

Academic Year 2016-2017

Data Type 13 – Stakeholder/Constituent Feedback

Data regarding Stakeholder/Constituent Feedback will include aggregate ratings on Stakeholder/Constituent Surveys inquiring how well stakeholders and constituents who have knowledge of students and graduates of the Seminary of the Southwest’s counseling program believe the program prepared those students and graduates to fulfill the following:

1. Mission of the MHC Program
2. Goals & Objectives of the MHC Program - Being
3. Goals & Objectives of the MHC Program - Knowing
4. Goals & Objectives of the MHC Program - Doing

This data is generated by stakeholders and constituents with knowledge of our students/graduates surveyed once annually. This information is not used at the individual student level but rather at the program level to determine if the program is meeting its mission, goals, and objectives. Survey ratings are collected by the Center Administrator once a year. Stakeholder/Constituent feedback data will be reviewed annually by counseling program faculty and staff, and every three years by the interdisciplinary Counselor Education Program Assessment Committee, and recommendations are then forwarded to counseling program faculty, advisers, and administrators.

Collection of Stakeholder/Constituent data was implemented for updated MHC program mission and objectives for academic year 2016-2017 and received a very low response rate. Three stakeholders returned survey responses and 100% of respondents indicated the program met or exceeded standards. See improvements/modifications recommended following the report.

Stakeholder/Constituent Feedback Data Annual Report:

Survey Item	2015-2016	2016-2017	2017-2018
Mission - <i>How well does the Seminary of the Southwest prepare students/graduates to:</i>			
Provide spiritually competent mental health services in urban settings?	3.0	3.0	
Provide spiritually competent mental health services in rural settings?	n/a	3.0	
Goals and Objectives - Being - <i>How well does the Seminary of the Southwest prepare students/graduates to experience formation and transformation in the area of developing a professional counselor identity in relation to self and others, including:</i>			
1. Self awareness, openness, and a commitment to personal and spiritual wellness?	3.0	3.0	
2. Character, cultural empathy, and professionalism?	3.0	3.0	
Goals and Objectives – Knowing- <i>How well does the Seminary of the Southwest prepare students/graduates to experience formation and transformation in the area of developing foundational professional knowledge of:</i>			
1. Professional counseling and ethical practice?	2.5	2.33	
2. Social and cultural diversity?	2.5	3.0	

3. Human growth and development?	2.0	2.33	
4. Career development?	2.0	2.33	
5. Counseling and helping relationships?	2.5	2.66	
6. Group counseling and group work?	2.0	3.0	
7. Assessment and testing?	2.0	2.0	
8. Research and program evaluation?	2.0	2.0	
9. Crisis and trauma?	2.5	2.66	
10. Psychopathology?	2.0	3.0	
11. Couples, parents, and family systems?	2.0	3.0	
12. Addiction?	2.5	2.0	
13. Foundations and context of clinical mental health counseling?	2.0	2.33	
14. The influence of culture, religion, and spirituality on clients' and counselors' worldview?	2.5	3.0	
Goals and Objectives – Doing- How well does the Seminary of the Southwest prepare students/graduates to experience formation and transformation in the area of developing skills to be able to:			
1. Perform the essentials tasks of a competent professional clinical mental health counselor?	2.5	2.66	
2. Commit to personal and spiritual practices capable of sustaining the vocation of a professional counselor?	3.0	3.0	

The recommendation from the previous report was implemented to administer the Stakeholder/Constituent Feedback survey Spring (in April 2017). We had hoped this would allow us to achieve a higher response rate, however this was not the case. In addition, the recommendation was implemented to limit the stakeholder/constituent list to only those individuals we believe to have worked with one of our students, graduates, or alumni in the past year. This was hoped to avoid repetitive surveying of individuals who have not had first-hand experience of our program recently enough to provide meaningful data. Finally, the recommendation was implemented to create a separate item that asks about rural settings (i.e. split the first item into two parts). This allowed stakeholders/constituents to respond to these items independently, and provide even more meaningful data regarding our performance relative to our program mission.

Improvements/Modifications Recommended:

To improve response rate for Stakeholder/Constituent Surveys, the recommendation was made to convene a committee to assess and make proposals for modifying the process by which we track alumni contact information, prior to the end of the next assessment cycle.