u>	<u>Content Area</u>	<u>University Mean</u>	<u>National Mean (Non-Exit)</u>	<u>National Mean (All Scores)</u>	<u>Comparison (UM - NE)</u>	<u>Comparison (UM - AS)</u>
2019	C1: Human Growth and Development	9.8	9.7	10.0	0.15	-0.19
N=16	C2: Social and Cultural Diversity	9.6	9.4	9.7	0.2	-0.11
	C3: Helping Relationships	10.4	11.5	10.8	-1.05	-0.41
	C4: Group Work	9.7	10.7	10.4	-1	-0.69
	C5: Career Development	10.8	10.8	10.5	0	0.28
	C6: Assessment	9.4	11.5	10.9	-2.1	-1.48
	C7: Research and Program Evaluation	10.4	11.2	10.9	-0.75	-0.52
	C8: Professional Orientation and Ethical Practice	10.4	11.3	10.5	-0.85	-0.11
	Overall	80.9	85.9	84.7	-5	-3.82
2020	C1: Professional Cslg Orientation	11.33	11.62	11.76	-.29	-.43
N=8	C2: Social and Cultural Diversity	9.78	8.83	10.06	.95	-.28
	C3: Human Growth & Development	10.89	9.6	10.58	1.29	.31
	C4: Career Development	11.11	9.69	10.46	1.42	.65
	C5: Helping Relationships	10.56	10.62	11.38	-.06	-.82
	C6: Group	10.22	9	10.44	1.22	-.22
	C7: Assessment	8.78	9.31	10.24	-.53	-1.46
	C8: Research and Program Evaluation	8.67	8.26	8.95	.41	-.28
	Overall	81.3	76.93	83.87	4.37	-2.57

Graph of Overall CPCE Mean Score.*Job placement rates.*

<u>Year of Graduation</u>	<u># Graduates</u>	<u># Respondents</u>	<u># Seeking Further Education</u>	<u>% Seeking Further Education</u>	<u># Seeking Employment</u>	<u>% Seeking Employment</u>	<u># Employed within 1 year</u>	<u>% Employed within 1 year</u>
2017	15	12	1	8%	11	92%	11	100%
2018	12	12	1	8%	11	92%	11	100%
2019	20	3	1	33%	3	100%	3	100%

Graphs of job placement rates.



State licensure exam results. For recent graduates, data not yet available, but indicators are around 75% pass rate for students who tested within the last calendar year.

LPC (May 2016-June 2019)	17 applications 5 testers <u>5 passed test</u> 100% pass rate
LMFT (May 2016-June 2019)	29 applications 8 testers <u>2 passed test</u> 25% pass rate

Professional dispositions

Fitness-to-practice evaluations. See Appendix A for a description of criteria and procedures for future fitness-to-practice evaluations. For 2019-20, the Fitness-to-practice evaluation process was put into place for both first and second year students. Every student either achieved competence on every professional disposition or they participated in an action plan to assist in development of competence on every disposition.

Graph of 2019-2020 FTP Implementation.

	# Students Evaluated	# Students Competence Achieved or Action Plan
1 st year Students	50	50
2 nd year Students	17	17

Demographic and Other Information

Applicants.

Racial/ethnic background by year. Applicant data is presented by *N*(% of total for that year, rounded to the nearest whole number)

Year	American Indian	Asian	African American	Hispanic American	Native Hawaiian or other Pacific Islander	Two or More	White American	No Answer Given
2017-18	4(3)	14(11)	43(34)	10(13)	0	2(2)	32(26)	20(16)
2018-19	2(2)	20(13)	52(35)	8(5)	1(1)	7(5)	39(26)	21(14)
2019-20	10(5)	20(9)	65(31)	14(7)	2(1)	1	60(28)	41(19)

Sex and international status by year. Applicant data is presented by *N*(% of total for that year)

Year	Male	Female	Domestic	International*	Total
2017-18	55(44)	70(56)	82(66)	43(34)	125
2018-19	39(26)	111(74)	97(65)	53(35)	150
2019-20	57(27)	154(73)	125(59)	86(41)	211

State of origin by year.

State Name	2017-18	2018-19	2019-20
Alabama			1
Arizona			1
Arkansas	0	2	1
California	4	3	3
Colorado	2	0	2
Connecticut	1	1	1
Delaware			1

Florida	2	2	5
Georgia	3	1	
Illinois	1	2	
Indiana	1	1	
Iowa	0	1	1
Kansas	1	1	1
Louisiana			2
Maryland	2	1	1
Massachusetts	1	0	1
Michigan	1	0	2
Mississippi	2	0	
Missouri	1	1	5
Nebraska			1
Nevada	2	0	
New Jersey			2
New Mexico	1	0	
New York	2	1	
North Carolina	0	2	
North Dakota	0	1	
Ohio	1	0	3
Oklahoma	42	60	61
Oregon	0	1	1
Pennsylvania	3		
Rhode Island	0	1	
South Carolina	0	1	
Tennessee	0	1	1
Texas	9	11	20
Virginia			2
Washington	0	2	
Wisconsin			2
Unreported			4
Total # U. S. Students	78 (some missing data)	97	125

Country of origin by year.

Country Name	2017-18	2018-19	2019-20
Bahamas	1	1	
Bahrain			1
Bangladesh			1
Belarus			1
Belgium	0	1	

Belize	1	0	
Bermuda	1	1	
Botswana	0	2	
Brazil	0	1	2
Burkina Faso			1
Cameroon	1	3	1
Canada	0	3	1
China	0	1	
Eritrea	1	0	
Ethiopia	2	0	1
Germany			1
Ghana	7	4	3
Haiti			1
Honduras	1	0	
India	10	8	17
Indonesia			1
Italy	1	0	
Jordan			1
Kenya	1	3	1
Malaysia	0	1	
Mongolia	0	1	
Mozambique			1
Myanmar	2	0	1
Nepal	0	1	
Nigeria	9	16	30
Pakistan	1	0	
Papua New Guinea	0	1	2
Philippines	2	0	1
South Africa	1	0	4
South Korea	0	1	
Swaziland	0	1	
Taiwan			1
Tanzania	0	1	1
Togo			1
Uganda	0	2	4
United Arab Emirates	1	0	1
Zimbabwe			5
Total # International Students	43	53	86

Acceptance (admission) rate by year.

Year	Number Applied	Number Accepted (Admitted)	Acceptance (Admission) Rate
2017-18	125	61	49%
2018-19	150	63	42%
2019-20	211	65	31%

Students*Racial/ethnic background by year.* Student data presented by *N*(% of total for that year)

Year	American Indian	Asian	African American	Hispanic American	Int'l*	Other	Two or More	White American	No Answer Given
2017-18	5(5)	2(2)	16(17)	5(5)	4(4)	2(2)	1(1)	38(41)	20(22)
2018-19	2(2)	6(6)	15(16)	5(5)	5(5)	1(1)	2(2)	39(42)	18(19)
2019-20	5(5)	8(8)	17(17)	5(5)	3(3)	0	3(3)	44(44)	15(15)

Sex and international status by year.

Year	Male	Female	Domestic	International*	Total
2017-18	21(23)	72(77)	78(84)	15(16)	93
2018-19	17(19)	76(82)	74(80)	19(20)	93
2019-20	14(14)	86(86)	92(92)	8(8)	100

State of origin by year.

State Name	2017-18	2018-19	2019-20
Arkansas	2	2	
California	2	2	3
Colorado	1	1	
Connecticut	0	1	
Florida	0	0	3
Georgia	2	1	1

Idaho		0	
Illinois	1	1	
Indiana	1	1	1
Iowa	0	1	
Louisiana	1	1	
Maryland			1
Massachusetts	1	0	
Michigan			1
Mississippi	1	0	
Missouri	1	2	3
New York	1	0	
North Carolina	0	2	
Ohio	1	1	
Oklahoma	53	59	65
Oregon			1
Texas	10	7	11
Virginia			1
Total # U. S. Students	78	74	91

Country of origin by year.

Country Name	2017-18	2018-19	2019-20
Bahamas	1	0	
Barbados	0	1	
Belize	0	1	1
Bermuda	1	0	
Brazil		1	
Burma	1	1	
China	2	1	1
Ghana	1	1	
Hungary		0	
India	4	5	3
Jamaica	1	1	
Jordan			1
Kenya	1		
Korea			1
Mongolia	1	1	1
Nigeria	2	2	1
South Africa		1	
South Korea		3	
Total # International Students	15	19	9

Graduates

Racial/ethnic background by year. Graduate data presented by *N*(% of total for that year)

Year	American Indian	Asian	African American	Hispanic American	Int'l*	Other	Two or More	White American	No Answer Given
2017-18	0	0	1(8)	1(8)	0	1(8)	1(8)	6(5)	2(17)
2018-19	1(6)	1(6)	1(6)	1(6)	5(29)	0	0	9(53)	2(12)
2019-20	1(5)	0	3(14)	2(10)	2(10)	0	0	12(57)	1(5)

Sex and international status by year. Graduate data presented by *N*(% of total for that year)

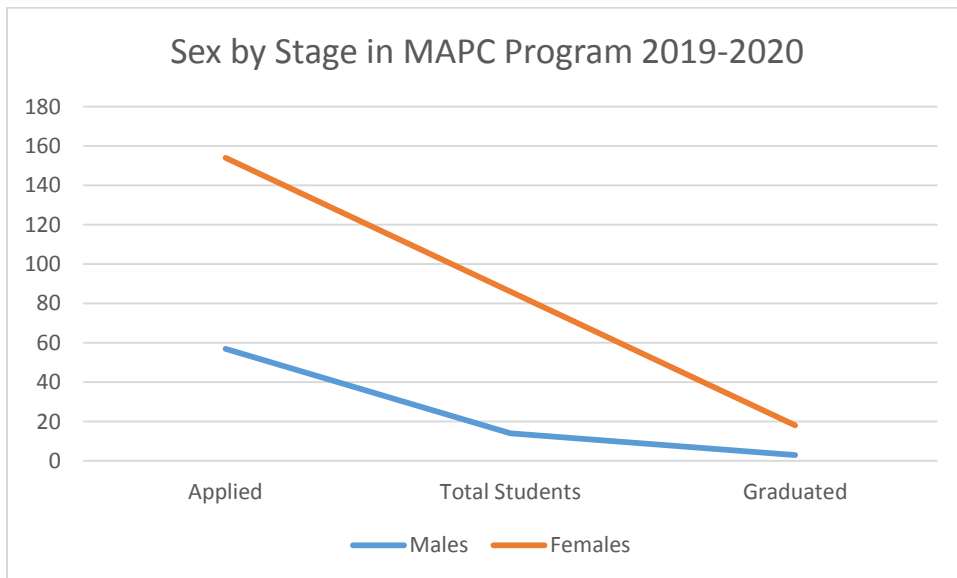
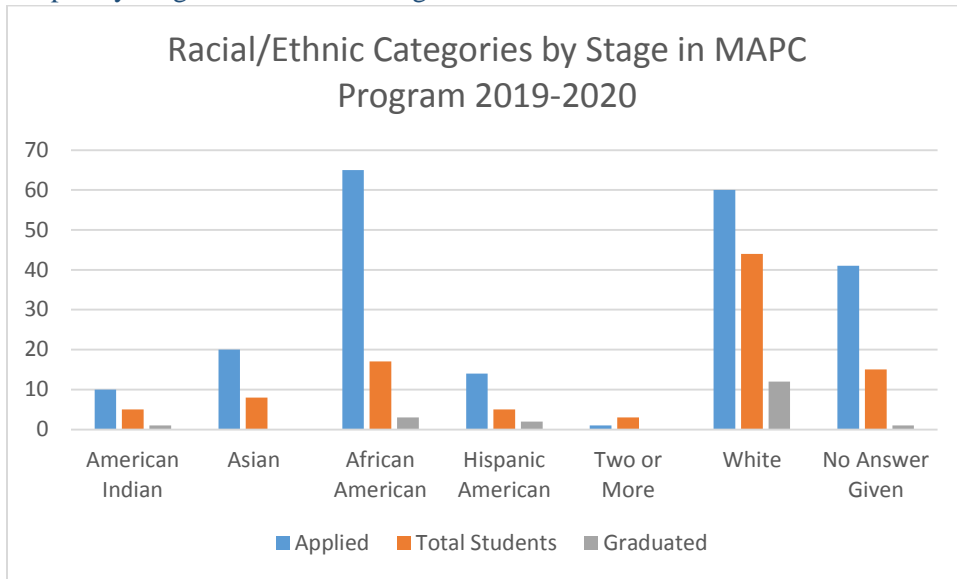
Year	Male	Female	Domestic	International*	Total
2017-18	1(8)	12(92)	10(77)	3(23)	13
2018-19	4(24)	13(76)	13(76)	4(24)	17
2019-20	3(14)	18(86)	19(90)	2(10)	21

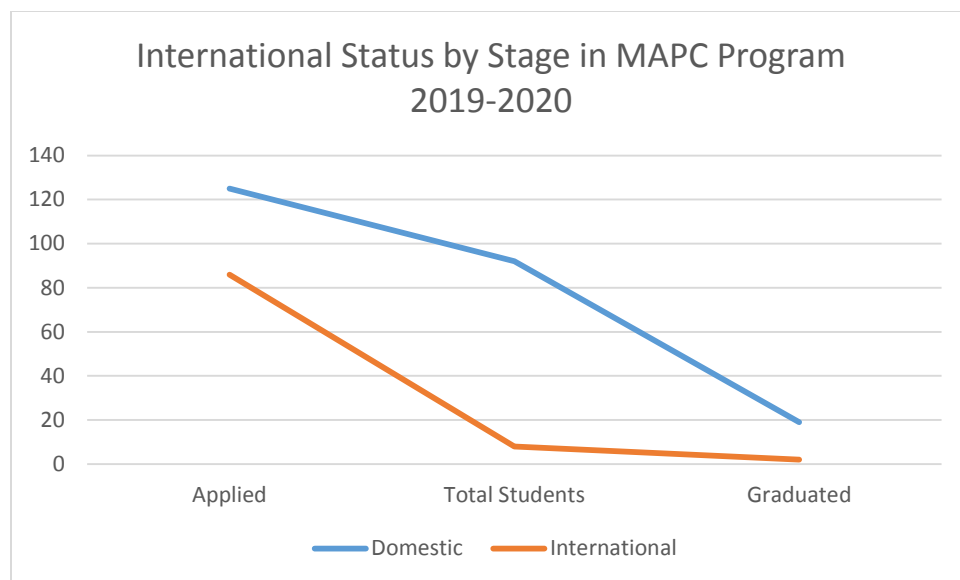
Place of origin (country or state) by year.

YEAR	Total Grads	From Country*	From State*
2017-18	1	Nigeria	
	1	China	
	1	Bahamas	
	5		Oklahoma
	1		Texas
	2		California
	1		Massachusetts
	Total = 12		
2018-19	1	Mongolia	
	2	India	
	1	Jamaica	
	1	Nigeria	
	8		Oklahoma
	2		Texas
	1		Ohio
	1		Louisiana
	Total = 17		
2019-20	1	India	

	1	China	
	12		Oklahoma
	4		Texas
	1		Colorado
	1		Georgia
	1		Iowa
	Total = 21		

Graphs by Stage in the MAPC Program.





Graduation rate.

Graduates by year and time in MAPC program.

	2018-19 Graduates		2019-20 Graduates	
	Number	%	Number	%
Students who completed the program in ≤ 3 years	14	82	9	45
Students who completed the program in 4 years	2	12	4	20
Students who completed the program in 5+ years	1	6	7	35

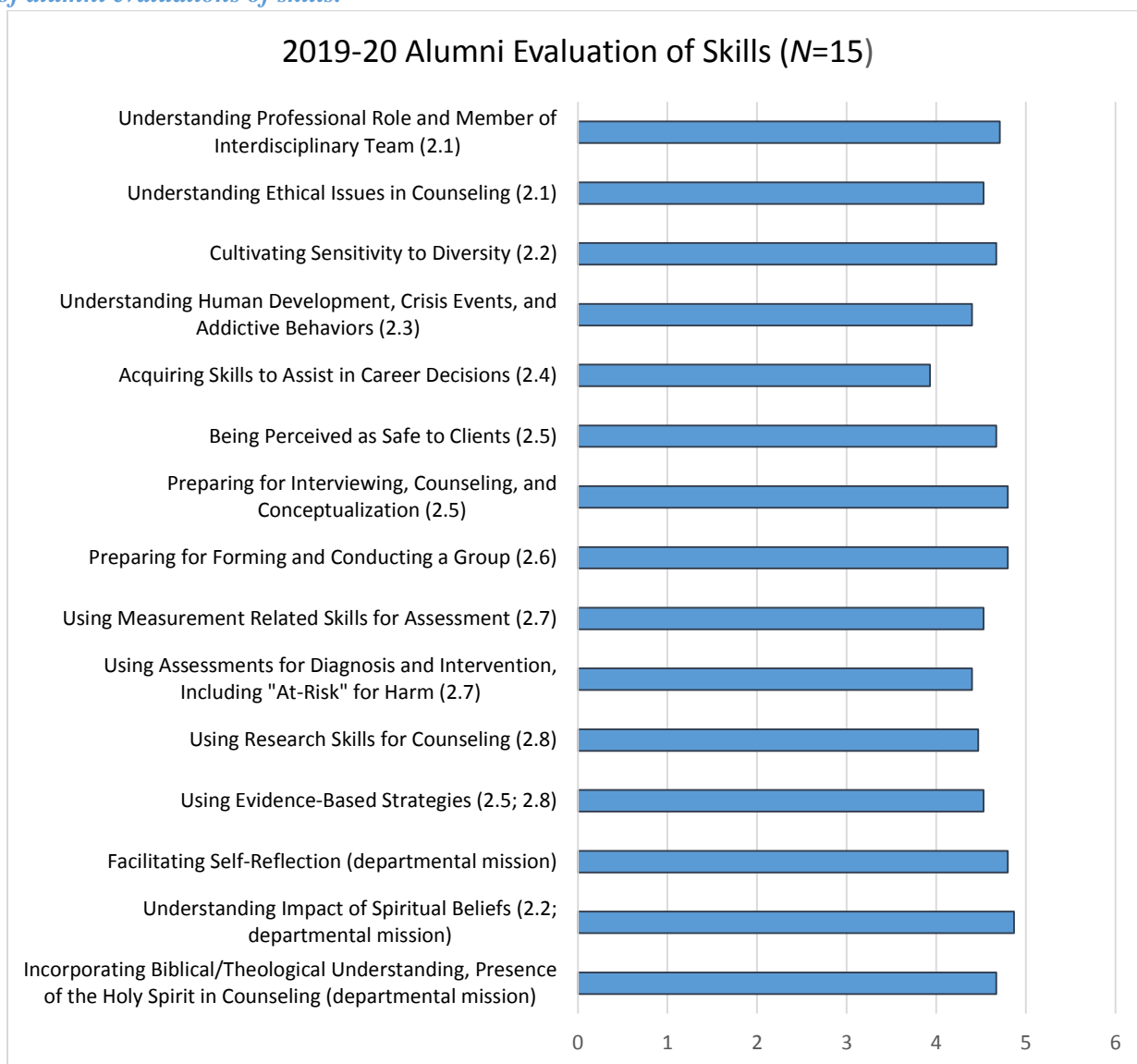
General graduation rate.

	2019 Graduates	2020 Graduates
# Students who entered MAPC program 6 years ago this fall	38	25
# Students who have since graduated	22	15
Graduation Rate	58%	60%

Follow-Up Data

Graduates

Graph of alumni evaluations of skills.



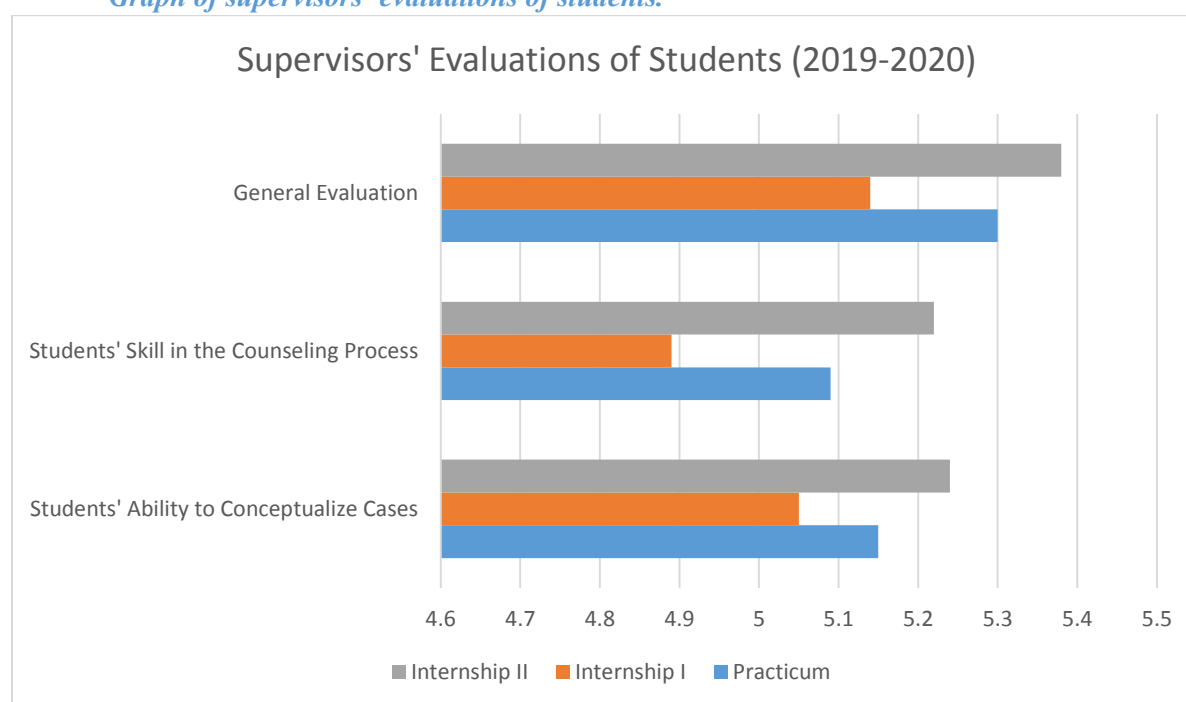
Data reflecting recent alumni evaluations of skills (scores based on 5-point Likert scale).

Question	2018-19 Mean Scores (N = 3)	2019-20 Mean Score (N = 15)
Understanding Professional Role and Member of Interdisciplinary Team (2.1)	4.00	4.71
Understanding Ethical Issues in Counseling (2.1)	4.33	4.53
Cultivating Sensitivity to Diversity (2.2)	4.67	4.67
Understanding Human Development, Crisis Events, and Addictive Behaviors (2.3)	4.33	4.4
Acquiring Skills to Assist in Career Decisions (2.4)	2.50	3.93
Being perceived as Safe to Clients (2.5)	4.00	4.67
Preparing for Interviewing, Counseling, and Conceptualization (2.5)	4.67	4.8
Preparing for Forming and Conducting Group (2.6)	3.00	4.47
Using Measurement-related Skills for Assessment (2.7)	4.00	4.53
Using Assessments for Diagnosis and Intervention, Including “At-Risk” of Harm (2.7)	3.33	4.4
Using Research Skills for Counseling (2.8)	4.00	4.47
Using Evidence-based Strategies (2.5; 2.8)	4.33	4.53
Facilitating Self-Reflection (departmental mission)	5.00	4.8

Understanding Impact of Spiritual Beliefs (2.2; departmental mission)	4.67	4.87
Incorporating Biblical/Theological Understanding, Presence of Holy Spirit in Counseling (departmental mission)	4.33	4.67
Additional Comments	(To preserve anonymity of participants, specific comments have been removed.)	

Site supervisors.

Graph of supervisors' evaluations of students.



Data regarding supervisors' evaluations of students.

Year/Course	Supervisors' General Evaluation (Likert Scale, 1-6)	Supervisors' Evaluation of Students Skills in the Counseling Process (Likert Scale, 1-6)	Supervisors' Evaluation of Students' Conceptualization (Likert Scale, 1-6)	Supervisors' Overall Mean (Likert Scale, 1-6)
2015-16				
Practicum	4.05	4.92	3.71	4.09
2016-17				
Internship	5.39	5.47	4.75	5.31
2017-18				
Practicum	4.91	4.65	4.55	4.7

2018-19				
Practicum	4.73	4.4	4.51	4.47
Internship I	4.84	4.5	4.57	4.58
Internship II	5.39	5.18	5.13	5.21
2019-20				
Practicum	5.35	5.09	5.15	5.20
Internship I	5.14	4.89	5.05	5.03
Internship II	5.38	5.22	5.24	5.43

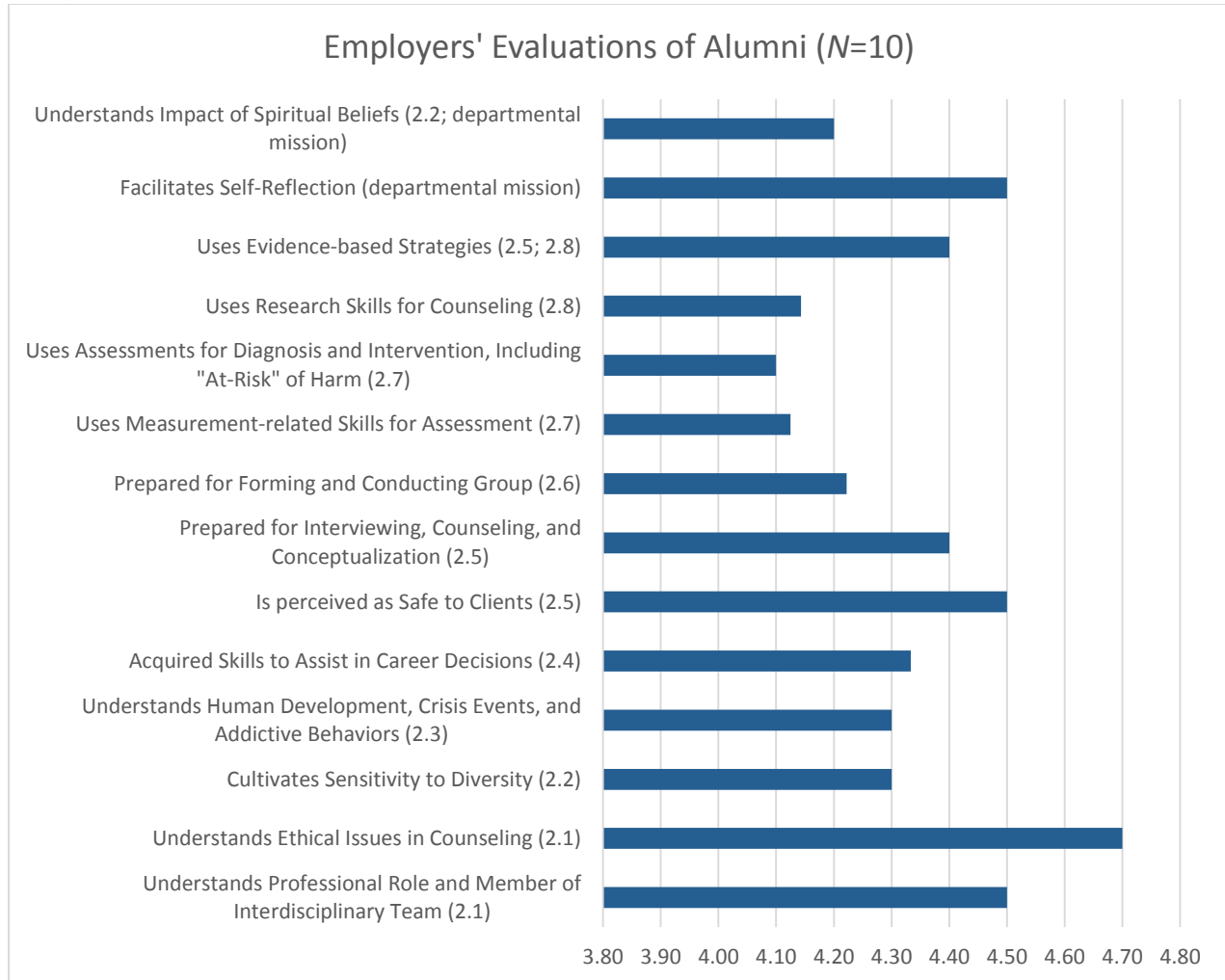
Data regarding students' evaluations of supervisory experience.

Year/Course	Students' General Evaluation of Supervisor (Likert Scale, 1-6)	Students' Evaluation of Site (Likert Scale, 1-6)	Student Overall Evaluation of P/I Experience (Likert Scale, 1-6)
2015-16			
Practicum	na	na	na
2016-17			
Internship	5.7	5.5	5.69
2017-18			
Practicum	na	na	na
2018-19			
Practicum	5.19	5.39	5.29
Internship I	5.42	5.31	5.39
Internship II	5.7	5.49	5.63
2019-20			
Practicum	5.53	5.54	5.53
Internship I	5.6	5.6	5.6
Internship II	5.61	5.68	5.61

Employers

Every three years, a survey is sent out to employers of graduates soliciting evaluations of ORU graduates regarding the below information. MAPC faculty determined that annual evaluations to the similar groups of employers would burden the employers unnecessarily.

Graph of employers' evaluations of alumni, published in three year cycles (conducted July, 2019).



Data regarding employers' evaluations of alumni (conducted July, 2019).

Question	Don't Know (# participants giving this answer)	Strongly Disagree (1 x # participants giving this answer)	Disagree (2 x # participants giving this answer)	Neither Agree nor Disagree (3 x # participants giving this answer)	Agree (4 x # participants giving this answer)	Strongly Agree (5 x # participants giving this answer)	Mean Score
Understands Professional Role and Member of Interdisciplinary Team (2.1)					20	25	4.50
Understands Ethical Issues in Counseling (2.1)					12	35	4.70
Cultivates Sensitivity to Diversity (2.2)				3	20	20	4.30
Understands Human Development, Crisis Events, and Addictive Behaviors (2.3)				6	12	25	4.30
Acquired Skills to Assist in Career Decisions (2.4)	3			9	12	5	4.33
Is perceived as Safe to Clients (2.5)					20	25	4.50
Prepared for Interviewing, Counseling, and Conceptualization (2.5)				3	16	25	4.40
Prepared for Forming and Conducting Group (2.6)	1			3	20	15	4.22
Uses Measurement-related Skills for Assessment (2.7)	2			3	20	10	4.13

Uses Assessments for Diagnosis and Intervention, Including "At-Risk" of Harm (2.7)				6	20	15	4.10
Uses Research Skills for Counseling (2.8)	3				24	5	4.14
Uses Evidence-based Strategies (2.5; 2.8)					24	20	4.40
Facilitates Self-Reflection (departmental mission)					20	25	4.50
Understands Impact of Spiritual Beliefs (2.2; departmental mission)				1	16	25	4.20
Additional Comments	(To preserve anonymity of participants, specific comments have been removed.)						

Subsequent Program Modifications

Reminder of What MAPC Program is trying to do: Mission and Goals

The Master of Arts in Professional Counseling program (MAPC) is designed to prepare students for professional licensure by qualifying them for the specialized ministry of counseling in the contexts of clinical settings, the local church, and community or faith-based agencies. The program enables students to thoughtfully integrate and ethically implement the most effective models and theories of counseling, informed by a theologically reflective process and sensitivity to the Holy Spirit's activity. Since helping hurting people is an essential element of the Gospel, this program seeks to recruit a diverse student body and equip them to respond therapeutically to the challenges and opportunities of facilitating healing and wholeness within a global community.

Curriculum-related program objectives. See pp. 4-6 for objectives and outcomes related to goals of (a) preparing students for professional licensure and (b) enabling students to implement the most effective models and theories of counseling, (c) integrating a theologically reflective process and sensitivity to the Holy Spirit's activity, as identified in the mission statement above.

Other mission-related program objectives. Embedded in the mission statement above, additional objectives include (a) preparing students for a variety of professional settings, (c) recruiting a diverse student body, (d) helping students to form appropriate traits and identities as counselors, from a Christian worldview, and (e) assisting students in completing their MAPC so that they can facilitate healing within a global community.

2019-20 Program Evaluation, Conducted September 22, 2020: Summary of Concerns, Modifications, and Related Program Objectives

Concerns Raised during Program Evaluation	Resulting Modifications	Related Program Objective
<ul style="list-style-type: none"> • Faculty engagement in online formats felt to be sometimes lacking 	<p>Attention will be given to the quality of interactions in online formats</p>	<ul style="list-style-type: none"> • Curriculum-related program objective of (a) Assisting in preparing students for professional licensure. • Mission-related program objective of (d) helping students to form appropriate traits and identities as counselors, from a Christian worldview.
<ul style="list-style-type: none"> • Faculty feedback on assignments sometimes lacking 	<p>Additional effort will be made to provide timely feedback on student assignments</p>	<ul style="list-style-type: none"> • Curriculum-related program objectives of (a) preparing students for professional

		<p>licensure and (b) enabling students to implement the most effective models and theories of counseling</p> <ul style="list-style-type: none"> • Mission-related objectives of (a) preparing students for a variety of professional settings and (e) assisting students in completing their MAPC
<ul style="list-style-type: none"> • CPCE scores reviewed, as well as timing of the test 	<ul style="list-style-type: none"> • Compared to other universities where CPCE is not required to graduate, our students scored higher than the national mean. • Consideration will be given to moving this exam two semesters later in the program, allowing students more class content prior to testing. 	<ul style="list-style-type: none"> • Curriculum-related program objectives (see pp. 5-8), especially (a) preparing students for professional licensure.
<ul style="list-style-type: none"> • Are there enough opportunities for students to practice skills and techniques prior to Practicum and Internship? 	<ul style="list-style-type: none"> • Classes were named which include or will include practice; the current number is 11. • Additional classes will offer practice, if possible. • Consider labeling the practice experiences “Lab,” to alert students. • Consider placing practice examples and “Symptom Videos” on D2L or Class Pages, for 	<ul style="list-style-type: none"> • Curriculum-related program objectives (pp. 5-8), especially (b) enabling students to implement the most effective models and theories of counseling. Specific objectives are as follows: <ul style="list-style-type: none"> ○ #5: Help students gain the necessary competencies for developing therapeutic relationships and facilitating

	more practice.	<p>the counseling process</p> <ul style="list-style-type: none"> ○ #7: Train students in the art and science of assessment and diagnosis, including both theoretical and clinical (DSM 5) components. ○ #9: Introduce students to various theories and models appropriate for clinical mental health counseling ○ #10: Immerse students in systems theory and introduce them to various models of marriage, couple and family counseling ● Mission-related objectives, especially (d) helping students to form appropriate traits and identities as counselors, from a Christian worldview.
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Appendix

ORU FITNESS TO PRACTICE POLICY AND PROCEDURES

This policy applies to all graduate students enrolled in the Master of Arts in Professional Counseling.

As part of meeting the program objectives set forth in the ORU Professional Counseling Student Handbook, students are expected to conduct themselves in an ethical, responsible, and professional manner. This conduct is evaluated through the Fitness to Practice (FTP) policy as a core component of students' academic progress. The purpose of the FTP review process is to systematically review and monitor students' professional and personal development and to provide structured feedback to students (CACREP, 2016) to ensure students demonstrate appropriate progress towards developing the necessary behaviors, attitudes, and professional competencies to practice as a counselor-in-training. Student progress is routinely monitored, addressed and assessed during regular academic terms at faculty meetings, and if warranted, then by further evaluation and action planning to remediate the FTP concern.

At the onset of their academic program, students are directed to review these standards and seek clarification when needed.

In order to successfully complete the program and be endorsed for any relevant certifications or licensure, students must demonstrate academic performance meeting or exceeding department standards in all settings, including classes, advising sessions, clinical sites, and all verbal and written communication, including:

1. Demonstrate fitness in their interactions with others as measured on the Fitness to Practice Standards, which include the following competencies:
 1. Follows ethical and legal considerations,
 2. Displays multicultural competence,
 3. Open to new ideas,
 4. Aware of own impact on others,
 5. Responsive, adaptable, and cooperative,
 6. Receptive to and uses feedback,
 7. Responds to conflict appropriately,
 8. Accepts personal responsibility,
 9. Expresses feelings effectively and appropriately,
 10. Dependable in meeting obligations,
 11. Promotes self-care practices,
 12. Engages in thoughtful, integrative, and objective theological reflection on counseling models and approaches,
 13. Participates with the direction of the Holy Spirit in the professional counseling role; and
2. Conform to the codes of ethics of professional associations in counseling and all related national and state licensure and certification boards.

The Fitness to Practice Evaluation Process:

As a part of training towards counseling competence, faculty members, staff, course instructors, and field supervisors evaluate all students. Standard FTP is completed on each student at the end of their 1st and 2nd years. Each year, faculty will meet to evaluate all 1st year students and 2nd year students, utilizing the FTP Formative Evaluation Form.

- During the 1st year Formative Evaluation, a collective review of both the student's self-evaluation and the faculty evaluation is conducted. After the 1st year evaluation is completed, a copy of the faculty review is provided to the student, and the original form is filed in the student's file in the department.
- During the 2nd year Formative Evaluation, a collective review of both the 2nd and 1st year Formative Evaluation Results are discussed in determining a recommendation for, or against, each respective 2nd year student's movement into the Practicum/Internship program. Again, a copy of the faculty review is provided to the student, and the original form is filed in the student's file in the department.

As part of the FTP process in assessing student data in relation to retention, remediation, and dismissal, the yearly Formative Evaluation Results will also be used to determine the status of each student. If the faculty determine a student to be functioning under the satisfactory level, according to the FTP standards, and aligned with the student's time in the program, the student will be required to attend a meeting with his/her advisor and one other faculty member, during which the specific standard(s) of concern are communicated, an Action Plan is developed, and specific requirements and timeline for completion are defined. (See p. 7 of this document.) The student will then be required to have a final meeting with the advisor, demonstrating fulfillment of requirements. If these stipulations are not met, the faculty may either modify the Action Plan or recommend dismissing the student from the program.

Performance on the FTP standards will be rated on a scale of 5 (Exemplary) to 1 (Unacceptable) as described in the Fitness to Practice Standards. A rating of 3 (Satisfactory) or higher, on all FTP standards will indicate a satisfactory review and no further approval will be needed. The FTP Evaluation Form then will be provided to both the student and the student's advisor, and a copy placed in the student's file. If the faculty rates any of the profession standards as 2 (Needs Improvement) or lower, the faculty may initiate a recommendation meeting whereby the following procedure for the development of an Action Plan and follow-up will be initiated, and followed through to completion.

Fitness to Practice Standards

All standards are evaluated based on student performance in programmatic, academic, clinical, supervisory, and interpersonal contexts.

1. Follows ethical and legal considerations

<i>Competence not achieved</i>	<i>Competence achieved</i>
- Displays inappropriate and/or disrespectful boundaries with clients, faculty, supervisors, and peers	- Maintains appropriate and respectful boundaries with clients, faculty, supervisors, and peers.
- Does not demonstrate awareness of personal values or imposes personal values on others.	- Demonstrates awareness of personal values and does not impose personal values on others.
- Breaches applicable professional counseling ethical codes and laws.	- Follows applicable professional counseling ethical codes and laws.

2. Displays multicultural competence

<i>Competence not achieved</i>	<i>Competence achieved</i>
- Discriminates or expresses prejudice towards those of a different race, culture, gender, religion, sexual orientation, age, ability status, gender identity, marital status/partnership, language preference, or socioeconomic status than self.	- Demonstrates sensitivity to diversity.
- Does not demonstrate multicultural counseling competencies.	- Demonstrates multicultural counseling competencies.

3. Open to new ideas

<i>Competence not achieved</i>	<i>Competence achieved</i>
- Dogmatic about own perspective and ideas.	- Openly discusses and respects perspectives other than own.
- Unable or unwilling to consider others' points of view.	- Considers others' perspectives and points of view.

4. Aware of own impact on others

<i>Competence not achieved</i>	<i>Competence achieved</i>
- Shows little or no concern for how others are impacted by them.	- Recognizes how own words and actions impact others.
- Blames others for problems without self-examination.	- Avoids blaming others and examines own role in problems.
- Disrespectful toward peers, supervisors, and/or instructors (e.g., monopolizes discussion or gossips).	- Respectful toward peers, supervisors, and/or instructors.

5. Responsive, adaptable, and cooperative

<i>Competence not achieved</i>	<i>Competence achieved</i>
- Shows little or no effort to adjust behaviors in response to changes in professional & interpersonal contexts.	- Shows reasonable effort to adjust behaviors in response to changes in professional & interpersonal contexts.
- Expresses intolerance of changes in programmatic, academic, clinical, or supervisory settings.	- Expresses tolerance of change in programmatic, academic, clinical, or supervisory settings.
- Reactionary and defensive in response.	- Thoughtful and reflective in response.
- Shows little or no engagement in cooperative activities.	- Appropriately cooperates in cooperative activities.
- Monopolizes cooperative activities.	- Compromises in cooperative activities.

6. Receptive to and uses feedback

<i>Competence not achieved</i>	<i>Competence achieved</i>
- Responds to feedback with defensiveness, anger, and/or denial.	- Responsive, open, and receptive to feedback.
- Shows little or no evidence of incorporating feedback.	- Appropriately incorporates feedback.

7. Responds to conflict appropriately

<i>Competence not achieved</i>	<i>Competence achieved</i>
- Shows minimal willingness to examine own role in conflict.	- Actively examines and acknowledges own role in conflict.
- Shows minimal effort and/or ability at problem solving.	- Actively participates in problem solving efforts.
- Displays hostility when conflicts are addressed.	- Appropriately expresses emotions when conflicts are addressed.
- Does not address conflict directly with individual(s) involved and addresses with others instead.	- Addresses conflict directly with individual(s) involved.

8. Accepts personal responsibility

<i>Competence not achieved</i>	<i>Competence achieved</i>
- Refuses to admit mistakes or examine own contribution to problems.	- Examines own role in problems.
- Lies, minimizes, or embellishes the truth to extricate self from problems.	- Accurate and honest in describing own and others roles in problems.
	- Accepts own mistakes and responds to them as opportunity for self-improvement.

9. Expresses feelings effectively and appropriately

<i>Competence not achieved</i>	<i>Competence achieved</i>
- Does not express <i>own</i> feelings appropriately.	- Expresses <i>own</i> feelings.
- Does not recognize or acknowledge feelings of <i>others</i> .	- Acknowledges <i>others</i> feelings.
- Acts out negative feelings (through negative behaviors) rather than articulating them.	- Acts professionally while experiencing difficult emotions.
- Expression of feelings is inappropriate to the setting.	- Expression of own feelings is appropriate to the setting.

10. Dependable in meeting obligations

<i>Competence not achieved</i>	<i>Competence achieved</i>
- Absent from scheduled program obligations (e.g., class, supervision, GA, or clinical site) and does not notify others in advance.	- Satisfactorily meetings attendance requirements and notifies others in advance regarding absences.
- Arrives late for scheduled obligations.	- Arrives on-time for scheduled obligations.
- Rarely meets deadlines (i.e., practicum and internship paperwork, applications, tapes, other assignments) or paperwork is incomplete when submitted.	- Meets deadlines and satisfactorily completes paperwork.

11. Promotes self-care practices

<i>Competence not achieved</i>	<i>Competence achieved</i>
- Neglects wellness and/or wellbeing practices (including physical, emotional, relational, spiritual, etc.).	- Maintains appropriate wellness and wellbeing practices (including physical, emotional, relational, spiritual, etc.).
- Does not maintain appropriate personal and professional boundaries.	- Maintains appropriate personal and professional boundaries.
- Does not maintain appropriate work/life balance.	- Achieves appropriate work/life balance.
- Does not monitor self for signs and symptoms of impairment.	- Monitors self for signs and symptoms of impairment.
- Does not acknowledge areas for improvement or self-understanding of blind spots.	- Acknowledges areas for improvement and self-understanding of blind spots.

12. Engages in thoughtful, integrative, and objective theological reflection on counseling models and approaches

<i>Competence not achieved</i>	<i>Competence achieved</i>
- Approaches counseling models with over-simplicity.	- Maintains appropriate wellness and wellbeing practices (including physical, emotional, relational, spiritual, etc.).
- Takes dogmatic stance on theological reflection and integration of counseling theory.	- Maintains objective and complex stance on theological integration of counseling models and approaches.
- Maintains firm dualistic framework, showcase minimal effort in exercising cognitive complexity.	- Incorporates non-dualistic framework in interactions in class and outside of class.
- Does not monitor self for reflective awareness.	- Monitors self by reflectively engaging in awareness of reactions and emotions.
- Does not maintain objectivity through integrative counseling approaches	- Remains objective and open to the vastly diverse ways to integrate counseling approaches.

13. Participates with the direction of the Holy Spirit in the professional counseling role

<i>Competence not achieved</i>	<i>Competence achieved</i>
- Is not aware of the Holy Spirit's presence in professional interactions.	- Maintains appropriate awareness of the voice of the Holy Spirit.
- Does not utilize spiritual disciplines to engage the Holy Spirit.	- Practices disciplines to facilitate stronger connections with hearing the Holy Spirit.
- Forsakes ethical standards of the professional counseling role by rationalizing actions with dogmatic religious opinions rather than taking responsibility	- Practices ethically and competently as the Holy Spirit has called him or her.
- Relies on simplistic cognitive solutions rather than the complex Holy Spirit directed relationship for change.	- Monitors self for signs and reactions as ways in which the Holy Spirit directs while in therapeutic interactions.
- Does not acknowledge areas for improvement or self-understanding of blind spots.	- Acknowledges areas to which the Holy Spirit has directed further focus and intentionality.

Fitness to Practice Action Plan

Please type information directly into the spaces below. Per the student handbook, all parties are asked to sign the Action Plan at the time of the meeting.

Student Name:

Date:

Goal:

Objective 1:

Objective 2:

Goal:

Objective 1:

Objective 2:

Goal:

Objective 1:

Objective 2:

Goal:

Objective 1:

Objective 2:

Time Frame for Evaluation:

Student Signature

Date

Faculty Advisor Signature

Date

Faculty Signature

Date