

2023-2024 Annual Program Evaluation

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 – 7 of the 2023-2024 Annual Report 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.

2023-24 Program Evaluation, Conducted November 19, 2024: Summary of Concerns, Modifications, and Related Program Objectives

Concerns Raised during Program Evaluation	Data Used	Resulting Modifications	Related Program Objective
CPCE Scores lower than desired, especially in Research and Program Evaluation and Assessment/Testing. Differentiating the scores of those speaking English as a Second Language	Aggregate data; CPCE scores, pp. 9-14	1) Implement a leveling course for students who do not have a background in psychology or counseling for their bachelor’s degree. This course can be waived for students who have research experience	<ul style="list-style-type: none"> • Objectives 1 - 8

<p>(ESL) may present a clearer picture of the data. Also, faculty were concerned with presenting the full picture and not singling out any group.</p>		<p>from their undergraduate degree.</p> <ol style="list-style-type: none"> 2) Be intentional about incorporating Counseling Research into all classes in the MAPC program. 3) Be intentional about assigning faculty to teach their areas of specialty. 4) Present the Annual Report CPCE scores overall, then Native English (NE) only students, then ESL students to provide context of the data 	
<p>More support for international students is needed, reflected in academic performance points, such as the CPCE scores.</p>	<p>Demographic data, pp. 20-22</p>	<ol style="list-style-type: none"> 1) Become more informed about international student issues through communication with the International Student Office and consulting with an addendum to the Faculty handbook regarding International Student Issues. 2) Encourage international students to become more involved in the Graduate Student of Theology and Counseling Assembly 3) Connect international students with campus resources for food, clothing, transportation, etc., perhaps through the ORU Concierge. 	<ul style="list-style-type: none"> • MAPC Mission Statement

<p>Graduate students have reported not knowing the ORU systems and feeling the university is not graduate student-friendly.</p>	<p>Follow-up Data; comments on the Graduate Student Exit Interview, pp. 26-27.</p> <p>Student feedback from faculty advisement meetings;</p>	<ol style="list-style-type: none"> 1) Focus on providing students D2L support and resources the university offers for graduate learning. 2) Advocate for more faculty to meet the demands of the program. 3) Investigate the possibility of expanding PRFT 051 Orientation to Counseling course or developing a separate orientation for graduate students to provide information on university systems and structures. 	<ul style="list-style-type: none"> • Mission Statement
<p>The retention rate is lower than desired in general, and this is especially true for international students.</p>	<p>Aggregate data on Graduate Students and graphs of Sex and International Student Status by Stage in the program, pp. 23-25.</p> <p>Vital Statistics Report, see “general completion rate”</p>	<ol style="list-style-type: none"> 1) Request and find readily accessible resources to train faculty for graduate student and international student development. 2) Advocate for additional needed resources from university to help improve retention 3) Explore grants or other resources from outside the University to demonstrate care for graduate students' basic needs. 	<ul style="list-style-type: none"> • Mission Statement