

ACPE Curious Orienteers Community Survey Results: Quantitative and Qualitative Report

Summary of Quantitative Responses

Orin Newberry

As ACPE embarks on a strategic planning process our CoP feels that we needed to look backward *as well as* forward. The clinical method of learning which incorporates the action/reflection/action model invites us to look at *what we have done* – changes we have made, interventions we have tried, ministry that we have offered, etc. The model then invites us to reflect about the results or outcomes of our past actions – what worked well, what seemed to make a helpful or unhelpful difference, what did not work well? Finally, as part of the reflection process the model invites us to use what we learn to help guide decisions about future action. Though the action/reflection/action model cannot be the sole guide of a strategic planning process, our CoP thinks *it would seem to be a serious gap in our strategic planning process to ignore ACPE's commitment to the clinical method of learning as part of a strategic planning process.*

In the spirit of the action/reflection model, the Curious Orienteers CoP decided to send a questionnaire to 560 ACPE Certified Educators asking them to share their reflections about many of the decisions and changes in the life and work of ACPE during the past few years. One hundred and twenty-three (123) completed and returned questionnaires for a response rate of 21.9%. Fifty-nine chose to share their name – which was optional.

Of the 123 respondents, the overwhelming majority (95.1%) were certified in the “old” certification process and (95.9%) have supervised at least one CPE group (or a CEC) in the past three years. 46.3% identified as male, 48% as female with the remaining 5.7% identified as non-binary or “prefer not to say.” 38.2% respondents were 65 years and up, 25.2% were 55 to 64, 22.8% were 45 to 54 and 12.2% were 35 to 44. Another way to view the age division: 63.4% were 55 years or older while, 35% were 35 to 54 years of age. This seems consistent with the older average of age of all ACPE Certified Educators.

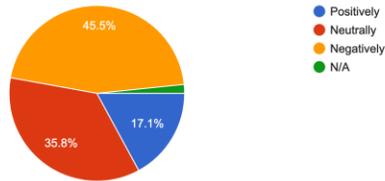
All of the quantitative responses are attached. There were 10 questions asking respondents to assess the impact of “recent changes” in ACPE’s administrative, accreditation and certification processes and one question about the importance of having an ACPE Educator present in the national office. Respondents to the questionnaire described the changes as having a greater negative than positive impact in 9 out of the 10 areas. The one exception to this was in the area of “*managing responsibility for ongoing professional development.*”

The negative assessments were especially pronounced (exceeding the positive by 20 or more percentage points) in 4 areas:

45.5% indicate that centralization has impacted *their relationship and communication as an Educator with the ACPE executive leaders and office staff* negatively. 35.8% describe

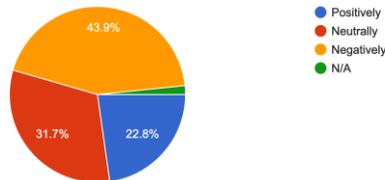
the impact as neutral with 17.1% describing the impact as positive. In the aggregate, 81.3% described the impact as negative/neutral while 52.9% describe the impact as positive/neutral.

8. Overall, how has centralization impacted your relationship and communication as an educator with the ACPE executive leaders and office staff?
123 responses



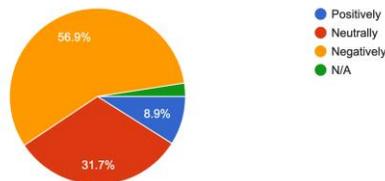
Centralization (including CoP's) was seen as having a negative impact on *colleague relationships* by 43.9% of the respondents and positive by 22.8%. 31.7% describe the impact as neutral. In the aggregate, this would be 75.6% describing the change as negative/neutral and 54.5% describing it as positive/neutral.

11. How has centralization, including a diverse array of member-led Communities of Practice, impacted your colleague relationships?
123 responses



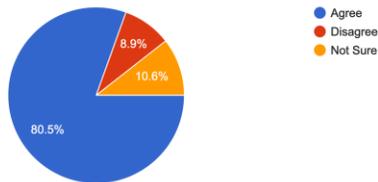
With respect to the impact of centralization on *personal and professional wellbeing* 56.9% describe the impact as negative and 8.9% describe the impact as positive while 31.7% describe the impact as neutral.

12. How has centralization impacted your personal and professional wellbeing?
123 responses



The final quantitative question asked if “it is important to have a Certified Educator in the ACPE national office.” 80.5% of respondents felt that the presence of an Educator in the national office was important. Only 8.9% felt this was not important.

21. It is important to have a Certified Educator in the ACPE National Office:
123 responses

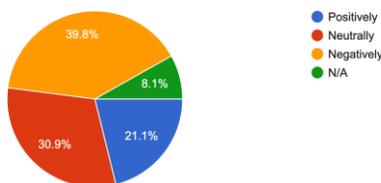


It was interesting that in 7 of the 10 areas respondents chose to rate the change “neutral” by 29.5 % points *or more*. This may reflect the sense that the changes are too new to assess. There is often a learning curve with new processes. It would seem, however, that this points to opportunities for improvements that could move the assessments from neutral to positive.

Looking at the other 7 questions we have the following:

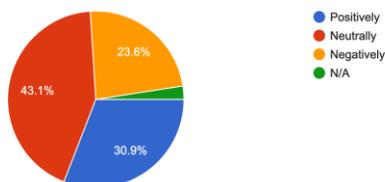
When asked about *the impact of centralization on the “clarity, efficiency and allocation” of funds for the best work of the clinical ministry movement* 21.1% described the impact as positive while 39.8 described it as negative with 30.9 describing it as neutral.

9. How has centralization impacted financial clarity, efficiency, and allocation of funds for the best work of the clinical ministry movement?
123 responses



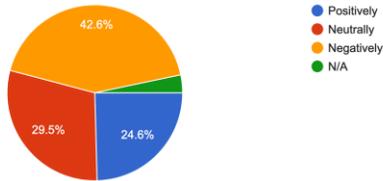
Reflecting about centralization (including the work of CoP’s) on *managing responsibility for ongoing professional development* 30.9% describe the impact as positive while 23.6% describe it as negative. Most of the remaining (43.1%) describe the impact as neutral. In the aggregate, this would be 66.7% describing the impact as negative/neutral and 74% describing it as positive/neutral.

10. How has centralization, including a wide variety of new and innovative member-led Communities of Practice, impacted your managing ...onsibility for ongoing professional development?
123 responses



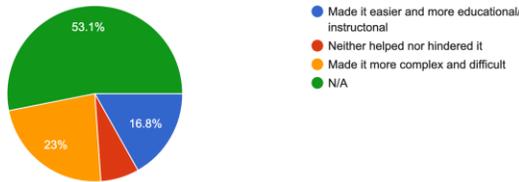
The *changes in the ACPE website* were seen as negatively impacting Educator’s work by 42.6% of the respondents. 24.6% experienced the changes as positive while 29.5% described the changes as neutral.

14. How have the changes/developments of the ACPE.edu website impacted your work?
122 responses



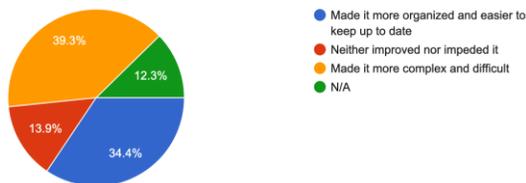
For those who had begun initial accreditation, changes in the accreditation process made it easier for 16.8% while 23% described it as making the process more complex and difficult.

15. If you have begun initial accreditation of an ACPE program in recent years, how have the major changes in the accreditation process impacted your efforts? Skip if not applicable to you.
113 responses



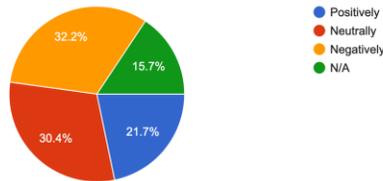
In describing *how the major changes in the accreditation process impacted the work of carrying out record-keeping and other ongoing accreditation responsibilities* 34.4% indicate that the changes made it more organized and easier to keep up to date while 39.3% indicate it became more complex and difficult.

16. Everyone: How have the major changes in the accreditation process impacted your carrying out your record-keeping and other ongoing accreditation/re-accreditation responsibilities?
122 responses



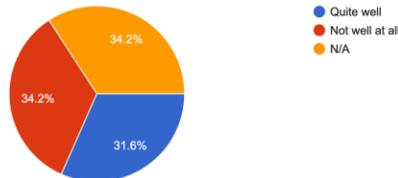
Regarding certification, 21.7% thought that *the changes brought to the ACPE certification process* by the new process was positive while 32.2% described the changes as negative. 30.4% described the changes as neutral.

19. Everyone - Overall how has changing certification from the "old process" to the "new process" impacted the certification function of the ACPE? (...tors to conduct accredited programs of the ACPE)?
115 responses



31.6% of respondents thought the new *competencies for certification were good replacements over the old competencies*. 34.2% had a more negative assessment with 34.2% responding with N/A. Perhaps those who responded with N/A are not currently involved in educating new CE's.

20. How well do you think the new competencies for certification replace the old ACPE standards?
117 responses



In conclusion, members of the Curious Orienteers come to this process with a bias at several points. This questionnaire reflects this bias. There is no such thing as a bias-free (negative or positive) questionnaire. Further, researchers understand that no study instrument is 100% valid and reliable. That said, our CoP thinks that valuable data can be found in the questionnaire. *Limitations of the questionnaire point to a need for additional study using an action/reflection/action approach as opposed to simply discounting the current effort.* We would welcome additional study at this point. Given the age of the respondents (63.4% were 55 years or older) one could conclude that the questionnaire simply reflects the "old guard" longing for the "good old days." Our CoP understands that the "good old days" were not good for many members of ACPE. New challenges demand changes for a variety of reasons and living in the "good old days" would not serve ACPE well. However, age and experience with our former structure also brings perspective. *These data do not indicate that we need to return to the "good old days."* These data do, however, point to the fact that the recent changes were only partially successful and additional work remains. These data also point to the reality that recent changes may have resulted in sacrifices of valued elements of our tradition that may not have been anticipated and need to be addressed in future planning.

Summary of the Qualitative Responses

Judy Ragsdale, Al Ezenwata, Jeffery Silberman, and Cynthia Vaughan
October 25, 2022

Introduction

This survey, conducted by the Curious Orienteers Community of Practice (CoP), set out to use the CPE Action/Reflection/New Action methodology to invite Certified Educators to reflect on changes made to several elements of ACPE in recent years. This survey invited a systematic reflection on the action of the changes, which have now been in place several years. It provided an opportunity for CEs to reflect on and share their experience of significant changes. Leadership and membership may use the results of this reflection to decide what, if any, new action might be helpfully made in the service of improving ACPE.

The survey was sent to 562 ACPE Certified Educators; 123 CEs responded. The quantitative data was analyzed and made available in a separate report by Orin Newberry. The qualitative data results are summarized below. The full qualitative report is attached.

Qualitative Data Results

This survey was in the service of inviting all ACPE Certified Educators to reflect on actions regarding substantive changes ACPE has made in these five areas:

1. Centralization (Question #7: 115 responses)
2. ACPE Newsletter (Question #13: 108 responses)
3. Certification (Question #17: 52 responses)
4. Certified Educator Candidacy Education (Question #18: 71 responses)
5. Executive Leadership (Question #22: 103 responses)

The analysis of the 40 pages of single-spaced data was done in two ways: categorized based on positive, negative, neutral, mixed, mixed leaning positive and mixed leaning negative responses; and coded at two or three levels (depending on the question) with the goal of gathering similar responses under the heading of major themes. Themes were supported by representative quotes; the major themes were often conveyed using direct quotes as well. The data was sometimes written using grammar and spelling that indicated lack of attention to such details; therefore, the data was cleaned to correct grammar and spelling but in no way altered content.

This team intentionally identified themes both positive about the changes and negative or constructively critical about the changes. The categorization conveys numbers of responses expressing these views. There were more themes gathered from the data; they are available

upon request. Likewise, the categorized data is available upon request. Gordon Hilsman, convener of the Curious Orienteers, has the narrative survey data.

We strongly suggest that readers of this report review the raw data for yourselves. The final report includes categorization, themes, and raw data for each of the five narrative questions. We also included suggestions our team developed as a result of our work with this data. Each of us agreed to the major categories and provided suggested quotes. We reviewed and agreed to the categorization of the data.

Analysis For Each Question

Q #7. Centralization: 115 Responses

Categorical Analysis:

Positive:	11	
Negative:	66	
Neutral:	7	
Mixed:	16	
Mixed +:	2	(Mixed answers leaning Positive)
Mixed -:	13	(Mixed answers leaning Negative)

Major Themes:

1. Centralization was a necessary challenge for standardization and professionalism across the association.
2. CoP experience has been more structured and means CEs have ability to go deeper in areas of shared interest.
3. Loss of sufficient support.
4. Centralization feels like a very closed, nontransparent process offering CEs little opportunity for input into ACPE strategies, philosophies, and objectives.

Q #13. ACPE Newsletter: 108 Responses

Categorical Analysis:

Positive:	39
Negative:	34
Neutral:	19
Mixed:	10

Mixed +: 1 (Mixed answers leaning Positive)
Mixed -: 5 (Mixed answers leaning Negative)

Major Themes:

1. “It is a central part of my access to the goings on and resources of ACPE”
2. “The newsletter seems like an advertisement in favor of everything that the national office is doing as opposed to a discussion of many real issues facing ACPE.”

Q #17. Certification: 52 responses

Categorical Analysis:

Positive: 4
Negative: 10
Neutral: 27
Mixed: 10
Mixed +: 0 (Mixed answers leaning Positive)
Mixed -: 1 (Mixed answers leaning Negative)

Major Themes:

1. “The current process does a better job of accompanying a student through the process”
2. “The [current] process is more predictable, professional, anti-bias/subjective, developmental, collaborative.”
3. “We have lost some of the integrative strengths of the [previous] process.”
4. “The [current] process that was intended to be more streamlined and ‘shorter’ is now multi layered, complex, and drawn out.”

Q #18. Certified Educator Candidacy education: 71 Responses

Categorical Analysis:

Positive: 13
Negative: 19
Neutral: 29
Mixed: 8
Mixed +: 1 (Mixed answers leaning Positive)
Mixed -: 1 (Mixed answers leaning Negative)

Major Themes:

1. “CECs are now surrounded by specialists in supervisory training and have expanded resources for guidance and formation. The quality of the overall process and outcomes has increased.”
2. “Known relationships in this guided system are producing confident, capable Educators with less abusive behaviors by Educators who used to serve on Committees in the last two process models.”
3. “CPE training at all levels is getting more skill and external evidence-based and less personal/professional integration.”
4. “The new process is a ‘learn as you go’ process, with details unexplained to primary training Educators, which makes CEs/CECs feel insecure - hindering durability in the supervisory relationship.”

Q #22. Executive Leadership: 103 responses

Categorical Analysis:

Positive:	21	
Negative:	34	
Neutral:	10	
Mixed:	29	
Mixed +:	2	(Mixed answers leaning Positive)
Mixed -:	7	(Mixed answers leaning Negative)

Major Themes:

1. “I see it positively. ACPE educators are trained and certified to supervise CPE not run a non-profit organization. It is important to have a capable non-profit leader in the role of executive director.”
2. “I think that leadership of an organization such as ACPE is complex. I think very few if any ACPE Educators have this training and skillset. Therefore, I see value in it. That said, the almost complete absence of ACPE Educators in the national office is a significant loss. It is very important to have that perspective at the day to day table -- not just on the Board.”
3. “I do not understand the role of the President and the Board and how they provide leadership in comparison to the executive leaders. Who answers to whom? Is it a collaborative or consultative or consensual relationship. Where is the power in our organization and does that power serve the best interests of the organization as a whole as well as the members?”

4. Expressions of perceived misunderstanding and disrespect by those in favor of and those with concerns about the current model of Executive Leadership

Conclusions

These are the suggestions our team made based on our review of the data:

1. Many responses suggested integration and competency were in an either/or relationship in the CEC process. ACPE needs to find a way to combine the path of integration with education for skills in spiritual care and skills in CE education.
2. Can we communicate better who is making decisions and why decisions are made? The greatest communication fallacy is believing that you have communicated.
3. Individual investment in ACPE will be strengthened if we have greater transparency from leadership about ACPE organizational priorities and decision making.
4. The newsletter is a good resource for communication; let's improve it.
5. Add an ACPE Certified Educator to the ACPE Executive Leadership Team.

We are grateful for the opportunity to deeply listen to the responses our colleagues made to these questions. We are committed to the CPE process and believe this survey process has been true to the action/reflection format.

Respectfully submitted,

Judy Ragsdale, Al Ezenwata, Jeffery Silberman, and Cynthia Vaughan
October 25, 2022