

RTS MAC Annual Report: 2024-2025

Summary of the program evaluation results.

The Reformed Theological Seminary (RTS) Master of Arts in Counseling (MAC) program achieved its benchmarks for excellence on every measure of program evaluation for each of its program objectives during the 2024-2025 academic year (AY). This report presents a summary of results in the table below, followed by detailed descriptions of the data collected to evaluate each program objective (PO). These descriptions include (1) identification of the measure(s) used to evaluate the PO, (2) the benchmarks of excellence defined for each measure, (3) the results for this AY, and (4) a chart showing the four year trend for that measure.

Program Objective	Excellence Achieved?
PO 1: Graduates demonstrate a lively Christian faith and worldview and the ability to integrate their Christian faith and Reformed worldview with their counseling.	YES
PO 2: Graduates have the necessary knowledge, skills, and dispositions to be professionally competent both conceptually and clinically.	YES
PO 3: Graduates have the necessary knowledge, skills, and dispositions to render service to church and unchurched populations in our multicultural and pluralistic society.	YES
PO 4: Graduates have the necessary knowledge, skills, and dispositions to be licensed as professional counselors.	YES

Updates to this Report

This year, the MAC program made several updates to the content of this report. Charts were added that present trend analysis for each measure allowing readers to see how this year's results compare to prior years. We include trend data for the four academic years beginning in 2021-2022. At the end of the report, we now include demographic data about MAC students and faculty.

Also, under PO 3 we added two measures from our survey of alumni that ask them to assess the program's effectiveness in multicultural counseling training. This data was erroneously excluded from previous program annual reports though it was collected since the foundation of the MAC program. We are pleased to correct this error and include the data for the current AY as well as the previous three AYs.

Survey Scales

The RTS MAC program employs a six-point scale in most surveys used to collect data from program constituents (e.g. Alumni, Employers, Internship Sites). The scale used in each of these surveys is as follows:

- | | |
|--------------------------|-----------------------|
| 1. Very Dissatisfied | 4. Somewhat Satisfied |
| 2. Dissatisfied | 5. Satisfied |
| 3. Somewhat Dissatisfied | 6. Very Satisfied |

Details of program evaluation.

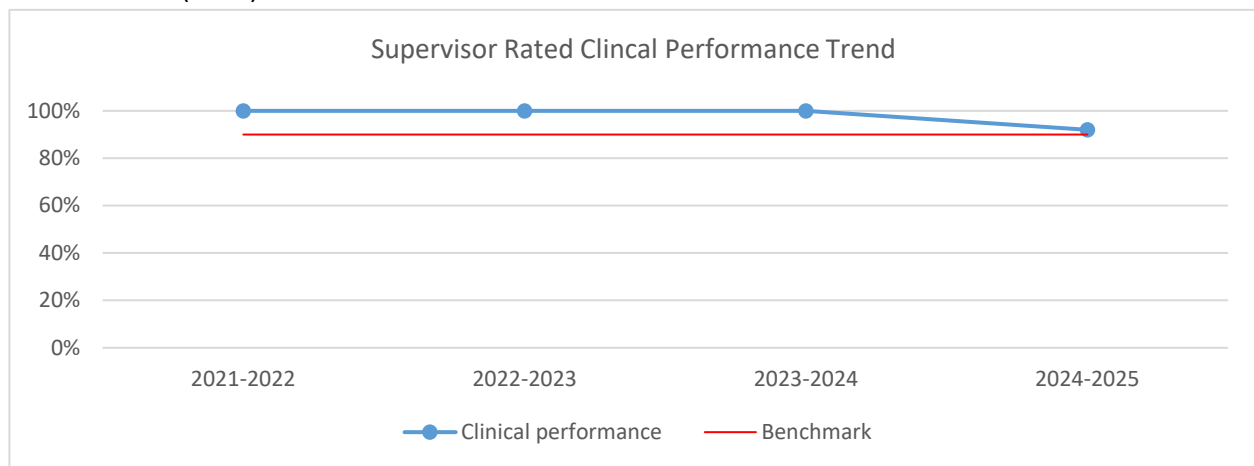
Program Objective/Measure

PO 1: Faith and Worldview. Graduates demonstrate a lively Christian faith and the ability to integrate their Christian faith and Reformed worldview with their counseling. Our benchmark for excellence in achieving PO 1 is achieving excellence on each of the five measures below.

1. Supervisor-rated Clinical performance

Our benchmark for excellence on this item is **90%** of students achieving a summative evaluation score of 3 or better on the Student Counselor Outcome Report question “Graciously and appropriately addresses spiritual issues in treatment conceptualization and implementation” at the end of their third internship semester.

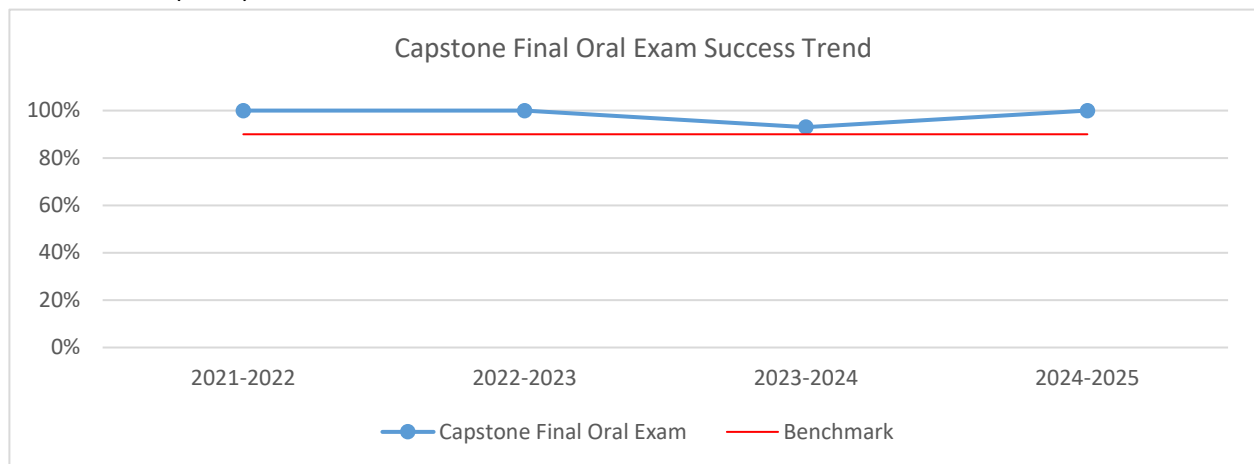
Result: 92.3% (n=26)



2. Capstone Final Oral Exam(s): Application of Counseling and Theology

Our benchmark for excellence on this item is **90%** of student responses score of 3 or more on a 4-point scale on the Final Oral Exam(s) in the Application of Counseling and Theology course according to the rubric in the course syllabus.

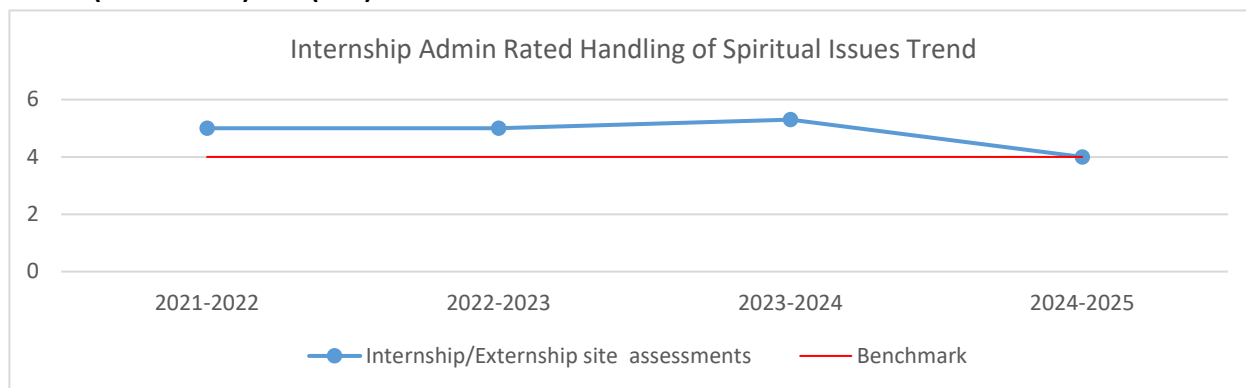
Result: 100% (n=26)



3. Internship/Externship site administrative assessments

Our benchmark for excellence on this item is a mean respondent score of **4 or more on a 6-point** scale on the Internship Information Survey question 5, “Please rate...the most recent RTS students you have had as interns (on): Handling of spiritual issues.”

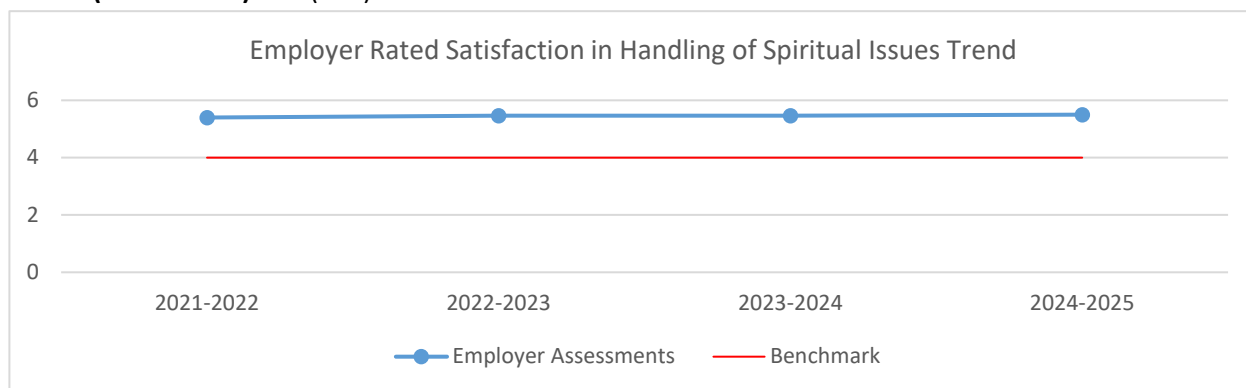
Result (mean score): 4.0 (n=1)



4. Employer Assessments

Our benchmark for excellence on this item is a mean respondent score of **4 or more on a 6-point** scale on the Employer Information Survey question 5, “Please rate...RTS graduates that you have recently hired (on): Handling of spiritual issues.”

Result (mean score): 5.5 (n=2)



5. Alumni Assessments

Our benchmark for excellence on this item is a mean respondent score of **4 or more on a 6-point** scale on the following two questions of the Alumni Information Survey:

Area 8: Training satisfaction

Question 1: How satisfied were you with...

Item 3: (Training) Relating theology to counseling

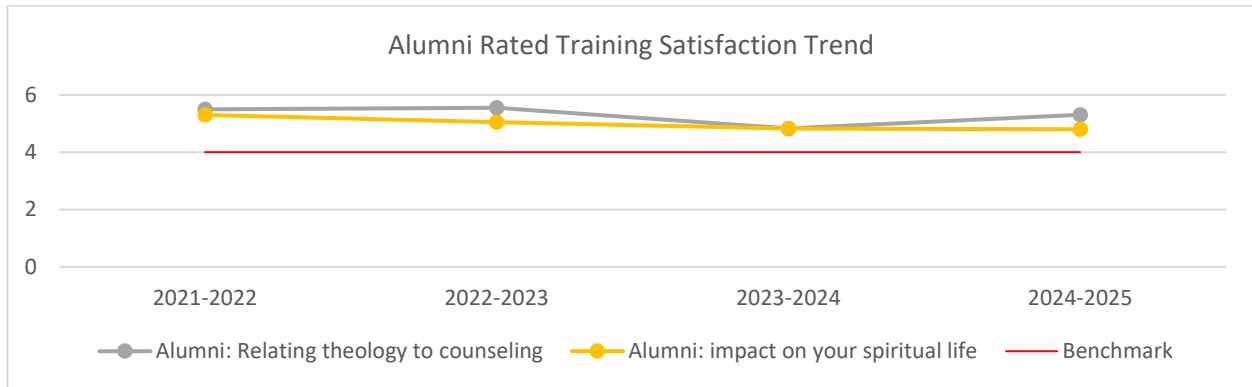
Result (mean score): 5.3 (n=17)

Area 10: RTS Experience

Question 1: How satisfied were you with...

Item 4: (The) impact (of your training) on your spiritual life

Result (mean score): 4.8 (n=17)



PO 2: Professional Competence (Eight Core areas, Clinical Mental Health Specialty, Dispositions). Graduates have the necessary knowledge, skills, and dispositions to be professionally competent conceptually and clinically in the areas of (1) professional counseling orientation and ethical practice, (2) social and cultural diversity, (3) human growth and development, (4) career development, (5) counseling and helping relationships, (6) group counseling and group work, (7) assessment and testing, (8) research and program evaluation, and (9) clinical mental health counseling. Our benchmark for excellence on PO 2 is achieving excellence on each of the four measures below.

1. Employer Evaluation

Our benchmark for excellence on this item is a mean respondent score of **4 or more on a 6-point** scale on the following two questions on the Employer Information Survey:

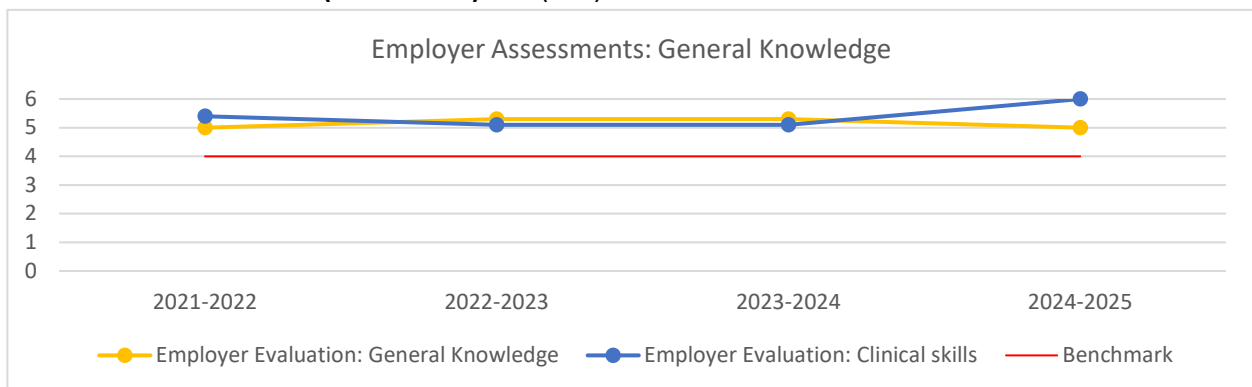
Area 2: RTS Graduate Performance. Rate RTS graduates'...

Item 2: General knowledge

Result (mean score): 5.0 (n=3)

Item 3: Clinical skills

Result (mean score): 6.0 (n=2)



2. Alumni Assessments

Our benchmark for excellence on this item is a mean respondent score of **4 or more on a 6-point** scale on the following three questions of the Alumni Information Survey:

Area 8: Training Satisfaction

Question 1: How satisfied were you with...

Item 1: Training in techniques and clinical skills

Result (mean score): 5.3 (n=17)

Item 2: Theoretical perspective of the program

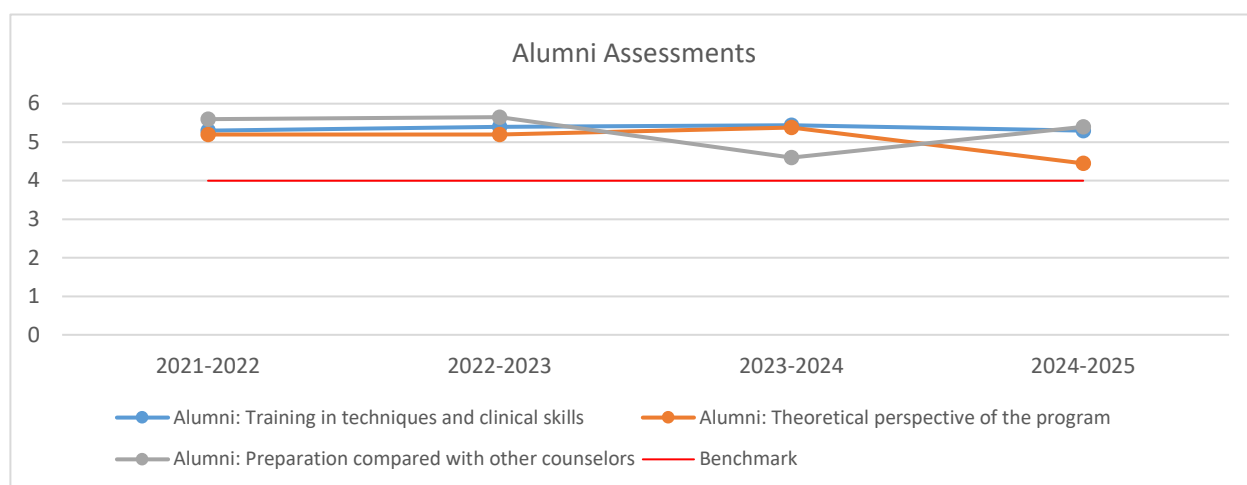
Result (mean score): 4.45 (n=20)

Area 9: Preparation for Professional Practice

Question 1: How satisfied were you with...

Item 4: Preparation compared with other master's level
counselors you have encountered

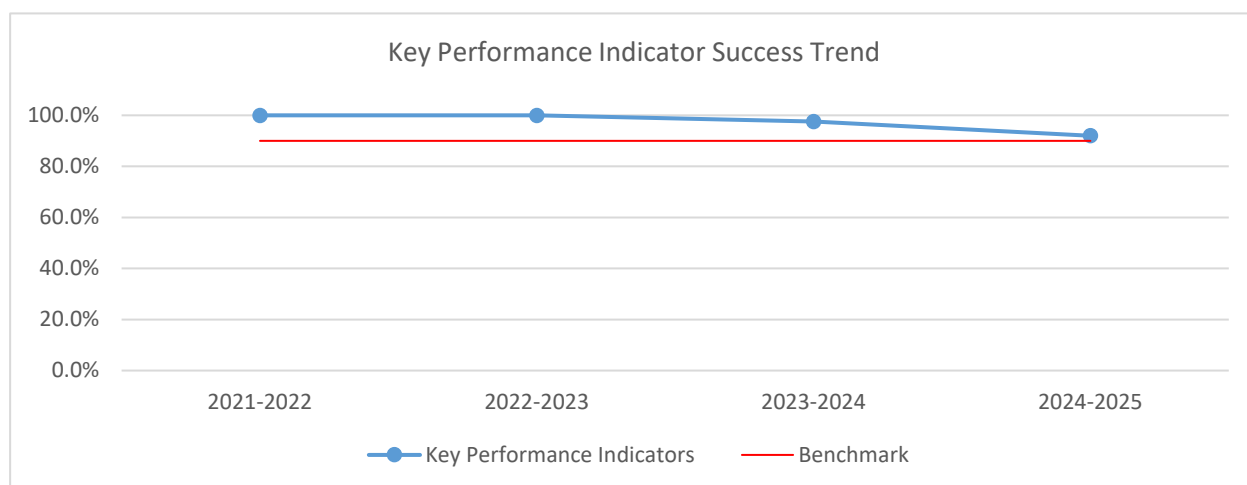
Result (mean score): 5.4 (n=18)



3. Key Performance Indicators of knowledge and skills

The benchmark for program excellence is that annually students meet expectations in **90%** of the 18 Key Performance Indicators (KPI) of student achievement in the core and specialty areas required of professional counselors.

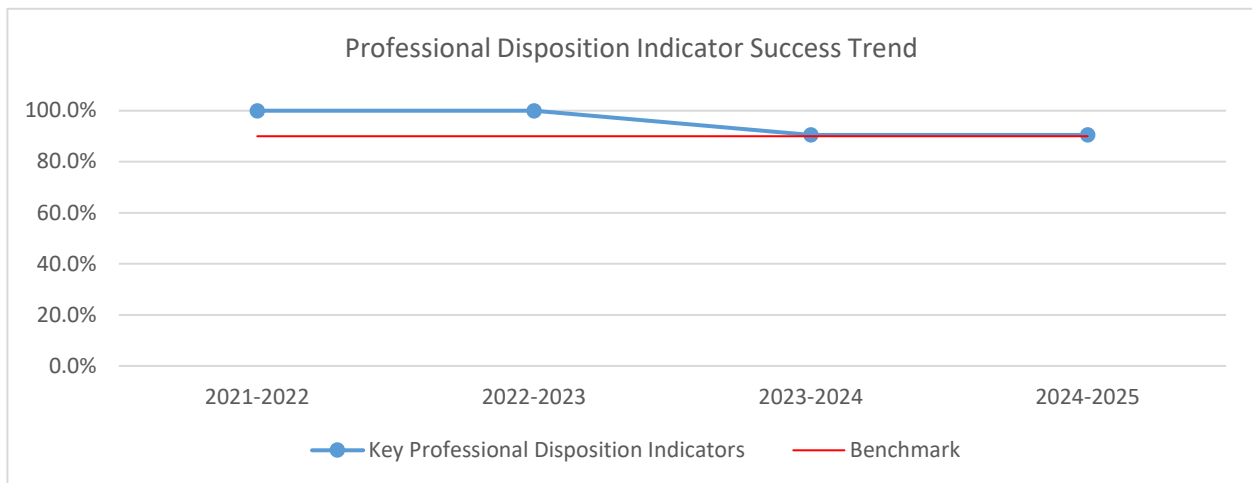
Result: 92% (n = 25)



4. Key Professional Disposition Indicators

Our benchmark for excellence on this item is **90%** of students achieving a summative evaluation score of 3 or better on Student Counselor Outcome Report (see Appendix) questions 1,2,3,5,11,12,22 and 23 and a mean score of 4 or more on Client Feedback Form questions 1-5 in their third internship semester.

Result: 90.5% (n=25)



PO 3: Diverse populations. Graduates have the necessary knowledge, skills, and dispositions to render service to church and unchurched populations in our multicultural and pluralistic society. Taken together, the four items below contribute to evaluation of program effectiveness in achieving PO3. Our benchmark for excellence on PO 3 is achieving excellence on each of the five measures below.

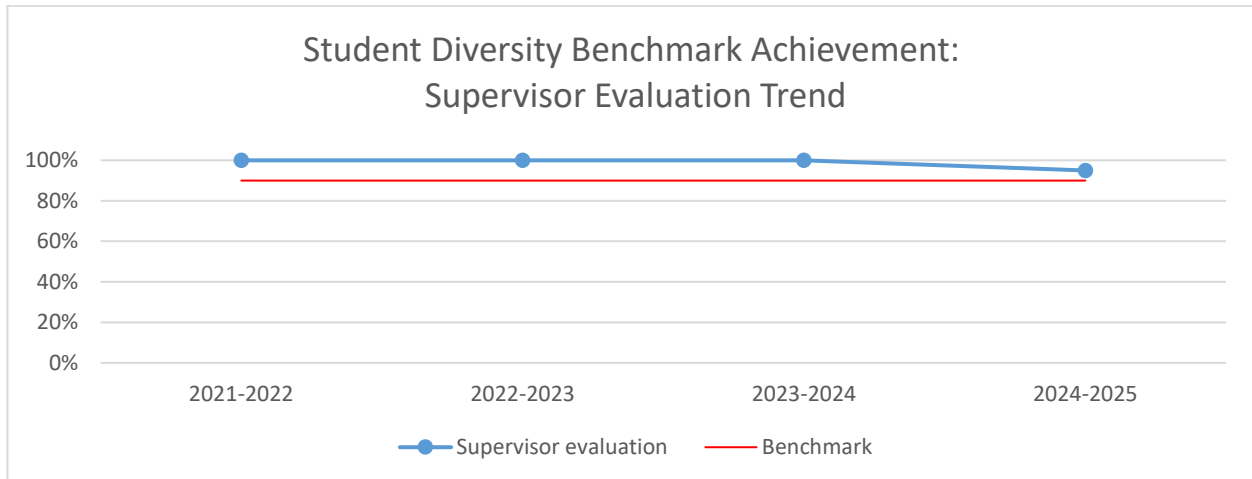
1. Supervisor evaluation

Our benchmark for excellence on this item is **90%** of students achieving a summative evaluation score of 3 or better on SCOR questions 11 and 12 at the end of their third internship semester.

11. Displays understanding and respect regarding diversity, e.g., age, gender, race, ethnicity, culture, religion, sexual orientation, disability, socioeconomic status, etc.

12. Graciously and appropriately addresses spiritual issues in treatment conceptualization and implementation.

Result: 95% (n=25)

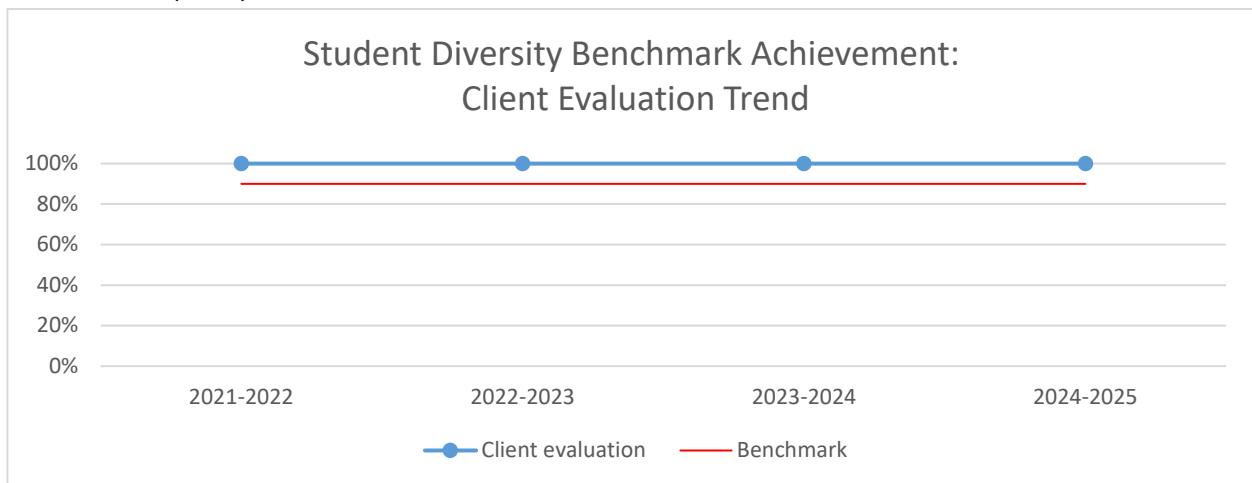


2. Client evaluation

Our benchmark for excellence on this item is **90%** of students achieving a mean score of 4 or better on Client Feedback Form Questions 1, 2, 3 during the first half of their third internship semester. “My counselor has...”

1. Understood me
2. Respected me
3. Cared about me

Result: 100% (n=12)



3. Internship site administrator evaluation

Our benchmark for excellence on this item is a mean respondent score of **4 or more on a 6-point scale** on the following two questions on the Internship Information Survey:

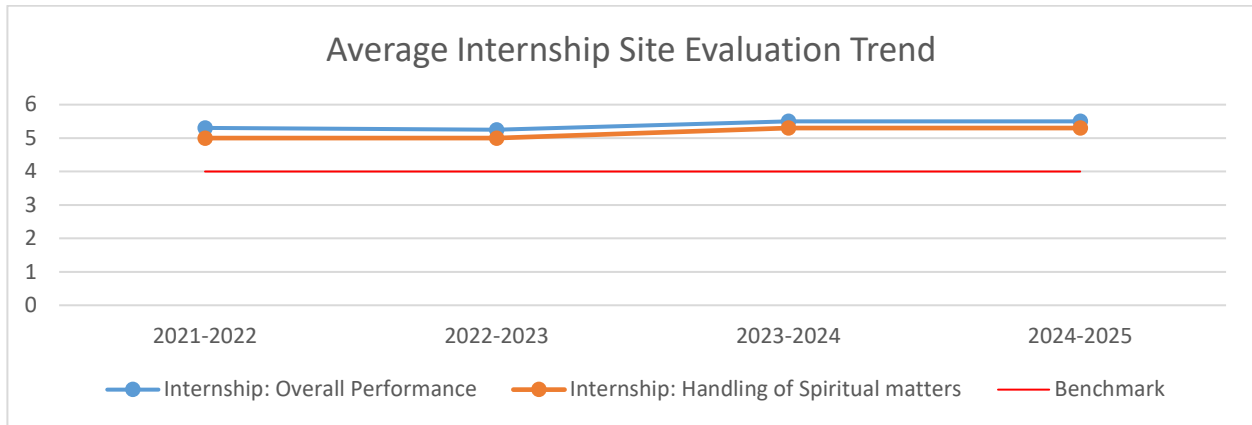
Area 2: Intern performance. Rate RTS interns’...

First item: Overall performance

Result (mean score): 5.5 (n=4)

Fifth item: Handling of Spiritual matters

Result (mean score): 5.3 (n=3)



4. Employer evaluation

Our benchmark for excellence on this item is a mean respondent score of **4 or more on a 6-point scale** on the following two questions on the Employer Information Survey:

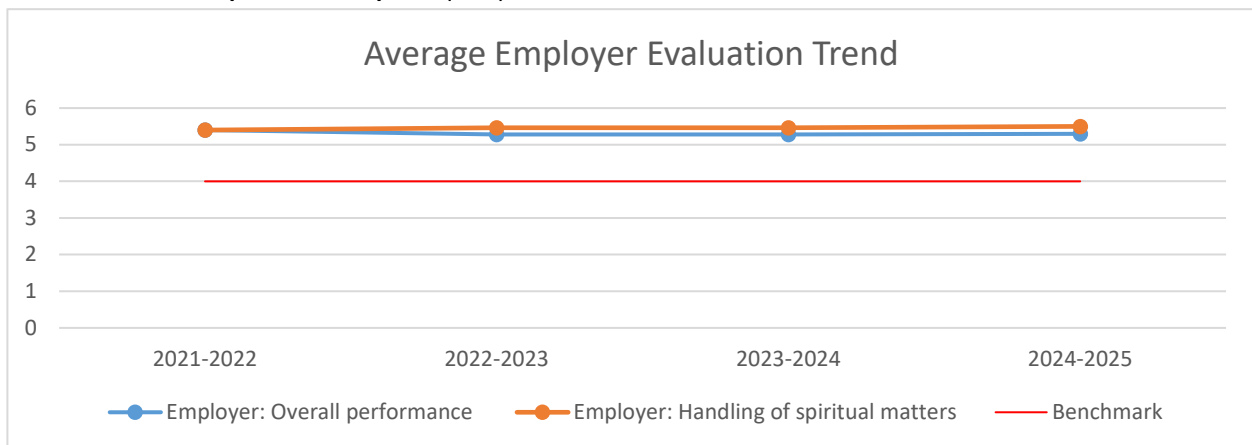
Area 2: RTS Graduate Performance. Rate RTS graduates'...

First item: Overall performance

Result (mean score): 5.3 (n=3)

Fifth item: Handling of spiritual matters

Result (mean score): 5.5 (n=2)



5. Alumni Assessments

Our benchmark for excellence on this item is a mean respondent score of **4 or more on a 6-point scale** on the following two questions of the Alumni Information Survey:

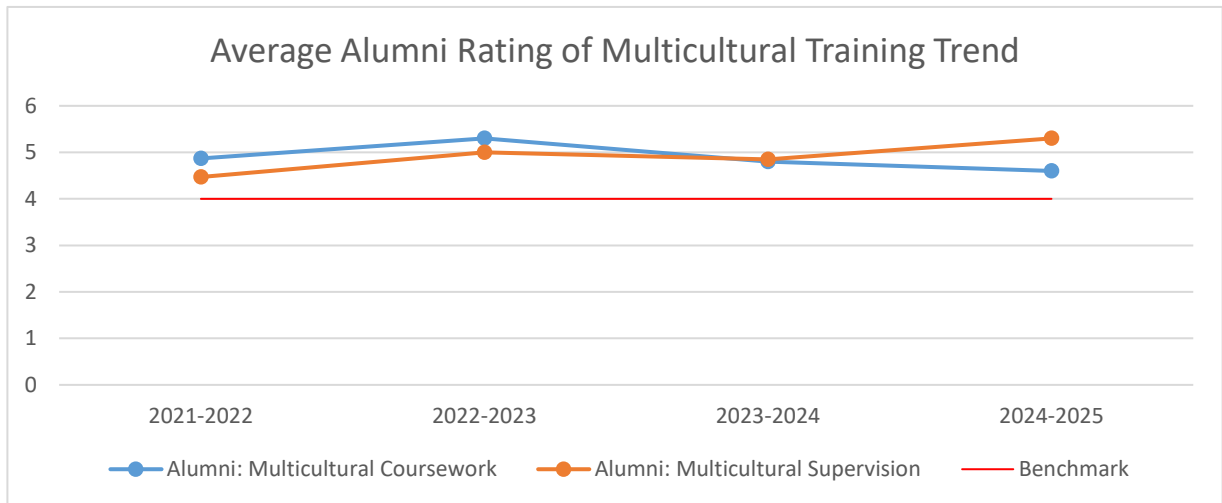
Area 12: Cultural Diversity Training

Question 1: How satisfied were you with coursework preparation to help me understand and develop multicultural counseling competencies.

Result (mean score): 4.6 (n=18)

Question 2: How satisfied were you with supervision experience to help me understand and develop multicultural counseling competencies.

Result (mean score): 5.3 (n=18)

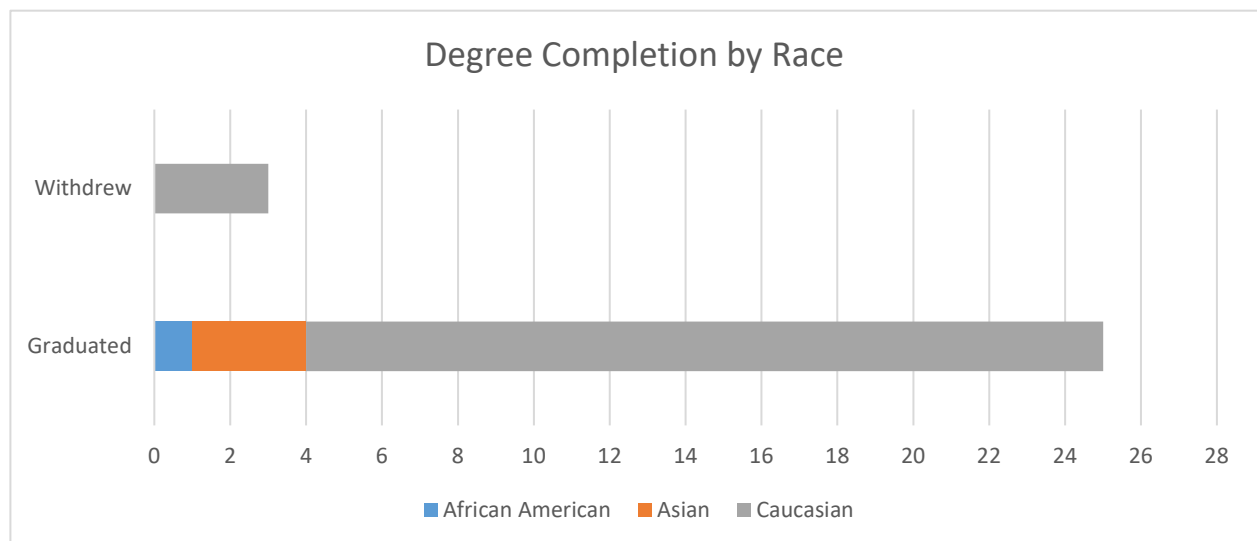


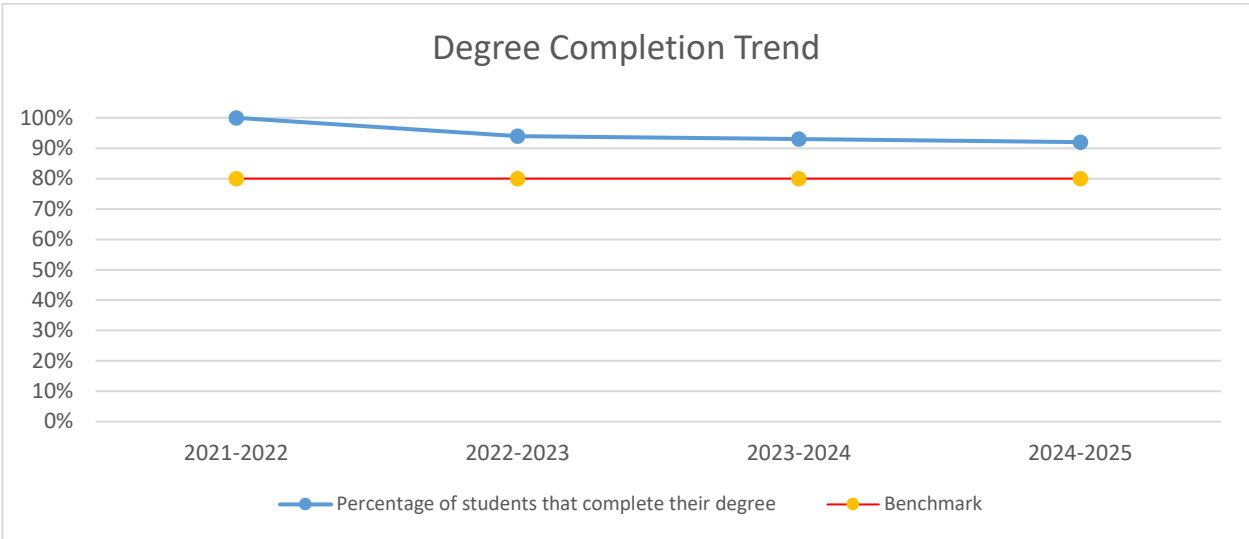
PO4: Licensure. Graduates have the necessary knowledge, skills, and dispositions to be licensed as professional counselors. Our benchmark for effectiveness in achieving PO 4 is achieving excellence on each of the four measures below.

1. Degree Completion

Our benchmark for excellence on this item is **80%** of entering students complete the two-year degree within three years.

Result: 90%



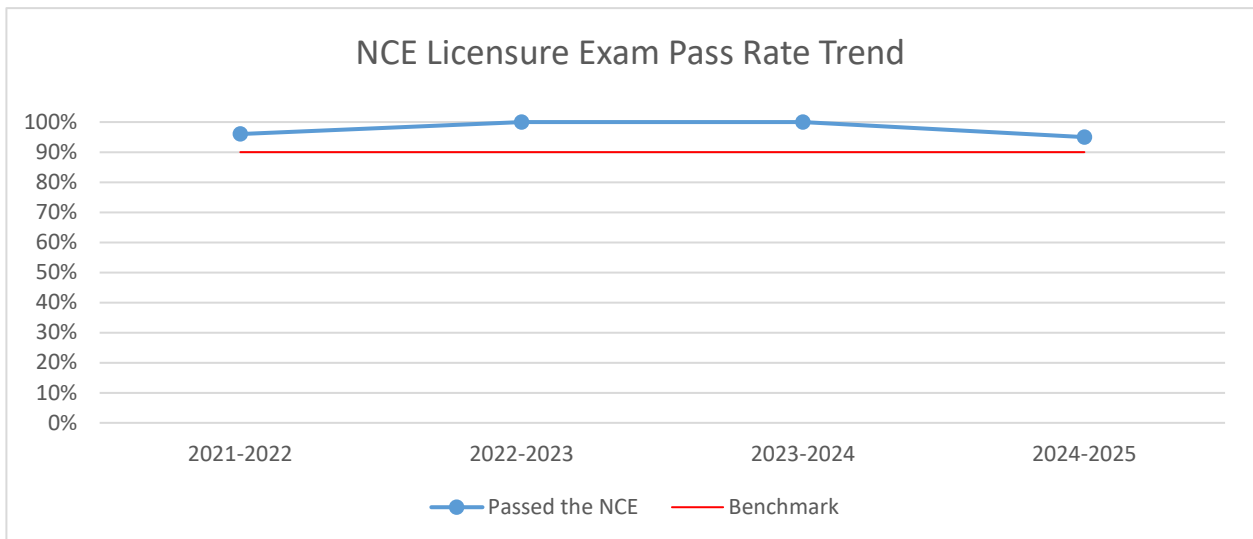


2. National Counselor Exam Pass Rate (NCE or NCMHCE)

Our benchmark for excellence on this item is a pass rate of **90%** or more as reported by alumni on the Alumni Information Survey on the question:

Did you pass the licensure exam?

Result: 95% (n=14) ¹



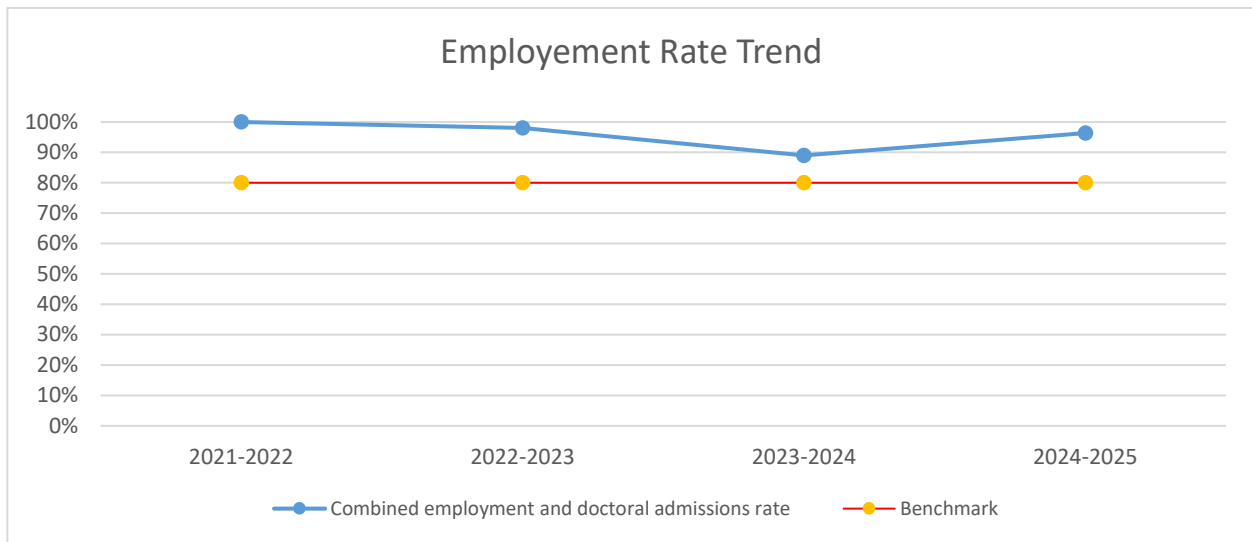
3. Employment and Doctoral Admissions Rate.

Our benchmark for excellence on this item is **80%** of graduates seeking placement are employed in counseling or a related professional role, or admitted to a doctoral program, as reported by alumni on the Alumni Information Survey on the question:

Are you using your mental health training in a professional context?

¹ Alumni reported taking the NCE, the NCMHCE or both (some alumni were required to take both exams).

Result: 96%

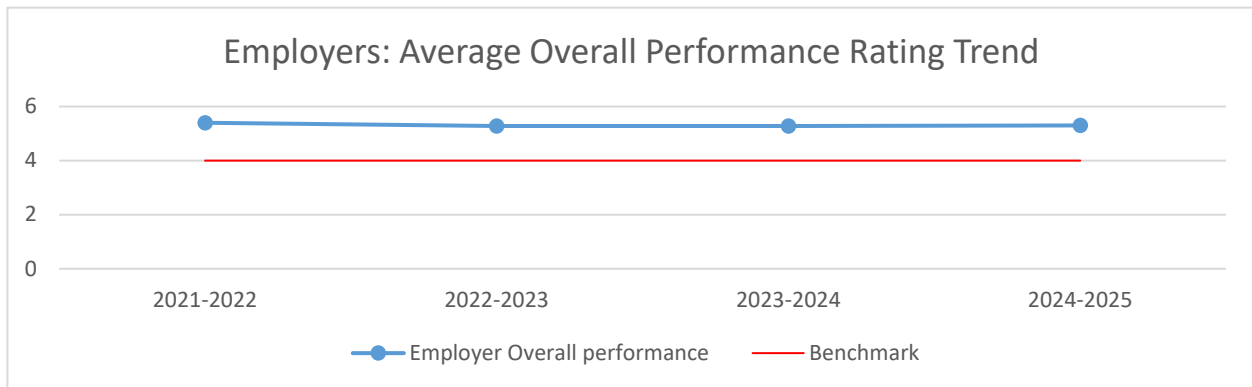


4. Favorable Employer Review

Our benchmark for excellence on this item is a mean respondent score of **4 or more on a 6-point scale** on the Employer Information Survey on the question:

Rate RTS graduates' Overall performance.

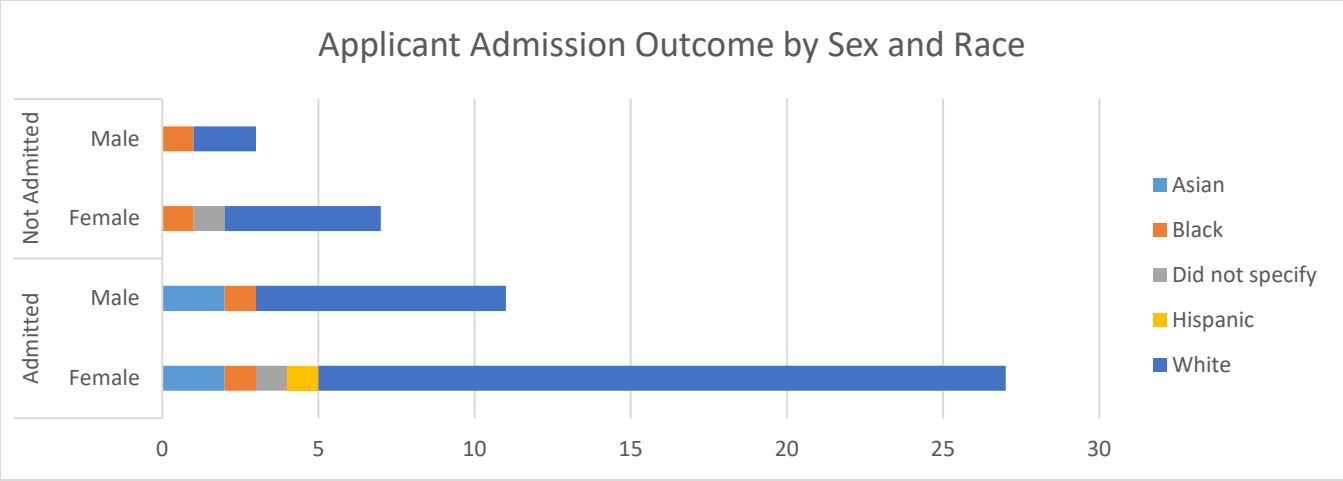
Result (mean score): 5.3 (n=3)



Program Demographics

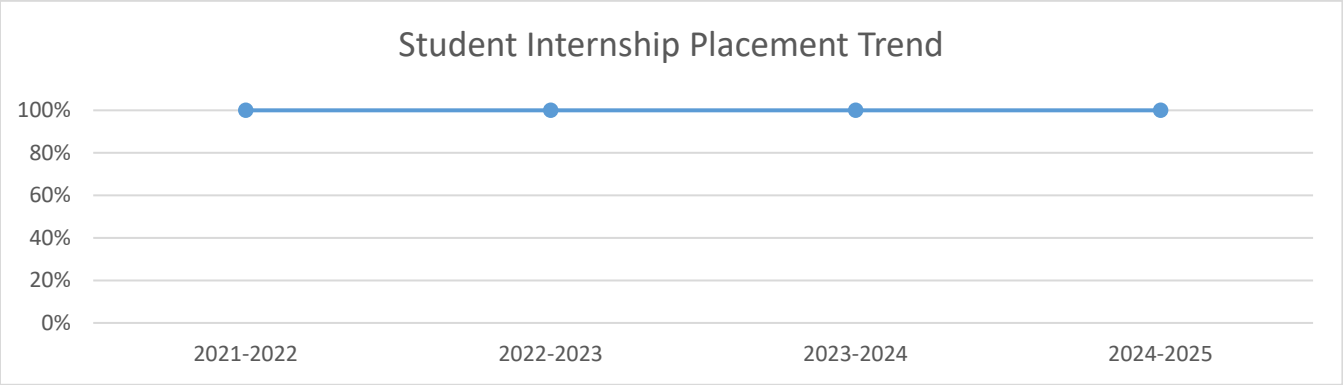
Applicant Demographics

	Male	Female	Total
Asian	2	2	4
Black	2	2	4
Pacific Islander	0	0	0
Hispanic	0	1	1
White	10	27	37
Total	14	32	46



Student Demographics

	Male	Female	Total
Asian	1	0	1
Black	1	3	4
Pacific Islander	0	1	1
Hispanic	1	0	1
White	10	32	42
Total	13	36	49



Faculty Demographics

	Male	Female	Total
Asian	0	0	0
Black	0	0	0
Pacific Islander	0	0	0
Hispanic	0	0	0
White	2	1	3
Total	2	1	3

Faculty Retention

Residential Counseling Faculty	Years of Service at RTS
Bill Richardson	27
Michael Hillerman	3
Katie Majeste	1

Areas of Focus for Program Improvement

In recent years, the RTS MAC program gathered data from students that indicated they were less confident working with couples than the program typically observes. The program responded last year by revising aspects of its five-credit hour sequence in Couples and Family Counseling to give Emotion Focused Therapy for Couples greater emphasis. The program continues to monitor student performance in this area and has added additional in-class interventions with the instructor role-playing couples work with students. The program will continue to monitor student performance in this area.

Program Faculty Additions

Dr. Katherine K. Majeste was hired to fill the new residential faculty line in the Master of Arts in Counseling program. This follows the closing of the Orlando site last year and the elimination of the two counseling faculty positions at that site. She recently completed her Ph.D. in Counselor Education and Supervision at New Orleans Baptist Theological Seminary (CACREP). Dr. Majeste also holds an M.A. in Counseling from RTS and a Th.M. from NOBTS. Her dissertation studied the use of EMDR G-TEP in the treatment of ADHD symptoms in adults. She brings many talents with her and will further improve our program.

Future Data Collection Improvements

The MAC program core faculty and staff have noted the small sample sizes of the internship site and employer data we collect for program evaluation. The program will review our approach to collecting these data and may make changes in the future to improve our plan for collecting and evaluating these dimensions of RTS MAC program objective outcomes.

Appendix

Student Counselor Outcome Rating (SCOR)

Student _____ Supervisor _____ Date _____

☐ Practicum ☐ Internship-1 ☐ Internship-2 ☐ Internship-3 ☐ Mid-term ☐ End-term <i>Spring Summer Fall Spring Formative Summative</i>	Below Expectations	Near Expectations	Meets Expectations	Exceeds Expectations
* Indicates item is required for program assessment and must be scored.				
A. Helping Relationship Skill and Disposition				
* 1. Demonstrates acceptance/valuing of the client(s).	1	2	3	4
* 2. Facilitates useful client exploration via skillful active listening, i.e., empathic feeling and content responses, appropriate open questions, and non-verbal pacing.	1	2	3	4
* 3. Engages collaboratively vs. overly didactically and/or with unwarranted advice giving.	1	2	3	4
4. Demonstrates appropriate and effective initiative in promoting progress toward therapeutic goals.	1	2	3	4
* 5. Demonstrates the ability to convey realistic hope to clients.	1	2	3	4
Formative Intervention Plan:				
B. Theoretically-based Case Conceptualization and Treatment Implementation				
* 6. Exhibits therapeutic understanding, i.e., theoretically informed conceptualization of client problem and goal hypotheses.	1	2	3	4
* 7. Develops and reviews treatment goals in collaboration with clients.	1	2	3	4
* 8. Uses practical intervention strategies, i.e., generates and implements relevant ideas of client behavior change and counselor means of facilitation.	1	2	3	4
9. Helps clients address significant emotional and “deeper dynamic” issues beneath client “surface” verbal presentation.	1	2	3	4
10. Effective use of here-and-now interactions (e.g. immediacy, self-disclosure, and confrontation).	1	2	3	4
* 11. Displays understanding and respect regarding diversity, e.g., age, gender, race, ethnicity, culture, religion, sexual orientation, disability, socioeconomic status, etc.	1	2	3	4
12. Graciously and appropriately addresses spiritual issues in treatment conceptualization and implementation.	1	2	3	4
* 13. Demonstrates knowledge and appropriate use of assessment and diagnostic concepts, categories (e.g., DSM and ICDM), and tools.	1	2	3	4
14. Recognizes and appropriately addresses transference and counter-transference.	1	2	3	4
15. Handles terminations in a planned and appropriate manner.	1	2	3	4
* 16. Demonstrates knowledge and conduct appropriate to ethical, legal and professional standards.	1	2	3	4
Formative Intervention Plan:				

	Below Expectations	Near Expectations	Meets Expectations	Exceeds Expectations
† Indicates item is required for program assessment and must be scored <i>for Internship-3 students</i>				
C. Case Management				
1. Composes insightful and useful case notes.	1	2	3	4
2. Composes case notes, other records and clinical tasks punctually.	1	2	3	4
3. Performs scheduling, out-of-session contacting and other ancillary tasks efficiently.	1	2	3	4
Formative Intervention Plan:				
D. Supervisory, Professional and Clinical Relationships				
4. Attendance and attendance communication.	1	2	3	4
5. Preparation for supervision, e.g., hours-record forms and cued video clips.	1	2	3	4
6. Self and other awareness and respect in therapeutic, peer and supervisory relationships.	1	2	3	4
† 7. Demonstrates facility communicating with external health providers or other professionals to coordinate client care (as needed).	1	2	3	4
Formative Intervention Plan:				

The supervisor has reviewed this assessment with the supervisee and provided verbal feedback in addition to this written feedback.

Supervisor signature _____ **Date** _____

Student signature _____ **Date** _____

SCOR Rubric

Numerical ratings are relative to the student's current stage in the program.

Exceeds Expectations (4) The student demonstrates exceptionally strong (i.e., exceeds supervisor expectations for the student's current stage in the program) knowledge, skills, and dispositions in the specified clinical dimension.

Meets Expectations (3) The student demonstrates consistent proficient knowledge, skills, and dispositions in the specified clinical dimension.

Near Expectations (2) The student demonstrates inconsistent and/or limited knowledge, skills, and dispositions in the specified clinical dimension.

Below Expectations (1) The student demonstrates insufficient evidence of the knowledge, skills, and dispositions in the specified clinical dimension.