



PROVIDENCE

Master of Arts in Counselling Psychology

Program Assessment Report

for Spring 2022 graduates – Winter 2025 graduates

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 Psychology degree prepares the student to capably and responsibly care for people who have psychological, relational, behavioural, and spiritual concerns. It adds an additional year of counselling and psychology courses to the MA in Counselling degree to better prepare the student for clinical practice.

A note about the cohort available for assessment: 6 students have graduated with the MACP since 2022. All 6 students have been included in these assessments, however not all assignments of theirs are available through Populi, our online learning platform. Populi was first implemented in the 2019-2020 school year, and many of the core courses for the MACP degree were completed by this cohort prior to that school year. In addition, not all professors had students upload their assignments to Populi in the first year or two of its use. This is no longer the case, however, and our subsequent program assessments will have all assignments and evaluations available for assessment.

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, using Assessment Level A of the rubric	All available papers from the cohort of 6 MACP graduates are to be assessed (3 papers; note that they do not all have the same assignment description and therefore will address different topics from one another)	100% of papers scored below 3. Did not meet the minimum benchmark



PROVIDENCE

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, using Assessment Levels A and B of the rubric	This artifact is not available for this group of MACP graduates. The assignments were either not assigned when the graduates took the course, or they are not available through our online learning platform Populi	The MAC assessment showed that this artifact met the benchmark
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	
<p>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</p> <p><i>Supporting Academic Goals 2, 3, 5</i></p>			
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	This artifact is not available for this group of MACP graduates. The final exam was either not assigned when the graduates took the course, or they are not available through our online learning platform Populi	The MAC assessment showed that this artifact met the benchmark



PROVIDENCE

Marriage & Family – Family of Origin paper	80% of students score 3-4 on rubric for research papers, using Assessment Levels A and B of the rubric	This artifact is not available for this group of MACP graduates. The assignments were either not assigned when the graduates took the course, or they are not available through our online learning platform Populi	The MAC assessment showed that this artifact met the benchmark
Family Systems – major paper	80% of students score 3-4 on rubric for research papers, using Assessment Levels A and B of the rubric	All available papers from the cohort of 6 MACP graduates are to be assessed (5 papers; as they are from a variety of course years. They may not all have the same assignment description, and may cover different topics)	80% of the papers scored above 3 on the rubric 20% of the papers scored under 3 The assessment shows that this artifact met the benchmark
Psychology of Emotion – major paper	80% of students score 3-4 on rubric for research papers, using Assessment Level A of the rubric	All available papers from the cohort of 6 MACP graduates are to be assessed (4 papers; as they are from a variety of course years and professors. They will not all have the same assignment description, and may cover different topics)	75% of the papers scored above 3 on the rubric 25% of the papers scored under 3. The assessment shows that this artifact did not meet the 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>			



PROVIDENCE

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, using Assessment Levels A and B of the rubric	This artifact is not available for this group of MACP graduates. They assignments were either not assigned when the graduates took the course, or they are not available through our online learning platform Populi	The MAC assessment showed that this artifact did not meet the benchmark
Practicum 4 final Supervisor evaluation – sections: - Professionalism - Individual & cultural diversity - reflective practice - Interpersonal professional relationships	80% of rubric scores are “4” or higher on rubric for supervisor evaluations	All Practicum 4 students from past 2 academic years (2023-2025) were assessed - Professionalism – 99% - Individual & cultural diversity – 94% - reflective practice – 98% - Interpersonal professional relationships – 97%	97% of ratings 4 or above 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’ perception of spiritual and personal growth, and perception of academic rigour of their studies	



PROVIDENCE

Interpretation

1. Overall, sufficient artifacts were provided for each outcome. However, these artifacts will need to be different from the MAC review and should come from the 10 additional courses that make up the MACP
2. We fell short for 2 of the 7 benchmarks with direct artifacts. In discussion with the faculty, it was evident that the rubrics were either unclear, or they were not appropriately matched with the artifact.
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.
4. If ethics needs to be highlighted, it should become a separate outcome of the program.

Possible Program Changes

1. The outcomes for the MACP need to be adjusted to use language of advancement and demonstrate an extra level of competency over the MAC degree.
2. Outcome A may need to be reconsidered. If this is an outcome, a Biblical and Theological Studies course like Theology of Suffering could be added as a required course.
3. A final examination or comprehensive paper as a capstone to the degree should be considered.
4. A capstone course or project could be added to the MACP that is representative of the degree.

Suggested Changes to Assessment Process

1. There was confusion in the assessment process. One change that may resolve the confusion is having a rubric key unique to each artifact as each artifact is a window into each outcome.
2. Currently theoretical and practical skills are being assessed through the research papers. Practical skills should be assessed directly through the supervisor evaluations as they cannot be assessed through the research papers.
3. If Outcome A continues to be focused on students acquiring a solid biblical and theological framework, then the outcome may be better served with a Biblical and Theological Studies artifact.
4. Many artifacts were dated and in future could be pulled from current MACP students, rather than from graduates of the program.
5. Level B of the assessment needs to either be a different artifact or a different assessment



PROVIDENCE

MACP ASSESSMENT RUBRICS

1. Rubric for research-based papers

Outcomes	Assess. level	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	A	Demonstrates an excellent understanding of theoretical knowledge and application of practical skills for counselling therapy	Demonstrates a good understanding of theoretical knowledge and application of practical skills for counselling therapy	Demonstrates a basic understanding of theoretical knowledge and application of practical skills for counselling therapy	Fails to demonstrate a basic understanding of theoretical knowledge and application of practical skills for counselling therapy	
	B	Strong indication of ethics and competency in the field of counselling therapy	Good indication of ethics and competency in the field of counselling therapy	Some indication of ethics and competency in the field of counselling therapy	Gives inadequate indication of ethics and competency in the field of counselling therapy	

2. Rubric for personal papers

Outcomes	Assess. level	Superior (4)	Proficient (3)	Satisfactory (2)	Unsatisfactory (1)	Avg. Results	Grp. Results
The student will have grown and engaged openly in the process of Christian character development, with the aim of becoming an effective helper, as indicated by the consistent demonstration of emotional maturity,	A	Demonstrates excellent growth in Christian character as it relates to becoming an effective helper	Demonstrates good growth in Christian character as it relates to becoming an effective helper	Demonstrates basic growth in Christian character as it relates to becoming an effective helper	Fails to demonstrate basic growth in Christian character as it relates to becoming an effective helper		
	B	Demonstrates strong emotional maturity,	Demonstrates good emotional maturity,	Demonstrates basic emotional maturity,	Fails to demonstrate basic emotional		



PROVIDENCE

relational health, spiritual formation, interpersonal skill development, and academic/intellectual rigor within the context of interdisciplinary study		relational health, spiritual formation, interpersonal skill development, and academic rigor	relational health, spiritual formation, interpersonal skill development, and academic rigor	relational health, spiritual formation, interpersonal skill development, and academic rigor	maturity, relational health, spiritual formation, interpersonal skill development, and academic rigor		
--	--	---	---	---	---	--	--

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	Scores are “Good” or “Excellent”	Scores are “poor” or “fair”	Scores are “unsatisfactory”	



PROVIDENCE

	(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 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”	



PROVIDENCE