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Master of Arts in Counselling Program Assessment Report for Fall 2022 – Winter 2025

The counselling program’s objective is to thoroughly equip individuals to confidently and competently integrate their Christian faith with professional standards and practices. Counsellor training at Providence balances the cultivation of knowledge, practical skill, and professional formation, all in the context of Christ-centered spiritual growth and mental, emotional, and relational wellness. The M.A. in Counselling degree prepares the student to capably and responsibly care for people who have psychological, relational, behavioural, and spiritual concerns.

| Program Outcomes | | | |
|--|--|---|---|
| A. The student will have acquired and articulated a foundational biblical and theological framework from which to thoughtfully and responsibly integrate the Christian faith into life, work, and ministry | | | |
| <i>Supporting Academic Goal 1</i> | | | |
| Artifacts | Benchmarks | Assessment Documents | Results |
| Direct CP5105 Integration of Psychology & Theology – final paper | Direct 80% of students (sample size of 6 papers per assignment over past 3 years) score 3-4 on research paper rubric | Randomly selected papers from past 3 academic years (2022 – 2025) | 66% of papers assessed scored 3 or higher 33% of papers assessed scored below 3 Does not meet benchmark |
| CP6502 Practicum 4 – Theory of Change paper | 80% of students (sample size of 5 papers per assignment over past 3 years) score 3-4 on research paper rubric | Randomly selected papers from past 3 academic years (2022 – 2025) | 100% of papers assessed scored 3 or higher Meets benchmark |



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| Indirect Graduating Student Questionnaire | Indirect Average rating of 4 out of 5 | Artifact needs to be created/ revised to ask questions related to integration of Christian faith into life, work, and ministry | |
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| B. The student will have learned and demonstrated the requisite theoretical knowledge and practical skills required to enter the field of professional counselling therapy as an ethical and competent clinician in a variety of contexts <i>Supporting Academic Goals 2, 3, 5</i> | | | |
| Artifacts | Benchmarks | Assessment Documents | Results |
| Direct Practicum 4 final Supervisor evaluation – sections: <ul style="list-style-type: none"> - Ethical & Legal Standards and Practice - Evidence-based practice and application - Application in Assessment - Application of interventions - Interdisciplinary systems | Direct 80% of rubric scores (sample of all evaluations over last 2 years) are “4” or higher on rubric for supervisor evaluations | All Practicum 4 students from past 2 academic years (2023-2025) were assessed <ul style="list-style-type: none"> - Ethical & Legal Standards and Practice – 100% - Evidence-based practice and application – 97% - Application in Assessment – 95% - Application of interventions – 97% - Interdisciplinary systems – 83% | 94.4% of ratings 4 or higher Meets benchmark |
| Ethics course - Final exam (multiple choice) | Exam – 80% of students received 80% or better on the exam | All student exams from F23 to W25 courses were assessed for a total of 63 exams | 54 received 80% or above Total of 85% of students received 80% or above on final exam Meets benchmark |
| Marriage & Family – Family of Origin paper | 80% of students score 3-4 on rubric for research papers | Sample size of 6 papers per assignment over past 3 years | 83% of papers assessed scored 3 or higher 17% of papers assessed scored below 3 |



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| | | | Meets benchmark |
| Indirect Graduating Student Questionnaire | Indirect Average rating of 4 out of 5 | Artifact needs to be created/revised to ask more specifically about graduates post-graduation work | |
| <p>C. The student will have grown and engaged openly in the process of Christian character development, with the particular aim of becoming an effective helper, as indicated by the consistent demonstration of emotional maturity, relational health, spiritual formation, interpersonal skill development, and academic/intellectual rigor within the context of interdisciplinary study</p> <p><i>Supporting Academic Goals 2, 4</i></p> | | | |
| Artifacts | Benchmarks | Assessment Documents | Results |
| Direct Practicum 4 personal counselling paper | Direct 80% of students (sample size of 6 papers per assignment over past 3 years) score 3-4 on rubric for personal papers | Randomly selected papers from past 3 academic years (2022 – 2025) | <p>16% of papers assessed scored 3 or higher</p> <p>84% of papers assessed scored below 3</p> <p>Does not meet benchmark</p> |



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| <p>Practicum 4 final Supervisor evaluation – sections:</p> <ul style="list-style-type: none"> - Professionalism - Individual & cultural diversity - reflective practice - Interpersonal professional relationships | <p>80% of rubric scores are “4” or higher on rubric for supervisor evaluations</p> | <p>All Practicum 4 students from past 2 academic years (2023-2025) were assessed</p> <ul style="list-style-type: none"> - Professionalism – 99% - Individual & cultural diversity – 94% - reflective practice – 98% - Interpersonal professional relationships – 97% | <p>97% of ratings 4 or above</p> <p>Meets benchmark</p> |
| <p>Indirect Graduating Student Questionnaire</p> | <p>Indirect Average rating of 4 out of 5</p> | <p>Artifact needs to be created/ revised to ask more specifically about graduates’ perception of spiritual and personal growth, and perception of academic rigour of their studies</p> | |

Interpretation

1. Overall, sufficient artifacts were available for assessment of each Outcome.
2. We fell short for 2 of the 7 benchmarks with direct artifacts. In faculty discussion it was evident that how the rubrics were worded hindered the faculty’s ability to thoroughly assess all of the artifacts (see Suggested Changes to Assessment Process below)
3. We were not able to make adequate use of the Graduating Student Questionnaire, as the particular questions did not adequately address the areas necessary for assessing our Program Outcomes.

Possible Program Changes

1. Some of the artifacts chosen may benefit from a revision of the original assignment description, so as to better address the program outcome they are matched with. For example, the personal reflection paper in CP6502 Practicum 4 (and the corresponding personal reflection papers in Practicums 1 through 3) do not currently specify the student should demonstrate their emotional maturity, relational health, or spiritual formation within that assignment.
 - a. Revising the assignment description in CP6502 (Theory of Change paper) to include a better focus on demonstration of growth of Christian character would create a more robust assignment for the student to submit, and that assignment could better be assessed using the program assessment rubrics.
 - b. Revising the personal reflection paper descriptions beginning in CP5501 Practicum 1, incorporating a focus on intrapersonal reflection based on the student’s EQi assessment report and their learning experiences in class would give a better focus on the student’s emotional maturity, relational health, spiritual formation, and interpersonal skill development.



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- c. The Marriage & Family assignment description (Family of Origin paper) can be revised in order to have greater emphasis on demonstration of theoretical understanding, along with intraspection on one's family of origin and their impact on the student's development.
2. Assignment rubrics across all courses can have a standard emphasis on academic rigour for grading, even for the personal reflection papers which have typically been more relaxed in their grading for academic rigour.
3. While not ideal cost-wise, one indirect artifact which could be added would be an updated EQi (Emotional Intelligence) assessment for all graduating students, which could be used to demonstrate development of emotional intelligence through the course of the program. This measure is currently not used in this manner (it is used as part of the application process), and it involves a cost per student in order to complete the assessment. It would be a beneficial means of demonstrating the personal growth of students throughout the program.
4. The students' incoming EQi report can also be incorporated better into various core program assignments; used in this way the EQi could assist students in addressing their intrapersonal understanding, which would address Outcome C, particularly their emotional health and relational maturity.
 - a. For example, the students' EQi report is used in one assignment in CP5113 Crisis and Trauma Counselling, to address their understanding of their readiness for crisis counselling work. Revising this assignment or developing assignments in other core courses for the degree can assist in demonstrating a student's personal growth, as well as emphasize their own intrapersonal reflection and development.

Suggested Changes to Assessment Process

1. Rubrics could be reworded so as to better address what the particular assignments might be able to demonstrate. Other artifacts may need to then be added, so all aspects of each outcome are being demonstrated within the artifacts for that outcome.
2. The Graduate Student Survey needs some additional questions which would address areas such as graduates' perception of spiritual and personal growth; perception of academic rigour of their studies; graduates' post-graduation work in relation to their degree; and graduates' perception of integration of Christian faith into life, work, and ministry. These questions would likely be applicable for assessment of all Providence Seminary degrees.
3. A larger sample size for the assessed student papers (rather than evaluations or exams) would give a better indication of the percentage of students meeting the benchmarks overall.
4. Assignments from Biblical or Theological studies course (Reading the Church's Bible or Theological Foundations) may be beneficial to include as an artifact for Outcome A.
5. Inclusion of sections from the professor's final evaluation of student counsellors in CP6502 Practicum 4 can address the question of academic rigour for Outcome C.



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MAC ASSESSMENT RUBRICS

1. Rubric for research-based papers

| Outcomes | Superior (4) | Proficient (3) | Satisfactory (2) | Unsatisfactory (1) | AVG. RESULTS |
|--|--|--|---|---|--------------|
| The student will have learned and demonstrated the requisite theoretical knowledge and practical skills required to enter the field of professional counselling therapy as an ethical and competent clinician in a variety of contexts | Demonstrates an excellent understanding of theoretical knowledge and application of practical skills for counselling therapy; strong indication of ethics and competency in the field of counselling therapy | Demonstrates a good understanding of theoretical knowledge and application of practical skills for counselling therapy; good indication of ethics and competency in the field of counselling therapy | Demonstrates a basic understanding of theoretical knowledge and application of practical skills for counselling therapy; some indication of ethics and competency in the field of counselling therapy | Fails to demonstrate a basic understanding of theoretical knowledge and application of practical skills for counselling therapy; gives inadequate indication of ethics and competency in the field of counselling therapy | |

2. Rubric for personal papers

| Outcomes | Superior (4) | Proficient (3) | Satisfactory (2) | Unsatisfactory (1) | AVG. RESULTS |
|--|---|--|--|--|--------------|
| The student will have grown and engaged openly in the process of Christian character development, with the particular aim of becoming an effective helper, as indicated by the consistent demonstration of emotional maturity, relational health, spiritual formation, interpersonal skill | Demonstrates excellent growth in Christian character as it relates to becoming an effective helper Demonstrates strong emotional maturity, relational health, spiritual formation, interpersonal skill development, and academic rigor | Demonstrates good growth in Christian character as it relates to becoming an effective helper Demonstrates good emotional maturity, relational health, spiritual formation, interpersonal skill development, and academic rigor | Demonstrates basic growth in Christian character as it relates to becoming an effective helper Demonstrates basic emotional maturity, relational health, spiritual formation, interpersonal skill development, and academic rigor | Fails to demonstrate basic growth in Christian character as it relates to becoming an effective helper Fails to demonstrate basic emotional maturity, relational health, spiritual formation, interpersonal skill development, and academic rigor | |



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| development, and academic/intellectual rigor within the context of interdisciplinary study | | | | | |
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3. Rubric for supervisor evaluations [split into 2 rubrics with just the items for the 2 different outcomes being assessed]

| Artifact | Outcomes | Meeting Expectations (3) | Approaching Expectations (2) | Unsatisfactory (1) | AVG. RESULTS |
|----------|---|----------------------------------|------------------------------|-----------------------------|--------------|
| 9 | Professionalism as evidenced in behaviour and comporment that reflect the values and attitudes of the profession. | Scores are “Good” or “Excellent” | Scores are “poor” or “fair” | Scores are “unsatisfactory” | |
| 9 | Individual and Cultural Diversity Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal backgrounds and characteristics. | Scores are “Good” or “Excellent” | Scores are “poor” or “fair” | Scores are “unsatisfactory” | |
| 3 | Ethical and Legal Standards and Policies Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations. | Scores are “Good” or “Excellent” | Scores are “poor” or “fair” | Scores are “unsatisfactory” | |
| 9 | Reflective Practice/Self-Assessment/Self-Care Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care. | Scores are “Good” or “Excellent” | Scores are “poor” or “fair” | Scores are “unsatisfactory” | |
| 9 | Interpersonal Professional Relationships Establishes, develops, and maintains effective interpersonal, professional relationships with clients (including individuals, couples, and/or groups), supervisors, supervisees, faculty, peers, support staff, allied professionals, organizations, and communities (e.g., effective working alliances/therapeutic relationships with clients, supervisory relationships that | Scores are “Good” or “Excellent” | Scores are “poor” or “fair” | Scores are “unsatisfactory” | |



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| | foster the growth and development of supervisees and facilitate client progress) | | | | |
| 3 | Evidence-Based Practice and Application Integration of research and clinical expertise in the context of patient factors. | Scores are “Good” or “Excellent” | Scores are “poor” or “fair” | Scores are “unsatisfactory” | |
| 3 | Application in Assessment Assessment of problems, capabilities and issues associated with individuals, groups, and/or organizations. | Scores are “Good” or “Excellent” | Scores are “poor” or “fair” | Scores are “unsatisfactory” | |
| 3 | Application of Interventions Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations. | Scores are “Good” or “Excellent” | Scores are “poor” or “fair” | Scores are “unsatisfactory” | |
| 3 | Interdisciplinary Systems Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines. | Scores are “Good” or “Excellent” | Scores are “poor” or “fair” | Scores are “unsatisfactory” | |