

Oral Roberts University
Master of Arts in Professional Counseling
Program Evaluation: Sixth Annual Report 2023-24
(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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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 5-29 of this Annual Report.

The following KPIs are used: (1) students' mean scores on relevant artifacts/objective (see pages 5-8, using the columns labeled 'mean scores' with the respective academic years); (2) students' overall GPA in the program (see page 8); (3) results of the CPCE exam (pages 9-11); (4) the state licensure exam pass rates, along with job placement rates (pages 11-12); and (5) results of the Fitness-to-Practice evaluations (page 12). Additional awareness is held for (6) feedback from alumni (page 23-24); (7) internship supervisor feedback (page 25-26); and (8) employers of alumni (pages 27-29). 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> *KPA artifact	COURSES	Mean Scores 2023-24
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 Assignment;	GCSL 580 Professional Issues in Counseling	84.1%
			Case Presentation	GCSL 650 Professional Ethics in Counseling	89.07%
			CPCE: C1	PRFT 065	11.82
2. Social and Cultural Diversity	Expose students to social, cultural, and religious diversity with an emphasis on the competencies	Develop the competencies necessary for effective counseling with diverse populations.	Case Studies Paper	GCSL 528 Christian Approaches to Counseling	84.08%

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	conductive for effective counseling with diverse populations.	KPI 1-6	Personal Assessment Paper	GCSL 624 Counseling Diverse Populations	92.03%
			CPCE: C2	PRFT 065	10.27
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	Literature Review (Research Article Review)	GCSL 635 Human Growth & Development	95.36%
			Integration Paper	GCSL 635 Human Growth & Development 92	77.27%
			CPCE: C3	PRFT 065	10.27
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	89.5%
			CPCE: C4	PRFT 065	10.64
			Client Information Brochure Assignment	GCSL 650 Professional Ethics in Counseling	84.29%
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	73.2%
			CPCE: C5	PRFT 065	11.36

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			Case Conceptualization	GCSL 781 Internship I	97.67%
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	89.07%
			CPCE: C6	PRFT 065	11.5
			Final Exam	GCSL 628 Crisis, Trauma, & Addiction	92%
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	Diagnosis/Case Study Activities	GCSL 670 Psychopathology	93.4%
			Assessment Reports	GCSL 724 Testing & Assessment I	96.6%
				GCSL 732 Testing & Assessment II (focus on addictive behaviors)	91.45%
				GCSL 641 Assessment in Marriage and Family	96.3%
			CPCE: C7	PRFT 065	10.05
8.Research and Program Evaluation	Instruct students in basic research skills and methodologies that enable them to conduct program evaluations,	Apply basic research skills and methodologies to critically evaluate programs, research findings, and Empirically	Report on Empirically Supported Treatments; Research Proposal or Case Study	GCSL 784 Counseling Research	90%

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	critique counseling research findings, and to appraise Empirically Supported Treatments (EST).	Supported Treatments (EST). KPI 1-6, 8	CPCE: C8	PRFT 065	9.95
			Research Article Review	GCSL 628 Crisis, Trauma, & Addiction	97.09
9.Clinical Mental Health 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	80.3%
			Case Conceptualization	GCSL 763 Practicum	96%
10.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	Case Conceptualization	GCSL 781 Internship I	97.67%
			Supervisor's Evaluation	GCSL 785 Counseling Internship II	93.66%
11.Professional Counseling 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	Case Conceptualization	GCSL 781 Internship I	97.67%
			Philosophy of Counseling Paper* (KPA artifact)	GCSL 785 Counseling Internship II	88.77%

Mean student GPA.

<u>Semester</u>	<u># Students</u>	<u>Total Credit Hours</u>	<u>Average GPA</u>
Fall 20	100	911.5	3.53
Spring 21	111	977.5	3.68
Summer 21	82	663	3.68 (graduates only)
Total 2020-21	115	2552	3.63
Fall 21	114	938.5	3.68
Spring 22	113	945.5	3.45
Summer 22	78	617	3.65
Total 2021-22	137	2505	3.59
Fall 22	125	1052.5	3.46
Spring 23	120	1014.5	3.64
Summer 23	80	596	3.72
Total 2022-23	141	2663	3.61
Fall 23	135	1159.5	3.60
Spring 24	151	1299.5	3.62
Summer 24	102	897.5	3.72
Total 2023-24			3.64

Skills

CPCE scores.

<u>Year</u>	<u>General 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>
2020	C1: Professional Counslg Orientation & Ethics	11.33	11.62	11.76	-.29	-0.43
N=8	C2: Social and Cultural Diversity	9.78	8.83	10.06	0.95	-0.28
	C3: Human Growth & Development	10.89	9.6	10.58	1.29	0.31
	C4: Career Development	11.11	9.69	10.46	1.42	0.65
	C5: Counseling & Helping Relationships	10.56	10.62	11.38	-0.06	-0.82
	C6: Group Counseling	10.22	9	10.44	1.22	-0.22
	C7: Assessment & Testing	8.78	9.31	10.24	-0.53	-1.46
	C8: Research and Program Evaluation	8.67	8.26	8.95	0.41	-0.28
	Total Score	81.3	76.93	83.87	4.37	-2.57

<u>Year</u>	<u>General 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>
2021: All	C1: Professional Coun Orientation & Ethics	12.40	9.04	11.06	3.36	1.34
N=7	C2: Social and Cultural Diversity	8.60	8.81	9.88	-0.21	-1.28
	C3: Human Growth & Development	7.80	11.31	13.42	-3.51	-5.62
	C4: Career Development	8.40	9.04	10.32	-0.64	-1.92
	C5: Counseling & Helping Relationships	10.00	8.38	9.44	1.62	0.56
	C6: Group Counseling	11.60	9.08	11.06	2.52	0.54
	C7: Assessment & Testing	8.80	9.73	12.15	-0.93	-3.35
	C8: Research and Program Evaluation	9.20	8.69	9.80	0.51	-0.6
	Total Score	76.80	74.08	87.12	2.72	-10.32
<u>Year</u>	<u>General 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>
2021: ESL	C1: Professional Coun Orientation & Ethics	12.40	9.04	11.06	3.36	1.34
N=5	C2: Social and Cultural Diversity	8.60	8.81	9.88	-0.21	-1.28
	C3: Human Growth & Development	7.80	11.31	13.42	-3.51	-5.62
	C4: Career Development	8.40	9.04	10.32	-0.64	-1.92

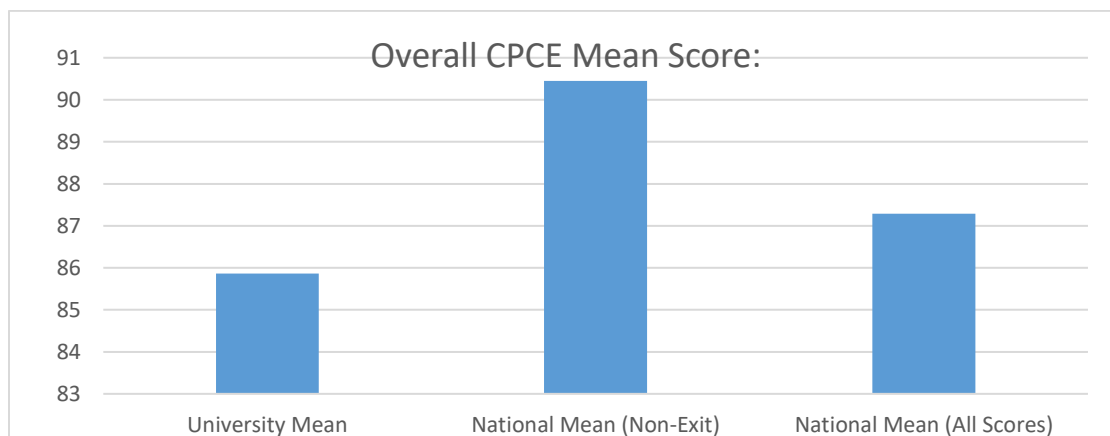
	C5: Counseling & Helping Relationships	10.00	8.38	9.44	1.62	0.56
	C6: Group Counseling	11.60	9.08	11.06	2.52	0.54
	C7: Assessment & Testing	8.80	9.73	12.15	-0.93	-3.35
	C8: Research and Program Evaluation	9.20	8.69	9.80	0.51	-0.6
	Total Score	76.80	74.08	87.12	2.72	-10.32

<u>Year</u>	<u>General 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>
2022	C1: Professional Coun Orientation & Ethics	12.68	12	12.09	.68	.59
N=32	C2: Social and Cultural Diversity	10.16	10.5	10.37	-.34	-.21
	C3: Human Growth & Development	10.28	9.94	10.38	.34	-.1
	C4: Career Development	10.84	10.66	11.38	.18	-.54
	C5: Counseling & Helping Relationships	12.56	12.03	12.01	.53	.55
	C6: Group Counseling	12	11.47	12.09	.53	-.09
	C7: Assessment & Testing	8.16	9.13	9.33	-.97	-1.17
	C8: Research and Program Evaluation	11.28	10.69	11.58	.59	-.3
	Total Score	87.94	86.41	89.24	1.53	-1.3

<u>Year</u>	<u>General 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>
2023: All	C1: Professional Coun Orientation & Ethics	10.24	10.83	11.09	-.59	-.85
N=29	C2: Social and Cultural Diversity	9.21	9.18	10.03	.03	-.82
	C3: Human Growth & Development	10	9.62	10.47	.82	-.47
	C4: Career Development	9.66	9.57	10.39	.09	-.73
	C5: Counseling & Helping Relationships	8.9	9.54	9.84	-.64	-.94
	C6: Group Counseling	10.07	11.12	11.76	-1.05	-1.69
	C7: Assessment & Testing	8.45	9.53	9.97	-1.08	-1.52
	C8: Research and Program Evaluation	9.55	10.9	11.55	-1.35	-2
	Total Score	76.07	80.31	85.10	-4.24	-9.03
<u>Year</u>	<u>General 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>
2023: ESL	C1: Professional Coun Orientation & Ethics	8.67	10.83	11.09	-2.16	-2.42

N=6	C2: Social and Cultural Diversity	7.17	9.18	10.03	-2.01	-2.86
	C3: Human Growth & Development	9.17	9.62	10.47	-.45	-1.3
	C4: Career Development	8.67	9.57	10.39	-0.9	-1.72
	C5: Counseling & Helping Relationships	5.5	9.54	9.84	-4.04	-4.34
	C6: Group Counseling	6.83	11.12	11.76	-4.29	-4.93
	C7: Assessment & Testing	7	9.53	9.97	-2.53	-2.97
	C8: Research and Program Evaluation	6.33	10.9	11.55	-4.57	-5.22
	Total Score	59.33	80.31	85.10	-20.98	-25.77

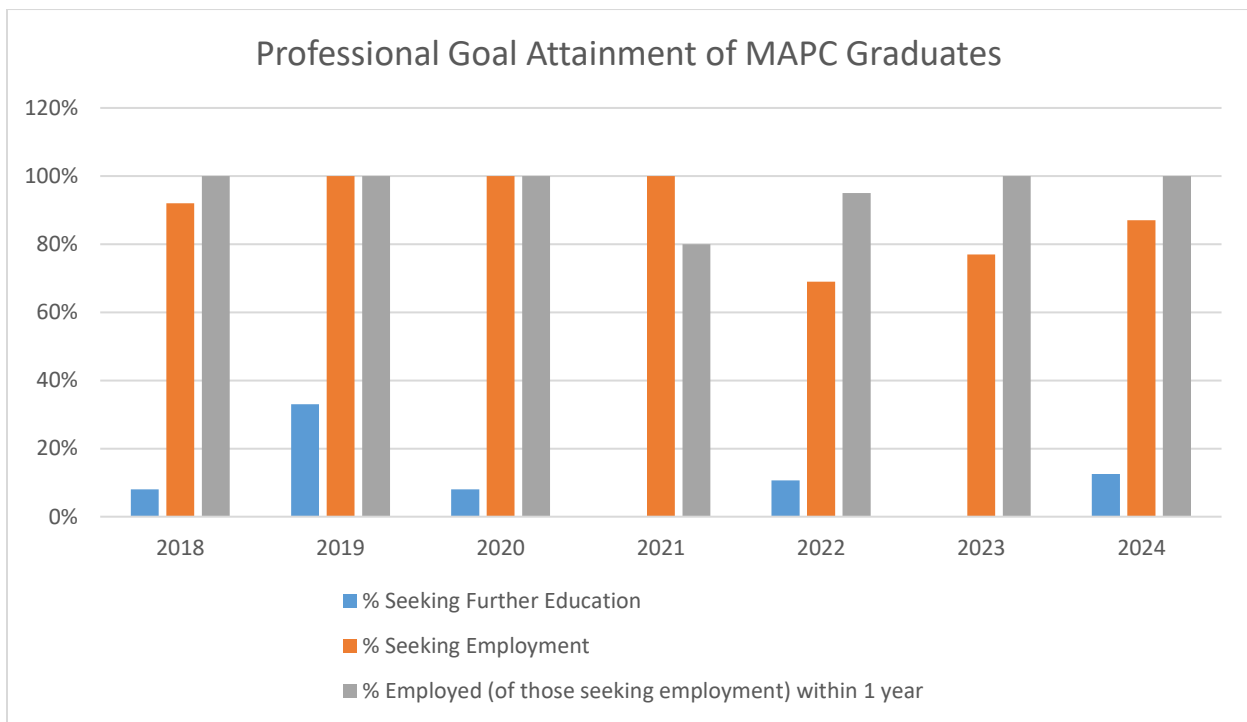
Year	General Area	University Mean	National Mean (Non-Exit)	National Mean (All Scores)	Comparison (UM - NE)	Comparison (UM - AS)
2024	C1: Professional Coun Orientation & Ethics	11.82	11.57	10.82	.25	1.00
N=22	C2: Social and Cultural Diversity	10.27	10.63	10.23	-.36	.4
	C3: Human Growth & Development	10.27	11.66	11.27	-1.3	-1.00
	C4: Career Development	10.64	11.57	11.01	-.93	-.37
	C5: Counseling & Helping Relationships	11.36	10.72	10.85	.64	.51
	C6: Group Counseling	11.5	10.72	10.25	.78	1.25
	C7: Assessment & Testing	10.05	11.06	10.75	-1.01	-.7
	C8: Research and Program Evaluation	9.95	12.48	12.08	-2.53	-2.13
	Total Score	85.86	90.45	87.29	-4.59	-1.43



Job placement rates.

Year of Graduation	# Graduates	# Respondents	# Seeking Further Education	% Seeking Further Education	# Seeking Employment	% Seeking Employment	# Employed within 1 year	% Employed within 1 year
2018	12	12	1	8%	11	92%	11	100%
2019	20	3	1	33%	3	100%	3	100%
2020	20	12	1	8%	12	100%	12	100%
2021	13	5	0	0	5	100%	4	80%
2022	32	29	3	10.7 %	22	69%	21	95%
2023	30	30	0	0	23	77%	23	100%
2024	25	8	1	12.5%	7	87.5%	8	100%

Graphs of job placement rates.



State licensure exam results. For recent graduates, data has been collected via self report of alumni.

	Graduates up to 2019	2020 graduates	2021 graduates	2022 Graduates	2023 Graduates	2024 Graduates
LPC	100% pass (N=5)	100% pass (N=9)	100% pass (N=7)	100% pass (N=10)	100% pass (N=4)	100% pass (N=4)
LMFT	25% pass (N=8)	100% pass (N=1)	No testers	100% pass (N=1)	No testers	100% pass (N=2)
LADC/MH	N/A	Not yet known	Not yet known	100% pass (N=3)	100% pass (N=2)	No testers

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.

Table of FTP Implementation.

		# Students Evaluated	# Students Competence Achieved or Action Plan
2019-2020	1 st year Students	50	50
	2 nd year Students	17	17
2020-2021	1 st year Students	47	47
	2 nd year Students	40	40
2021-22	1 st year Students	46	46
	2 nd year Students	35	35
2022-23	1 st year Students	48	48
	2 nd year Students	34	34
2023-24	1 st year Students	56	56
	2 nd year Students	33	33

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	Black / African American	Hispanic American	Native Hawaiian or other Pacific Islander	Two or More	White American	No Answer Given
2020-21	5(3)	15(8)	67(35)	14(7)	1(.5)	6(3)	46(24)	35(19)

2021-22	5(2)	37(18)	77(37)	10(5)	1(.5)	7(3)	51(24)	21(10)
2022-23	5 (2)	54 (23)	95 (40)	8 (3)	1 (.4)	7 (3)	42 (18)	27 (11)
2023-24	11 (4)	61 (20)	103 (35)	17 (6)	0 (0)	10 (3)	70 (23)	26 (9)

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

Year	Male	Female	Domestic	International*	Total
2020-21	58(31)	131(69)	110(58)	79(42)	189
2021-22	69(33)	140 (67)	100(48)	109(52)	209
2022-23	89 (37)	150 (63)	98 (41)	141 (59)	239
2023-24	102 (34)	196 (66)	141 (47)	157 (53)	298

State of origin by year.

State Name	2020-21	2021-22	2022-23	2023-24
Alabama		12	3	2
Alaska				
Arizona			1	
Arkansas	1	4	3	4
California	1	3	1	2
Colorado	1	4	4	1
Connecticut				
Delaware				
Florida	4	5	5	5
Georgia	4			1
Hawaii				
Idaho				
Illinois	3			2
Indiana	1			1
Iowa				
Kansas	2	2	2	2
Kentucky		3	3	1
Louisiana	2	2	2	4

Maine				
Maryland	2			1
Massachusetts	1	1		
Michigan			1	1
Minnesota		1	1	2
Mississippi			1	2
Missouri	5	3	3	3
Montana				
Nebraska	1		1	
Nevada				
New Hampshire				
New Jersey	2	1		
New Mexico		1		
New York		1		1
North Carolina		3		
North Dakota				
Ohio	3	4	1	1
Oklahoma	61	52	63	51
Oregon	1		1	1
Pennsylvania		1	1	
Rhode Island				
South Carolina		3		
South Dakota				
Tennessee	1	1		2
Texas	20	16	11	11
Utah				
Vermont				
Virginia	2			
Washington				
West Virginia				
Wisconsin	2		1	
Wyoming				
Unreported	4	1		
Total # U. S. (or U.S.-resident) Students Served This Year	110	120	98	149

Country of origin by year.

Country Name	2020-21	2021-22	2022-23	2023-24
Austria				1
Bahamas		2	1	
Bahrain				
Bangladesh				
Barbados				1
Belarus				
Belgium				
Belize				
Bermuda	1			
Bolivia				1
Botswana				
Brazil	1			1
Burkina Faso				
Burundi			1	
Cameroon	3	5	3	
Canada	1			3
China		1	2	2
Colombia	1			1
Czech Republic				1
Ecuador	1			
Egypt	2			
Ethiopia	2	3	2	2
Germany				
Ghana	10	5	13	17
Guatemala	1			
Haiti				
Honduras				
India	9	22	39	38
Indonesia		1	2	2
Italy				
Jordan				
Kenya	2	5	3	4
Kuwait		1	1	
Liberia	1	2	1	3
Madagascar				1
Malaysia				1
Malawi	1	1	1	2
Mexico		1	1	

Moldova, Republic of		1		
Mongolia				
Mozambique				
Myanmar		3	2	3
Namibia	1			1
Nepal				
Niger		1		
Nigeria	28	31	50	41
Pakistan			2	
Papua New Guinea	2			
Qatar				1
Rwanda	2	1	3	4
Philippines	1			
Singapore		1	1	1
South Africa	2		1	2
South Korea		2		2
Sri Lanka			1	
St. Lucia		2	1	1
Swaziland				
Taiwan	2		1	
Tanzania				
Togo				
Uganda	2	4	4	
United Arab Emirates			1	
United Kingdom		1		1
Zambia	2	1	3	
Zimbabwe	1	2	1	2
<i>From Undisclosed Country</i>		10		1
Total # International Students	79	109	141	141

Acceptance (admission) rate by year.

Year	Number Applications	Number Accepted	Acceptance Rate
2020-21	[#Applications completed:] 75	71	95%
2021-22	“ 104	102	98%
2022-23	117	115	98%
2023-24	122	118	97%

Students

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

Year	American Indian	Asian	Black / non-Hispanic	Hispanic American	Native Hawaiian or other Pacific Islander	Other	Two or More	White American	No Answer Given
2020-21	5(5)	10(11)	16(17)	8(9)	2(2)	5(5)	42(45)	12(13)	5(5)
2021-22	1(1)	9(8)	18(17)	8(7)	2(2)	0	6(6)	44(42)	16(15)
2022-23	6(4)	14(11)	22(17)	15(12)	4(3)	0	8(6)	50(40)	5(4)
2023-24	6(3)	29(18)	34(20)	11(6)	3(1)	0	10(6)	65(39)	7(4)

Sex and international status by year.

Year	Male	Female	Domestic	International*	Total
2020-21	16(8)	84(92)	87(87)	13(13)	100
2021-22	20(19)	85(81)	88	14	104
2022-23	30(24)	94(76)	116(93)	6(7)	124
2023-24	37(22)	128(78)	137(83)	26(17)	165

State of origin by year.

State Name	2020-21	2021-22	2022-23	2023-24
Alabama			1	1
Alaska				
Arizona				1
Arkansas	1	1	2	1

California	3	6	5	4
Colorado		1		1
Connecticut			1	1
Delaware				
Florida	6	4	3	1
Georgia				
Hawaii				
Idaho				
Illinois	1			
Indiana	1			
Iowa				
Kansas	3	2	3	
Kentucky			2	
Louisiana	1	1	1	1
Maine				
Maryland	1	2	2	3
Massachusetts				
Michigan	1	1		3
Minnesota		1	1	1
Mississippi				
Missouri	3			4
Montana				
Nebraska		1		
Nevada				
New Hampshire				
New Jersey				
New Mexico				1
New York				1
North Carolina	2	2	2	1
North Dakota				
Ohio	1			
Oklahoma	64	50	70	114
Oregon		1		
Pennsylvania		1	1	2
Rhode Island				
South Carolina				
South Dakota				
Tennessee	1	1		2
Texas	11	13	11	14
Utah				
Vermont				

Virginia	1			3
Washington				
West Virginia				
Wisconsin				
Wyoming				
Unreported				
Total # U. S. Students Served This Year	101	88	107	158

Country of origin by year.

Country Name	2020-21	2021-22	2022-23	2023-24
Bahamas		1	2	
Belize	1			
Bolivia				1
Brazil	1	2	1	1
Canada	1	1		1
China	1			2
Colombia	1			
Cook Islands			1	
Czech Republic			1	
Ghana		1		
India	2	3		8
Jordan	1	1		2
Kenya				
Korea	1			
Myanmar				2
Nigeria				1
Papau New Guinea	1			
Philippines		1		1
South Africa		1	1	1
South Korea				1
St. Lucia	2	1		
Singapore			1	2
Taiwan	1	2		1
Uganda		1		
Total # International Students	13	15	7	24

Graduates

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

Year	American Indian	Asian	Black / African American	Hispanic American	Native Hawaiian or other Pacific Islander	Other	Two or More	White American	No Answer Given
2020-21	0	2 (15)	2 (15)	1(8)	4(31)	0	0	5 (38)	2 (15)
2021-22	0	4(13)	3(9)	1(3)	1(3)	0	2(6)	18(57)	3(9)
2022-23	3(10)	3(10)	4(12)	5(16)	0	0	2(6)	13(43)	1(3)
2023-24	1(4)	0	4(16)	4(16)	0	0	1(4)	15(60)	0

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

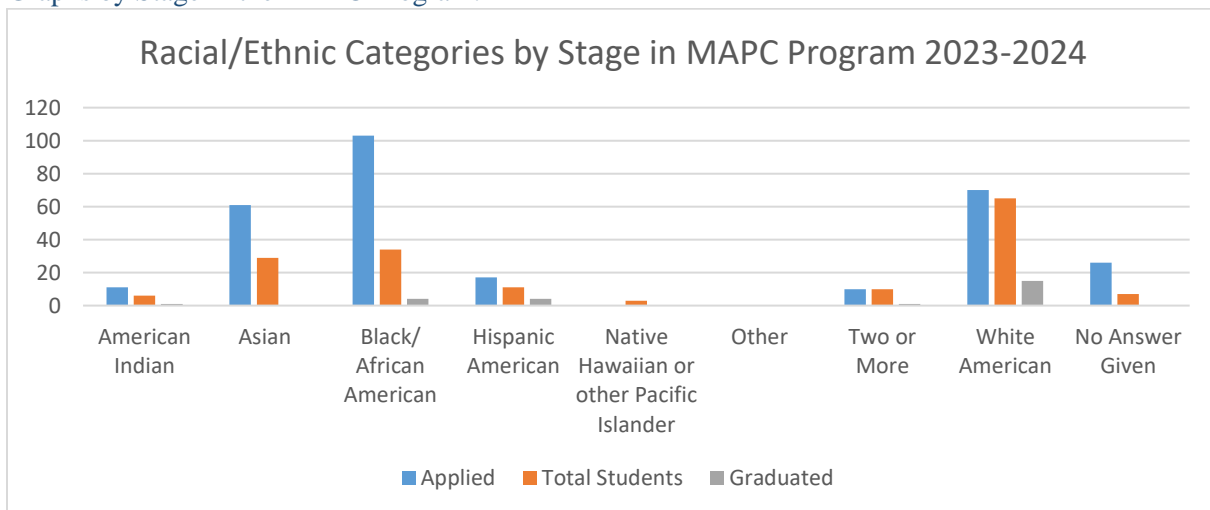
Year	Male	Female	Domestic	International*	Total
2020-21	3(23)	10(77)	9(69)	4(31)	13
2021-22	5(16)	27(84)	30(94)	2(6)	32
2022-23	6(20)	26(80)	26(87)	4(13)	30
2023-24	6(21)	22(79)	25(89)	3(11)	28

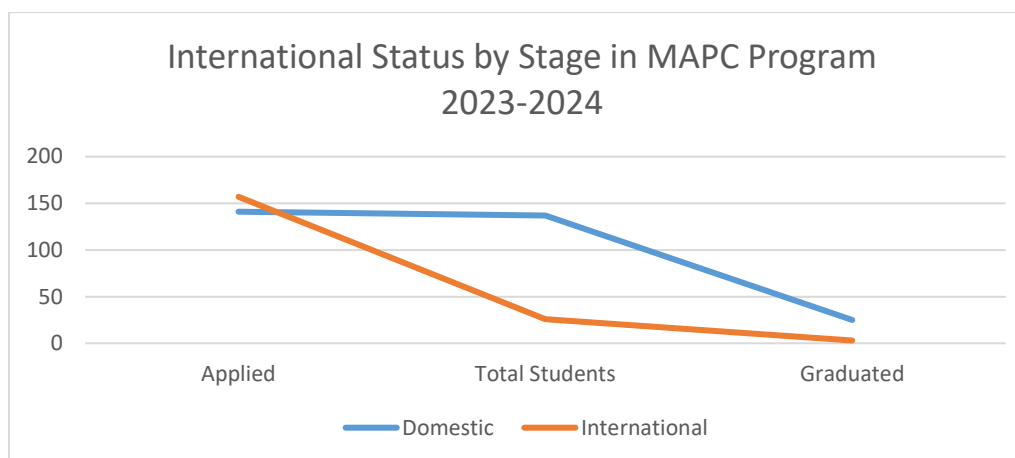
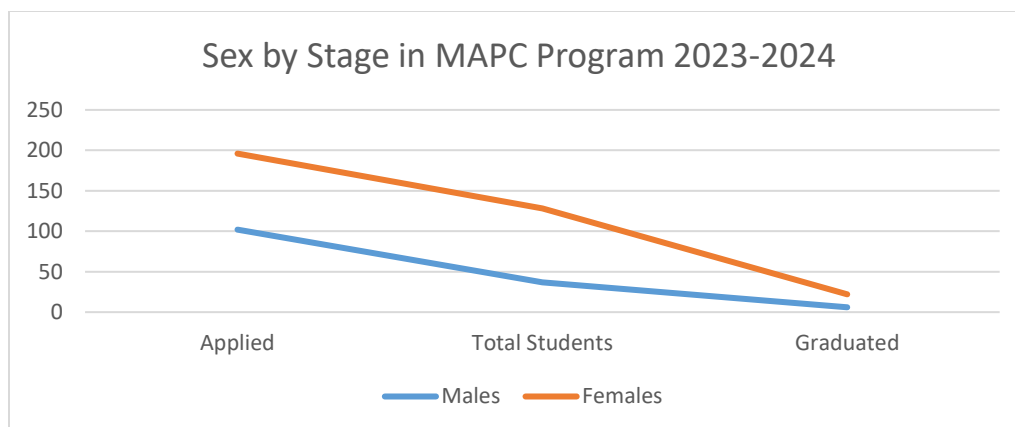
Place of origin (country or state) by year.

YEAR	Total Grads	From Country*	From State*
2020-21	1	Belize	
	1	Brazil	
	1	China (?)	
	1	Myanmar	
	6		Oklahoma
	1		Kansas
	1		Missouri
	1		Texas
	Total = 13		
2021-22	1		Florida
	1		Indiana

	1		Michigan
	2		Missouri
	23		Oklahoma
	1		Texas
	1		Virginia
	1	China	
	1	South Korea	
	Total = 32		
2022-23	1		California
	1		Connecticut
	1		Florida
	1		Kansas
	1		Maryland
	1		North Carolina
	18		Oklahoma
	1		Oregon
	Total = 30		
2023-24	1	Canada	
	1		Arkansas
	1		California
	1		Florida
	15		Oklahoma
	1		Pennsylvania
	5		Texas
	Total = 25		

Graphs by Stage in the MAPC Program.





Graduation rate.

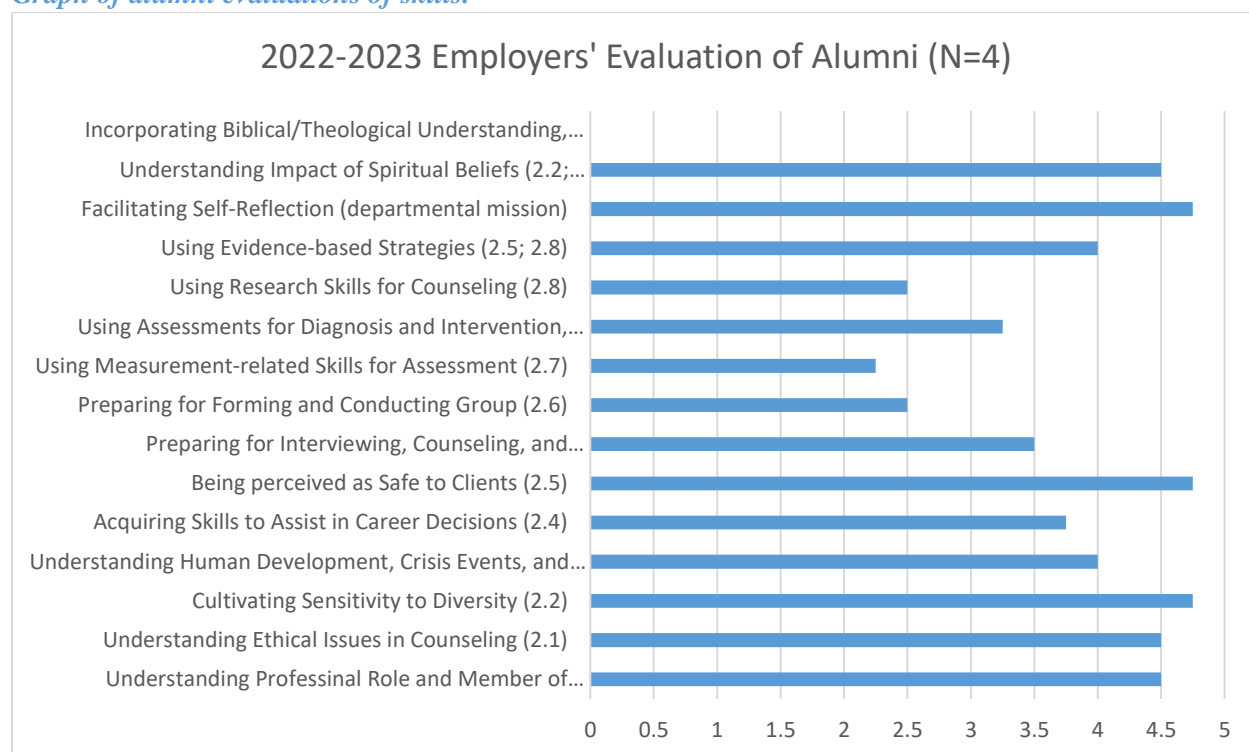
Graduates by year and time in MAPC program.

	2019-20 Graduates Number (%)	2020-21 Graduates Number (%)	2021-22 Graduates Number (%)	2022-23 Graduates Number (%)	2023-24 Graduates Number (%)
Students who completed the program in ≤ 3 years	9(45)	7(54)	27(90)	17(57)	15(63)
Students who completed the program in 4 years	4(20)	4(31)	3(10)	9(30)	5(20)
Students who completed the program in 5+ years	7(35)	2(15)	0	4(13)	4(16)
Total	20	13	30	30	24

Follow-Up Data

Graduates

Graph of alumni evaluations of skills.



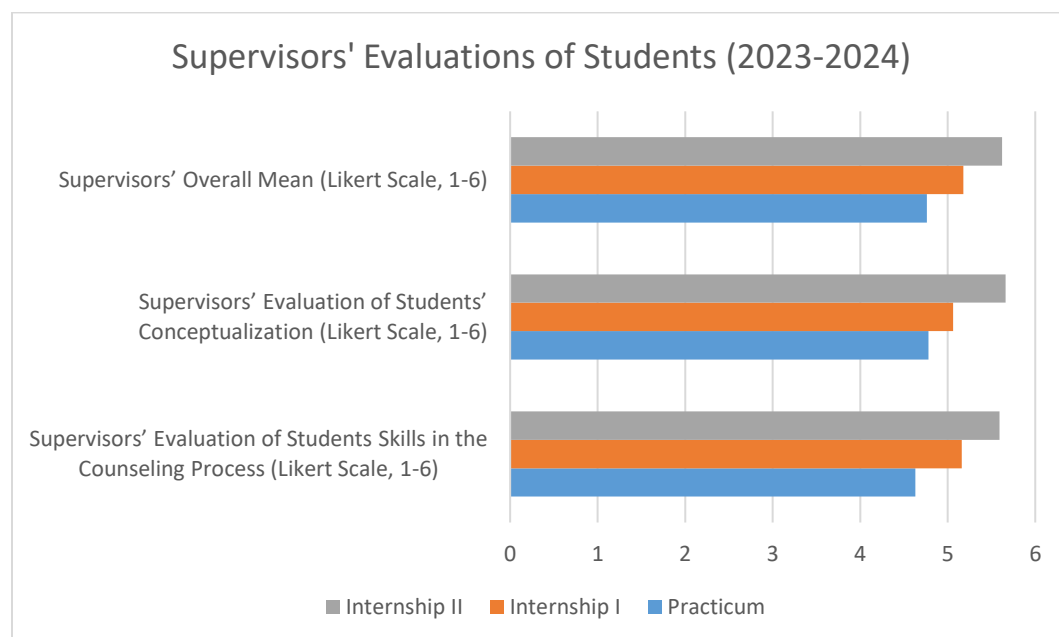
Data reflecting recent alumni evaluations of skills (scores based on 5-point Likert scale).

Question	2019-20 Mean Scores (N = 15)	2020-21 Mean Score (N = 5)	2021-22 Mean Score (N = 5)	2022-23 Mean Score (N = 5)	2023-24 Mean Score (N = 8)
Understanding Professional Role and Member of Interdisciplinary Team (2.1)	4.71	5	4.4	4.5	4.5
Understanding Ethical Issues in Counseling (2.1)	4.53	4.8	4.76	4.5	4.88
Cultivating Sensitivity to Diversity (2.2)	4.67	5	4.5	4.75	4.88
Understanding Human Development, Crisis Events, and Addictive Behaviors (2.3)	4.4	5	4.3	4	4.5

Acquiring Skills to Assist in Career Decisions (2.4)	3.93	4.4	3.9	3.75	4.5
Being perceived as Safe to Clients (2.5)	4.67	4.8	4.6	4.75	4.88
Preparing for Interviewing, Counseling, and Conceptualization (2.5)	4.8	4.8	4.36	3.5	4.63
Preparing for Forming and Conducting Group (2.6)	4.47	4.4	4.27	2.5	4.5
Using Measurement-related Skills for Assessment (2.7)	4.53	4.6	5.27	2.25	4.88
Using Assessments for Diagnosis and Intervention, Including “At-Risk” of Harm (2.7)	4.4	4.6	4.03	3.25	4.25
Using Research Skills for Counseling (2.8)	4.47	4.6	4.2	2.5	4.63
Using Evidence-based Strategies (2.5; 2.8)	4.53	4.8	4.12	4	4.75
Facilitating Self-Reflection (departmental mission)	4.8	4.6	4.79	4.75	5
Understanding Impact of Spiritual Beliefs (2.2; departmental mission)	4.87	4.6	4.66	4.5	4.88
Incorporating Biblical/Theological Understanding, Presence of Holy Spirit in Counseling (departmental mission)	4.67	4.8	4.34	Not Answered	4.88
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)
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
2020-21				
Practicum	5.3	4.97	5.14	5.17
Internship I	5.53	5.2	5.34	5.36

Internship II	5.7	5.61	5.69	5.67
2021-22				
Practicum	5.22	4.98	5	5.07
Internship I	5	5.14	5.25	5.13
Internship II	5.54	5.45	5.57	5.52
2022-23				
Practicum	5.40	4.80	4.98	5.06
Internship I	5.40	5.08	5.20	5.20
Internship II	5.67	5.54	5.78	5.66
2023-24				
Practicum	5.17	4.63	4.78	4.76
Internship I	5.35	5.16	5.06	5.18
Internship II	5.65	5.59	5.66	5.62

Data regarding students' evaluations of supervisory experience.

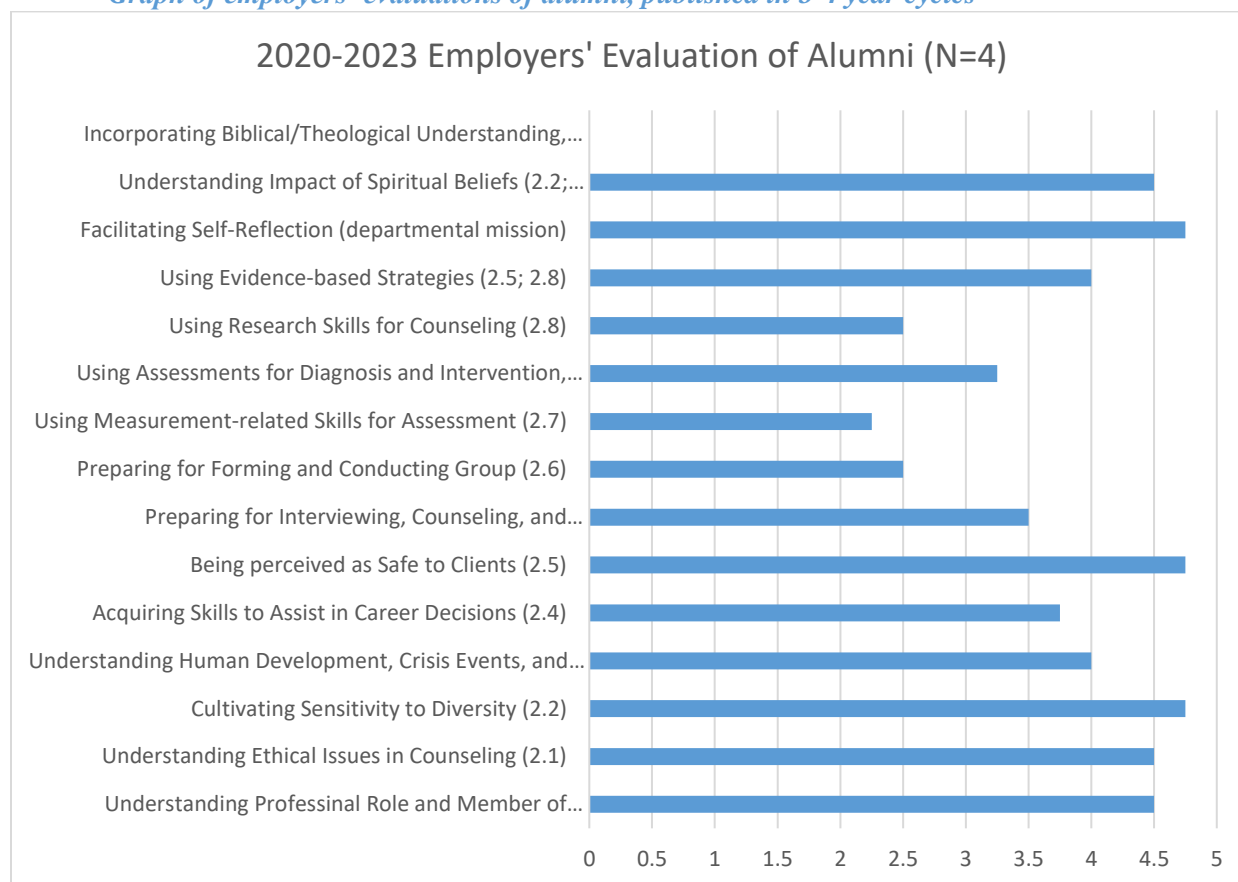
Year/Course	Students' General Evaluation of Supervisor (Likert Scale, 1-6)	Students' Evaluation of Site (Likert Scale, 1-6)	Student Overall Evaluation of P/I Experience (Likert Scale, 1-6)
2016-17			
Internship	5.7	5.5	5.69
2017-18			
Practicum	na	na	Na
2018-19			
Practicum	5.19	5.39	5.29
Internship 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
2020-21			
Practicum	5.55	5.6	5.55
Internship I	5.7	5.72	5.73
Internship II	5.6	5.64	5.61
2021-22			
Practicum	5.52	5.74	5.63
Internship I	5.24	5.6	5.42

Internship II	5.58	5.7	5.64
2022-23			
Practicum	5.40	5.60	5.5
Internship I	5.45	5.63	5.54
Internship II	5.68	5.73	5.70
2023-24			
Practicum	5.49	5.74	5.56
Internship I	5.41	5.48	5.44
Internship II	5.65	5.79	5.69

Employers

Every 3-4 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. Currently we have issued a survey to all recent MAPC alumni (Graduation years 2020-2023), in order to gather alumni professional identity as well as employer information. An additional survey will be sent to current employers of ORU MAPC alumni to assess the following categories.

Graph of employers' evaluations of alumni, published in 3-4 year cycles



Data regarding employers' evaluations of recent alumni

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)					8	10	4.50
Understands Ethical Issues in Counseling (2.1)					8	10	4.50

Cultivates Sensitivity to Diversity (2.2)					4	15	4.75
Understands Human Development, Crisis Events, and Addictive Behaviors (2.3)					16		4.00
Acquired Skills to Assist in Career Decisions (2.4)			2		8	5	3.75
Is perceived as Safe to Clients (2.5)					4	15	4.75
Prepared for Interviewing, Counseling, and Conceptualization (2.5)			2		12		3.50
Prepared for Forming and Conducting Group (2.6)	1			6	4		2.50
Uses Measurement-related Skills for Assessment (2.7)	1	1			8		2.25
Uses Assessments for Diagnosis and Intervention, Including "At-Risk" of Harm (2.7)			2	3	8		3.25
Uses Research Skills for Counseling (2.8)	1		2		8		2.50
Uses Evidence-based Strategies (2.5; 2.8)					16		4.00
Facilitates Self-Reflection (departmental mission)					4	15	4.75
Understands Impact of Spiritual Beliefs (2.2;					8	10	4.50

departmental mission)							
Additional Comments	<p>(Because our primary population is children, there is a huge gap in the knowledge needed to work with these populations. the ORU graduates are amazing people and have been prepared to counsel adults, but have not been prepared adequately to work with children in terms of assessment, diagnosis, etc. That is the only reason for the low scores in those areas.</p> <p>The ORU students and employees that I work with typically have a strong ethical foundation, are accepting of all clients, and are teachable. They are not as familiar with community mental health and the challenges that come with living in poverty. Working with clients who have complex needs, are chronically suicidal, and don't always engage in the way the clinician is expecting can be frustrating. I think ORU students would benefit from increased exposure to community mental health, standard expectations when you're working at an agency, and self-care skills (ie CE-CERT).</p> <p>The students I have had over the past years have started practicum with a solid foundation of methods and techniques, self-reflection, willingness to learn, understanding of theory, uphold a high regard for ethics and when they question an ethical dilemma they consult and seek understanding, and are sensitive to diverse populations. Our agency is state funded, which does not allow us to incorporate faith unless introduced by clients. The intern's we have had are highly aware of their spiritual beliefs and the impact it can have in counseling, and I have been impressed over the years how intern's have been able to internally uphold their spiritual beliefs to assist them during the counseling process, while honoring client's different beliefs and honoring the boundaries within agency policy. We have been taking students for about 4 years and have had 9 interns. We hired 7 of our interns after graduation! We are extremely grateful for the quality of education and intentional supervision that our interns have through ORU. It has enhanced our quality of care to our clients, strengthened our agency, and has moved our hearts that the field of counseling is receiving so many quality counselor's to help facilitate healing to so many.</p> <p>We have 4 clinicians from ORU.</p>						

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.

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. A 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 faculty evaluation is conducted for each student. After the 1st year evaluation is completed, a copy of the faculty review is available to each student upon request, and the original form is filed in the student's file in the department.
- During the 2nd year Formative Evaluation, a faculty evaluation is again conducted for each student. A copy of the faculty review is available to each student upon request, and the original form is filed in the student's file in the department
- During the semester immediately preceding Practicum, faculty assess each student (in mid-level assessment), and refer to both the 2nd and 1st year Formative Evaluations to help determine a recommendation for, or against, each respective student's movement into the Practicum/Internship program. A copy of the faculty review is available to each student upon request, and the original form is filed in the student's file in the department.

Retention, Remediation, and Dismissal. The yearly Formative Evaluation Results will also be used to determine the status of each student. In a full-faculty review, if 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 "Action Plan."). If the student refuses to declines to meet or sign the Action Plan, the FTP Action Plan still goes into effect, and the student will still be expected to follow through with the Action Plan. 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 professional 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.
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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.

	<ul style="list-style-type: none"> - Accepts own mistakes and responds to them as opportunity for self-improvement.
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9. Expresses feelings effectively and appropriately

<i>Competence not achieved</i>	<i>Competence achieved</i>
<ul style="list-style-type: none"> - Does not express <i>own</i> feelings appropriately. 	<ul style="list-style-type: none"> - Expresses <i>own</i> feelings.
<ul style="list-style-type: none"> - Does not recognize or acknowledge feelings of <i>others</i>. 	<ul style="list-style-type: none"> - Acknowledges <i>others</i> feelings.
<ul style="list-style-type: none"> - Acts out negative feelings (through negative behaviors) rather than articulating them. 	<ul style="list-style-type: none"> - Acts professionally while experiencing difficult emotions.
<ul style="list-style-type: none"> - Expression of feelings is inappropriate to the setting. 	<ul style="list-style-type: none"> - Expression of own feelings is appropriate to the setting.

10. Dependable in meeting obligations

<i>Competence not achieved</i>	<i>Competence achieved</i>
<ul style="list-style-type: none"> - Absent from scheduled program obligations (e.g., class, supervision, GA, or clinical site) and does not notify others in advance. 	<ul style="list-style-type: none"> - Satisfactorily meetings attendance requirements and notifies others in advance regarding absences.
<ul style="list-style-type: none"> - Arrives late for scheduled obligations. 	<ul style="list-style-type: none"> - Arrives on-time for scheduled obligations.
<ul style="list-style-type: none"> - Rarely meets deadlines (i.e., practicum and internship paperwork, applications, tapes, other assignments) or paperwork is incomplete when submitted. 	<ul style="list-style-type: none"> - Meets deadlines and satisfactorily completes paperwork.

11. Promotes self-care practices

<i>Competence not achieved</i>	<i>Competence achieved</i>
<ul style="list-style-type: none"> - Neglects wellness and/or wellbeing practices (including physical, emotional, relational, spiritual, etc.). 	<ul style="list-style-type: none"> - Maintains appropriate wellness and wellbeing practices (including physical, emotional, relational, spiritual, etc.).
<ul style="list-style-type: none"> - Does not maintain appropriate personal and professional boundaries. 	<ul style="list-style-type: none"> - Maintains appropriate personal and professional boundaries.
<ul style="list-style-type: none"> - Does not maintain appropriate work/life balance. 	<ul style="list-style-type: none"> - Achieves appropriate work/life balance.
<ul style="list-style-type: none"> - Does not monitor self for signs and symptoms of impairment. 	<ul style="list-style-type: none"> - Monitors self for signs and symptoms of impairment.
<ul style="list-style-type: none"> - Does not acknowledge areas for improvement or self-understanding of blind spots. 	<ul style="list-style-type: none"> - 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