



Lincoln Christian UNIVERSITY

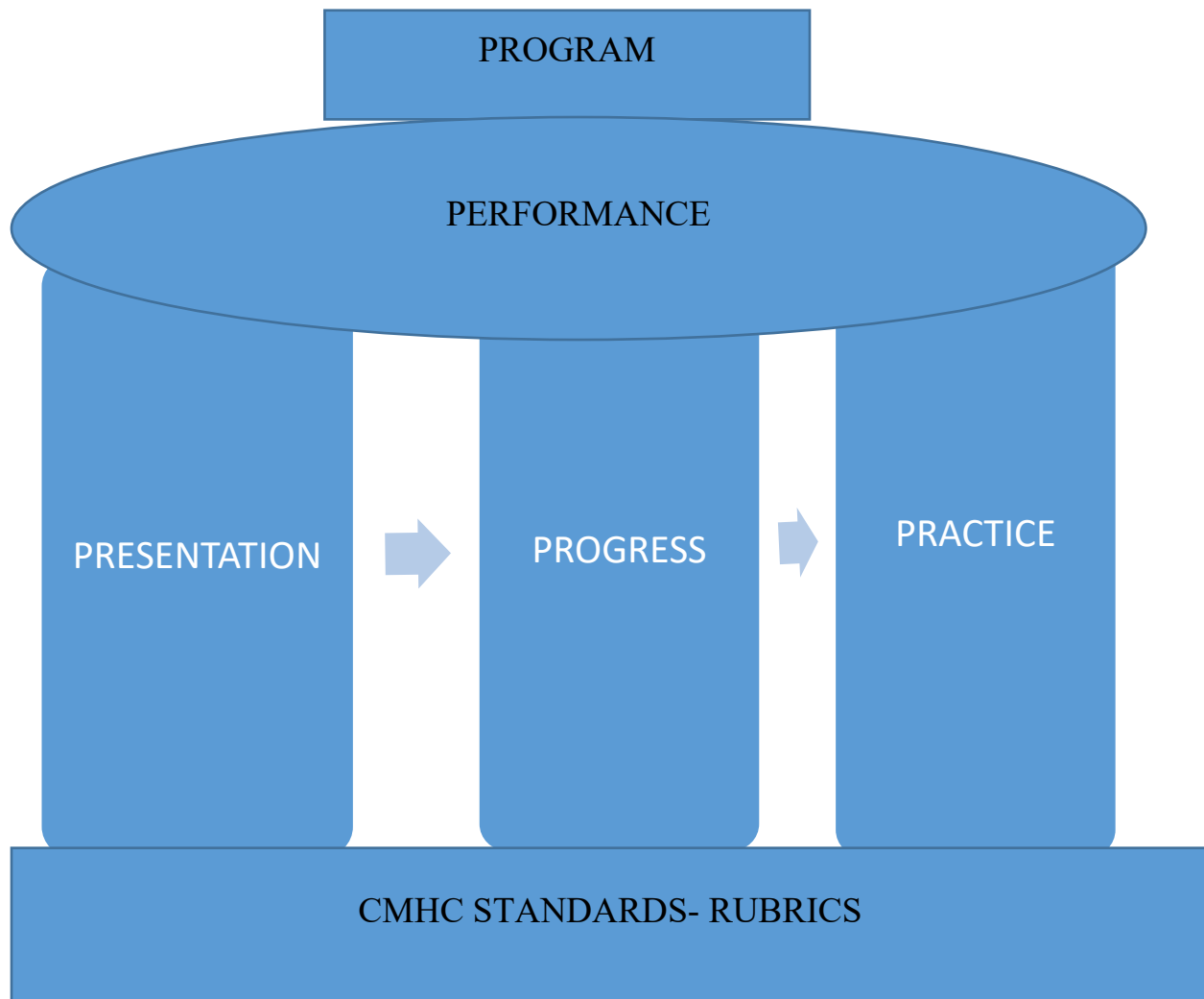
2020-2021

MAC Summary Report

Each year the Master of Arts in Counseling program at Lincoln Christian University provides a summary report of the program self-analysis to be reviewed by MAC Advisory board, school personnel, faculty, students, and the general public. A portion is also posted on the CACREP website. This year this report will summarize the findings from fifteen areas of evaluation of the program and its graduates. My thanks to Dr. Baldwin for her tireless efforts on behalf of our students, to Professor Houser who as our new professor to the program worked at learning our process, to our students for their input and taking the time to fill out questionnaires and doing the work of a student, and the work of our Graduate Teaching Assistants and other university personnel for their assistance in bringing together the necessary documentation.

The report is organized according to five primary areas including Presentation, Progress, Practice, Performance, and Program. The summary will break down into specific evaluation of Professional Identity, Professional Practice, and Program Area Standards. Each major section will then have a number of assessment areas which will be described followed by findings in that area and then any proposed actions that come out of the assessment.

CACREP has been very supportive of our move toward program assessment. In reviewing other institutions and their processes, it is evident that CACREP makes allowance for how each school seeks to accomplish meeting standards. I would like to conceptualize our assessment process as a three-legged stool sitting on a foundation with a box on top.



PRESENTATION

This section reviews assessments on how the students assess classes in the program. This report provides information from the student inclusive of student perception of class strengths and weaknesses, student evaluation of professors, and an overall review of the year's classes. Three assessments are included: Best Practice Audits, LCU Course Evaluation Reports, and End of Year Survey.

1. Best Practice Audits

At the conclusion of each class the students are invited to share their thoughts on the class in terms of what they liked, what they would like to see different, or what ideas they have to offer

to improve the class. This is done either in written format or by discussion. A report of these items is submitted to the program director for reporting purposes.

Findings: Over the course of the year there were comments related to positive areas of classes. Most were positive comments towards teachers, class material, books, videos, process of the class, articles, and in-class projects. There were limited comments suggesting changes in books, due dates of papers, amount of reading, more in-class demonstration/role play, more integrative books, syllabus questions, updated resources, heating in the room, and testing. This process has a nearly 100% participation rate.

Each professor has reviewed their class comments and the following is a brief overview of the review and changes that will occur for the following year:

- COUN 601 (Research and Evaluation). This class was picked up by an adjunct the previous year due to the exit of a professor. This is their second year for this class. No Best Practice Audits are available.
- COUN 602 (Basic Counseling Techniques). Most all positive feedback. Liked the role plays, personal examples, dyads, and triads. Will plan to take out the Biopsychosocial theory video demonstration.
- COUN 662 (Abnormal). Students appreciated the class discussion, case studies and videos. Will review the use of the quizzes and consider having a diagnostic quiz mid-way through the session.
- COUN 663 (Theories). Many positive comments. Students appreciated the Stan video, case study, and integrative paper. If COVID is not a factor, will look at allowing students to demonstrate the theories studied.
- COUN 666 (Developmental). Information is not available.
- COUN 667 (Tests and Measures). Students liked the text book, the use of tests and interpretation. Previously the class had taken individual instruments; this was asked if this could be done again. Will bring in one major test for use in the class for students to experience the test.
- COUN 668 (Group). Students enjoyed the video and textbook. Will add to the discussion how to apply group concepts to a skills group.
- COUN 751 (Career Counseling). Students liked the assigned articles and the process of reading the text book along with testing. Will make space for experiential practice of doing career counseling and will review for clarity the Build A Center assignment.

- COUN 760 (Multicultural Counseling). Students expressed disappointment in missing the ethnographic observation assignment due to COVID and stated they planned to try to do it outside of class when able. No changes
- COUN 804 (Family Systems). Students spoke well of the use of role play, the text book, and the videos used. Due to comments on the Best Practice Audit, a review will be done prior to the next class as to the amount of reading required for the class.
- COUN 807 (Substance Abuse). This was an adjunct-led class and had to go online due to COVID-19. No Best Practice Audit was reported.
- COUN 810 (Ethics). Students appreciated the final paper and analysis and group work. Last year's request for more case studies was applied. No changes at this time.

2. LCU Course Evaluation Reports

As a rule the university provides a course evaluation of all classes offered. Reports on these are generated outside the Seminary. We historically have looked at three areas from the report. They are the rating of the course, rating of the instructor, and rating of meeting learning objectives by the student.

Findings: The university provides survey response scores from the students to the program director. The percentage of those who could have responded to the survey was an aggregate of 31% for the year. This is significantly lower than last year's 60% return rate. Although it may not invalidate the reported scores, they simply proved a look from one-third of the student body. In one class there was only one response. Program averages are as follows for the three areas as based on a 1-5 scale with five being high.

Area	2019-2020	2020-2021
Course	4.4	4.3
Instructor	4.4	4.6
Learning	4.4	4.6
Overall average	4.3	4.4

Proposal:

Scoring suggests that the MAC program at LCU is in good health as viewed by students based on the LCU Course Evaluation reports provided by the university. Compared to last year's report there was a reported improvement in the evaluation of the instructors and learning objectives.

3. End of Year Survey

At the conclusion of each school year students in the program are invited to respond to a short survey regarding the overall program. Areas of particular interest include what they see as the way to improve the overall program and what questions they might like to have answered.

Findings:

2020-2021 End of Year Survey

About 52% of the students in the program responded to the survey. This number of responses provides us with a good representation of questions that are being asked. The following is a summary of the questions and the responses that were provided to the students. Some of the questions shared a common theme with others and so have been grouped together.

1. Questions related to graduation and post-graduation:
 - a. How many of our MAC students have passed the NCE? *At this time the answer is all of them. We have not yet had a student fail the NCE. In case you are not aware each year we post a brief summary of the program on our page in the LCU website called "Program Outcomes Report" that shares key reporting areas including NCE pass rates. (<https://lincolnchristian.edu/academics/programs/masters/ma-counseling/>)*
 - b. Once I graduate and need CE hours would I be able to take a COUN class and gain CE hours? *Once again the answer is yes. You would be able to obtain 15 CE's for a three hour class. The catch is you have to take it for credit...and that is expensive CE's. However there are correspondence courses that allow for significant credit that can be applied. You may want to look at the IDFPR fact sheet on CE's (https://www.idfpr.com/renewals/Attachment/180_attch.pdf)*
 - c. How do I get licensed after the program? *We provide a meeting with each semester's graduates to talk about the process of obtaining a license and provide them a packet of information including forms needed, costs, writing a resume, and discussion on finding a supervisor and forms needed for that setting as well. If you want to read ahead please go to <https://www.idfpr.com/profs/ProfCounselor.asp>*
2. Questions related to Online:
 - a. A number of questions were raised as to if the program could provide more online opportunities such as for supervision, classes, partial classes, or as needed due to work or family needs.
As we are slowly moving out of the impact of the pandemic, we are beginning to realize that some changes did occur and this allows us to ponder about their permanence. I am sure had there not been a pandemic this kind of question would not have risen to the surface simply because we would have always been a face-to-face program throughout. The fact is, we are accredited as a face-to-face program by CACREP. Due to the pandemic, they made allowance for programs such as ours to go online for a brief time. The COVID accommodations offered by CACREP will end this summer. We do not have the right to offer anything online. Please understand

that the many things for which you praised the program in the Year End Survey and Best Practice Audits (role plays, dyads, group work, in class experiences) took place because you were in a face-to-face learning experience.

3. Program Related Questions:
 - a. Why do they keep raising the cost of the program? In one sense I can feel your question. The fact is the per-hour program cost has slowly risen over the past five or so years. Earlier it was \$499 per credit hour. In the 19-20 school year it rose to \$514 and next year it is \$550 per credit hour. One thing I can't do is to speak for "they". So let me share my perspectives. The MAC program is special here at LCU. We are the only program that leads to state licensure and we are the only program on campus with three faculty and additional support personnel (I count nine) that we need to make the program work. Simply put, it costs more to run our program than others on this campus. Second, I would offer perspective. If one were to compare our rates to another private university, say Bradley in Peoria, you would find LCU a bargain since the per credit hour cost for their counseling program is \$930 per semester hour (<https://www.bradley.edu/academic/gradschool/tuition/>) If one prefers a Christian school then Wheaton is \$754 per credit hour. Yes it has risen and I wish it were not so yet we remain amongst our peers a good bargain.
 - b. Why do we have to take the three Bible/Theology classes and why so many integration papers? This is a fun question. The short answer is that since we are accredited by both the Association of Theological Schools (ATS) and CACREP these three classes meet the needs of the ATS accreditation. It is our hope that this foundation of information will help you think through theologically what you are doing as a counselor. Our program is dedicated to providing experiences that will allow you to develop your entire person as a counselor, not just the clinical side, and as such, we strive to have you learn how to coherently put together your theological/faith part with your clinical part. The integration of psychology and theology is part of what makes the program special and helping you do so is not a one-time event. We are working with administration for those from LCU to be able to choose other options for the BI and TH classes.
 - c. Why is "B" the standard instead of a "C"? This creates fear and distress. I apologize if this standard creates fear. I can assure you that that was not our intention. We do want to set a standard by which our program demands a certain amount of performance. Meeting a performance standard usually causes some stress be it taking a driving test or passing the NCE. I think the question is not so much why we have a standard but why the B? That is a fair question. One answer is that we want students who graduate from our program to excel and to do so requires a standard that makes them do so. A second response comes from the awareness that grading scales in our schools nationwide have drifted downward. Not that long ago an "A" required a grade between 94-100. Today a student can get an "A" for a grade between 90-100. Thus, the 83 or better we look for in our program for a "B" was a "C" in the former grading system. We are simply keeping up with the times.

- d. May we have summer classes? We will not be able to offer summer classes. If one reviews our two semesters (Fall and Spring), one will see that we offer the entire program every year within that time frame. To move a class to the summer creates problems having classes meet for the regular year. Program wise there is no advantage. Additionally, we strive to provide our students with a period for exercising deliberate self-care, a skill that will serve you well as you continue in your counseling career.
- e. Regarding practicums and internships, what happens if you don't get your hours and why can't we do both at the same place? Like regular classes, if you are unable to complete the required course work you may be provided an "Incomplete." At that point, it will be determined how you will complete your hours (whether that will occur at your current site or at another site). As far as staying at one location, the goal in our training is to provide you a broad experience base. Using different sites and different supervisors provides you with the wealth of learning opportunities. Students are allowed to complete both practicum and internship at the same site *if* the site is large enough to provide a different experience and a different supervisor.

Proposal: Will continue to use of year-end review as it provides supportive evidence to items in the Best Practice Audit and provides the program the opportunity to respond to questions from students in a way that protects student identity and allows us to address concerns.

PROGRESS

This section reviews assessments on how students progress through the program. Information is given regarding two direct measures and one informal measure of student progress. The assessments are a review of Pre-Practicum Exams, Ongoing Assessment Submissions, and a quarterly review of students based on Professional Disposition.

1. Pre-Practicum Exams

Prior to being allowed to do a practicum, each student is required to pass the pre-practicum test based on the four prerequisite classes to be taken prior to a practicum experience. The test thus covers the areas of Theories (COUN 663), Basic Counseling Techniques (COUN 602), Abnormal Psychology (COUN 662), and Ethics (COUN 810). There are 20 questions per area. The student is required to respond to 14 questions correctly in each content area to pass.

Findings:

Fall 2020 Pre-Practicum Review

Nine students took the Fall pre-practicum evaluation. Six passed all sections on the first attempt. Two had to review their theories responses and one reviewed both theories and the ethics responses. After review, all passed the pre-practicum test. Final average scores for the pre-practicum for this group was 72.4 out of 80.

Spring 2021 Pre-Practicum Exam Review

Four students took the Spring pre-practicum evaluation. Three passed all sections on the first attempt. One had to review the ethics section of the test and, after review, passed the ethics section of the test. Final average scores for the pre-practicum for this group was: 70.7 out of 80.

Proposal: Of the four areas tested, Theories seems to be the one section students tend to fail with Ethics being a second. However failure is usually by missing the cut off score by one error. In review of the responses there was no one area or question that seemed to catch the students. However students will be reminded to pay special attention to wording on tests and look for “exceptions” and “all but.” In Ethics, the instructor will need to affirm more clearly the difference between confidentiality and privileged communication.

2. Ongoing Assessment Submissions (OAS)

In each class a major project is given as an assignment to assess how the student is progressing. This also reflects meeting certain CACREP standards as well as an overall view of student writing, knowledge, and application skills. Scoring is based on three items: quality of writing, knowledge and understanding of concepts, and application of concepts as based on a 1-3 scale on the OAS and transposed into a 1-5 scale used in other measures of the program. A score of one means standards are unmet, a score of two indicates that standards are met, and a score of three indicates the student exceeds standards on the OAS form. The five point scale uses the following indicators:

- 1 = Does not meet expectations
- 2 = Below expectations
- 3 = Meets expectations
- 4 = Exceeds expectations
- 5 = Well exceeds expectations

Findings:

The following chart displays the average OAS score for each class.

Class	Research 601	Basics 602	Abnormal 662	Theories 663	Developmental 666	Tests 667	Group 668	Multi- cultural 760	Career 751	Family 804	Ethics 810	Substance 807
Score												Adjunct
2016- 2017	4.00	3.77	3.39	3.20	3.25	3.00	3.50	3.50	3.50	3.25	3.00	Not Available
Score	Adjunct	3.00	3.00	4.25	3.50	2.75	4.00	4.25	3.75	4.00	3.00	

2017-2018	Not Avail											Not available
Score												
2018-2019	3.00	3.19	3.25	3.50	3.75	3.00	3.35	3.75	3.10	4.60	3.00	3.68
Score												
2019-2020	3.00*	2.80	4.00	4.00	3.00*	3.25	3.75	3.00	3.00*	3.00	3.00	3.00*
Score												
2020-2021	Adjunct Not Avail	2.98	2.75	3.00	2.75	3.00	3.00	3.00	3.00	3.25	3.25	5.0 Adjunct

All Course Averages	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	3.41	3.55	3.69	3.21	3.18

**Reflects apparent scores as either adjuncts or professor of record did not provide an OAS score and OAS number was based on observing grade and comments on papers by the writer of this document.*

Proposal: Scores indicate that we are meeting standards in writing, knowledge, and application in all assessed classes. Need to review with our adjuncts the OAS scoring and reporting so as to provide a clearer picture of the assessment.

3. Professional Disposition

With the incorporation of the 2016 standards into the program, the former “informal evaluation” completed at the end of the year was replaced with a quarterly professional disposition review as described in our Professional Disposition Policy. The disposition areas that are evaluated, along with their descriptions, are as follows:

Disposition	Definition	Met	Unmet
Psychological Fitness	Demonstrates appropriate level of self-awareness, engages in self-care, demonstrates empathy, aware of own motives and values, aware of unfinished emotional business and or mental health concerns and works toward resolving them		

Cultural Sensitivity	Embraces diversity, honors others as worthy of respect, values service to oppressed and disenfranchised.		
Ethical Soundness	Demonstrates honesty and genuineness		
Dependability	Is reliable, and is timely with assignments and faculty communication		
Flexibility	Demonstrates openness to feedback by listening and incorporating feedback into future work, able to tolerate ambiguity, able to adjust to changes		

Findings: Overall students are developing well in all areas from the faculty’s perspective. Students who have met the disposition standards will be emailed thanking them for their continued progress. One student is currently under review per policy for the number of areas unmet during this school year.

Proposal: This has been a useful tool for us to help track our students in areas that were generally discussed in the former “Informal Evaluation.” Since CACREP required this standard, its inclusion into the evaluation process has provided us a broader base by which to evaluate students, progress, and needs.

PRACTICE

This section reviews assessments on how students perform in the practice of counseling and its related processes, including reports from clinical training site supervisors regarding their evaluation of the students’ performances, as well as assessment of supervision and sites from the counselors-in-training. This section will also review the Clinical Training Component evaluation, in which students assess the clinical training portion of their experience in the program.

Evaluation of Students by Site Supervisors

As the practicums and internships are the venue for students to apply their counseling knowledge and skills, feedback regarding their success is valuable for the program. We rely on the observations, evaluations, and input of the site supervisors. All site supervisors have a minimum of two years’ experience in their field and hold a terminal license as a mental health provider (LCPC, LCSW, or LCP). Most site supervisors have had multiple years of experience as a supervisor in mental health care. Each supervisor is provided with a scoring tool which covers the following areas: interpersonal/general factors, clinical skills, the conceptualization process, multicultural competencies, personalization/countertransference, diagnosis and test administration, and professional development. Evaluations are based on a 1-5 scale with five as high. The descriptive anchors for the rating state that “1” does not meet expectations, “2” *may* require a remediation plan and falls below acceptable standards to pass the course on the final evaluation, “3” meets expectations, “4” indicates a level of performance that is substantial both in quantity and quality, and “5” well exceeds expectations and is not necessarily expected at this

level of training. (Evaluation forms provide additional anchor descriptions to guide supervisory evaluations.)

In addition to the mid- and end-semester evaluations, each month the Clinical Training Coordinator contacts every site supervisor a minimum of two times via email. The first email asks the site supervisors to rate their trainee from 1-10 (1= horrible, serious concerns; 10= absolutely wonderful, no concerns whatsoever). This monthly update is tracked on a google spreadsheet that is accessible by all faculty group supervisors so they can have current feedback about the students in their group supervision. This regular ongoing feedback allows the program to more adequately track training needs. The second email provides the site supervisors with up-to-date research information about supervision in order to help support currency in supervisory information for the sites. Both emails invite specific feedback or further communication as desired by the site supervisor.

Findings:

For practicums, fall 2020 final evaluation scores averaged 4.32. Spring 2021 final evaluation scores averaged 4.17. The lowest average score achieved was 3.75 on item 43 [Administers test(s) according to the procedures in the test manual]. This continues to be an area where practicum students score lower. One likely reason for this is that practicum students are not usually involved in testing at their sites and most practicum students have not yet taken the Tests & Measures course.

For internships, since some students completed their internships in the fall semester, final (2nd semester of internship) evaluations for the students' final semesters were combined from the fall and spring semesters and evaluated. Final evaluation scores for 2020-2021 academic year averaged 3.68. The lowest average scores achieved in the final evaluations were 3.08 on question #51 [Demonstrates ability to choose appropriate tests.]. It is unclear whether the students lack this ability or if the sites do not actively evaluate this information.

Proposal: Faculty have met to discuss the situation with #43 on the Practicum Evaluation and we have removed "Administers test(s) according to the procedures in the test manual" from the practicum evaluation. It remains on the internship evaluation.

Each of the low-scoring items during the final practicum evaluation and the *final* semester of internship achieved beyond the "meets" requirement (3.75 and 3.08, respectively).

Evaluation of Site Supervisors

Students provide a valuable source of information about the learning process by assessing the supervision they receive from their clinical training site supervisors. The rating scale is based on a 1-5 scale with five as high. Since sites host both practicum and internship students, scores for site supervisor evaluations have been combined. If site supervisors receive low scores from more than one student, then that site/supervisor is not recommended for future students. If a site supervisor receives exceptionally low scores from a student, the clinical training coordinator meets with the student to discuss the situation to determine if the site/supervisor should be pulled from our recommended list immediately.

Findings:

For both the fall 2020 and spring 2021, no supervisor scored below “meets” standards for any item. Low score for supervisors was a 4.5 and the high was a 5.0, with the average rating of all scores being 4.9. In both the fall and spring semesters, the item that scored the lowest with an average score of 4.63 and 4.61 respectively, was item II.7 on the evaluation [My supervisor demonstrated knowledge of a variety of theoretical approaches in conceptualizing clients/systems]. It is noted that although these were the low-scoring items, the scores were very acceptable.

Proposal: The faculty will continue to provide introductory training to site supervisors regarding basic supervisory concepts, the role of evaluation, and specific guidelines pertaining to the process at LCU. LCU also provides site supervisors login access to LCU (and I-share) library holdings including several volumes of training videos. The LCU Clinical Training Coordinator also contacts the sites twice per month as noted above. This process seems to be producing above-average supervisory experiences.

Evaluation of Sites

Students provide feedback about their overall satisfaction with their training sites. Since sites host both practicum and internship students, scores for site evaluations have been combined. This information is used to help guide recommendations for sites. The rating scale is also based on a 1-5 scale with five as high.

Findings:

For the fall 2020-spring 2021 year, sites achieved an average overall rating of 4.47 for practicums and internships combined. The lowest site score was 3.6. We have used this site successfully multiple times, so this will be a situation that is monitored before any action is taken to remove the site from our list. The item that received the overall lowest score, 3.81, was #19 [Opportunity for exposure to role models who were skilled in areas of practical application of evaluation and research].

Proposal: Sites overall rated well. We will continue to manage site application processes to ensure successful site placements.

Evaluation of the Clinical Training Component of the MAC Program

The program also strives to incorporate feedback about how the entire clinical training portion of the program is perceived by the students. This evaluation assesses the process of obtaining a site and understanding procedures, as well as the process of the weekly group supervision. Again, the scale is 1-5 with five being high.

Findings: For practicums and internships combined, the combined fall 2020 and spring 2021 average score was 4.75. Lowest average scored item was item #10 (4.5) [I had adequate opportunity to discuss multicultural concerns in group supervision]. It is noted that although this

was the lowest scoring item, the overall score was very acceptable. When individually evaluating each faculty group supervisor, overall faculty ratings ranged from 4.36 to 4.95.

Proposal: Overall, scores indicate that the clinical training process and group supervision is going well. Multicultural concerns has been a specific topic to cover in group supervision and this concern was noted as a lowest score in the previous year (2019-2020). Faculty will be reminded that multicultural concerns should be incorporated into any case study discussed and one MACFAC weekly meeting will be devoted to discussing how to incorporate multicultural concerns into group supervision.

PERFORMANCE

In terms of our illustration this is the top of the stool which is supported by the legs of Presentation, Progress, and Practice. In essence the Presentation, Progress, and Practice information provides evidence for preparing student to meet the Program Outcomes, which will be the last area discussed in this section. As the assessment tools involved are performance-based, they provide evidence for the attainment of the Program Outcomes. The tools used to determine overall program outcomes include a Graduate Survey, Graduate Employer Survey, National Counselor Exam, and Counselor Preparation Competency Exam.

Although, in part, each of the previous three sections address the program as it is presented, learned, and practiced, this section seeks to provide insight into the assessment of the overall program's performance as to whether we did what we sought to do.

1. Graduate Survey

Normally a brief survey is mailed and emailed to our graduates in January following graduation in order to provide a time frame for employment and possible testing. Due to the pandemic we waited longer this year to send out the survey. The survey was sent twice and a face-to-face meeting with most of the graduates occurred. Out of fifteen graduates, we were able to obtain two responses (13%). The survey consists of three brief questions regarding their present employment, their having taken the National Counselor Exam, and their suggestions for improving the program.

Findings: Of those reporting, 100% are presently employed in counseling positions and 100% are licensed as a LPC. Graduates are serving in diverse settings such as children's homes and university settings. Those responding shared a number of ideas for the faculty to consider in terms of improving the overall program. There was a request for more electives. It should be noted that this particular graduate came through when the program met both a shortfall in faculty and the pandemic which impacted what was available at that time. Another noted that it might have been helpful to make the Bible/Theology/History a single class and provide more opportunities for other counseling classes. The program was appreciated for the flexibility offered for evening classes and working adults. There was some concern expressed about one

assignment in the ethics class and how the practicum and internship experiences seemed to this person counterproductive and not flexible.

Proposal: Even after a number of years and different methodologies of getting graduates to respond, it is still difficult to get a response. We will keep reminding students as they graduate that we plan to follow up with them by mail, email, and phone. We now have a full regiment of electives (9) that are set into a three year cycle so that students may plan ahead what elective they may want to take. There has been ongoing discussion on the Bible/Theology classes. Since we are an ATS accredited program, they need to remain. It may behoove us to give a broader explanation to how they can be used in many of our assignments on integration. On the ethics assignment, there seems to have been a misunderstanding on the purpose of that assignment as it was to help students think through their theology and how it fits with the ACA code of Ethics. We have since developed multiple choices for students to work through this process. On the last issue there may always be times when the program's sense of what needs to be done may conflict with what the student thinks needs to be done.

2. Graduate Employer Survey

Those employers who have hired a graduate of our program are offered the opportunity to respond to a questionnaire regarding the quality of our graduates and their estimation of how well the program prepared them for employment. This year we changed our approach and asked our graduates to ask their employers to fill out the forms. So we had two responses. Last year we had three and the year before none.

Findings: There was a wide diversity of response. Rating scores were all good to excellent with no reported scores below that threshold. Comments about observed strengths included good techniques and interventions, clinical skills, diagnostic skills, ability to work with diverse populations, and a good use of consultation. Suggested weaknesses in the program centered in on the need to offer more classes about different populations or age groups.

Proposal: It is encouraging to see rating score in the good to excellent range suggestive of a strong program. Also encouraging were positive comments on clinical skills. In terms of classes on age groups, we offer classes on children and adolescents, and the elderly. They are however tied to the elective courses that students may or may not choose to take. Thus although a class on counseling children and adolescents may have been helpful in the graduate's present setting, they may not have been thinking of that area as a potential employment.

3. NCE Graduate Score reports

The National Counselor Exam (NCE) is required by the State of Illinois for licensure as a Licensed Professional Counselor. Scores required to pass vary based on the version of test used by the test taker.

Findings: The charts below provide scoring information from those who graduated and have reported taking the test.

Last Name	First Name	Score	Need to Pass
Student	1	119	95
Student	2	115	95

Area Scores

CACREP Area	Student One	Student two	Average
Professional Counseling Orientation and Ethical Practice	8 out of 10 80%	9 out of 10 90%	85%
Social and Cultural Diversity	6 out of 7 86%	5 out of 7 71%	78.5%
Human Growth and Development	8 out of 14 57%	11 out of 14 78.5%	67.5%
Career Development	13 out of 20 65%	15 out of 20 75%	70%
Counseling and Helping Relationships	35 out of 49 71%	37 out of 49 75.5%	73%
Group Counseling and Group Work	22 out of 24 91.6%	19 out of 24 79%	85.3%
Assessment and Testing	19 out of 31 61%	14 out of 19 73.7%	67.4%
Research and Program Evaluation	4 out of 5 80%	4 out of 5 80%	80%

Year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Average Score with passing score between 84 and 95	122	125	128	116	116	117

Comments: Overall scores seem to indicate a strong program. Each had scores that suggested a weakness but neither had the same suggesting that it was a student issue as opposed to a program issue. Beyond that, the limited scoring information provided by our graduates limits any real evaluation of the program based on NCE scores. Average scores seem to be holding the same for a three year pattern which again is suggestive of a strong program.

Proposal: The program may want to consider becoming a NCE testing site as that would allow us to have access to scores. We will continue to remind and ask. We will go back to the January time frame and see if providing a “drip” system of communication could enhance our responses. This way the graduates receive multiple requests over a longer period of time.

4. Counselor Education Comprehensive Exam (CPCE)

Due to the pandemic and our inability to make use of the Counselor Preparation Competency Exam (CPCE), the program moved to using the Counselor Education Comprehensive Exam (CECE). This is our first year to use this exam so it will be three years before we can actually compare entry and exit scores. To gain a sense of what the scores might show, the entry scores of new students this year will be compared to exit scores of our graduates.

Findings:

The average score on the CECE for entry students in 2020-2021 was 28.3 and the average score on the CECE for the 2020-2021 graduates was 72. These scores suggest growth in general knowledge areas as measured by the CECE. The chart below breaks down the scoring for the eight CACREP areas for each graduate student. Reports include number of correct scores out of a possible 120 items and percentages of correct scores for overall and the number correct out of the 15 items per CACREP categories and percentages of correct scores.

Student	Overall out of 120	Human Development	Social and Cultural	Helping Relationships	Group	Career	Appraisal	Research and Program Evaluation	Ethics
1	78	12	14	13	11	13	5	4	6

	65%	80%	93%	87%	73%	87%	34%	27%	40%
2	81	9	15	14	10	9	9	10	5
	67.5%	60%	100%	93%	67%	60%	60%	67%	34%
3	70	8	13	11	9	8	7	6	8
	58%	53%	87%	73%	60%	53%	47%	40%	53%
4*	47	4	9	7	7	7	4	1	7
	39%	27%	60%	47%	47%	47%	27%	7%	47%
5	76	12	13	8	9	9	9	8	8
	63%	80%	87%	53%	60%	60%	60%	53%	53%
6	64	8	13	3	7	11	9	4	9
	53%	53%	87%	20%	47%	73%	60%	27%	60%
7	78	11	14	11	10	10	6	6	10
	65%	73%	93%	73%	67%	67%	40%	40%	67%
8	96	13	15	12	12	11	11	10	12
	80%	87%	100%	80%	80%	73%	73%	67%	80%
9	67	9	14	6	8	8	6	4	12
	56%	60%	93%	40%	53%	53%	40%	27%	80%
10	60	6	13	6	12	10	6	1	6
	50%	40%	87%	40%	80%	67%	40%	7%	40%
Avg	72	9.2	13.3	9.1	9.5	9.5	7.2	5.4	8.3
	60%	61%	89%	61%	63%	63%	48%	36%	55%

**if one removes student four as the outlier the average score becomes 74 as this student left a significant number of items blank and had just recently returned to the program after an absence to complete their internship hours.*

The CECE has proved to be less complicated to process for the students as opposed to the CPCE previously used which provides little information beyond broad scores. There are a number of

variables to note in reviewing the scores. First, not all graduates took the CECE. Thus we are missing five other scores that could provide a broader report. Second, none of the graduate students who took the test reported doing any review of the eight CACREP areas. Thus, unlike preparing for the NCE, this test was taken based upon what could be recalled over a three year period of classes. That being the case, the scores are actually fair based on recall. Although the first testing was done online, further review of the testing procedures requires a paper and pencil response. The test itself will be moved to a booklet/ answer sheet format to accommodate the standards set forth by the CECE and be completed in a group setting on a single day. Do note that the CECE does not provide a cutoff or passing score and allows programs to determine if the test will be used to assess growth or for some other purpose. It may be helpful to note in the example scoring provided by the CECE that 77 out of 120 was the reported score. If that score is suggestive of what is expected on the CECE that may impact some of our understanding of our own scoring.

In broad terms, based on what has been provided, it appears that the Social and Cultural area scores suggest a good learning experience which is retained by most students who took the CECE. The CACREP area of Research and Program Evaluation appears to be significantly weaker in scoring than most areas and both Appraisal and Ethics would need to improve to meet the overall average.

Proposal: Even though there were some limiting factors, the scores do provide some suggested courses of action.

1. It will be most helpful to all professors involved to have a question analysis of their respective CACREP area for review. This will be developed and presented to the faculty for a discussion on the second MAC Faculty meeting of the 2021-2022 school year.
2. The scores for the Social Cultural area were exceptional. The MAC Faculty will have a “teaching” meeting early in the first semester of the 2021-2022 school year to review how we teach and what we might learn from each other.

PROGRAM

The assessment process includes reviewing student performance on each of the criterion chosen to evaluate the seminary Student Learning Outcomes and CACREP Professional Identity, Professional Practice, and Program Area Standards. Each outcome/standard will be listed with the chosen criterion, assessment results, and specific use of the results (including any proposed actions that arise as a result of the assessment).

The MAC program has four Student Learning Outcomes as part of the program evaluation which were implemented in the 14-15 school year. The program is also reviewed by the Advisory Board. Note that this is the last year for these standards as the school has developed new institutional standards and the MAC program has followed suit by developing new Student Learning Outcomes that both are able to measure the new Institutional Learning Objectives and

incorporate stronger counselor identity into the MAC Student Learning Outcomes, which will go into place for the 2021-2022 school year and include the CACREP standards being addressed with the inclusion of the 2016 CACREP standards..

20-21 SLO report chart

Master of Arts Counseling

Student Learning Outcomes

Learning Objectives	Assessment Measures	Thresholds	Learning Outcomes	Recommendations
Demonstrate effective integration of Biblical and theological concern with current psychological perspectives	a. COUN 663 Major Theories-Integrative Paper	aggregate mean of 25/30 on rubric	COUN 663 goal met, with aggregate mean of 28.4/30. (Due to changes in point values, raw aggregate mean was 70.95/75)	This standard has been dropped in the rewrite for the new SLO of the MAC.
	b. COUN 810 Ethics-OAS Research Paper	aggregate mean of 25/30 on rubric	COUN 810 goal met with 29.60/30 as the aggregate score	With the updated MAC SLO, this redefined LCU 1 will be using the Position paper and use CACREP standard F.2.g.
	c. COUN 662 Abnormal Paper	aggregate mean of 11.25/15 on grading rubric on spiritual effects of disorder	COUN 662 Aggregate mean on this measure was 69/75, or 13.8/15. Met.	Change measure on new SLOs to specify 80% of students will score 60/75 or better on this section of the rubric.
Exercise clinical counseling and pastoral skills by providing appropriate assessment, diagnosis, treatment, and consultation to individuals, couples, families, and groups.	a. COUN 760 Multicultural Multicultural Counseling Social Justice Interview and Research Paper	aggregate mean of 30.625/35 on Application of Concepts portion of rubric	COUN 760 Aggregate mean of 30.75/35 achieved in Fall 2020 course. Standard met.	Will continue to use assessment tool as assignment was modified to include social justice and its implications.
	b. COUN 662 Abnormal	Aggregate mean of 80% or better on final exam.	COUN 662 Aggregate mean of 80% or better on final exam met. Aggregate mean 93%	Continue this assessment, although in updated MAC SLOs, this will be used to meet skills section of MAC SLO #3, CACREP standard C.2.d
	c. COUN 667 Tests and Measures-Clinical Evaluation Report	aggregate of 3.50/4.0 scale.	COUN 667 goal met with 4.0/4.0	This standard has been dropped in the rewrite for the new SLO of the MAC

Conduct graduate-level research in specialized areas related to counseling.	a. COUN 601 OAS Research Paper	aggregate mean of 80% on rubric	COUN 601 goal met with aggregate mean of 100 on the rubric	This assignment is being changed to reflect CACREP F.8.j standards on research
	b. COUN 666 Developmental OAS Research Paper	aggregate mean of 80% on rubric	COUN 666 goal met with aggregate mean of 94.7% for students who completed the course, or 84% if the two students who did not complete the course are included.	Keep this assessment, but it will now be included as part of MAC SLO 3 to meet CACREP standard F.3.i
	c. COUN 760 Multicultural Research Paper and Project Plan	aggregate mean of 35/40 on Knowledge and Understanding of Concepts/LCU 3 criteria portion of rubric	c. COUN 760 Aggregate mean of 35.96/40 achieved in Fall 2020 course. Standard met.	c. Will continue to assess this measure.
Exhibit personal self-awareness and wholeness in the context of service to others.	a. COUN 668 Group Group Process Summaries:	aggregate mean of 105/120 total points on LCU 4 portion of rubric	COUN 668 Aggregate score of 110.35/120 for Fall 2020 submission. Standard met.	As the change has been made to the new SLO in corroboration of the ILO this standard is no longer part of the assessment process.
	b. COUN 602 Basics Self-care plan	Aggregate mean of 24/30 on grading rubric of self-care plan	COUN 602 Aggregate mean of 26.7/30 achieved in Fall of 2020 course. However, 1 student failed to complete the assignment and is no longer in the program. Without this student, aggregate mean was 28.1/30. Standard met.	COUN 602 Self-Care, especially at the beginning of the program is essential. Will continue to monitor this assessment tool.
	c. COUN 892 Practicum	aggregate mean of 3/5 on evaluation	COUN 892 Final Prac Evaluations	COUN 892

		questions 34, 40, and 44 NOTE: update on form changed the numbers of the questions: 34→41. 40→39 44→40	Fall 2020 41: 4/5 39: 4.4/5 40: 4.4/5 Standard Met Spring 2021 41: 4.1/5 39: 4.2/5 40: 4.1/5 Standard Met	Will continue to assess this measure.
--	--	--	--	---------------------------------------

This year the program moved to the 2016 standards and thus the presentation of those standards will be slightly different than what has been presented in previous years. The following chart provides the eight core areas that were covered and one from the Clinical Mental Health standards.

Standards Reporting Form (Self-Study and Summary) 2020-2021

Standard Area Professional Id	Program Area	Standard	Knowledge Criteria	Skills Criteria	Results	Action
F1-Ethics	Cultural Sensitivity	F1e advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	810 K 80% of students will score 16/20 or better on the F1e section of the grading rubric from the research paper		87% scored 16 or better on this section	No action at this time..

				<p>760 S 80% of students will score 8/10 or higher on the F1e portion of the Research Paper</p> <p>Rubric points were changed to 5 points for this standard; therefore, goal would be 80% will score 4/5 on F1e portion</p>	<p>71% of students scored 4 or higher on the F1e portion of the rubric.</p> <p>Standard unmet</p>	<p>The two students who did not score a 4 or higher, scored 3.75.</p> <p>Professor of this course will allot more time during lecture to discuss advocacy processes to address institutional and social barriers that impede access, equity, and success for clients</p>
				<p>890 S (question 31 on internship eval) 80% of students will score 3 or higher on final evaluation of 2nd semester of internship</p>	<p>100% of students scored a 3 or higher.</p> <p>Standard met.</p>	<p>No changes at this time. Will continue to discuss advocacy and addressing barriers in courses that prepare students for clinical training, as well as during group supervision.</p>
F2-Diversity	Cultural Sensitivity	F2c multicultural counseling competencies	<p>668 K Final Exam Questions: 16, 17</p> <p>80% of students will answer correctly</p>		<p>On #16 95% of students answered correctly. On #17 100% of students answered correctly.</p> <p>Standard met.</p>	<p>No changes at this time. Will continue to address multicultural competencies within the group context.</p>

			760 K Final Exam Questions: 3, 7, 8, 13, 18 80% of students will answer correctly		Percent scored correctly for each question: 3 = 57% 7 = 86% 8 = 100% 13 = 100% 18 = 71% Overall total, 82.8% of students answered these questions correctly. Standard met.	However, q#3 and #18 did not meet the goal and both of these questions specifically deal with bias errors when working with minority populations. Therefore, more attention will be given to understanding and awareness of bias errors, especially while working with minority populations.
				890 S (questions 42, 43, 44 on internship eval) 80% of students will score 3 or higher on final evaluation of 2nd semester of internship	100% of students scored a 3 or higher. Standard met.	No changes required at this time. Will continue to address multicultural competencies in overall training and in group supervision for clinical training.
				892 S (questions 37-38 on practicum eval) 80% of students will score 3 or higher on final evaluation of practicum	100% of students scored a 3 or higher. Standard met.	No changes required at this time. Will continue to address multicultural competencies in overall training and in group supervision for clinical training.
	Theological Int.	F2g the impact of spiritual beliefs on clients' and counselors' worldviews	662 K On the Mental Illness paper 80% of students will score 12/15 or better on the F2g section of the rubric.		100% of students scored 12/15 (60/75) or higher on this portion of the rubric. Standard met	Change this to 60/75 or better, as point values have changed on the rubric. This is still 80% or better.
			668 K Final Exam Question 19 80% of students will answer correctly		100% of students answered question 19 correctly. Standard met.	No changes required at this time.

				810 S Position Paper, 80% of students will score 80% or better (14/18) on the F2g section of the grading rubric	93% scored 14 or better on the F2g section	No action at this time. Meets needs of standard
				751 S 80% of students will score 20/25 or better on the F2g Rubric final paper	100% of students score better than 20/25	No action at this time . Meets needs of standard
F3-Human Development	Clinical-Fam	F3a theories of individual and family development across the lifespan	666 K 80% of students will score a combined total of at least 64/80 on tests 2 and 3.		77.78% of students scored 64/80 or higher on tests 2 and 3. Standard not met *It should be noted that two of the students who scored lower than this did not complete both tests, nor ultimately the course, and both left the program. . Without their scores, 87.5% of students scored 64/80 or higher and the standard would have been met.	New text will be used in this course. This should improve the students' performance on this standard, which will be measured by more specific questions that reflect the new text's approach.
			804 K Final Exam, questions # 1 80% of students will score at least 12/15 points		100% of students scored 12/15 or higher. Standard met.	No changes required at this time. Recommend continuing to track this standard with this question as it directly measures the students' ability to articulate their family therapy theory.

				666 S On Vignette 1, 80% of students will score at least 40/50 on F3a portions of the rubric	100 % of students scored 40/50 or higher on this portion of the rubric. Standard Met	No change required
				804 S Final Exam, questions # 4, 5, 6 80% of students will score at least 24/30 points	[Note: number of points for questions were adjusted] 100% of students scored 12/15 or higher on each of these questions. Standard met.	No change required.
	Cultural	F3i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	666 K OAS paper. 80% of students will score at least 72/90 on the F3i section of the OAS Paper.		77.78% of students scored 72/90 or higher on the OAS paper Standard not met *It should be noted that two of the students who scored lower than this did not submit a paper, nor did they complete the course, and both left the program. . Without their scores, 87.5% of students scored 72/90 or higher and the standard would have been met.	With the change of texts, more attention will be given to ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.
				804 S Final Exam, questions # 7 80% of students will score at least 8/10 points	40% of students scored 8/10 or higher. Standard unmet.	This is an item that was specifically worked on this year by reviewing resilience in detail during lectures and incorporating additional reading on resilience. This will be reviewed by the course professor

						with the goal of locating more effective resources.
F4-Careers	Theory	F4a theories and models of career development, counseling, and decision making	751 K 80%Students will score 20/25 on F4a Rubric final paper		86% of students scored 20 or better	No action at this time. Assignment meets the needs of the standard.
			751 K 80% of students will score 24/30 correct of F4a part of test. (3,4,,22,24,25,32,34,36,40,42,44,50,52,54,57,60-66,70,75,90,100,106,110,120,130)		86% scored 24 or better on the test areas meeting the F4a standard	No action. Test provides a good array of theory questions
F5-Helping Relationships	Theory	F5a theories and models of counseling	663 K 80% of students will score 120/150 or higher on the F5a “Understands counseling theory: portion of the theory presentation assignment.		100% of students scored 120/150 or better on this portion of the theory presentation assignment. Standard met	No change needed
				663 S 80% of students will score80/100 onthe F5a “demonstrates counseling theory” portion of the presentation		90% of students scored 80/100 or better on the demonstration portion of this assignment. Standard met

				assignment.		
				890 S (question 38 on internship eval) 80% of students will score 3 or higher on final evaluation of 2nd semester of internship	93% of students scored a 3 or higher. Standard met.	No changes required. This will change to #39 on internship evaluations next year due to a recent update on our evaluation forms.
	Clinical Skills	F5g essential interviewing, counseling, and case conceptualization skills	667 K 80% of students will score 21/30 or better on the grading rubric for F5g on the Clinical Interview Assignment		Standard not met. Three students did not meet standard of which two missed the mark by one point	Need to parse out the two parts in the grading rubric to provide clarity of where points are deducted.
				890 S (questions 35 on internship eval) 80% of students will score 3 or higher on final evaluation of 2nd semester of internship	93% of students scored a 3 or higher. Standard met.	No changes required. This will change to #36 on internship evaluations next year due to a recent update on our evaluation forms.
				602 S 80% of students will score 28/35 points on the F.5.g portion of the OAS Final Project	[Note: points were changed to a maximum of 25 for this section; therefore goal is 20/25] 100% of students in both sections of 602 scored 20 or higher on F.5.g. portion. Standard met.	No change required.
				663 S 80% of students will score 80/100 or higher on	95% of students scored 80/100 or higher on the case	No change required..

				the F5g case conceptualization portion of the integrative paper rubric.	conceptualization portion of the paper. Standard met		
F6-Group	Cultural Sensitivity	F6g ethical and culturally relevant strategies for designing and facilitating groups	668 K Final Exam Questions: 11, 12, 13, 14, 16, 17, 39 80% of students will answer correctly		Percent scored correctly for each question: 11 = 100% 12 = 65% 13 = 95% 14 = 85% 16 = 95% 17 = 100% 39 = 55% Overall average, 85.1% of students answered these questions correctly. Standard met.	Although overall standard was met, On questions 12 (65%) and 39 (55%) 80% of students did not score correctly. One of these deals with confidentiality being limited by state laws and one deals with components of a group proposal. Additional time in class is already provided for the group proposal components. Further discussion of the ethics and legalities of confidentiality will be included.	
				668 S 80% of students will score 8/10 or higher on the F6g portion of the Research Paper		95% of students scored at least 8/10 on this portion of the research paper. Standard met.	no changes required
				890 (question 42 on internship eval) 80% of students will score 3 or higher on final evaluation of 2nd semester of internship		100% of students scored a 3 or higher. Standard met.	No changes required. This will change to #43 on internship evaluations next year due to a recent update on our evaluation forms.
				892 (question 37 on practicum eval) 80% of students will score 3 or	100% of students scored a 3 or higher Standard met.	No changes required. This will change to #38 on practicum evaluations next year due to a recent update on our evaluation forms.	

				higher on final evaluation of practicum		
F7-Testing	Psychopathology	F71 l. use of assessment results to diagnose developmental, behavioral, and mental disorders	667 K 80% of students will score 32/40 or better on the F71"-Results of test" section in the grading rubric for the client analysis		89% scored 24 or better on this section of the rubric	No action other than reviewing the grading rubric
				667 S 80% of students will score 32/40 or better on the F71 section of the grading rubric in the client analysis	over 80% scored 32 or better on this section of the test. Average score was 38	No action needed at this time other than a review of the rubric
				890 S (question 49-54 on internship eval) 80% of students will score 3 or higher on final evaluation of 2nd semester of internship	93% of students scored a 3 or higher. Standard met.	No changes required. This will change to #50-55 on internship evaluations next year due to a recent update on our evaluation forms.
F8-Research	Clinical and Theory	F8b b. identification of evidence-based counseling practices	601K 80% of students will score 120 or better on the assignment on Article Reviews		Standard met	This standard will be changed to F8j next year to allow students more direct participation in the research process
			663 K 80% of students will have a combined score of 240/300 or higher on tests 1 and 2.		95% of students had a combined score of 240/300 or better on tests 1 & 2	No changes required.
				890 S	93% of students	No changes required.

				(question 29 on internship eval) 80% of students will score 3 or higher on final evaluation of 2nd semester of internship	scored a 3 or higher. Standard met.	
CMHC						
C2-Contextual Dimensions	Psychopathology	C2d d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the <i>International Classification of Diseases (ICD)</i>		662 S 80% of students will score 80% or better on the final exam case scenarios	93.75% of students scored 80% or higher on the final case exam scenarios. Standard met.	While no action is required to meet this standard, going forward, only portion of the case scenarios that include the diagnostic process will be considered.
				890 S (question 54 on internship eval) 80% of students will score 3 or higher on final evaluation of 2nd semester of internship	100% of students scored a 3 or higher. Standard met.	No changes required. This will change to #55 on internship evaluations next year due to a recent update on our evaluation forms.
				892 S (question 43, 44, 45 on practicum eval) 80% of students will score 3 or higher on final evaluation of practicum	100% of students scored a 3 or higher, Standard met.	No changes required. This will change to #44, 45, 46 on practicum evaluations next year due to a recent update on our evaluation forms.

As a result of the changes in the university’s Institutional Learning Objectives (ILO) done the latter part of the school year for the 2021-2022 school year, the MAC Student Learning Objectives (SLO) were altered to both meet the needs of the university and to improve counselor identity for the coming year. The following chart represents those changes and those still in process. Note that in the research standards area the change from F8b to F8j is still being developed to produce an assignment that best assists our students in growing in their understanding of research. Other areas are also still under review in order to clarify assignment

as was noted in the Standards Reporting Form that was just reviewed. Thus the Master Standards Document as noted below provides our guide for the 2021-2022 school year.

ILO	MAC SLOs	Standards 8+1	Artifacts Knowledge	Artifacts Skill	Results	Action
ILO 1 Know God’s Word by understanding and living the Scriptures with the aid of a Biblical worldview, a faithful interpretive community, and a disciplined Christian life.	LCU 1 Demonstrate effective integration of biblical and theological concerns with current counseling and psychological perspectives	F2g the impact of spiritual beliefs on clients’ and counselors’ worldviews	662 Mental Illness Paper 80% will score 80% or better on Integration section of rubric for this assignment	810 Position paper; students will score 80% or better on F2g section		
			668 Final Exam Question 1980% of students will answer correctly	751 80% of students will score 20/25 or better on the F2g Rubric final paper		
ILO 2 Engage God’s world by interacting critically with multiple disciplines from a Biblical worldview perspective and by communicating effectively (through listening, speaking, writing, media, and other means).	LCU 2 Effectively conduct and communicate graduate-level research and/or program evaluation in areas related to counseling	F8j ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation		601 Still under development		
				760 Research paper 80% of students will score 12/15 or better on the F8j portion of the research paper		
				668 Research paper 80% of students will score 8/10 or better on the F8j portion of the research paper		

<p>ILO 3 Pursue God's Will by discovering and using his or her gifts to minister passionately and compassionately in his or her chosen vocation inside and outside the Church, especially in serving an increasingly diverse world.</p>	<p>LCU 3 Demonstrate the development of a counselor identity and skills fit for working in an increasingly diverse world by: 1) Demonstrating appropriate clinical counseling knowledge and/or skills; 2) Exhibiting personal self-awareness and wholeness; 3) Integrating counselor identity into individual identity domains 4) Demonstrating involvement in the broader professional counseling community</p>	F1e advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	810 80% students will score 16 or better on item F1e advocacy project rubric	760 S 80% of students will score 8/10 or higher on the F1e portion of the Research Paper		
				890 S (question 31 on internship eval) 80% of students will score 3 or higher on final evaluation of 2nd semester of internship		
		F2c multicultural counseling competencies	668 K Final Exam Questions: 16, 17 80% of students will answer correctly	890 S (questions 42,43,44 on internship eval) 80% of students will score 3 or higher on final evaluation of 2nd semester of internship		
			760 K Final Exam Questions: 3, 7, 8, 13, 18 80% of students will answer correctly	892 S (questions 37-38 on practicum eval) 80% of students will score 3 or higher on final evaluation of practicum		

		F3a theories of individual and family development across the lifespan	666 K Course Exam, questions 1-10; 80% of students will score at least 24/30 points	666 S Vignette 1, students will score at least 8/10 on portion of rubric addressing CACREP standard F.3.a		
			804 K Final Exam, questions # 1 80% of students will score at least 12/15 points	804 S Final Exam, questions # 4, 5, 6 80% of students will score at least 24/30 points		
		F3i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	666 K OAS paper. 80% of students will score at least 72/90 on the first section of the OAS Paper.	804 S Final Exam, questions # 7 80% of students will score at least 8/10 points		
		F4a theories and models of career development, counseling, and decision making	751 K 80% Students will score 20/25 on F4a Rubric final paper			
			751 K 80% of students will score 24/30 correct of F4a part of test (3,4,22,24,25,32,34,36,			

			40,42,44,50,52,54,57,60-66, 70, 75, 90, 100, 106, 110, 120, 130).			
		F5a theories and models of counseling	663 K 80% of students will score 120/150 or higher on the “understands counseling theory” portion of the theory presentation assignment.	663 S 80% of students will score 80/100 on the “demonstrates counseling theory” portion of the presentation assignment.		
				890 S (question 39 on internship eval) 80% of students will score 3 or higher on final evaluation of 2nd semester of internship		
		F5g essential interviewing, counseling, and case conceptualization skills	667 K Clinical Interview report paper 80% of students will score 24 or better on F5g portion	890 S (questions 36 on internship eval) 80% of students will score 3 or higher on final evaluation of 2nd semester of internship		
				602 S 80% of students will score 28/35 points on the F.5.g portion of the OAS Final		

				Project		
				663S 80% of students will score 80/100 or higher on the case conceptualization portion of the integrative paperrubric.		
		F6g ethical and culturally relevant strategies for designing and facilitating groups	668 K Final Exam Questions: 11, 12, 13, 14, 16, 17, 39 80% of students will answer correctly	668 S 80% of students will score 8/10 or higher on the F6g portion of the Research Paper		
				890 (question 43 on internship eval) 80% of students will score 3 or higher on final evaluation of 2nd semester of internship		
				892 (question 38 on practicum eval) 80% of students will score 3 or higher on final evaluation of practicum		

		F71 l. use of assessment results to diagnose developmental, behavioral, and mental disorders	667K 80% of students will score 32/40 or better on the F71- Results of test section in the grading rubric for the client analysis	667 S 80% of students will score 32/40 or better on the F71 section of the grading rubric in the client analysis		
				890 S (question 50-55 on internship eval) 80% of students will score 3 or higher on final evaluation of 2nd semester of internship		
		C2d d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the <i>International Classification of Diseases (ICD)</i>		662 S 80% of students will score 80% or better on questions 1, 2, and 3 on the final exam case scenarios.		
				890 S (question 55 on internship eval) 80% of students will score 3 or higher on final evaluation of 2nd semester of internship		

				892 S (question 44,45, 46on practicum eval)80% of students will score 3 or higher on final evaluation of practicum		
--	--	--	--	--	--	--

Summary Statement

As there is a significant amount of information in this report and recommended changes are spread throughout the report, the following is offered as a summary statement of changes made to the program as a result of this year’s program review. A statement of program needs will conclude the summary section.

A. Changes and observations from the “Presentation” section

1. COUN 601 (Research and Evaluation). This class was picked up by an adjunct the previous year due to the exit of a professor. This is their second year for this class. No Best Practice Audits are available.
2. COUN 602 (Basic Counseling Techniques). Most all positive feedback. Students liked the role plays, personal examples, dyads and triads. Will plan to take out the Biopsychosocial theory demonstration video.
3. COUN 662 (Abnormal). Students appreciated the class discussion, case studies and videos. Will review the use of the quizzes and consider having a diagnostic quiz mid-way through the session.
4. COUN 663 (Theories). Many positive comments. Students appreciated the Stan video, case study, and integrative paper. If COVID is not a factor, will look at allowing students to demonstrate the theories studied.
5. COUN 666 (Developmental). Information is not available.
6. COUN 667 (Tests and Measures). Students liked the text book, the use of tests and interpretation. Previously the class had taken individual instruments; this was asked if this could done again. Will bring in one major test for use in the class for students to experience the test.

7. COUN 668 (Group). Students enjoyed the video and textbook. Will add to the discussion how to apply group concepts to a skills group.
 8. COUN 751 (Career Counseling). Students liked the assigned articles and the process of reading the text book along with testing. Will make space for experiential practice of doing career counseling and will review for clarity the Build A Center assignment.
 9. COUN 760 (Multicultural Counseling). Students appreciated the ethnographic assignment and videos. No changes.
 10. COUN 804 (Family Systems). Students spoke well of the use of role play, the text book and the videos used. Due to comments on the Best Practice Audit, a review will be done prior to the next class as to the amount of reading required for the class.
 11. COUN 807 (Substance Abuse). This was an adjunct-led class and had to go online due to COVID -19. No Best Practice Audit was reported.
 12. COUN 810 (Ethics). Students appreciated the final paper and analysis and group work. Last year's request for more case studies was applied. No changes at this time.
- B. Changes and observations from the "Progress" section.
1. In Ethics, instructor will need to affirm more clearly the difference between confidentiality and privileged communication.
 2. Review with our adjuncts the OAS scoring and reporting so as to provide a clearer picture of the assessment.
- C. Changes and observations from the "Practice" section.
1. Faculty will be reminded that multicultural concerns should be incorporated into any case study discussed and one MACFAC weekly meeting will be devoted to discussing how to incorporate multicultural concerns into group supervision.
- D. Changes and observations from the "Performance" section.
1. In terms of the Bible/Theology classes, we need to give a broader explanation to how they can be used in many of our assignments on integration.
 2. The program may want to consider becoming a NCE testing site as that would allow us to have access to scores.
 3. We will return to a January contact with graduates and provide a "drip" system of regular multiple contacts over the semester in an effort to increase response rates for NCE scores and graduate/employee surveys.
 4. It will be most helpful to all professors involved to have a question analysis of their respective CACREP area for review from the CECE. This will be developed and presented to the faculty for a discussion on the second MAC Faculty meeting of the 2021-2022 school year.

5. The scores for the Social Cultural area of the CECE were exceptional. The MAC Faculty will have a “teaching” meeting early in the first semester of the 2021-2022 school year to review how we teach and what we might learn from each other.

E. Changes and observations from the “Program” section

LCU Standard	Class	Change/comment/observation
LCU 1	663	Standard dropped due to rewrite of new SLO’s
	810	Moved to the use of the “Position Paper” and use CACREP standard F.2.g.
	662	Change measure to 80% of students will score 60/75 or better on this section of the rubric
LCU 2	662	With new SLO this will be used to meet SLO #3 with CACREP standard C.2.d.
	667	This standard has been dropped
LCU 3	601	This assignment has been changed to reflect CACREP standard F.8.j.
	666	Keep assignment but will meet the new SLO #3 to meet CACREP standard F.3.i.
LCU 4	668	As the change has been made to the new SLO in corroboration of the ILO this standard is no longer part of the assessment process.
CACREP Standards	Class	Change/comment/observation
F.2.c	760	Give more attention to understanding and awareness of bias errors, especially while working with minority populations
F.2.g.	662	Change outcome to 80% of students will score 60/75 or better on this portion of the rubric of the Mental Illness paper
F.3.a.	666	New text book to be used
F.3.i.	666	New text book to be used
F.3.i.	804	Seek more effective resources on resilience
F.5.a.	663	Students will be expected to provide live demonstrations of theories
F.5.a.	890	Due to update change question 38 to question 39
F.5.g.	890	Due to update change question 35 to question 36

F.6.g.	668	Further discussion of the ethics and legalities of confidentiality will be included
F.6.g.	890	Due to updates change question 42 to question 43
F.6.g.	892	Due to updates change question 37 to question 38
F.7.1.	890	Due to updates change questions 49-54 to questions 50-55
F.8.b.	601	The standard will be changed to F.8.j. for assessment
C.2.d	890	Due to updates change question 54 to question 55
C.2.d.	892	Due to updates change questions 43-45 to questions 44-46

- F. Other changes in the program that occurred due to the process of moving into the 2016 CACREP standards.
1. There was the development of the MAC Adjunct Training Manual. It was used once this year
 2. As noted earlier the Professional Disposition policy and procedures were developed and applied this year.
 3. We moved from a two form approach (Student Progress Form for academics and Professional Development Form for clinical settings) to a single form that can be used across all settings.

Program Goal

At some point in the future we would like to be able to offer a doctorate degree. This entails having five full time faculty members. This is being presented so that should a reader want to underwrite two full time positions we would certainly invite conversation.

Program Outcomes Report

The Lincoln Christian University 60 hour counseling program at the time of this report has 58 students. Class sizes average for the 2020-2021 school year was 13 students per class with emphasis on a face- to- face learning environment. The student body is composed of multiple ethnic backgrounds with a higher ratio of females to males in the program.

Based on the 2012-2021 school year there were 15 graduates of Lincoln Christian University's Clinical Mental Health Counseling program. Scores reported to the school indicate our students achieve high pass rates on the licensing examination with an average score of 117. Generally the test requires a range score of 88-95 for students to pass. The pass rate for graduates taking the NCE since graduation is 100% of those responding to our graduate survey. Of those reporting

100% are presently employed in a counseling position. 95% (114 out of 120) of the graduates completed the program in 5 years or less. 88% (106 out of 120) graduated in 4 years or less.