

Section 4.B.c.

Oral Roberts University

Master of Arts in Professional Counseling

Program Evaluation: Seventh Annual Report 2024-25

(CACREP Section 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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Summary of Program Evaluation Results

Program Objectives, KPIs, Area Measured/Instruments, Targets, & Outcomes

<u>Program Objective</u>	<u>KPI</u>	<u>Area Measured: Instrument Used</u>	<u>Course</u>	<u>Target</u>	<u>Met in 2024- 25?</u>
1. Practice according to the codes of ethics, legal precedence, and other appropriate standards relevant to the counseling profession (Knowledge & Skills)	KPI 1: Understand the ethical standards of professional counseling organizations and credentialing bodies, and apply ethical and legal considerations in professional counseling (2.F.1.i.)	Knowledge: Case presentation assignment	GCSL 650 Professional Ethics in Counseling	80% of students score as proficient in awareness of current ethical standards	Met
		Knowledge: Self-Reflection Assignment	GCSL 640 Human Sexuality	80% of students score as proficient in the understanding and application of ACA Code of Ethics	Met
		Skills: Site Supervisor's Summative Evaluation of Performance	GCSL 781 Internship I	100% of students score a 4 "Adequate" or higher on item #36 ("Demonstrates ethical behavior in the counseling activity and case management")	Met
2. Provide competent counseling services to socially, culturally, and religiously diverse people groups (Knowledge)	KPI 2: Understand and apply the multicultural counseling competencies to counseling with diverse populations (2.F.2.c.)	Knowledge: Personal Assessment Paper	GCSL 624 Counseling Diverse Populations	80% of students score as proficient in knowledge of multicultural counseling competencies	Met
		Knowledge: Case Studies Paper	GCSL 528 Christian Approaches to Counseling	80% of students score as Proficient in knowledge of culturally appropriate interventions	Not Met
3. Effectively work with the spectrum of behaviors and concerns found across the lifespan in individuals, couples, families, and groups (Knowledge & Skills)	KPI 3: Understand theories of individual and family development across the lifespan (2.F.3.a.)	Knowledge: Integration Paper	GCSL 635 Human Growth & Development	80% of students score as <i>proficient</i> in understanding theories of human development	Met
		Knowledge: Case Conceptualization Final	GCSL 722 Counseling Across the Lifespan	80% of students score as <i>proficient</i> in understanding theories of human development	Met
		Skills: Site Supervisor's Summative Evaluation of Performance	GCSL 781 Internship I	80% of students score as 4 - Adequate or higher on item #34 ("Bases decisions on a theoretically sound and consistent rationale of human behavior")	Met
4. Both develop their own vocation as well as assist clients in making career decisions that align with their values (Knowledge)	KPI 4: Understand theories and models of career development, counseling, and decision making (2.F.4.a.)	Knowledge: New Career Theory	GCSL 679 Vocational Guidance	80% of students score as Proficient in knowledge of career development theories	Met

				and application to counseling theory	
		Knowledge: Integration Presentation Video	GCSL 528 Christian Approaches to Counseling	80% of students score as Proficient in decision making in their own vocations	Met
5. Develop intentional and therapeutic relational skills to effectively facilitate the counseling process (Knowledge & Skills)	KPI 5: Understand and apply counselor characteristics and behaviors that influence the counseling process (2.F.5.f.)	Knowledge: Role Play Recording	GCSL 630 Counseling Methods	80% of students score as Proficient in understanding therapeutic rapport development	Met
		Knowledge: Role Play Recording	GCSL 630 Counseling Methods	80% of students score as Proficient in understanding of active listening and communication skills	Met
		Skills: Site Supervisor's Summative Evaluation of Performance	GCSL 781 Internship I	80% of students score as 4 "Adequate" or higher on item #5 ("Recognizes own competencies and skills and shares these with peers and supervisors")	Met
		Skills: Site Supervisor's Summative Evaluation of Performance	GCSL 781 Internship I	80% of students score as 4 "Adequate" or higher on item #6 ("Recognizes own deficiencies and actively works to overcome them with peers and supervisors")	Met
6. Design and facilitate group interventions to serve clients in various settings (Knowledge)	KPI 6: Understand the theoretical foundations of group counseling and group work (2.F.6.a.)	Knowledge: Group Proposal & Informed Consent Assignment	GCSL 681 Group Dynamics	80% of students score as Proficient in understanding the theoretical foundations of group counseling	Met
		Knowledge: Group Research Presentation Assignment	GCSL 628 Crisis, Trauma, & Addiction	80% of students score as Proficient in understanding the theoretical foundations of group counseling	Met
7. Select, administer, and interpret assessment tools for the purposes of therapeutic services (Knowledge & Skills)	KPI 7: Understand the use of assessments for diagnostic and intervention planning purposes (2.F.7.e.)	Knowledge: Assessment Report	GCSL 732 Testing II	80% score as Proficient in understanding of the use of assessment tools	Met
		Knowledge: Special Interest Paper	GCSL 670 Psychopathology	80% score as Proficient in understanding of the use of assessment tools	Met
		Skills: Site Supervisor's Summative Evaluation of Performance	GCSL 781 Internship I	80% of students score as 4 "Adequate" or higher on item #28 ("Explains, administers, and interprets tests correctly")	Met
8. Deliver therapeutic services, informed by Empirically Supported	KPI 8: Understand the importance of research in advancing the counseling	Knowledge: Report on	GCSL 784 Counseling Research	80% of students score a Proficient in critiquing research to	Met

Treatments (EST), through the critical analysis of counseling research findings, an understanding of research methods and statistical procedures, and program evaluations (Knowledge)	profession, including how to critique research to inform counseling practice (2.F.8.a.)	Counseling Research		inform counseling practice	
		Knowledge: Research Article Review	GCSL 628 Crisis, Trauma, & Addiction	80% of students score as Proficient in understanding the importance of research in advancing the counseling profession	Met
9. Competently practice as a mental health counselor in a variety of clinical settings (Knowledge and Skills)	KPI 9: Understand and apply theories and models related to clinical mental health counseling (5.C.1.b.)	Knowledge: Emerging Theory Paper	GCSL 625 Counseling Theories	80% of students score as Proficient in their level of understanding of theories and models related to clinical mental health counseling	Met
		Skills: Site Supervisor's Summative Evaluation of Performance	GCSL 781 Internship I	80% of students score a 4 "Adequate" or higher in #33 ("Uses relevant case data in considering various strategies and their implications")	Met
		Skills: Site Supervisor's Summative Evaluation of Performance	GCSL 781 Internship I	80% of students score a 4 "Adequate" or higher in #34 ("Bases decisions on a theoretically sound and consistent rationale of human behavior")	Met
10. Integrate and synthesize theological, theoretical, and clinical orientations into effective and ethically sound therapeutic services (Knowledge)	KPI 10: Understand the integration of theological, theoretical, and clinical orientations to inform reflective practice and ethical work with clients (Program's integration focus)	Knowledge: Philosophy of Counseling Paper	GCSL 785 Internship II	80% of students demonstrate Proficiency in understanding their theological orientation	Met
		Knowledge: Philosophy of Counseling Paper	GCSL 785 Internship II	80% of students demonstrate Proficiency in understanding their theoretical and clinical orientation	Met
		Knowledge: Philosophy of Counseling Paper	GCSL 785 Internship II	80% of students demonstrate Proficiency in integrating each domain into their own self-reflective understanding	Met
11. Actively engage in self-reflection, integrate feedback, and grow in self-awareness so as to foster a reflective-practitioner mindset that	KPI 11: Demonstrate the values, commitments, and ethics that influence conduct toward peers, clients, colleagues, faculty and staff, and other internal and external communities related to the	Dispositions: Fitness-to-Practice Year 1 Evaluation	Faculty Annual Review of Year 1 Students (occurs in April of every year)	80% of students scored on the "Satisfactory" level of each of the FTP criteria on the faculty assessment. If necessary, some students engage in an	

is evident in all interactions (Dispositions)	counseling profession. These values include caring, fairness, honesty, respect for the diversity of others, self-reflection, personal responsibility, compassion, advocacy, and social justice (FTP Process)			action plan, and 100% of these students successfully complete it.	
		Dispositions: Fitness-to-Practice Year 2 Evaluation	Faculty Annual Review of Year 2 Students (occurs in February of every year)	80% of students score on the "Competent" level of each of the FTP criteria on the faculty assessment. If necessary, some students engage in an action plan, and 100% of these students successfully complete it.	

Aggregate Student Data

In the Aggregate Student Data section, program faculty evaluate the program's success in meeting its objectives, as well as CACREP's objectives, regarding 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 7-8); (2) students' overall GPA in the program (see page 7); (3) results of the CPCE exam (pages 8-12); (4) the state licensure exam pass rates, along with job placement rates (pages 12-14); and (5) results of the Fitness-to-Practice evaluations (page 14). Additional awareness is held for (6) feedback from alumni (page 27); (7) internship supervisor feedback (page 29-31); and (8) employers of alumni (pages 32-33). 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 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
Fall 24	148	1395	3.54
Spring 25	159	1376.5	3.55
Summer 25	97	720	3.66
Total 2024-25			

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	-0.29	-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</u>	<u>National Mean</u>	<u>National Mean</u>	<u>Comparison</u>	<u>Comparison</u>
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		<u>Mean</u>	<u>(Non-Exit)</u>	<u>(All Scores)</u>	<u>(UM - NE)</u>	<u>(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

<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>
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

<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>
2025 ALL	C1: Professional Coun Orientation & Ethics	10.84		12.13		-1.29
N= 43	C2: Social and Cultural Diversity	9.37		10.63		-1.26
	C3: Human Growth & Development	10.95		11.82		-0.87
	C4: Career Development	10.12		11.36		-1.24
	C5: Counseling & Helping Relationships	9.86		11.15		-1.29
	C6: Group Counseling	11.28		12.88		-1.6
	C7: Assessment & Testing	9.07		10.54		-1.46
	C8: Research and Program Evaluation	8.58		10.35		-1.77
	Total Score	80.07		90.87		-10.80

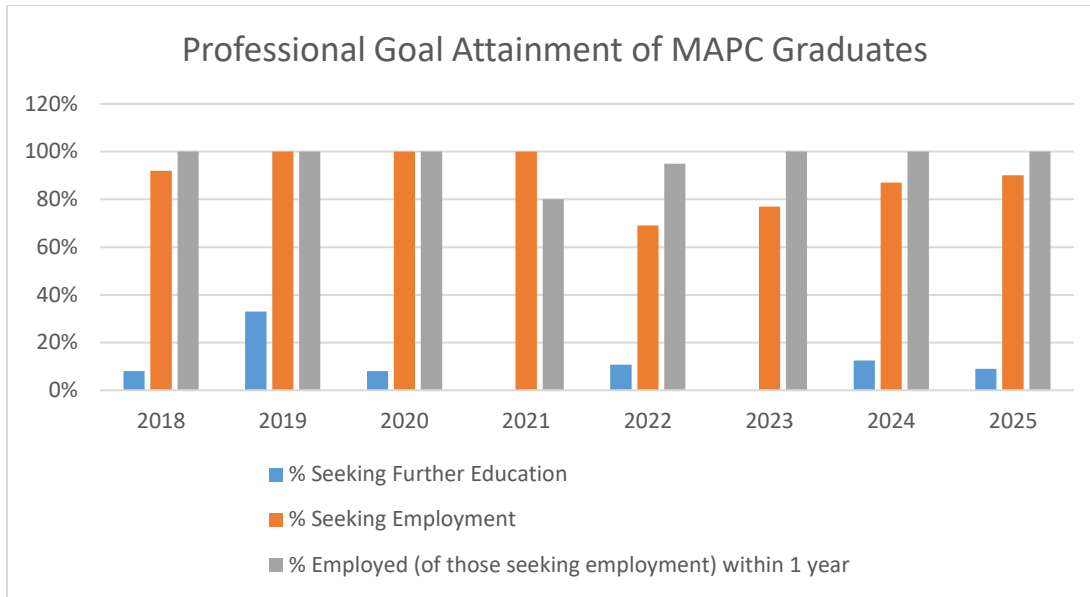
<u>Year</u>	<u>General Area</u>	<u>University Mean</u>	<u>National Mean (Non-Exit)</u>	<u>National Mean (All Scores)</u>	<u>Comparison (UM - NE)</u>	<u>Comparison (UM - AS)</u>
2025 ESL	C1: Professional Coun Orientation & Ethics	10.27		12.13		-1.86
N= 11	C2: Social and Cultural Diversity	8.36		10.63		-2.27
	C3: Human Growth & Development	9.36		11.82		-2.46
	C4: Career Development	9.82		11.36		-1.54
	C5: Counseling & Helping Relationships	9.09		11.15		-2.06
	C6: Group Counseling	10.45		12.88		-2.43
	C7: Assessment & Testing	7.64		10.54		-2.90
	C8: Research and Program Evaluation	7.36		10.35		-2.99
	Total Score	72.36		90.87		-18.51

<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>
2025 NE	C1: Professional Coun Orientation & Ethics	11.04		12.13		-1.09
N= 32	C2: Social and Cultural Diversity	9.72		10.63		-0.91
	C3: Human Growth & Development	11.5		11.82		-0.32
	C4: Career Development	10.22		11.36		-1.14
	C5: Counseling & Helping Relationships	10.12		11.15		-1.03
	C6: Group Counseling	11.56		12.88		-1.32
	C7: Assessment & Testing	9.56		10.54		-0.98
	C8: Research and Program Evaluation	9		10.35		-1.35
	Total Score	82.72		90.87		-8.15

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%
2025	26	11	1	9.09%	10	90.1%	10	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	2025 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)	100% (n=5)
LMFT	25% pass (N=8)	100% pass (N=1)	No testers	100% pass (N=1)	No testers	100% pass (N=2)	No testers
LADC/MH	N/A	Not yet known	Not yet known	100% pass (N=3)	100% pass (N=2)	No testers	No testers

Professional dispositions

Fitness-to-practice evaluations. See Appendix A for a description of criteria and procedures for future fitness-to-practice evaluations. The fitness-to-practice evaluation process occurs for both first- and second-year students. Every student either achieved competence in every professional disposition or participated in an action plan to assist in the development of competence in 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
2024-25	1 st year Students	44	44
	2 nd year Students	58	58

Demographic and Other Information

Applicants.

Racial/ethnic background by year. Applicant data is presented by *N(%)* of the 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)
2024-25	5 (2.1)	68 (28.1)	65 (26.9)	16 (6.6)	1 (0.4)	8 (3.3)	44 (18.2)	35 (14.5)

Sex and international status by year. Applicant data is presented by *N(%)* of the 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
2024-25	95 (39.3)	147 (60.7)	85 (35.1)	157 (64.9)	242

State of origin by year.

State Name	2020-21	2021-22	2022-23	2023-24	2024-25
Alabama		12	3	2	3
Alaska					1
Arizona			1		
Arkansas	1	4	3	4	2
California	1	3	1	2	
Colorado	1	4	4	1	
Connecticut					

Delaware					
Florida	4	5	5	5	1
Georgia	4			1	
Hawaii					
Idaho					
Illinois	3			2	1
Indiana	1			1	
Iowa					
Kansas	2	2	2	2	1
Kentucky		3	3	1	1
Louisiana	2	2	2	4	3
Maine					
Maryland	2			1	
Massachusetts	1	1			
Michigan			1	1	
Minnesota		1	1	2	
Mississippi			1	2	
Missouri	5	3	3	3	4
Montana					
Nebraska	1		1		
Nevada					1
New Hampshire					
New Jersey	2	1			
New Mexico		1			
New York		1		1	1
North Carolina		3			
North Dakota					
Ohio	3	4	1	1	1
Oklahoma	61	52	63	51	45
Oregon	1		1	1	
Pennsylvania		1	1		
Rhode Island					
South Carolina		3			3
South Dakota					
Tennessee	1	1		2	1
Texas	20	16	11	11	11
Utah					
Vermont					
Virginia	2				
Washington					1
West Virginia					

Wisconsin	2		1		
Wyoming					
Unreported	4	1			4
Total # U. S. (or U.S.-resident) Students Served This Year	110	120	98	149	85

Country of origin by year.

Country Name	2020-21	2021-22	2022-23	2023-24	2024-25
Austria				1	
Bahamas		2	1		
Bahrain					
Bangladesh					1
Barbados				1	
Belarus					
Belgium					
Belize					
Bermuda	1				
Bolivia				1	
Botswana					
Brazil	1			1	
Burkina Faso					
Burundi			1		
Cameroon	3	5	3		
Canada	1			3	2
China		1	2	2	
Chile					1
Colombia	1			1	
Czech Republic				1	
Ecuador	1				
Egypt	2				
Ethiopia	2	3	2	2	5
France					1
Gambia					1
Germany					
Ghana	10	5	13	17	10
Guatemala	1				3
Haiti					
Honduras					
India	9	22	39	38	50
Indonesia		1	2	2	
Italy					
Japan					1
Jordan					
Kenya	2	5	3	4	5
Kuwait		1	1		2
Lesotho					1
Liberia	1	2	1	3	2

Madagascar				1	
Malaysia				1	1
Malawi	1	1	1	2	2
Mexico		1	1		
Moldova, Republic of		1			
Mongolia					
Mozambique					
Myanmar		3	2	3	
Namibia	1			1	1
Nepal					
Netherlands					1
Niger		1			
Nigeria	28	31	50	41	27
Norway					1
Pakistan			2		1
Papua New Guinea	2				
Qatar				1	
Rwanda	2	1	3	4	2
Philippines	1				
Singapore		1	1	1	
South Africa	2		1	2	2
South Korea		2		2	
Sri Lanka			1		
St. Lucia		2	1	1	
Swaziland					
Taiwan	2		1		
Tanzania					1
Togo					1
Uganda	2	4	4		2
United Arab Emirates			1		1
United Kingdom		1		1	2
Zambia	2	1	3		1
Zimbabwe	1	2	1	2	1
<i>From Undisclosed Country</i>		10		1	
Total # International Students	79	109	141	141	132

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%
2024-25	131	93	71%

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)
2024-25	8 (4.6)	46 (26.6)	33 (19.1)	13 (7.5)	3 (1.7)	2 (1.2)	11 (6.4)	52 (30.1)	5 (2.9)

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
2024-25	45 (26)	128 (74)	141 (81.5)	32 (18.5)	173

State of origin by year.

State Name	2020-21	2021-22	2022-23	2023-24	2024-25
Alabama			1	1	1
Alaska					
Arizona				1	

Arkansas	1	1	2	1	
California	3	6	5	4	1
Colorado		1		1	3
Connecticut			1	1	
Delaware					
Florida	6	4	3	1	2
Georgia					1
Hawaii					
Idaho					
Illinois	1				
Indiana	1				1
Iowa					
Kansas	3	2	3		
Kentucky			2		2
Louisiana	1	1	1	1	1
Maine					
Maryland	1	2	2	3	1
Massachusetts					1
Michigan	1	1		3	2
Minnesota		1	1	1	1
Mississippi					
Missouri	3			4	2
Montana					
Nebraska		1			
Nevada					
New Hampshire					
New Jersey					1
New Mexico				1	1
New York				1	2
North Carolina	2	2	2	1	2
North Dakota					
Ohio	1				
Oklahoma	64	50	70	114	95
Oregon		1			
Pennsylvania		1	1	2	1
Rhode Island					
South Carolina					1
South Dakota					
Tennessee	1	1		2	2
Texas	11	13	11	14	14
Utah					

Vermont					
Virginia	1			3	1
Washington					1
West Virginia					
Wisconsin					
Wyoming					
Unreported					1
Total # U. S. Students Served This Year	101	88	107	158	141

Country of origin by year.

Country Name	2020-21	2021-22	2022-23	2023-24	2024-25
Bahamas		1	2		
Belize	1				
Bolivia				1	1
Brazil	1	2	1	1	1
Canada	1	1		1	4
China	1			2	1
Colombia	1				
Cook Islands			1		
Costa Rica					1
Czech Republic			1		1
Ghana		1			
Indonesia					1
India	2	3		8	17
Jordan	1	1		2	
Kenya					
Korea	1				
Myanmar				2	1
Nigeria				1	1
Papau New Guinea	1				
Philippines		1		1	1
South Africa		1	1	1	
South Korea				1	1
St. Lucia	2	1			
Singapore			1	2	1
Taiwan	1	2		1	
Uganda		1			
Total # International Students	13	15	7	24	32

Graduates

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

Year	American Indian	Asian/Pacific Islander	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
2024-25		5 (19.2)	3 (11.5)		2 (7.7)	1 (3.9)	4 (15.4)	10 (38.5)	1 (3.9)

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

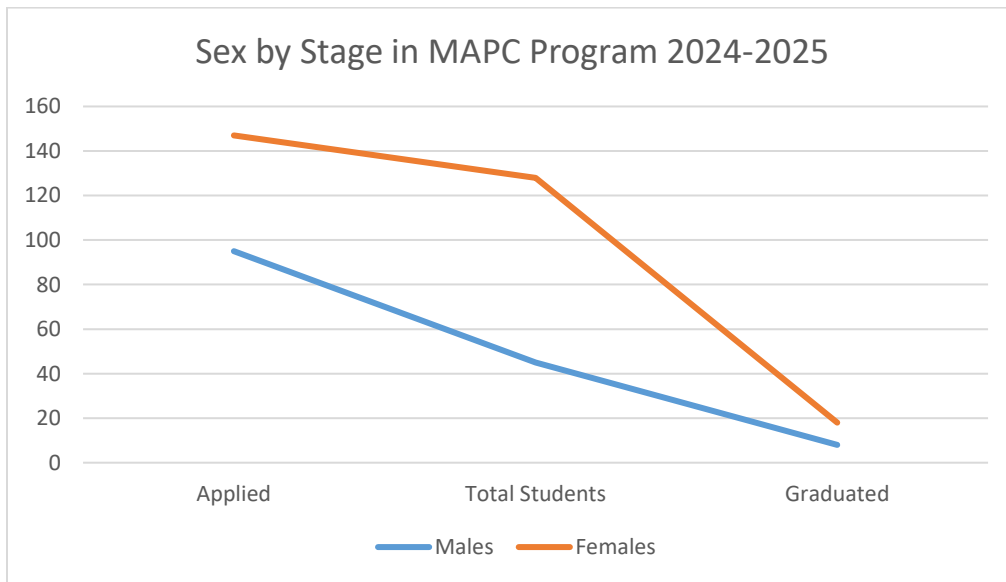
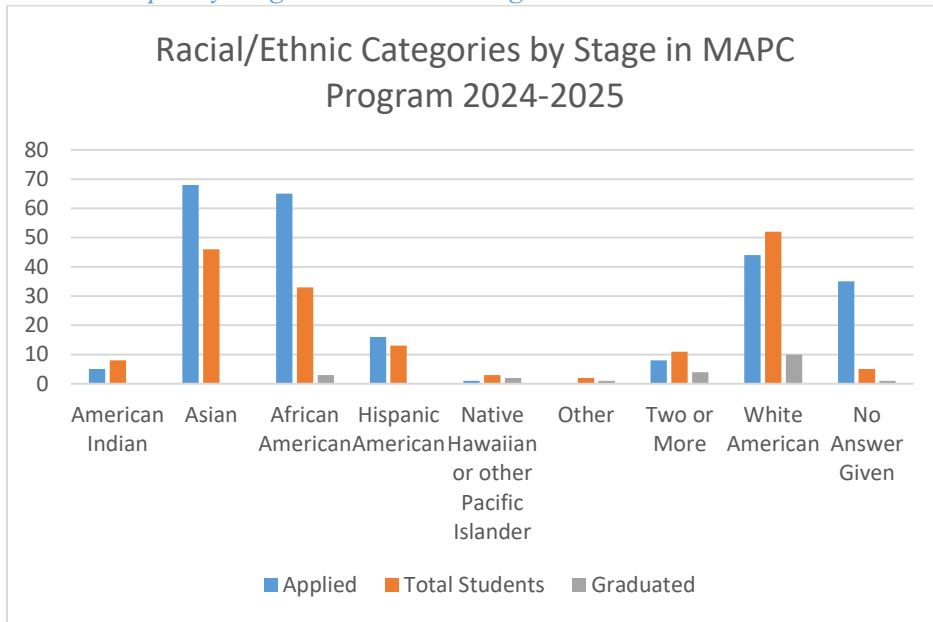
Year	Male	Female	Domestic	International*	Total
2020-21	3(23)	10(77)	9(69)	4(31)	13
2021-22	5(16)	27(84)	30(94)	2(6)	32
2022-23	6(20)	26(80)	26(87)	4(13)	30
2023-24	6(21)	22(79)	25(89)	3(11)	28
2024-25	8 (30.8)	18 (69.2)	23 (88.5)	3 (11.5)	26

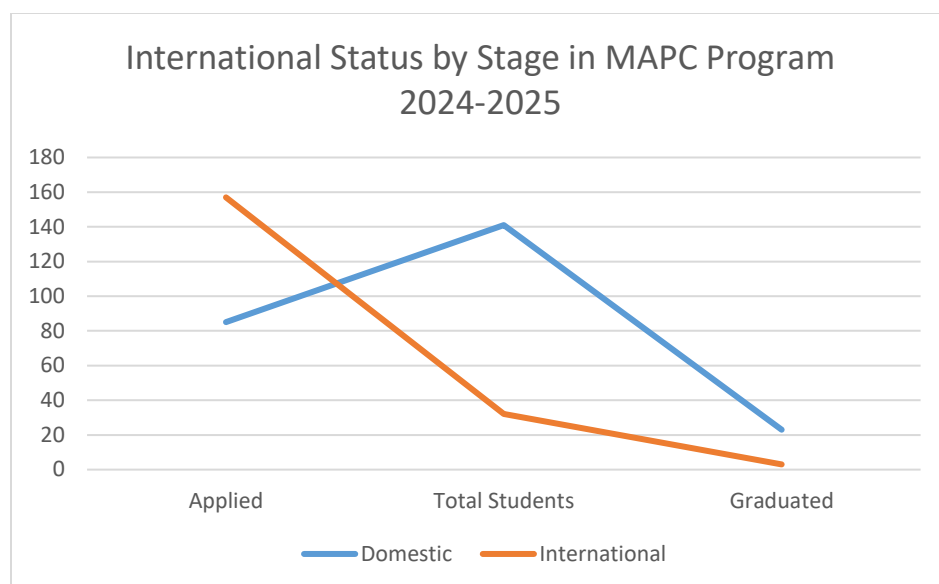
Place of origin (country or state) by year.

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		
2024-25			
	1	China	
	1	Philippines	
	1	Singapore	
	1		Alabama
	1		Maryland
	18		Oklahoma
	2		Texas
	1		Virginia
	Total = 26		

Graphs by Stage in the MAPC Program.





Graduation rate.

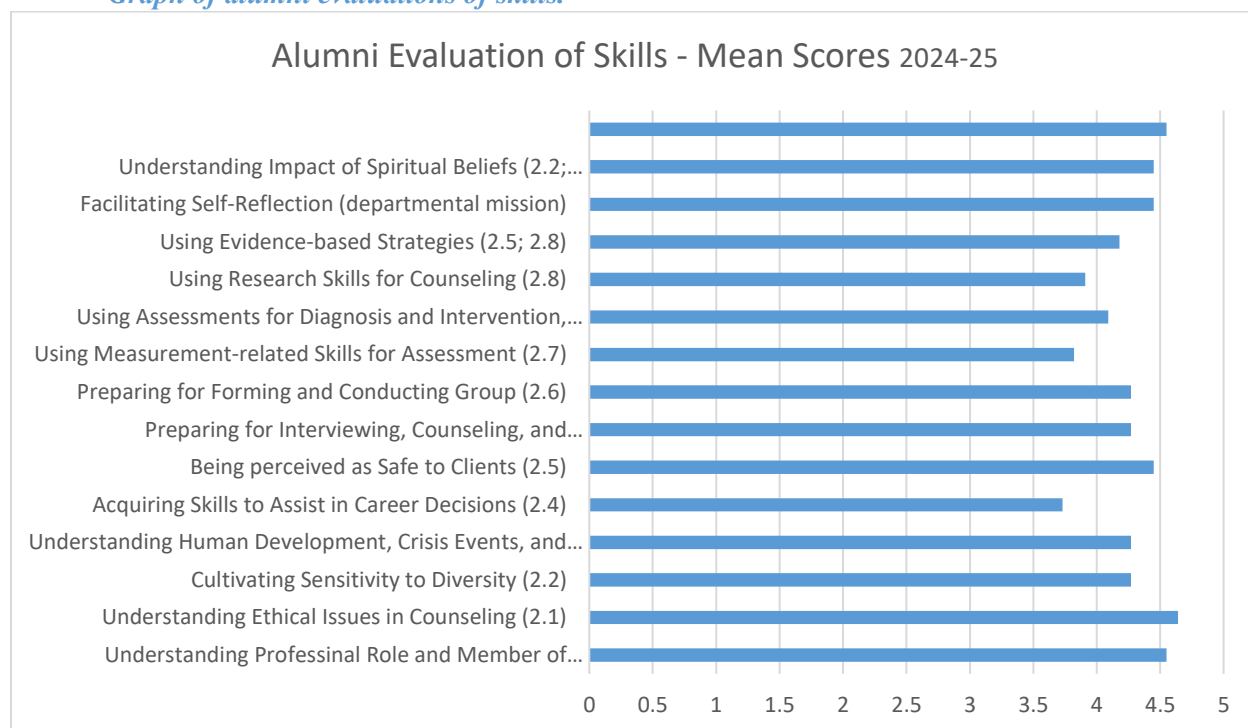
Graduates by year and time in MAPC program.

	2019-20 Graduates Number (%)	2020-21 Graduates Number (%)	2021-22 Graduates Number (%)	2022-23 Graduates Number (%)	2023-24 Graduates Number (%)	2024-25 Graduates Number (%)
Students who completed the program in ≤ 3 years	9(45)	7(54)	27(90)	17(57)	15(63)	12 (46)
Students who completed the program in 4 years	4(20)	4(31)	3(10)	9(30)	5(20)	14 (54)
Students who completed the program in 5+ years	7(35)	2(15)	0	4(13)	4(16)	0
Total	20	13	30	30	24	26

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)	2024 -25 Mean Score (N = 11)
Understanding Professional Role and Member of Interdisciplinary Team (2.1)	4.71	5	4.4	4.5	4.5	4.55
Understanding Ethical Issues in Counseling (2.1)	4.53	4.8	4.76	4.5	4.88	4.64
Cultivating Sensitivity to Diversity (2.2)	4.67	5	4.5	4.75	4.88	4.27
Understanding Human Development, Crisis Events, and Addictive Behaviors (2.3)	4.4	5	4.3	4	4.5	4.27

Acquiring Skills to Assist in Career Decisions (2.4)	3.93	4.4	3.9	3.75	4.5	3.73
Being perceived as Safe to Clients (2.5)	4.67	4.8	4.6	4.75	4.88	4.45
Preparing for Interviewing, Counseling, and Conceptualization (2.5)	4.8	4.8	4.36	3.5	4.63	4.27
Preparing for Forming and Conducting Group (2.6)	4.47	4.4	4.27	2.5	4.5	4.27
Using Measurement-related Skills for Assessment (2.7)	4.53	4.6	5.27	2.25	4.88	3.82
Using Assessments for Diagnosis and Intervention, Including “At-Risk” of Harm (2.7)	4.4	4.6	4.03	3.25	4.25	4.09
Using Research Skills for Counseling (2.8)	4.47	4.6	4.2	2.5	4.63	3.91
Using Evidence-based Strategies (2.5; 2.8)	4.53	4.8	4.12	4	4.75	4.18
Facilitating Self-Reflection (departmental mission)	4.8	4.6	4.79	4.75	5	4.45
Understanding Impact of Spiritual Beliefs (2.2; departmental mission)	4.87	4.6	4.66	4.5	4.88	4.45
Incorporating Biblical/Theological Understanding, Presence of Holy Spirit in Counseling (departmental mission)	4.67	4.8	4.34	Not Answered	4.88	4.55
Additional Comments	(To preserve the anonymity of participants, specific comments have been removed.) If the program has more practical aspects of the profession, such as understanding how to execute crisis intervention, suicidal cases, practical tips on working with clients with personality disorder etc, would be helpful. But I would like to say that our faculty has been awesome in modeling to us how counselors should be!					

"As a former international student, I would first like to express my sincere appreciation to Oral Roberts University for the excellent academic preparation and support provided throughout the program.

I would also like to respectfully offer feedback regarding the degree designation. Specifically, I suggest considering a conversion of the current Master of Arts (M.A.) in Counseling to a Master of Science (M.Sc.) degree. This change could offer significant benefits to international students, particularly in relation to Optional Practical Training (OPT) eligibility.

Currently, M.A. programs are not STEM-designated and typically allow for only one year of OPT, while M.Sc. programs can often qualify for a STEM OPT extension, providing up to three years of practical training. Implementing this adjustment could alleviate the pressure many international graduates face when seeking sponsorship, allowing them more time to gain meaningful professional experience and grow into well-equipped, confident counselors.

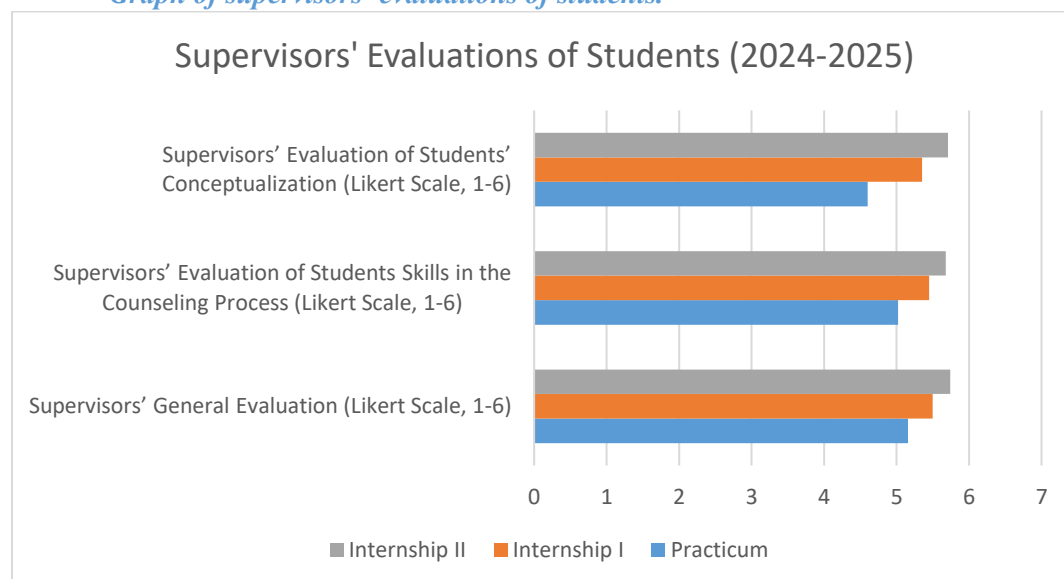
Thank you for considering this feedback and for your continued commitment to supporting international students in their academic and professional journeys." To make modular week more affordable for online students to attend every semester.

None

I deeply appreciated the warm and supportive environment that ORU cultivated throughout the master's program. The faculty and staff didn't just teach us academically — they genuinely cared for our personal and spiritual growth. Even after graduation, I have continued to feel that care through their prayers, encouragement, and willingness to stay connected. It truly felt like being part of a community that wants to see each student thrive in both their calling and well-being.

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
2024-25				
Practicum	5.16	5.02	4.60	4.93
Internship I	5.50	5.45	5.35	5.43
Internship II	5.74	5.68	5.71	5.71

Data regarding students' evaluations of supervisory experience.

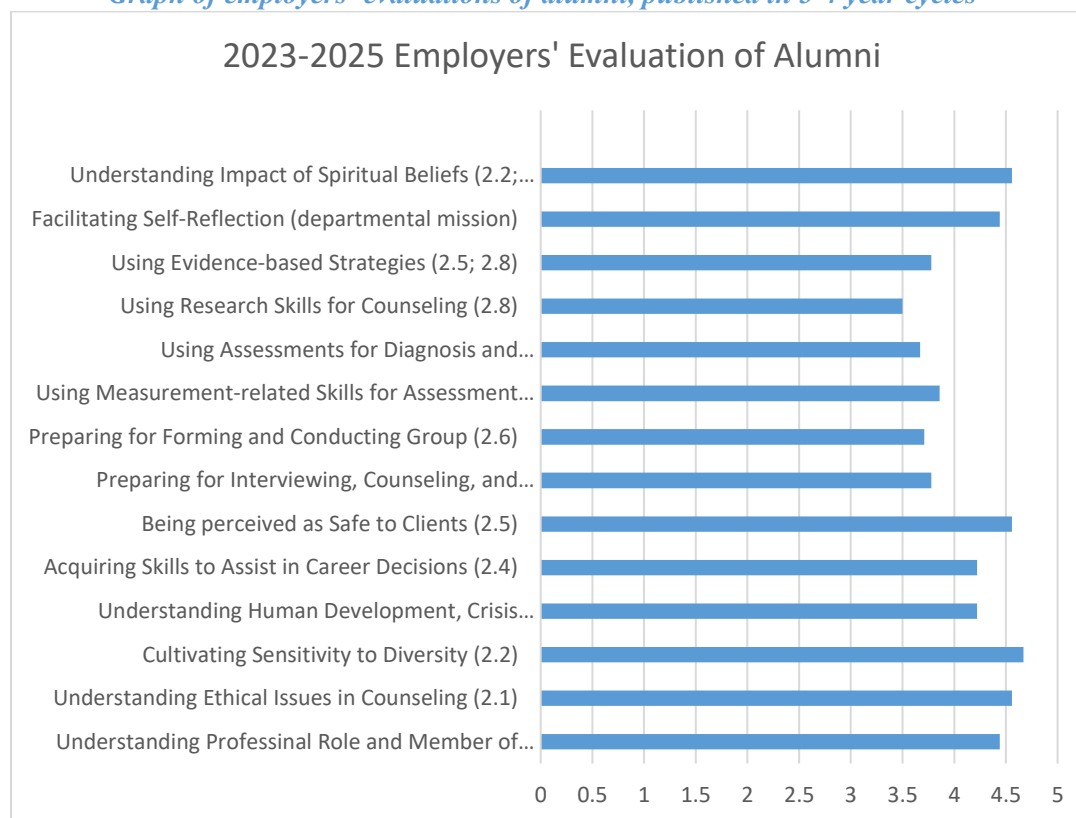
Year/Course	Students' General Evaluation of Supervisor (Likert Scale, 1-6)	Students' Evaluation of Site (Likert Scale, 1-6)	Student Overall Evaluation of P/I Experience (Likert Scale, 1-6)
2016-17			
Internship	5.7	5.5	5.69
2017-18			
Practicum	na	na	Na
2018-19			
Practicum	5.19	5.39	5.29
Internship 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
2024-25			
Practicum	5.66	5.66	5.66
Internship I	5.89	5.85	5.95
Internship II	5.83	5.83	5.81

Employers

Every 3-4 years, a survey is sent to employers of ORU graduates, soliciting evaluations of ORU graduates on the following information. MAPC faculty determined that annual evaluations of similar groups of employers would unnecessarily burden employers. Currently, we have issued a survey to all recent MAPC alumni (Graduation years 2023-202353) to gather alumni professional identity and 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)					5	4	4.44
Understands Ethical Issues in Counseling (2.1)					4	5	4.56
Cultivates Sensitivity to Diversity (2.2)				1	1	7	4.67
Understands Human Development, Crisis Events, and				1	5	3	4.22

Addictive Behaviors (2.3)							
Acquired Skills to Assist in Career Decisions (2.4)				1	5	3	4.22
Is perceived as Safe to Clients (2.5)					4	5	4.56
Prepared for Interviewing, Counseling, and Conceptualization (2.5)			1		8		3.78
Prepared for Forming and Conducting Group (2.6)	2			2	5		3.71
Uses Measurement-related Skills for Assessment (2.7)	2		1		5	1	3.86
Uses Assessments for Diagnosis and Intervention, Including "At-Risk" of Harm (2.7)			1	2	5	1	3.67
Uses Research Skills for Counseling (2.8)	1		1	2	5		3.50
Uses Evidence-based Strategies (2.5; 2.8)		1		1	5	2	3.78
Facilitates Self-Reflection (departmental mission)				1	3	5	4.44
Understands Impact of Spiritual Beliefs (2.2; departmental mission)					4	5	4.56

Additional Comments	<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> <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>She appears to be well-trained in support counseling clients. She seeks out more education and speaks highly of her program.</p> <p>Not near enough case conceptualization and treatment strategies regarding children and parents/family dynamics. We have had to train that and provide ongoing education in that area. We love our two ORU employees and are glad to have them as part of our team overall.</p> <p>A greater acceptance of other beliefs and holding that in the moments with our clients. Sometimes is a struggle, when their beliefs are in direct conflict. Growth through time and patience for new therapists is imperative. I think there is a need to explore more in Grad school and how that can profoundly affect the therapeutic relationship. I would share this about all programs at all regional universities and colleges. It is a conversation I have regularly with new therapists and supervisees.</p> <p>No additional comments at this time. Thank you.</p> <p>While there is a level of intimidation expected with new professionals in this field, it seems that it is more prevalent with ORU students.</p> <p>Flavio is an outstanding member of our team.</p>
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Program Evaluation – 2024-25

Subsequent Program Modifications & Other Substantial Program Changes

- I. 2024-25 Program Evaluation, Conducted November 11, 2025, by program faculty; on November 13, 2025, by GSoC Advisory Board.
- a. Reminder of What MAPC, specifically Clinical Mental Health, program is trying to do:
- i. Mission Statement

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.
 - ii. Curriculum-related program objectives. See pp. 4 – 7 of the 2024-2025 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.
 - iii. 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.
- b. The following table presents a summary of concerns, Modifications, and, if applicable, related program objectives:

Concerns Raised and Successes Noted during Program Evaluation	Data Used	Resulting Modifications	Related Program Objective
Faculty and Advisory Board approved all current program	Table of Program	N/A	N/A

objectives; no changes needed	Objectives (pp. 4-7)		
Fitness-to-Practice process is working well to assist students in preparing for counseling profession	Aggregate data; Professional Dispositions data, p. 14	N/A	N/A
CPCE Scores lower than desired, especially in Research and Program Evaluation and Assessment/Testing.	Aggregate data; CPCE scores, p. 11-12	<ol style="list-style-type: none"> 1) A leveling course has been adopted, but it has low enrollment due to not being required. Consider changing the curriculum to require the course. 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. 	<ul style="list-style-type: none"> • Pertains to Program Objectives 1 - 8
CPCE Scores lower than desired, especially for students who speak English as a Second Language (ESL). Also, faculty were concerned with presenting the full picture and not singling out any group.	Aggregate data; CPCE scores, p. 11-12	<ul style="list-style-type: none"> • Present the Annual Report CPCE scores overall, then Native English (NE) only students, then ESL students to provide context of the data 	<ul style="list-style-type: none"> • Pertains to Program Objectives 1-8
More support for international students is needed, reflected in academic performance points, such as the CPCE scores.	Demographic data, pp. 18-22	<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 	<ul style="list-style-type: none"> • Pertains to MAPC Mission Statement

		<p>the Faculty handbook regarding International Student Issues.</p> <p>2) Encourage international students to become more involved in the Graduate Student of Theology and Counseling Assembly</p> <p>3) Connect international students with campus resources for food, clothing, transportation, etc., perhaps through the ORU Concierge.</p>	
Practicum and Internship supervisors have reported a need for more family and parent/child case conceptualizations	Follow-up Data from Site Supervisors (pp. 30-32)	1) Incorporate more case studies in GCSL 722 Counseling Across the Lifespan	<ul style="list-style-type: none"> • Pertains to program Objectives 3, 9
Alumni have suggested developing a Master of Science degree in Counseling; this would be especially helpful for international students, in terms of degree reputability and obtaining additional OPT (up to 3 years)	Follow-up Data from Alumni (pp. 27-29)	1) Explore the possibility of developing an “MSPC,” Master of Science in Professional Counseling	<ul style="list-style-type: none"> • Pertains to program Objective 9
Employers have suggested that students receive more training in community mental health processes	Follow-up Data from Employers (pp. 32-35)	1) Explore ways to incorporate information on community mental health processes into the curriculum	<ul style="list-style-type: none"> • Pertains to program Objective 9