



2021-2022 MA and MDIV Counseling Program Annual Report

Master of Arts in Counseling
Specialization in Marriage and Family Counseling
Specialization in Clinical Mental Health
Master of Divinity
Specialization in Marriage and Family Counseling

New Orleans Baptist Theological Seminary
3939 Gentilly Blvd.,
New Orleans, LA 70003

2020-2021 Masters Counseling Programs Annual Review, April, 2021

This section includes information from

Institutional Data

[Community Assessments](#)

[Faculty Assessments](#)

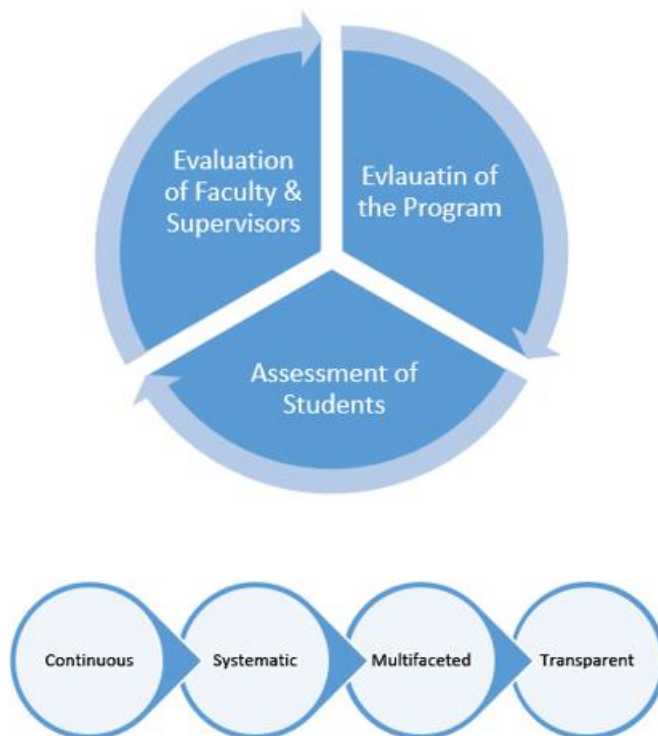
[Key Performance Indicators](#)

[Student Assessment of the Program.](#)

[Summary of Recommendations](#)

The New Orleans Baptist Theological Seminary MA in Counseling and MDIV programs are evaluated in a continuous manner as students move through the program. The assessment is pre-planned and intentional. Assessment of each component of the Counseling program uses multiple measures. The outcomes and processes are accessible to faculty, staff, students, and the community.

At the Counseling Programs Annual Review, recommendations are considered, adjusted and approved to improve the program. A [Summary of the Recommendations](#) is provided at the end of the document.



2019-2020 Evaluation of the Counseling Program

This section includes information from institutional data, community assessments, faculty assessments, and student assessments of the program. These assessments are used to implement changes at the program level.

Institutional Data

DEMOGRAPHICS REPORT 2021-2022

Applicant Characteristics 2021-2022

Ratios of Applicants Diversity for the counseling programs: This ratio is collected from the Admissions Office annually in February.

➔**Benchmark:** Maintain at least a 20% level of ethnic diversity.

Applicants (n = 35)		%	Admitted 35	
Gender	Male = 15	43%	Male = 15	43%
	Female = 20	57%	Female = 20	57%
Race	Caucasian = 26	74%	Caucasian = 26	74%
	African American = 6	17%	African American = 6	17%
	Asian American = 0	0%	Asian American = 0	0%
	Biracial = 1	3%	Biracial = 1	3%
	No Information = 2	6%	No information = 2	6%
Ethnic Diversity: 26%				
Age	21-25 = 16	46%	21-25 = 16	46%
	26-30 = 9	26%	26-30 = 9	26%
	31-35 = 0	0%	31-35 = 0	0%
	36-40 = 4	11%	36-40 = 4	11%
	41-45 = 5	14%	41-45 = 5	14%
	46-50 = 0	0%	46-50 = 0	0%
	>50 = 1	3%	>50 = 1	3%

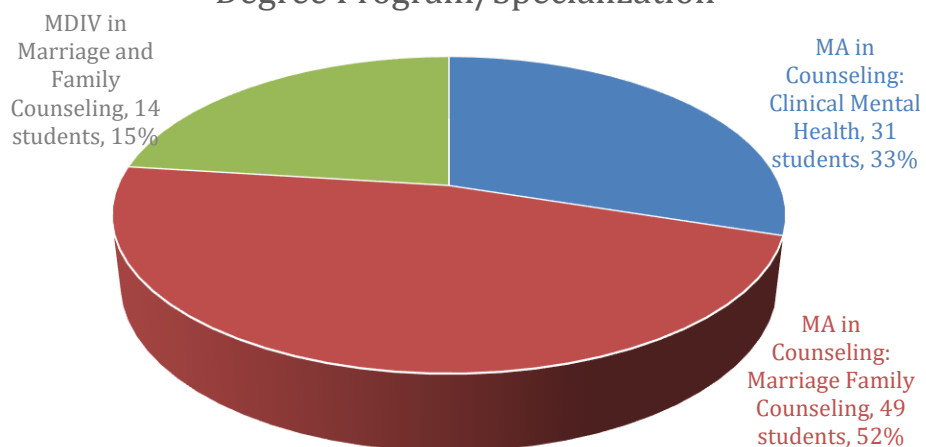
Assessment: The benchmark of 20% of applicants with a diverse ethnicity is currently met, with 26% of the student applicants and students admitted being students of diverse ethnicity. This is an increase over last year, which was a 21% of applicants with a diverse ethnicity.

*Research by Pew Research Center, June 7, 2019, shows that Southern Baptists had the following ratios of diverse ethnicity: African American 6%, Latino 3%, Caucasian 85%, demonstrating that New Orleans Baptist Theological Seminary, with 26% of students applying for the counseling program, is congruent with the Southern Baptist Convention Diversity.

Recommendations:

Current Student Demographics

Degree Program/Specialization



Number of Students in each Specialization

MACCMH	67	
MACMFC	45	
MDIV	8	
Total	120	

Gender of Current Students

	Male	%	Female	%	Total
MACCMH	20		47		
MACMFC	13		32		
MDivMFC	5		3		
Totals	38	31%	82	69%	120

Race: Current Students

	Asian	Black	Caucasian	Hispanic	Amer Indian	Biracial	International
MACCMH	2	6		1	2	2	1
MACMFC		1		1		2	

MDIVMFC		2		1			
Totals	2	9	81	3	2	4	1
%	2%	9%	79%	3%	2%	4%	1%
Total Diversity	21%						

Assessment: The goal for diversity in our program population is 20%. This is the percentage of diversity within the Southern Baptist Convention that owns and supports the New Orleans Baptist Theological Seminary. Because NOBTS is a theological training institution, part of the entrance requirement includes a “call to ministry.” This inhibits the number of local students who enroll at NOBTS. Many of the students at NOBTS commute into New Orleans to attend classes. NOBTS is a “regional” seminary, serving the southeastern part of the USA, and many students come from other states. The benchmark of 20% for diversity in our counseling programs is met with 21% of our students being of diversity ethnicity.

Age: Current Students

	24-29	30-34	35-44	45-54	55-65	Over 65	Total
MACCMH	38	10	10	5	3	1	67
MACMFC	20	14	7	2	2		45
MDIVMFC	4	3			1		8
Totals	62	27	17	7	6	1	120

Graduation of Students

	Fall 2021	Spring 2022	Total Academic Year
MACCMH	4	3	7
MACMFC	6	3	9
MDIVMFC	0	1	1
Totals	10	7	17

Program Modifications: No Program Modifications at this time.

Retention Rates of Students

2021-2022	1 Semester Persistence Rate	1 Year Retention Rate
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MACCMH	90%	62%
MACMFC	100%	50%
MDIVMFC		
Totals	94%	57%

Program Modifications: No recommendation at this time.

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Community Assessments

Employer Evaluation of NOBTS Counseling Graduates

Each January the Employer Evaluation of NOBTS Counseling Graduates is sent to known employers of NOBTS Graduates. An annual assessment sent out each January to employers of graduates, with 15 skill areas to be scored on a scale of 1 (Poor) to 5 (Excellent). The survey is sent to known employers of graduates for six years following the student's graduation.

The Employers evaluated the program by evaluating the knowledge, skills, and professional dispositions of the graduates working at their agency.

Evaluation of the level of professional knowledge/skills of graduates (1=poor; 5=Excellent).

The results below are from the 2021-2022 Spring survey of employers of NOBTS Counseling graduates. Seven employers responded; 3 agencies identified as private practice, 2 as community counseling centers, and 2 as non-profit agencies.

N = 7

Counseling skills	4.4
Case Conceptualization	4.4
Consultation	4.3
Evaluation/Research Skills	4.3
Crisis Management/Intervention	4
Working with Diversity Issues	4.3
Working with Couples/Families	4
Ethical Behaviors	4.6
Openness to Supervision	4.4
Assessment Skills	4.4

Treatment Planning	4.3
Professional Development	4.1
Theoretical Knowledge	4.7
Working with Children	3.8
Relationship with Colleagues	4.4

Participants noted program strengths:

- “I have had the privilege of supervising dozens of NOBTS students and graduates in the last 15 years. NOBTS graduates consistently demonstrate high levels of professional skills, ethics, and professionalism. 80% of the therapists that I hired when serving as Clinical Director at a large community agency were NOBTS graduates. I love their program!”
- “NOBTS graduates have proven to be great assets on our clinical team. Knowledge based and skill sets are impressive
- “Good skills, comprehensive education, high ethical standards, first place I turn to when looking for an intern or graduate to employee.”
- “We are thankful for the opportunity to work with NOBTS student interns and graduates. They come to our facility highly qualified and motivated.”

The one negative comment received stated:

- ”I think this was more a reflection on this graduate rather than the program. However, the graduate did not possess adequate real time clinical skills and was not able to professionally problem solve.”

Recommendation: No recommendations at this time.

Program Modifications: None at this time.

NOBTS Counseling Graduate Survey

Each January the NOBTS Counseling Graduates Survey is sent to graduates of the NOBTS Counseling program. The Survey is a self-evaluation of how prepared the graduate felt in 3 constructs: Knowledge and Skill, Professional Dispositions, and in the areas of the four Program Goals. Fifteen skill areas are to be scored on a scale of 1 (Poor) to 5 (Excellent). The survey is sent to graduates for six years following the student’s graduation. The NOBTS Counseling Graduate Survey was modified in 2020 after the survey was disseminated in January. Some of the elements will not be reported until next year.

The results of the Graduate Survey 2021 (which includes students from 2018-2019) are as follows:

N=33

Have you taken the NCE or your state exam?	16 yes 17 no
If so, did you pass the exam?	16 yes 1 no 94% pass rate
Are you licensed in counseling?	18 yes 15 no attempt

Comments from Graduates:

Graduates were asked: “Any other comments about counselor education at NOBTS?”

- I loved the program and felt prepared for counseling outside of the program. I would say I did have to do a lot of play therapy study after graduating. I feel the most competent in allowing my faith and neuroscience to intersect to provide a more holistic outlook on my clients.
- Thankful that NOBTS equipped me to pass the NCE on my first try.
- Excellent program
- It was great and I learned more than I needed, everything I wanted, and everything that helps to make me a great employee!
- I have felt so prepared for nearly every case I’ve seen so far. Even if I didn’t know what to do, I knew the resources to go to to find the answer because of my time at NOBTS! I’m thankful everyday for my time in this program!
- The Professors are professional and very qualified in teaching counseling. I have the skills to counsel in a professional setting.
- Make Personality Dev class part of both programs. Very insightful and helpful for CPCE & NCE. I think the program prepares for when we begin licensure and helps in developing a professional identity. The program is great in helping student counselors grow in weaker areas. It provides support to student counselors and the supervisors and professors encourage students to work on personal stuff to decrease reactivity in the counseling room. Love the program!

Monthly Student Counselor Progress Report (External Sites)

Each month External Site Supervisors send a Monthly Student Counseling Progress Report to the Clinical Director. The report measures the student counselor’s timely completion of paperwork for clients, as well as the professional dispositions. Both areas are measured on a five-point Likert scale, and are expected to achieve a 4 (Meets expectations) or a 5 (exceeds expectations). Below are the scores for

Spring 2020, the first time this measure has been used.

N = 5; 4 External Sites reporting

Area	Average	Percent
Timely completion of client notes	5	
Growth in diagnosing	4.2	
Treatment plans	3.9	
Adheres to ethical guidelines	4.6	
Learning/development of therapeutic competencies	4.3	
Open to Feedback	4.5	
Congruent/Genuineness	4.5	
Flexibility	4.7	
Self-Aware of belief systems,	4.5	
Professional with others	4.7	
Appropriate boundaries	4.5	
Multicultural awareness and respect	4.1	

Assessment: The aggregate scores of all elements in this measure met or exceeded Expectations with the exception of Timely completion of treatment plans.

Recommendation: None at this time.

Counseling Program Objectives Faculty Assessments

MA/MDIV Annual Student Review

In the spring of 2022 NOBTS Counseling faculty reviewed the Annual Student Review forms submitted by students in the counseling programs during the 2021-2022 academic year. During these evaluations, faculty advisors provided additional analysis of the reviews submitted by students, pointing out areas of significance.

Students who are in their first semester were not asked to complete the Annual Student Review. During the Counseling Program Annual Assessment Meeting, the faculty gave further input with the following results:

Academic Performance

N=52

GPA	Frequency	Percent	Average
Exceeds ≥ 3.5	46	88%	
Meets ≥ 3.0	4	8%	
Did not meet	2	4%	
Total	52	100%	2.9

Assessment: The evaluation of students, in consultation with their Faculty Advisor, indicated they are achieving this measure of performance, with the exception of 2 students who did not meet academic performance goal.

Recommendation: None at this time.

Oral Communication Skills	Frequency	Percent	Average
Exceeds = 3	30	58%	
Meets = 2	22	42%	
Total	52	100%	2.6

Assessment: The evaluation of students, in consultation with their Faculty Advisor, indicated they are achieving this measure of performance.

Recommendation: No recommendation at this time.

Written Communication Skills	Frequency	Percent	Average
Exceeds = 3	19	37%	
Meets = 2	32	62%	
Did not meet	1	1%	

Total	52	100%	2.3
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Assessment: The evaluation of students, in consultation with their Faculty Advisor, indicated they are achieving this measure of performance, with the exception of one student who did not meet written communication goal.

Recommendation: No recommendation at this time.

Attendance/Participation	Frequency	Percent	Average
Exceeds = 3	34	65%	
Meets = 2	18	35%	
Total	52		2.7

Assessment: The evaluation of students, in consultation with their Faculty Advisor, indicated they are achieving this measure of performance.

Recommendation: No recommendation at this time.

Completes Work in Timely Manner	Frequency	Percent	Average
Exceeds = 3	26	50%	
Meets = 2	22	42%	
Does not meet	4	8%	
Total	59	100%	2.4

Assessment: The evaluation of students, in consultation with their Faculty Advisor, indicated they are achieving this measure of performance, with the exception of 4 students.

Recommendation: No recommendation at this time.

Effort/Maximization of Potential	Frequency	Percent	Average
Exceeds = 3	40	77%	
Meets = 2	12	23%	
Does not meet	0	0%	
Total	52	100%	2.8

Assessment: The evaluation of students, in consultation with their Faculty Advisor, indicated they are achieving this measure of performance.

Recommendation: No recommendation at this time.

Professional Dispositions

Congruence & Genuineness	Frequency	Percent	Average
Exceeds = 3	42	81%	
Meets = 2	10	19%	
Total	52	100%	2.8

Assessment: The evaluation of students, in consultation with their Faculty Advisor, indicated they are achieving this measure of performance.

Recommendation: No recommendation at this time.

Self-Awareness & Emotional Stability	Frequency	Percent	Average
Exceeds = 3	34	65%	
Meets = 2	18	35%	
Total	52	100%	2.7

Assessment: The evaluation of students, in consultation with their Faculty Advisor, indicated they are achieving this measure of performance.

Recommendation: No recommendation at this time.

Open to Feedback	Frequency	Percent	Average
Exceeds = 3	38	73%	
Meets = 2	14	27%	
Does not meet	0	0%	
Total	52	100%	2.7

Assessment: The evaluation of students, in consultation with their Faculty Advisor, indicated they are achieving this measure of performance.

Recommendation: No recommendation at this time.

Ethical/Professional	Frequency	Percent	Average
Exceeds = 3	30	58%	
Meets = 2	20	38%	
Does not meet =1	2	4%	
Total	52	100%	2.5

*24 Students did not respond to this question

Assessment: Of the 52 students who responded to this question, 96% indicated they are achieving this measure of performance.

Recommendation: No recommendation at this time.

Motivated & Engaged	Frequency	Percent	Average
Exceeds = 3	26	50%	
Meets = 2	24	46%	
Did not meet = 1	2	4%	
Total	52	100%	2.5

Assessment: The evaluation of students, in consultation with their Faculty Advisor, indicated they are achieving this measure of performance, with the exception of two students.

Recommendation: No recommendation at this time.

Self-Aware of belief systems, values, needs, limitations, and the impact of “self” on clients.	Frequency	Percent	Average
Exceeds = 3	31	60%	
Meets = 2	20	38%	
Does not meet = 1	1	2%	
Total	59	100%	2.6

Assessment: The evaluation of students, in consultation with their Faculty Advisor, indicated they are achieving all measures of performance, with the exception of one student.

Recommendation: None at this time.

Professional Development

Goals: clearly defined with active plan to achieve goals	Frequency	Percent	Average
Exceeds = 3	20	38%	
Meets = 2	32	62%	
Does not meet = 1	0	0%	
Total	52	100%	2.4

Assessment: The evaluation of students, in consultation with their Faculty Advisor, indicated they are achieving this measure of performance.

Recommendation: No recommendation at this time.

Program Goal 1: synthesize theoretical and empirical knowledge in the field of counseling.

Program Goal 1	Frequency	Percent	Average
Exceeds = 3	13	25%	
Meets = 2	36	69%	
Does not meet = 1	3	6%	
Total	52	100%	2.2

Assessment: The evaluation of students, in consultation with their Faculty Advisor, indicated they are achieving this measure of performance, with the exception of three students. The aggregate benchmark of 2 (Meets Expectations) was met.

Recommendation: No recommendation at this time.

Professional Activities Log in the Student Self-Evaluation

The Professional Activities Log is included in the Annual Student Self-evaluation to give students an opportunity to evaluate their professional activities and to enable them to set goals in areas where strengthening might be needed. Some of the examples of entries in the Annual Review included:

- Attended the November NOBTS counseling conference, attending sand tray training in April, sought information/help from PLPC
- Studied for and passed the CPCE, studied multiple models of counseling
- Continue to seek out multicultural resources when relevant with specific clients.
- Having the opportunity to continue applying theoretical models and knowledge through continuous internships has been a large source of growth for me. I have the opportunity to work with client through longer models and see goals meet and healing change occur.

- The Professional Issues class has helped me gain more theoretical information this semester which I am merging into my working knowledge of counseling.
- Continuing to read journal articles to stay up to date on current research in the field
- I gave myself a 2 because I believe that I have worked hard to gain theoretical and empirical knowledge, but I know I still have much more to learn. I think that once I start practicum and seeing clients my knowledge will significantly grow as I get to put into practice what I have learned and get faced with new challenges.
- During my internships, I was able to employ theoretical knowledge for use with my clients. I learned that an integrated approach to counseling is most effective for me. I prefer to be able to draw on different models as opposed to just relying on one. I was able to take the knowledge I learned from my classes and to apply it in the counseling room.
- I feel I have been able to take what I have learned over the last year in the areas of theories and their implementation to use them in the counseling process to help clients meet goals. I believe that my understanding of ethical practice as well as the practical use of theories like Cognitive-Behavioral Therapy has been able to synthesized beyond just knowing the facts and understanding how this knowledge is to be integrated into the actual practice of therapy.
- Accompanied some LPCs, LMFTs, and Psychologists on a church retreat for 600 collage students to provide counseling. Read/listened to books on group counseling, CBT, EMDR, and EFT. Psycho-education group on anger management.
- Implementing learned knowledge of EFT with my couple clients. Utilizing the steps and stages of the EFT TANGO (predominately stages 1 and 2). Currently increasing understanding of EFT (through externship, books, podcast, etc.) and learning how to use this model with individuals (EFIT).

Program Goal 2: Have the necessary academic and clinical skills to obtain professional licensure.

Program Goal 2	Frequency	Percent	Average
Exceeds = 3	16	31%	
Meets = 2	34	65%	
Does not meet = 1	2	4%	
Total	52	100%	2.3

Assessment: The evaluation of students, in consultation with their Faculty Advisor, indicated they are achieving this measure of performance, with the exception of seven students. Various students answered this question from the perspective of “I have to complete my degree to obtain professional licensure.” The aggregate benchmark of 2 (Meets Expectations) was met.

Recommendation: No recommendation at this time.

Activities Log:

- Passed the CPCE, studying for NCE now, and passed core classes in the necessary fields for licensure, completed all clinical hours needed, and number of course hours needed. I have obtained a job and supervisor pending my licensure.

- Reading books on trauma work and listening to podcasts that will better support my practice with my current clients.
- Implements multiple clinical theories into practice with clients. Theories such as: TF-CBT, Child-Centered Play Therapy, Story Informed Trauma Therapy, EMDR, and Acceptance Commitment Theory. Theories are utilized within specific age populations. Clinical hours and training taken outside of counseling aid for licensure post-graduation for obtaining a RPT license in addition to LMFT.

Program Goal 3: Have developed a deeper understanding of cultural diversity to enhance counseling skills.

Program Goal 3	Frequency	Percent	Average
Exceeds = 3	21	40%	
Meets = 2	27	52%	
Does not meet = 1	4	8%	
Total	52	100%	2.3

Assessment: The evaluation of students, in consultation with their Faculty Advisor, indicated they are achieving this measure of performance, with the exception of 11 students. The aggregate benchmark of 2 (Meets Expectations) was not met.

Recommendation: None at this time.

Activities Log

- Our multi-cultural course has instilled above and beyond an understanding and encouragement to have in-depth study of a wide variety of cultures including but not limited to: history, origins, language, values, world-views, religions, and effective and ineffective counseling models.
- I am currently in a book group reading about and discussing gender dysphoria
- Working through multicultural counseling class and reading outside of class, for example doing research into specific cultures and learning about cultural humility and reading critical race theory
- I gave myself a 3 in this category because I feel that I have a deep understanding of cultural diversity. Living overseas in another culture gave me the opportunity to understand other cultures well. Now I am able to apply the knowledge I have about different cultures to the practice of counseling.
- I have learned the importance of culture in working with clients and have learned that the majority of culture exists in the things that are unspoken. I have learned to do cultural interviews with clients and to ask questions directly related to culture. The importance of culture cannot be overstated.
- I am currently enrolled in Social and Multicultural Issues, and have been able to learn a lot about the cultural differences that might arise in counseling. One of the main things I have learned is how some clients might not react well to certain counseling methods due to their culture. It is important to choose a method that would fit the client. In this class we have to present on a particular culture group, and my group was Latino/a Americans. There is an assessment called ARSMA II which assesses the acculturation level of a Mexican person who has come to the

United States. This assessment is very important to utilize with Mexican clients in order for the counselor to get a better understanding of the client.

- Maintaining close friendship with family from Cambodia. Worked with spanish-speaking classmate to continue learning Spanish. Trying new cuisines.

Program Goal 4: Integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

Program Goal 4	Frequency	Percent	Average
Exceeds = 3	18	35%	
Meets = 2	32	62%	
Does not meet = 1	2	3%	
Total	52	100%	2.3

Assessment: The evaluation of students, in consultation with their Faculty Advisor, indicated they are achieving this measure of performance, with the exception of 2 students. The aggregate benchmark of 2.3 (Meets Expectations) was met.

Recommendation: None at this time.

Activities Log:

- Working with clients to better develop their spiritual beliefs and integrating scripture in session. I will take Integration course next semester
- From particular classes, to the constant encouragement and modeling of professors throughout multiple classes, I have been shown effective methods on integrating faith and mental health in an ethical manner. Topics of grief, loss, trauma, marriage, assessment, and more have given opportunities for navigating case studies or role playing in order to effectively integrate both concepts.
- This is an area I feel strong in. I've studied the Bible with mental health in mind and am always soaking in the different views of others with God's Word as the backdrop. All while recognizing the other individual's needs/ability to dialogue about spirituality.
- Again, I believe that the classes that I have taken, I have been able to understand the importance of gauging the spiritual state of a client and respecting this while counseling that client. Even when the client professes a strong spiritual belief, I know that this can mean many things to many people and any assumption on my part about what that means to them has the potential to do harm. It is best to understand and allow the client to take the lead in some of these areas. I should ask many questions as well as for permission before I assume that anything is okay with the client.
- Emotionally Healthy Spirituality has helped to strengthen the incorporation of Christ within session. It is currently easier to incorporate Christ in a family/couple dynamic.

Other Professional Development Activities (Counseling conferences attended; leadership in SCA; volunteer work in counseling related areas -- can be in any setting)

- Leadership in SCA, coordinated Mark Yarhouse virtual speaking event, attended Play Therapy Conference, Sandtray training, EMDR training, NOBTS counseling conference, TBRI connection camp volunteer
- Attend EMDR training in Summer.
- Multiple AACC conferences in TN, FL, and TX, annual Play Therapy conferences or specific sub category trainings, EMDR training, sand tray training (personally and then co-taught), SITT training, crisis intervention training, presentations on suicide and child and adolescent counseling at an AACC conference, and published a book to utilize in counseling settings.
- I attended the counseling conference that was held on campus last semester. I also attended SITT training in January and plan to attend EMDR training in the summer.
- EMDR, Gottman 1&2, CBT, TBRI, SITT, Sandtray, attended AACC, Couple's Counseling training with Dr. Steele, EFT, Couples Consultation with Dr. Brooks@Restoration, and attended ETS: Alex W. spoke on PTSD.
- I will volunteer at a local non profit this semester that provides mental health services for homeless women.
- SCA Vice President, Story Informed Trauma Therapy Training, Prepare Enrich Training, Crossroads Connect Events, Emotionally Healthy Spirituality Training, I will attend the Couples Communication Training and EMDR training in the coming months.
- I lead an addiction group and have been net working with counselors in my community. Need to improve this. Use to listen to podcast and watch videos. I do follow Dr. K and Healthy Gamer which is psychology education for people who play video games.
- Crossroads - program development for respite care; TBRI Practitioner training
- Go out weekly in the Red Light District in my city to build relationships with women behind the windows. I am able to put into practice many skills that I am learning in my classes, such as listening well, asking good questions, reframing the situation and the ministry of presence.
- In my daily work as a cross-cultural missionary I get to put all of these into practice with almost every conversation outside my home BUT ALSO inside my home with my family

Supporting Narrative Statements:

1. Describe your academic growth over the past year.

- I have grown in my theoretical knowledge of counseling by preparing for the CPCE and NCE.
- I believe there has been growth through the classes I have taken which has enabled me to gain knowledge in the areas clients have been seeking counsel. Aside from academic classes required, I am constantly reading and searching for theories and interventions which could best serve the clientele I am working with. There is so much I do not know but must educate myself for the best interest of the client.
- I have invested time in further models and techniques from those who specialize in both the counseling and social work field. Aspects of the brain and development through the use of the Triune Brain model and further attachment-based interventions have increased within my counseling practice and time.

- While getting further into the counseling program, I feel like I have been able to develop an understanding of counseling theories that guide our practice, but I also recognize that I still have a lot of room to grow in my competency and understanding of counseling theories. I feel like I have learned a lot about working with people who have experienced trauma and want to continue learning more about counseling theories helpful in working through trauma.
- This was my first year back at school since 2012. I think I proved to myself that I could still do school work and that I still enjoyed it. I learned how to work more efficiently and better manage my time this year.
- My depth of knowledge concerning the field of counseling has increased so much since starting this program. When I started, I knew little to nothing about counseling theories, methods, etc. Since then, I have learned so much and gained enough confidence in my understanding and skill to have started Practicum and begin learning how to apply that knowledge to real clinical practice.
- In the last year, I have learned about the basic tools I need to be able to diagnose, choose an appropriate theory or theories, and use them to help clients reach the goals that they have in seeking therapy. I have been taught the skills needed to navigate handling spirituality in the counseling process. I have learned about Clinical Mental Health in the community setting and have had the privilege of interviewing licensed professionals who are working in a number of settings. I have been challenged through numerous case studies with many different scenarios. I have learned about ethnic groups who have limited access to mental health and what poverty can do to access to mental health services.

2. Describe your personal growth over the past year.

- I have grown in my ability to set and maintain healthy boundaries and say no to things more. I have been able to prioritize what is important and set aside anxiety when I cannot control the situation.
- I think where I have grown the most is in the area of being open minded. Everything is not black or white, no one person experiences or processes/perceives the same. I have discovered that just as in physical therapy, there is not a cookie cutter approach for mental health. What works for one may not work for the other. Everyone does not experience the same.
- Personally I have experienced having my eyes opened to my own behaviors, thoughts, emotions, and the impact they have on those around me. I have begun a journey of deeper understanding of how I can be a better listener, improve my controlling of responses, and show empathy and compassion in a different way to the broken. I find that I am listening more, not for the purpose of telling someone what's wrong, but engaging with them to help them see for themselves.
- I have grown in my emotional awareness and confidence. I have learned how to more gracefully make mistakes, take responsibility for mistakes, and move on.

- Personally, I believe that the counseling program has challenged me to look into my own relationships and do what I can to be a better communicator, boundary-setter, I have discovered some areas in which I need to grow and I have learned about what I need for self-care in order to remain effective. I feel that I have seen some blindspots in my thought patterns and reactions to situations that are not areas of which I was aware before.
- Upon beginning the program, it became clear to me that before I would walk alongside others in their counseling process, I should become the client and undergo that process myself first, both to proactively address my own reactivity, as well as deal with some of my past experiences that needed to be processed. I embarked on that journey in November with a [more advanced] counseling student here at NOBTS. It has been a very rewarding process, albeit though at times. I continue to learn more about myself, and am allowing God to do His work in my own heart. I am confident that this process is not only bringing about positive change in my life, but will positively affect my counseling practice for the length of my career.
- This has been a year of immense personal growth. My wife felt called in January 2021 to start the business that had previously been at the end of our 5 year plan. She was fired from her job in May; We lived off of a shoestring budget, learned how to be business owners, and struggled to keep all of the plates spinning while learning to do so. This taught me that I am competent and can problem solve, which raised my confidence level. Through the difficulties of that, I grew as a husband, as a student, as a leader, and as a man. I started going to counseling and learned to see my father as less of the archetypes that I'd spent my life viewing him as: the Hero or the Villain. I learned to set boundaries with my family and how to say "No." I came to realize that if I didn't start taking better care of myself that I wouldn't have the mental or physical health to make it through grad school, so we began to diet and exercise to combat our stressful lifestyle. I've lost about 40 pounds and learned to enjoy exercise, and pushing myself has instilled confidence in a strength that I didn't know I had. I started the past year needing self-worth and maturity, and I am ending it more mature and confident in the person that God has called me to be.

3. Describe your professional growth over the past year:

- I have grown in confidence of my counseling skills this past year with my clients. I remember where I was when starting practicum and I see how much I have overcome in using the skills and techniques I have learned. I have also become a member of the AACC
- Professionally, I have seen growth in avoiding procrastination and taking the initiative to get things done more quickly than last year. While this is still very much a work in progress, I am encouraged by this positive change. I have also improved in more timely replies to emails and messages regarding counseling.
- Professionally I have become more secure in my clinical abilities and my leadership abilities. Internship has highlighted my strengths and areas of growth and has challenged

me to step out of my comfort zone in professional settings. Leading SCA has also highlighted my strengths and areas for growth in leadership so that I know how I can adapt, plan, and change for future situations.

- Over the last year I feel as though I have grown substantially as a professional. I have completed a few trainings and I will very soon be a TBRI practitioner. I also feel as though I have grown in my craft and I am more effective in the counseling room. I am currently in the interview process in hopes of stepping into the mental health career field!
- One of the biggest professional growth has been learning how to take feedback graciously- I work as an ABA therapist and am assessed monthly by my BCBA.
- I think I am just beginning to see myself as a counselor. This transition from minister to counselor has been surprising in some ways and in other ways what I expected. This identity as a professional is one that is encouraged in our department. We are students, but we are encouraged to see ourselves as professionals and therefore, expected to behave as such. As students who have been given the permission, the encouragement, and the expectation, I believe that we want to strive for professionalism. I want to know that I am doing what is needed to be a counselor that conducts himself in a professional manner and does professional work with those I counsel.

4. Describe your spiritual growth and how it has enabled you to integrate spirituality with mental health science.

- I have been learning more to wait on the Lord and rest in Him. Prioritizing time abiding in God makes everything else in my life be put in better perspective. This allows God's goodness to be reflected to everyone, including clients. Being in tuned to God also helps me tune in better to clients and their spiritual concerns in counseling. I can be better equipped to help them.
- I have much more prayerful and honest in my prayers with the Lord, being able to go to Him in a honest way that I haven't done before makes me feel much more sure about the direction he is leading me in.
- The Lord has been growing me a lot in humility recently, which has certainly affected me as a counselor. He is teaching me how to be silent, patient, and more gracious to myself and others. As I have learned more over the last several months, I also think that God has been growing me in true compassion and empathy for those that are different from me and have their own unique experiences in life. He has been showing me how to learn other people and appreciate them for who they are without trying to make them who I am.
- Spiritually, the Lord has been teaching me about living in the tension of joy and sorrow. I have often struggled to sit in grief and suffering; yet, the Lord has called me to the counseling field. He has reminded me so much of His grace, care, and patience for us as His children as we wrestle with the effects of sin on this world. This recognition and allowing myself to process personal grief through counseling has enabled me to be able to integrate spirituality with mental health science.

- Integration and Bible in the Professional Counselor has been very helpful. I am incorporating more scripture and faith into what I do. My Bible study just finished a forgiveness workbook and that has helped me to look at people in a more forgiving way.
- Honestly, my spiritual growth has felt tough - I think a combination of mothering small kiddos, grad school, and a global pandemic. But this lent season I have been the most consistent with my own spiritual growth as I have been in many months and it has been sweet to see how practices such as lament or even spiritual disciplines like joy and gratitude can fit really beautifully in not only my own integration but also into the framework for my clients integration.
- Spiritually, I have been growing in gratefulness for what the Lord has provided around me. This has helped me to see the effectiveness for a grateful attitude and the decrease in negative thoughts and emotions. I have been able to integrate exercises with my clients to decrease negative emotions and thoughts by increasing their gratefulness to what is around them.
- My spiritual life and walk with the Lord has really been challenged during my time at NOBTS. I have wrestled with the things I believe and who I believe God is more over the last three years than ever before in my life. As a result I believe that I am more equipped to walk with clients as they wrestle and my theology of suffering has developed in a way that allows me to more effectively walk with my clients through and understand their own suffering.

5. Describe the three most significant challenges you face right now. What is your plan for overcoming these challenges? In what ways do you need assistance?

- Moving, transitions, and finishing all my tasks. I think prayer is the biggest assistance for me now
- Staying on course to finish my studies. When I felt called to counsel I had little knowledge in the impact on those around me. It has been challenging and rewarding but extremely taxing physically and emotionally. 2. Finding a church home- the challenge of looking at things differently but staying true what I feel is Scriptural has opened my eyes to things I may have looked at wrong. 3. Allowing my adult children to struggle so they can grow. I want to fix the struggles my children get in. It is hard to watch their struggle. Just as I cannot fix my clients, I cannot fix my adult children. It is hard to watch them struggle.
- Time management is a challenge, I am now becoming best friends with my calendar and using it much more frequently than I used to. 2. I am having challenges with treatment planning, so I am asking more questions in supervision than I used to. 3 I am having challenges on knowing what to say in sessions because I am still so new to the program, so I am reading more on topics that will help me prepare for sessions.
- My most significant challenge is still figuring out school and mom balance. I have one child home with me still two week days and it has been difficult knowing how to allot

time to him, my other kids, house work, and school. I have, at time, over prioritized the house or over prioritized school. Receiving feedback from my husband and eliciting it from my kids has been helpful and I'm praying through how to rethink and restructure my non-class time to match what I want to prioritize.

- I face challenges in knowing specific directions to take with clients, struggle to find deeper community, and have faced challenges in comprehension while reading textbooks. I will seek supervision in individual and group supervision. I will attend more events at church and will ask someone to lunch or coffee to grow in the communities I am in. And I will begin taking notes, using highlighters, and audiobooks to assist in comprehension of textbooks.

6. Describe ways in which you have exemplified leadership over the past year?

- I had the opportunity to lead a process group for the incoming counseling students last semester. I had no idea how much I enjoyed it and wished I would have done it sooner. I also wish I would have gotten involved in SCA.
- For new practicum students, I have offered a listening ear and a prayerful confidant to them as they navigate such a big transition. Another counselor and I are planning an Emotionally healthy Spirituality Group for the summer. I have met a goal to volunteer to pray more in my classes and supervision.
- In the last year I have taken over leadership in the Student Counseling Association in the hopes of building more student engagement in the NOBTS Counseling Program. I have worked, and continue to work, on building more precise rules and regulations for my team so that there is a framework for leadership once we all graduate from the program.
- I think the best way I have exemplified leadership is by listening closely to my classmates and their needs and making an effort to do life with them. I fully understand the difficulty of coming to seminary where you have no community, so I have had some people over for dinner on a regular basis and encouraged them on their journey, helped with assignments, or just offered a listening ear.
- I have led several women in Mending the Soul groups and trauma healing
- I have served in a leadership role for the SCA. I have served in a leadership role in my local church on our women's ministry team as well as our connect team. I have served with crossroads NOLA at their first connect camp and have provided respite care weekly for one of the Crossroads NOLA families.
- Helping a new counseling student decide on classes and how to manage their current load.
- I have begun organizing my church to help provide for refugees fleeing Ukraine and have taken on some academic advising roles.

7. Describe yourself as a counseling professional five years from now. What will you be doing? What will you have accomplished? What will you have contributed to the profession of counseling and your community? How will you have changed from who you are now?

- In five years I will be fully licensed. I hope that my husband and I will be somewhere that we can both be doing ministry that we love. I hope to have gained experience in my PLPC that will prepare me to contribute to the healing of kids from hard places and those with trauma. I hope to be able to eventually find a way to counsel in a setting that is accessible for lower income or uninsured people. I don't think at my core I will be different, but I hope to have more clinical experience and knowledge in how to treat people better.
- In five years, I hope to be close to finishing a doctoral program, teaching in the community specific courses around child development and play therapy, consulting, and continuing to work with child, teens, and families in a counseling setting. I hope to have written and published some more books I have outlines for, and would love to offer training and teaching in a church setting. I hope to feel more confident in whatever season that will be, and however my life looks like. I would personally love to have children by then, either through the foster system or personally. Our personal lives feed into our professional lives, and I want to hold just as important dreams and goals outside of my professional life.
- 5 years from now I hope to be just starting out! I would like to work with families, particularly in regards to perinatal mental health. I hope to be trained by Postpartum Support International and working with families. I think I will have grown in counseling skills and in my ability to care for other.
- Five years from now, I hope to be graduated and close to obtaining my licensure. I would love to be practicing in a Christian Private Practice or serving internationally. I will be trained in a number of models and methods such as TBRI, SITT, EFT, Couples Communication, Play Therapy. I hope I will have contributed knowledge and experience to the profession of counseling as well as upholding the reputation of the profession. In my community, I hope to be able to be a voice for mental health. My desire is that I will be healthier emotionally, mentally, physically, and spiritually. I will be growing in my confidence in practicing counseling as well as having an continual increased passion for the profession.
- My desire for my future in counseling is that I would have my own practice in a smaller more rural community. I desire to serve in an underserved area where there is a large potential for drug and alcohol abuse as well as other challenges. As we get further from covid and the lockdowns I think people and especially children and adolescents that grew up through it will realize the impact that it had on all of us and I want to be and serve where other people may be blind to. I will have contributed to my community by being a consistent and unwavering practitioner who walks with people through challenges and show them God's grace.

Recommendations to Improve the Counseling Program:

The following student recommendations are by category. The recommendations come from the Annual Student Review. A representative selection of the recommendations are below:

- **Faculty decisions based on student recommendations 2021 and progress:**

Student Request/Recommendation	Motion	Approval
More training on note taking	Students will be trained in Skills class to take notes using Penelope.	5/12
No value to reading and writing a review of the text for Internship 1.	Add to the syllabus an explanation of why the reading and book review of the text is required.	5/12 Make sure this is in current syllabus
Make a counseling model course one of the core courses.	That Cognitive Behavioral Counseling (fall) OR Brief Solution Focused Counseling (spring) be one of the core courses.	5/12 Completed
Have more than a two day training for Orientation for Practicum	No action taken. Additional training will be included in the first week of Group Supervision.	n/a
Practicum students should be in Individual supervision as individuals, not as a dyad.	No action taken. Limits of personnel as well as value in learning from another peer were considered.	n/a
Post syllabi for the coming term before the summer, or before Christmas break so students can order texts early.	That syllabi for the following semester (fall/spring) be submitted to Division Administrative by the last Friday of the semester The syllabi will be posted on the nobts.edu/counseling webpage.	5/12 Completed
That faculty offer a Town Hall style meeting for Students to ask any questions they may have about counseling programs.	That faculty offers a Town Hall style meeting a minimum of one time per semester for Students to ask any questions they may have about counseling programs. (Monday Morning? Friday morning? Alex will help survey students to see the best time). Faculty will take the lead on the event.	5/12 Not Completed
Need to shift one of the required courses to an elective in order to not add an additional 3 hours to the degree plans since the electives of Cognitive OR Brief are being made requirements.	Remove Addictions from a required class to an elective course	5/12 Completed
Add into one of the classes a component teaching a model to work with unwanted sexual addictions.	To add a section in COUN6341 Addictions about Sexual Addictions to teach a treatment model	5/12 Completed

The Student Counseling Association needs to be redone entirely. The SCA does not serve the purpose that it should have, nor does it serve students well.	To ask the SCA officers to bring a proposal to the faculty to adjust the purpose and service goals of SCA.	5/12
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Faculty Decisions regarding Student Recommendations for Spring 2022

Student Request/Recommendation	Motion	Approval
<p>*I would like to encourage improvement with some sort of networking/community building with distance learning students.</p> <p>*More interaction for the online student community</p>		
<p>I would also suggest that more experienced counselors be assigned to counseling students for their personal counseling needs. (I have had 2 counselors this year, one of them left the program completely, the other is completing the program and it was difficult to connect with them in order for them to just up and leave within 4 months.)</p>		
<p>*Clarity on what is happening (I am confused with new and old program talk)</p> <p>*More open communication between professors and students</p> <p>*More collaboration between the staff and students is desired. I've personally gotten pivotal information through peers instead of professors when asking both on terminating with clients, information on required hours for internship, etc.</p>	<p>That faculty offers a Town Hall style meeting a minimum of one time per semester (and name a faculty member to be responsible to schedule it) for Students to ask any questions they may have about counseling programs. (Monday Morning? Friday)</p>	
<p>*Some sort of grade deadline would be helpful. It's been difficult, in both semester, to continue to complete work without timely feedback on completed coursework.</p> <p>*I would also recommend some more feedback if possible on assignments.</p> <p>*Getting feedback and grades back within a shorter time frame is also desired to know what needs to be changed or improved upon before the</p>		

semester ends.		
I would love it if we could take the NCE while in school vs. taking the CPCE only to later have to study and pass another exam (this would especially helpful for students who need the NCE in order to apply for licensure).		
I would recommend more hands on training in the arts/sensory aspect and increase resources for counselors to utilize while in practicum/internship.		
Being able to choose more than 1 elective would have been nice.		
I would recommend updating some of the research in some of the classes, as it is out of date.		
Increase in Advisor meetings outside of once a year.		
Use the Rosenthal CPCE study encyclopedia from the beginning of the program as students work through each section. It really helped me to understand theory and concepts that I didn't fully grasp in the class alone.		
*Counseling scholarships would be amazing. *It has been challenging to do this program as a couple because of the financial burden. I would love to see more scholarship opportunities specifically for counseling students. (I'm sure you all would love the same.)		
*Providing more opportunities for cohort counseling students to check-in on one another, more than doing one process group your first semester. This program is very stressful and it can be hard for some to develop relationships. I think having something like that could help build stronger relationships. *I think one thing that I would like to see are more socialization opportunities with counseling students specifically. I think this is an area in which we would all benefit from interacting in a setting where		

there isn't an agenda or training or specific talking point. I think circumstances like this breed conversations between people that go beyond many of our surface level conversations in passing or class discussions.		
More multi-ethnic representation in professors/guest lecturers		
Recommendations to not overload yourself with classes and clients.		

Counselor Competency Survey (CCS 2017 edition)

At the end of each term while the student is in clinical practice, after observing a counseling session of the student and a client, the individual supervisor completes a CCS 2017. The CCS 2017 has three sections of measurement: Counseling Skill and Therapeutic Conditions (12 items—0-60); Professional Dispositions (10 items—0-50); and Professional Behaviors (10 items—0-50). These scores are monitored by the supervisor and the Clinical Director. Students set goals for each term based on their scores on the CCS. At the end of the term progress is reviewed again as new goals are set for the next term. It is expected that 95% of students will exceed or meet expectations across each rubric by the time they complete Internship 2.

N = 38 (completed Internship 2)

Section	Meets or Exceeds Expectation	Did not meet Expectation	Aggregate Mean	Median	% Meeting or Exceeding Expectation
Counseling Skills and Therapeutic Conditions ≥ 36 = Meets or Exceed Expectations.	38	0	56	57	100%
Professional Dispositions ≥ 40 = Meets or Exceed Expectations.	38	1	48	49	96%
Professional Behaviors ≥ 40 = Meets or Exceed Expectations.	36	2	47	48	94%

Assessment: Benchmark met. 94% of students met or exceeded expectations on each area of this rubric. One of the two students who did not meet expectations was counseled to move to another major.

Recommendations: No recommendations.

CPCE Examination Scores

Benchmark: 85% of students will pass the CPCE exam before graduating.

N = 14

NOBTS		SD	Nat Mean	NOBTS Mean	SD	%
Passed National Mean	14	11.7	89	96.6	14.4	100%
Did not pass National Mean	0					

Assessment: 100% of students (14 Students) passed the CPCE, meeting the benchmark of 85% of students.

Recommendation: None

Counseling Faculty Meeting Minutes

MA/MDIV Signature Assignments

The NOBTS Counseling programs have 10 Student Learning Objectives. Each Student Learning Objective (related to the 8 core areas plus one for Clinical Mental Health and Marriage and Family specializations) are assessed throughout the program of study.

8 Core Areas: Key Performance Indicators 2 Areas of Specialization

The Key Performance Indicators are related to the Counseling Program Goals and are identified in the 8 Core Areas and in 2 Specialty areas.

Core Areas:

- Professional Counseling Orientation and Ethical Practice
- Social and Cultural Diversity
- Human Growth and Development
- Career Development
- Counseling and Helping Relationships
- Group Counseling and Group Work
- Assessment and Testing
- Research and Program Evaluation


Specialty Areas

- Clinical Mental Health Counseling
- Marriage, Couple, and Family Counseling (both MA in Counseling and MDiv MFC)


Below is the **Master Counseling Program Key Performance Indicators (2021-2022)** chart with the Core areas, and the respective KPIs.

Master Counseling Program Key Performance Indicators (2021-2022)

<i>Core Area 1: Professional Counseling Orientation & Ethical Practice</i>			
SLO 1: Students will increase their ability to evaluate themselves personally and professionally. (CACREP 2.F.1.k)			
KPI 1: Over the course of the program, students will develop self-awareness and self-understanding, emotional stability, and self-control.			
<i>Assessment Methods: Data to be collected</i>	<i>Two points in time (Minimum) How and when it is collected</i>	<i>How Data is Reviewed/Analyzed</i>	<i>How Data is used for curriculum/program improvement</i>
<p>1. Counselor Competency Scale (CCS); 2:C Self-awareness & Self-understanding; 5 = Exceeds Expectations; 4 = Meets Expectations</p> <p>The student will evaluate himself each term while in clinical practice and the supervisor will also evaluate the student to aid in the student growing in the ability to do a balanced self-evaluation.</p> <p>85% of students will achieve a score ≥ 4 by the end of Internship 2.</p>	<p>1. Self-evaluation, Beginning of Practicum (COUN6380); Supervisor evaluation, end of practicum. Collected in Tevera, and data accessed via a Tevera Report 603 Group Rubric Analysis</p> <p>2. Self and Supervisor Evaluation at exit from Internship 1 (COUN6390) Collected in Tevera, and data accessed via a Tevera Report 603 Group Rubric Analysis</p> <p>3. Self and Supervisor evaluation, end of Internship 2 (COUN6391) Collected in Tevera, and data accessed via a Tevera Report 603 Group Rubric Analysis</p> <p>The data will be collected as an assignment in Tevera Supervision classes and the will be data accessed via Tevera Report 603: Group Rubric Analysis</p> <p>Aggregate and individual student data will be downloaded at the end of</p>	<p>The Assigned counseling faculty member for any KPIs measured in the previous term will bring a recommendation regarding the results to the counseling program meeting the 3rd week of the following term.</p> <p>The assigned faculty member will analyze the course structure and assignments to consider any necessary changes, which may include changes in assignments, course texts and readings, and activities in the class, and prepare a recommendation for the changes.</p> <p>The recommendation may be “no change” if the benchmarks are met; “no change at this time because... (with a rationale or explanation for why the benchmarks were not met and why no changes are recommended); or “A recommendation for change:” with an idea about what needs to be done regarding the results in order to move toward meeting the benchmark.</p> <p>The recommendation should be sent to the counselingdivision@nobts.edu</p>	<p>During the Annual Program Review the aggregate data will be compared both to the benchmark as well as the previous year’s data. If a benchmark is being consistently met (3 years) data will be examined to find weak points in the program, and plans for measurement and analysis created.</p> <p>The Counseling Faculty member who analyzed the data will bring a report to the Counseling Faculty meeting and lead the discussion on suggested recommendations for any change needed. Other recommendations will be received at the meeting. These changes may include changes at the course level (syllabus), curriculum level, or program level.</p> <p>If a need for improvement is seen, recommendations for the program or curriculum will be presented as a motion, discussed, and voted upon by the Counseling Program Faculty, and recorded in the</p>

	<p>each term (fall, spring, summer) by the assigned administrative staff member, and transferred to the KPI 1 Template Spreadsheet.</p>  <p>KPI 1 ProfCoun Orientation_Ethical Pr for both measures.</p> <p>All KPI aggregate data from each Fall, spring, and summer term will be made available to the assigned counseling faculty member for each KPI by the second week of the following term.</p>	<p>for inclusion in the Department meeting agenda by the 3rd week of the following term.</p> <p>This plan will be utilized for each KPI and Measure. (It is not repeated below)</p>	<p>Counseling Program minutes. Approved recommendations will be put into practice for the next term.</p> <p>Any motions related to changes coming from the analyzation of data will be collected in a running list containing all motions and changes for each academic year.</p> <p>This plan will be utilized for each KPI and Measure. (It is not repeated below)</p>
<p>2. CCS, 2:D Emotional Stability & Self-Control; 5=Exceeds Expectations; 4=Meets Expectations</p> <p>85% of students will achieve a score ≥ 4 by the end of Internship 2.</p>	<p>1. Self-evaluation, Beginning of Practicum (COUN6380); Supervisor evaluation, end of practicum. Collected in Tevera, and data accessed via a Tevera Report 603 Group Rubric Analysis</p> <p>2. Self and Supervisor Evaluation at exit from Internship 1 (COUN6390) Collected in Tevera, and data accessed via a Tevera Report 603 Group Rubric Analysis</p> <p>3. Self and Supervisor evaluation, end of Internship 2 (COUN6391) Collected in Tevera, and data accessed via a Tevera Report 603 Group Rubric Analysis</p> <p>Aggregate and individual student data will be downloaded at the end of each term (fall, spring, summer) by the assigned administrative staff member, and transferred</p>		

	<p>to a the KPI 1 Template Spreadsheet.</p> <p>All KPI aggregate data from each Fall, spring, and summer term will be made available to the assigned counseling faculty member for each KPI by the second week of the following term.</p>		
<p>Core Area 1 Note: Both a Student Self-Evaluation using the CCS (2017) as well as a Supervisor Evaluation using the CCS (2017) are being used to assist in helping the student grow in self-evaluation. Practicum students complete this evaluation at the beginning of their Practicum, their supervisor completes the CCS (2017) at the end of their practicum (after viewing videos during the semester) and all students and their supervisors complete this evaluation at the end of Internship 1 and Internship 2.</p>			
<p>Core Area 2: The NOBTS Counseling Program faculty added an additional measurement time to the first measure (MAKSS) to assess the student across a broader span of the program. The measure will be given a 3rd time in COUN6330 Professional Issues, a capstone course the students take the semester before their last semester.</p>			
<p>Core Area 2: Social and Cultural Diversity</p>			
<p>SLO 2: Students will gain multicultural awareness and competency in counseling. (CACREP 2.F.2.c)</p>			
<p>KPI 2: Students will increase in their multicultural counseling awareness, competencies and demonstrate respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.).</p>			
<p>Assessment Methods</p>	<p>Two points in time (Minimum) How and when it is collected</p>	<p>How Data is Reviewed/Analyzed</p>	<p>How Data is used for curriculum/program improvement</p>
<p>1. Multicultural Awareness, Knowledge, and Skills Survey (MAKSS). 3=Meets Expectations; 4=Exceeds Expectations.</p>	<p>1. At beginning of COUN5331 Social/Multicultural, collected in the CANVAS course Program Assessment Measurement</p> <p>2. At end of COUN5331 Social/Multicultural, collected in the CANVAS course collected in the</p>	<p>The Assigned counseling faculty member for any KPIs measured in the previous term will bring a recommendation regarding the results to the counseling program meeting the 3rd week of the following term.</p> <p>The assigned faculty member will analyze the course</p>	<p>During the Annual Program Review the aggregate data will be compared both to the benchmark as well as the previous year's data. If a benchmark is being consistently met (3 years) data will be examined to find weak points in the program, and plans for</p>

<p>85% of students will achieve an average score of ≥ 3 by the end of COUN6330.</p>	<p>CANVAS course Program Assessment Measurement</p> <p>Aggregate and individual student data will be downloaded at the end of each fall term by the assigned administrative staff member, and transferred to the KPI 2 Template Spreadsheet.</p> <p>3. In COUN6330 Professional Issues (next to last semester of program), collected in the CANVAS course Program Assessment Measurement</p> <p>Aggregate and individual student data will be downloaded at the end of each term (fall, spring, summer) by the assigned administrative staff member, and transferred to the KPI 2 Template Spreadsheet.</p>  <p>KPI 2 Social and Cultural Diversity Rep For both measures.</p>	<p>structure and assignments to consider any necessary changes, which may include changes in assignments, course texts and readings, and activities in the class, and prepare a recommendation for the changes.</p> <p>The recommendation may be “no change” if the benchmarks are met; “no change at this time because... (with a rationale or explanation for why the benchmarks were not met and why no changes are recommended); or “A recommendation for change:” with an idea about what needs to be done regarding the results in order to move toward meeting the benchmark.</p> <p>The recommendation should be sent to the counselingdivision@nobts.edu for inclusion in the Department meeting agenda by the 3rd week of the following term.</p>	<p>measurement and analysis created.</p> <p>The Counseling Faculty member who analyzed the data will bring a report to the Counseling Faculty meeting and lead the discussion on suggested recommendations for any change needed. Other recommendations will be received at the meeting. These changes may include changes at the course level (syllabus), curriculum level, or program level.</p> <p>If a need for improvement is seen, recommendations for the program or curriculum will be presented as a motion, discussed, and voted upon by the Counseling Program Faculty, and recorded in the Counseling Program minutes. Approved recommendations will be put into practice for the next term.</p> <p>Any motions related to changes coming from the analyzation of data will be collected in a running list containing all motions and changes for each academic year.</p>
<p>2. CCS Part 2.F Multicultural Competence in Counseling Relationship. Measured by Supervisor; 5=Exceeds Expectations; 4= Meets Expectations</p> <p>85% of students will achieve ≥ 4 on this measure by the end of the Internship 2.</p>	<p>1. Self-evaluation, Beginning of Practicum (COUN6380); Supervisor evaluation, end of practicum. Collected in Tevera, and data accessed via a Tevera Report 603 Group Rubric Analysis</p> <p>2. Self and Supervisor Evaluation at exit from Internship 1 (COUN6390) Collected in Tevera, and data accessed via a Tevera</p>		

	<p>Report 603 Group Rubric Analysis</p> <p>3. Self and Supervisor evaluation, end of Internship 2 (COUN6391). Collected in Tevera, and data accessed via a Tevera Report 603 Group Rubric Analysis</p> <p>Aggregate and individual student data will be downloaded at the end of each term (fall, spring, summer) by the assigned administrative staff member, and transferred to the KPI 2 Template Spreadsheet.</p>		
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Core Area 3: The NOBTS Counseling program faculty added a 3rd measure for core area 3. The measure is taken from the Group Supervision Case Conceptualization rubric item “Brief Family History and Developmental Stage.” A strong case conceptualization (which leads to a strong treatment plan) will consider the family history and developmental stage. Students are required to do one case conceptualization presented to the group supervision group each term, and are scored on a rubric.

Core Area 3: Human Growth and Development

SLO 3: Students will demonstrate knowledge and self-efficacy related to theories of individual and family development across the lifespan (CACREP 2.F.3.a)



KPI 3: Students will develop mastery of the core knowledge of human development and self-efficacy in implementing this knowledge in practice.

Assessment Methods	Two points in time (Minimum) How and when it is collected	How Data is Reviewed/Analyzed	How Data is used for curriculum/program improvement
<p>1. Human Development Self-Efficacy Instrument; Pre/Posttest. Meets/Exceeds Expectations 36-72 points, or on a 100 pt scale, ≥ 50 pts.</p> <p>80% of students will score ≥ 50 points by the end of COUN5321.</p>	<p>1. At the beginning of COUN5321 Human Development. Collected in the CANVAS course Program Assessment Measurement</p> <p>Aggregate and individual student data will be downloaded at the end of each term (spring and summer) by the assigned administrative staff member and transferred to</p>	<p>The Assigned counseling faculty member for any KPIs measured in the previous term will bring a recommendation regarding the results to the counseling program meeting the 3rd week of the following term.</p> <p>The assigned faculty member will analyze the course structure and assignments to consider any necessary changes, which may include</p>	<p>During the Annual Program Review the aggregate data will be compared both to the benchmark as well as the previous year’s data. If a benchmark is being consistently met (3 years) data will be examined to find weak points in the program, and plans for measurement and analysis created.</p>

	<p>the KPI 3 Template Spreadsheet.</p> <p>2. At the end of COUN5321 Human Development. Collected in the CANVAS course Program Assessment Measurement</p> <p>Aggregate and individual student data will be downloaded at the end of the spring and summer term by the assigned administrative staff member, and transferred to the KPI 3 Template Spreadsheet. This spreadsheet includes all measures.</p>  <p>KPI 3 HumDev Report Template.xlsx</p>	<p>changes in assignments, course texts and readings, and activities in the class, and prepare a recommendation for the changes.</p> <p>The recommendation may be “no change” if the benchmarks are met; “no change at this time because... (with a rationale or explanation for why the benchmarks were not met and why no changes are recommended); or “A recommendation for change:” with an idea about what needs to be done regarding the results in order to move toward meeting the benchmark.</p> <p>The recommendation should be sent to the counselingdivision@nobts.edu for inclusion in the Department meeting agenda by the 3rd week of the following term.</p>	<p>The Counseling Faculty member who analyzed the data will bring a report to the Counseling Faculty meeting and lead the discussion on suggested recommendations for any change needed. Other recommendations will be received at the meeting. These changes may include changes at the course level (syllabus), curriculum level, or program level.</p> <p>If a need for improvement is seen, recommendations for the program or curriculum will be presented as a motion, discussed, and voted upon by the Counseling Program Faculty, and recorded in the Counseling Program minutes. Approved recommendations will be put into practice for the next term.</p> <p>Any motions related to changes coming from the analyzation of data will be collected in a running list containing all motions and changes for each academic year.</p>
<p>2. Pre-test and Post-test of Human Development Core Knowledge; 25 questions. Meets/Exceeds Expectations 20-25 correct answers.</p> <p>80% of students will score ≥ 20 questions correctly answered on the Post-test of Human Development Core Knowledge. On a scale of 100, ≥ 80.</p>	<p>1. At the beginning of COUN5321 Human Development. Collected in Tevera, and data accessed via a Tevera Report 603 Group Rubric Analysis</p> <p>2. At the end of COUN5321 Human Development. Collected in Tevera, and data accessed via a Tevera Report 603 Group Rubric Analysis</p> <p>Aggregate and individual student data will be downloaded at the end of the spring and summer term by the assigned administrative staff</p>		


	member, and transferred to the KPI 3 Template Spreadsheet. See spreadsheet above.		
<p>3. Case conceptualization Item "Brief Family History and Developmental Stage". 10 possible. Meets/Exceeds Expectations 9 or 10 points, on scale of 100, ≥ 90</p> <p>80% of students will score ≥ 90 on the case conceptualization rubric for this item.</p>	<p>1. In Practicum (COUN6380). Completed by Supervisor after viewing counseling videos. Collected in Tevera using the Raw Data Download Report.</p> <p>2. In Internship 1 (COUN6390) Completed by Supervisor after viewing counseling videos. Collected in Tevera using the Raw Data Download Report.</p> <p>3. In Internship 2 (COUN6391) Completed by Supervisor after viewing counseling videos. Collected in Tevera using the Raw Data Download Report.</p> <p>Aggregate and individual student data will be downloaded at the end of each term (fall, spring, summer) by the assigned administrative staff member, and transferred to the KPI 3 Template Spreadsheet. See spreadsheet above.</p>		
<p>Core Area 4: The NOBTS Counseling program faculty added a 3rd measure for core area 4. Representative questions from the areas of Core Knowledge and Self-Efficacy will be asked on the Annual Student Review each spring (see screenshot below of questions).</p>			
<p>Core Area 4: Career Development</p>			
<p>SLO 4: Students will learn and develop competency related to theories and models of career development, counseling, and decision-making (CACREP 2.F.4.a)</p>			
<p>KPI 4: Students will develop mastery of the core knowledge of career development, counseling, decision-making, and self-efficacy in implementing this knowledge in practice.</p>			

<i>Assessment Methods</i>	<i>Two points in time (Minimum) How and when it is collected</i>	<i>How Data is Reviewed/Analyzed</i>	<i>How Data is used for curriculum/program improvement</i>
<p>1. Career Counseling Self-Efficacy Scale: 25 questions, 100 points. 80-100 Meets or Exceeds Expectations.</p> <p>80% of students will score \geq 80 on questions by the end of COUN5340.</p>	<p>1. At the beginning of COUN5340 Lifestyle Development & Career Counseling. Collected in the CANVAS course Program Assessment Measurement</p> <p>2. At the end of COUN5340 Lifestyle Development & Career Counseling. Collected in the CANVAS course Program Assessment Measurement</p> <p>Aggregate and individual student data will be downloaded at the end of the spring and summer term by the assigned administrative staff member and transferred to the KPI 4 Template Spreadsheet. This spreadsheet records all three measures.</p>  <p>KPI 4 LCareer Report Template.xlsx</p>	<p>The Assigned counseling faculty member for any KPIs measured in the previous term will bring a recommendation regarding the results to the counseling program meeting the 3rd week of the following term.</p> <p>The assigned faculty member will analyze the course structure and assignments to consider any necessary changes, which may include changes in assignments, course texts and readings, and activities in the class, and prepare a recommendation for the changes.</p> <p>The recommendation may be “no change” if the benchmarks are met; “no change at this time because... (with a rationale or explanation for why the benchmarks were not met and why no changes are recommended); or “A recommendation for change:” with an idea about what needs to be done regarding the results in order to move toward meeting the benchmark.</p> <p>The recommendation should be sent to the counselingdivision@nobts.edu for inclusion in the Department meeting agenda by the 3rd week of the following term.</p>	<p>During the Annual Program Review the aggregate data will be compared both to the benchmark as well as the previous year’s data. If a benchmark is being consistently met (3 years) data will be examined to find weak points in the program, and plans for measurement and analysis created.</p> <p>The Counseling Faculty member who analyzed the data will bring a report to the Counseling Faculty meeting and lead the discussion on suggested recommendations for any change needed. Other recommendations will be received at the meeting. These changes may include changes at the course level (syllabus), curriculum level, or program level.</p> <p>If a need for improvement is seen, recommendations for the program or curriculum will be presented as a motion, discussed, and voted upon by the Counseling Program Faculty, and recorded in the Counseling Program minutes. Approved recommendations will be put into practice for the next term.</p> <p>Any motions related to changes coming from the analyzation of data will be collected in a running list containing all motions and changes for each academic year.</p>

<p>2. Pre-test and Post-test of Career Counseling Core Knowledge: 25 questions. 80-100 Meets or Exceeds Expectations.</p> <p>80% of students will score \geq 80% correct answers on the Post-test of Career Counseling Core Knowledge.</p>	<p>1. At the beginning of COUN5340 Lifestyle Development & Career Counseling. Collected in the CANVAS course Program Assessment Measurement</p> <p>2. At the end of COUN5340 Lifestyle Development & Career Counseling. Collected in the CANVAS course Program Assessment Measurement.</p> <p>Aggregate and individual student data will be downloaded at the end of the spring and summer term by the assigned administrative staff member, and transferred to the KPI 4 Template Spreadsheet. See the spreadsheet above.</p>		
<p>3. Representative questions from the areas of Core Knowledge and Self-Efficacy on the annual student review. The student will rate on a Likert scale from 1-5 their level of confidence in the two areas.</p> <p>80% of students will have a score of 4 or 5 rating of their confidence in each of these areas by their 3rd or last ASR.</p> <p> Screen shot of ASR.pdf</p> <p> Screen shot of ASR KPI 4 Questions.pdf</p>	<p>Once each spring at the student's annual review. Collected in the CANVAS course Program Assessment Measurement.</p> <p>Aggregate and individual student data will be downloaded at the end of the spring term by the assigned administrative staff member, and transferred to the KPI 4 Template Spreadsheet (see above).</p>		
<p>Core Area 5: Counseling and Helping Relationships</p>			

SLO 5: Students will develop case conceptualization skills including treatment plans. (CACREP 2.F.5.g)

KPI 5: Students will demonstrate the ability to develop relevant counseling case conceptualizations and treatment plans.

<i>Assessment Methods</i>	<i>Two points in time (Minimum) How and when it is collected</i>	<i>How Data is Reviewed/Analyzed</i>	<i>How Data is used for curriculum/program improvement</i>
<p>1. CCS 3.F Case Conceptualization. Measured by Individual Supervisor. ≥ 4 meets or exceeds expectations (4 meets expectations; 5 Exceeds expectations)</p> <p>85% of students will achieve a score ≥ 4 by the end of Internship 2.</p>	<p>1. By the end of Practicum (COUN6380). Collected in Tevera, and data accessed via a Tevera Report 603 Group Rubric Analysis</p> <p>2. By the end of Internship 1 (COUN6390) Collected in Tevera, and data accessed via a Tevera Report 603 Group Rubric Analysis</p> <p>3. By the end of Internship 2 (COUN6391). Collected in Tevera, and data accessed via a Tevera Report 603 Group Rubric Analysis</p> <p>Aggregate and individual student data will be downloaded at the end of the fall, spring, and summer terms by the assigned administrative staff member, and transferred to the KPI 5 Template Spreadsheet.</p> <div style="text-align: center;">  <p>KPI 5 Counseling & Helping Relationships</p> </div>	<p>The Assigned counseling faculty member for any KPIs measured in the previous term will bring a recommendation regarding the results to the counseling program meeting the 3rd week of the following term.</p> <p>The assigned faculty member will analyze the course structure and assignments to consider any necessary changes, which may include changes in assignments, course texts and readings, and activities in the class, and prepare a recommendation for the changes.</p> <p>The recommendation may be “no change” if the benchmarks are met; “no change at this time because... (with a rationale or explanation for why the benchmarks were not met and why no changes are recommended); or “A recommendation for change:” with an idea about what needs to be done regarding the results in order to move toward meeting the benchmark.</p> <p>The recommendation should be sent to the counselingdivision@nobts.edu for inclusion in the Department meeting agenda by the 3rd week of the following term.</p>	<p>During the Annual Program Review the aggregate data will be compared both to the benchmark as well as the previous year’s data. If a benchmark is being consistently met (3 years) data will be examined to find weak points in the program, and plans for measurement and analysis created.</p> <p>The Counseling Faculty member who analyzed the data will bring a report to the Counseling Faculty meeting and lead the discussion on suggested recommendations for any change needed. Other recommendations will be received at the meeting. These changes may include changes at the course level (syllabus), curriculum level, or program level.</p> <p>If a need for improvement is seen, recommendations for the program or curriculum will be presented as a motion, discussed, and voted upon by the Counseling Program Faculty, and recorded in the Counseling Program minutes. Approved recommendations will be put into practice for the next term.</p> <p>Any motions related to changes coming from the analysis of data will be</p>


			collected in a running list containing all motions and changes for each academic year.
<p>2. Case Conceptualization & Treatment Plan Rubric Score. 100 points possible. Measured by Group Supervisor. $\geq 85\%$ meets or exceeds expectations.</p> <p>85% of students will achieve a total score ≥ 85 by the end of Internship 2 (COUN6391)</p>	<p>1. By the end of Practicum (COUN6380). Collected in Tevera, and data accessed via a Tevera Report 402 Raw Form Data.</p> <p>2. By the end of Internship 1 (COUN6390). Collected in Tevera, and data accessed via a Tevera Report 402 Raw Form Data.</p> <p>3. By the end of Internship 2 (COUN6391). Collected in Tevera, and data accessed via a Tevera Report 402 Raw Form Data.</p> <p>Aggregate and individual student data will be downloaded at the end of the spring term by the assigned administrative staff member, and transferred to the KPI 5 Template Spreadsheet (see above).</p>		

Core Area 6: The NOBTS Counseling program faculty added a 3rd measure for Core Area 6, at the end of the required Group Leadership during Clinical Practice. Students complete an evaluation/report of the experience in their Tevera class the semester they complete the group leadership experience. A link in the Tevera Group Leadership Report will lead to the CANVAS course Program Assessment Measurement.

Core Area 6: Group Counseling and Group Work

SLO 6: Students will develop the characteristics and functions of effective group leaders. (CACREP 2.F.6.d)

KPI 6: Students will develop group leadership skills and increase their core knowledge about group counseling.

<i>Assessment Methods</i>	<i>Two points in time (Minimum) How and when it is collected</i>	<i>How Data is Reviewed/Analyzed</i>	<i>How Data is used for curriculum/program improvement</i>
<p>1. Self-Assessment of Group Leadership Skills. 20 Questions, Likert scale of 1-4. The total average score of ≥ 3 meets or 4 exceeds expectations.</p> <p>80% of students will achieve a score ≥ 3 by the end of leading a group during Clinical Practice.</p>	<p>1. At beginning of Group Counseling COUN5330. Collected in the CANVAS course Program Assessment Measurement.</p> <p>2. At end of Group Counseling COUN5330. Collected in the CANVAS course Program Assessment Measurement.</p> <p>Aggregate and individual student data will be downloaded at the end of the fall term by the assigned administrative staff member and transferred to the KPI 6 Template Spreadsheet.</p> <p>3. At the end of required Group Leadership during Clinical Practice. Students complete an evaluation/report of the experience in their Tevera class the semester they complete the group leadership experience. A link in the Tevera Group Leadership Report will lead to the CANVAS course Program Assessment Measurement.</p> <p>Aggregate and individual student data will be downloaded at the end of the fall, spring, and summer terms by the assigned administrative staff member, and transferred to the KPI 6 Template Spreadsheet.</p> <p> KPI 6 Group Counseling (SA and K</p>	<p>The Assigned counseling faculty member for any KPIs measured in the previous term will bring a recommendation regarding the results to the counseling program meeting the 3rd week of the following term.</p> <p>The assigned faculty member will analyze the course structure and assignments to consider any necessary changes, which may include changes in assignments, course texts and readings, and activities in the class, and prepare a recommendation for the changes. The recommendation may be “no change” if the benchmarks are met; “no change at this time because... (with a rationale or explanation for why the benchmarks were not met and why no changes are recommended); or “A recommendation for change:” with an idea about what needs to be done regarding the results in order to move toward meeting the benchmark. The recommendation should be sent to the counselingdivision@nobts.edu for inclusion in the Department meeting agenda by the 3rd week of the following term.</p>	<p>During the Annual Program Review the aggregate data will be compared both to the benchmark as well as the previous year’s data. If a benchmark is being consistently met (3 years) data will be examined to find weak points in the program, and plans for measurement and analysis created.</p> <p>The Counseling Faculty member who analyzed the data will bring a report to the Counseling Faculty meeting and lead the discussion on suggested recommendations for any change needed. Other recommendations will be received at the meeting. These changes may include changes at the course level (syllabus), curriculum level, or program level.</p> <p>If a need for improvement is seen, recommendations for the program or curriculum will be presented as a motion, discussed, and voted upon by the Counseling Program Faculty, and recorded in the Counseling Program minutes. Approved recommendations will be put into practice for the next term.</p> <p>Any motions related to changes coming from the analyzation of data will be collected in a running list containing all motions and changes for each academic year.</p>


<p>2. Group Leadership Knowledge Test. 20 questions. 100 points possible. ≥ 85 meets or exceeds expectations.</p> <p>80% of students will achieve a score ≥ 85 on the Posttest.</p>	<p>1. At beginning of Group Counseling COUN5330. Collected in the CANVAS course Program Assessment Measurement.</p> <p>2. At end of Group Counseling COUN5330 Collected in the CANVAS course Program Assessment Measurement.</p> <p>Aggregate and individual student data will be downloaded at the end of the fall term by the assigned administrative staff member and transferred to the KPI 6 Template Spreadsheet. See spreadsheet above.</p>		
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Core Area 7: Assessment and Testing

SLO 7: Students will competently use the procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. (CACREP 2.F.7.c)

KPI 7: Students will demonstrate clear and effective assessment for self-harm and suicide.

Assessment Methods	Two points in time (Minimum) How and when it is collected	How Data is Reviewed/Analyzed	How Data is used for curriculum/program improvement
<p>1. Lethality Assessment Scenario scored with Rubric. Score range 0-3</p> <p>80% of students will achieve a mean score of 3 by their 2nd Annual Review</p>	<p>1. Student completes the assessment scenario during the Interview for Full Entrance into Program. The Interview for Full Entrance into Program is in the CANVAS course Program Assessment Measurement and is filled out by the Faculty Advisor. Collected in the CANVAS course Program Assessment Measurement.</p> <p>Aggregate and individual student data will be downloaded at the end of the fall and spring terms by the assigned administrative</p>	<p>The Assigned counseling faculty member for any KPIs measured in the previous term will bring a recommendation regarding the results to the counseling program meeting the 3rd week of the following term.</p> <p>The assigned faculty member will analyze the course structure and assignments to consider any necessary changes, which may include changes in assignments, course texts and readings, and activities in the class, and prepare a recommendation for the changes.</p>	<p>During the Annual Program Review the aggregate data will be compared both to the benchmark as well as the previous year's data. If a benchmark is being consistently met (3 years) data will be examined to find weak points in the program, and plans for measurement and analysis created.</p> <p>The Counseling Faculty member who analyzed the data will bring a report to the Counseling Faculty meeting and lead the discussion on suggested recommendations for any</p>

	<p>staff member, and transferred to the KPI 7 Template Spreadsheet.</p> <p>2. Student and Faculty Advisor completes the assessment scenario during Annual Review each Spring. The ASR is in the CANVAS course Program Assessment Measurement and is filled out by the student and Faculty Advisor. Collected in the CANVAS course Program Assessment Measurement</p> <p>Aggregate and individual student data will be downloaded at the end of the spring term by the assigned administrative staff member, and transferred to the KPI 7 Template Spreadsheet.</p>  <p>KPI 7 Assessment and Testing 2021-202</p>	<p>The recommendation may be “no change” if the benchmarks are met; “no change at this time because... (with a rationale or explanation for why the benchmarks were not met and why no changes are recommended); or “A recommendation for change:” with an idea about what needs to be done regarding the results in order to move toward meeting the benchmark.</p> <p>The recommendation should be sent to the counselingdivision@nobts.edu for inclusion in the Department meeting agenda by the 3rd week of the following term.</p>	<p>change needed. Other recommendations will be received at the meeting. These changes may include changes at the course level (syllabus), curriculum level, or program level.</p> <p>If a need for improvement is seen, recommendations for the program or curriculum will be presented as a motion, discussed, and voted upon by the Counseling Program Faculty, and recorded in the Counseling Program minutes. Approved recommendations will be put into practice for the next term.</p> <p>Any motions related to changes coming from the analyzation of data will be collected in a running list containing all motions and changes for each academic year.</p>
<p>2 .COUN6378 Individual Assessment: Mid-term and Final Exam questions on importance, timing and form of Lethality Assessment. Score Range 0-3</p> <p>80% of students will achieve a mean score of 3 on the final exam.</p>	<p>1. Mid-Term Exam during Appraisal of Individuals (COUN6378). Collected in the CANVAS course Program Assessment Measurement.</p> <p>2. Final Exam during Appraisal of Individuals (COUN6378). Collected in the CANVAS course Program Assessment Measurement.</p> <p>Aggregate and individual student data will be downloaded at the end of the spring term by the assigned administrative staff member, and transferred to the KPI 7 Template Spreadsheet. See spreadsheet above.</p>		


Core Area 8: The NOBTS Counseling program faculty added a 3rd measure for core area 8. Using the scores from the CCS 2017, Part 1 (Counseling skills) the student will evaluate her/himself, then discuss with the Supervisor the evaluation scores given after they have watched videos across the semester. Attention will be given to differences in the evaluation scores, and discussion about why the scores are different. Goals for the next semester. Goals for the next semester will be written after this discussion. The Clinical Director and the Assessment Coordinator will train the Supervisors each semester in this process.

Core Area 8: Research and Program Evaluation

SLO 8: Students will be able to execute a program evaluation of their own practice of counseling interventions and skills (CACREP 2.F.8.e)


KPI 8: Students will increase in knowledge and practice of evaluating counseling interventions and skills they use.

<i>Assessment Methods</i>	<i>Two points in time (Minimum) How and when it is collected</i>	<i>How Data is Reviewed/Analyzed</i>	<i>How Data is used for curriculum/program improvement</i>
<p>1.CCS 2017, Part 1 Total— Self and Supervisor Evaluation. This is a ongoing practice in self-evaluation. The student and supervisor complete and discuss each evaluation to help the student gage if they are able to evaluate their work in a realistic way.</p> <p>This section measures Counseling Skills and Therapeutic Conditions, with a maximum score of 60 points. 80% = 48</p> <p>80% of students will achieve a score \geq 48 on the posttest.</p>	<p>1. Self-evaluation, Beginning of Practicum (COUN6380); Supervisor evaluation, end of practicum. Collected in Tevera, and data accessed via a Tevera Report 402, Raw Form Data</p> <p>2. Self and Supervisor Evaluation end of Internship 1 (COUN6390) Collected in Tevera, and data accessed via a Tevera Report 402, Raw Form Data</p> <p>3. Self and Supervisor evaluation, end of Internship 2 (COUN6391) Collected in Tevera, and data accessed via a Tevera Report 402, Raw Form Data</p> <p>Aggregate and individual student data will be downloaded at the end of the fall, spring, and summer terms by the assigned administrative staff member, and transferred to</p>	<p>The Assigned counseling faculty member for any KPIs measured in the previous term will bring a recommendation regarding the results to the counseling program meeting the 3rd week of the following term.</p> <p>The assigned faculty member will analyze the course structure and assignments to consider any necessary changes, which may include changes in assignments, course texts and readings, and activities in the class, and prepare a recommendation for the changes.</p> <p>The recommendation may be “no change” if the benchmarks are met; “no change at this time because...” (with a rationale or explanation for why the benchmarks were not met and why no changes are recommended); or “A recommendation for change:” with an idea about what needs to be done regarding the results in order to move</p>	<p>During the Annual Program Review the aggregate data will be compared both to the benchmark as well as the previous year’s data. If a benchmark is being consistently met (3 years) data will be examined to find weak points in the program, and plans for measurement and analysis created.</p> <p>The Counseling Faculty member who analyzed the data will bring a report to the Counseling Faculty meeting and lead the discussion on suggested recommendations for any change needed. Other recommendations will be received at the meeting. These changes may include changes at the course level (syllabus), curriculum level, or program level.</p> <p>If a need for improvement is seen, recommendations for the program or curriculum will be presented as a motion, discussed, and</p>

	<p>the KPI 8 Template Spreadsheet.</p>  <p>KPI 8 Research and ProgEval Report Tem</p>	<p>toward meeting the benchmark. The recommendation should be sent to the counselingdivision@nobts.edu for inclusion in the Department meeting agenda by the 3rd week of the following term.</p>	<p>voted upon by the Counseling Program Faculty, and recorded in the Counseling Program minutes. Approved recommendations will be put into practice for the next term.</p> <p>Any motions related to changes coming from the analyzation of data will be collected in a running list containing all motions and changes for each academic year.</p>
<p>2. Program Evaluation Pre and Post-Test. 20 Questions, with 100 possible points. $\geq 80\%$ correct meets/ exceeds expectations.</p> <p>85% of students will increase knowledge of Research Design and Program Evaluation</p>	<p>1. Beginning of COUN6374 Research Design & Program Evaluation. Collected in the CANVAS course Program Assessment Measurement.</p> <p>2. At the end of COUN6374 Research Design & Program Evaluation. Collected in the CANVAS course Program Assessment Measurement.</p> <p>Aggregate and individual student data will be downloaded at the end of the fall term by the assigned administrative staff member and transferred to the KPI 8 Template Spreadsheet.</p>		


Specialty Area (9): Clinical Mental Health Counseling

SLO 9: Students will learn about and be encouraged to participate in professional organizations as well as understand the preparation standards and credentials relevant to the practice of clinical mental health counseling. (CACREP 5.C.2.k)

KPI 9: Students will increase their knowledge of the importance of membership in professional organizations relevant to the practice of clinical mental health counseling. Students will join at least one professional organization in the counseling field.			
<i>Assessment Methods</i>	<i>Two points in time (Minimum) How and when it is collected</i>	<i>How Data is Reviewed/Analyzed</i>	<i>How Data is used for curriculum/program improvement</i>
<p>1. Pretest/Posttest in COUN6303 (Ethics & Professional Issues in Counseling), and in COUN6330 (Professional Issues in Counseling) on professional organizations, requirements to join and benefits. 100 points. . A score of ≥ 90 meets or exceeds expectations.</p> <p>85% of students will achieve ≥ 90 on the posttest on Professional Organizations, Requirements to join, and Benefits of Professional Organizations.</p>	<p>1. COUN6303 Ethical, Legal and Professional Issues in Counseling. Beginning of semester. Collected in the CANVAS course Program Assessment Measurement.</p> <p>2. COUN6303 Midterm. Collected in the CANVAS course Program Assessment Measurement.</p> <p>3. COUN6330 Professional Issues. Collected in the CANVAS course Program Assessment Measurement.</p> <p>Aggregate and individual student data will be downloaded at the end of the fall and spring terms by the assigned administrative staff member and transferred to the Specialty CMH Template Spreadsheet.</p>  <p>KPI 9 SpecialtyCMH Report Template.xlsx</p>	<p>The Assigned counseling faculty member for any KPIs measured in the previous term will bring a recommendation regarding the results to the counseling program meeting the 3rd week of the following term.</p> <p>The assigned faculty member will analyze the course structure and assignments to consider any necessary changes, which may include changes in assignments, course texts and readings, and activities in the class, and prepare a recommendation for the changes. The recommendation may be “no change” if the benchmarks are met; “no change at this time because...” (with a rationale or explanation for why the benchmarks were not met and why no changes are recommended); or “A recommendation for change:” with an idea about what needs to be done regarding the results in order to move toward meeting the benchmark.</p> <p>The recommendation should be sent to the counselingdivision@nobts.edu for inclusion in the Department meeting agenda by the 3rd week of the following term.</p>	<p>During the Annual Program Review the aggregate data will be compared both to the benchmark as well as the previous year’s data. If a benchmark is being consistently met (3 years) data will be examined to find weak points in the program, and plans for measurement and analysis created.</p> <p>The Counseling Faculty member who analyzed the data will bring a report to the Counseling Faculty meeting and lead the discussion on suggested recommendations for any change needed. Other recommendations will be received at the meeting. These changes may include changes at the course level (syllabus), curriculum level, or program level.</p> <p>If a need for improvement is seen, recommendations for the program or curriculum will be presented as a motion, discussed, and voted upon by the Counseling Program Faculty, and recorded in the Counseling Program minutes. Approved recommendations will be put into practice for the next term.</p> <p>Any motions related to changes coming from the analyzation of data will be collected in a running list containing all motions and changes for each academic year.</p>

<p>2. Survey of Membership in Professional Organization (COUN6360 Clinical Mental Health Counseling)</p> <p>≥90% of students will join a Professional Counseling Organization</p>	<p>1. Beginning of semester in COUN6360. Collected in the CANVAS course Program Assessment Measurement.</p> <p>2. End of semester in COUN6360. Collected in the CANVAS course Program Assessment Measurement.</p> <p>Aggregate and individual student data will be downloaded at the end of the fall term by the assigned administrative staff member and transferred to the Specialty CMH Template Spreadsheet.</p> <p>3. Yearly in the Annual Student Review. Collected in the CANVAS course Program Assessment Measurement. The student and faculty advisor will complete this measure.</p> <p>Aggregate and individual student data will be downloaded at the end of the spring term by the assigned administrative staff member and transferred to the Specialty CMH Template Spreadsheet.</p>		
<p>Specialty Area (10): Marriage, Couple, and Family Counseling</p>			
<p>SLO 10: Students will learn techniques and interventions of marriage, couple, and family counseling (CACREP 5.F.3.c)</p>			
<p>KPI 10: Students will increase their knowledge of techniques and interventions to address a variety of issues in the context of marriages, couples, and families.</p>			

<i>Assessment Methods</i>	<i>Two points in time (Minimum) How and when it is collected</i>	<i>How Data is Reviewed/Analyzed</i>	<i>How Data is used for curriculum/program improvement</i>
<p>1. Self-evaluation of knowledge of techniques and interventions for various marital issues. A Likert Scale to measure knowledge of 10 various Techniques or Interventions important in Marital/Premarital counseling.</p> <p>≥85% of students will increase in knowledge of techniques and interventions for various marital issues.</p>	<p>1. Beginning of COUN6350 Clinical Assessment of Marriage and Families. Collected in the CANVAS course Program Assessment Measurement.</p> <p>Aggregate and individual student data will be downloaded at the end of the spring term by the assigned administrative staff member and transferred to the Specialty CMH Template Spreadsheet.</p> <p>2. Beginning of course: Contemporary Approaches to Marital and Premarital Counseling COUN6357. Collected in the CANVAS course Program Assessment Measurement.</p> <p>3. End of course: Contemporary Approaches to Marital and Premarital Counseling COUN6357. Collected in the CANVAS course Program Assessment Measurement.</p> <p>Aggregate and individual student data will be downloaded at the end of the fall term by the assigned administrative staff member and transferred to the Specialty MCFC Template Spreadsheet.</p> <p>4. End of Internship 2 as a Tevera Assignment in</p>	<p>The Assigned counseling faculty member for any KPIs measured in the previous term will bring a recommendation regarding the results to the counseling program meeting the 3rd week of the following term.</p> <p>The assigned faculty member will analyze the course structure and assignments to consider any necessary changes, which may include changes in assignments, course texts and readings, and activities in the class, and prepare a recommendation for the changes.</p> <p>The recommendation may be “no change” if the benchmarks are met; “no change at this time because... (with a rationale or explanation for why the benchmarks were not met and why no changes are recommended); or “A recommendation for change:” with an idea about what needs to be done regarding the results in order to move toward meeting the benchmark.</p> <p>The recommendation should be sent to the counselingdivision@nobts.edu for inclusion in the Department meeting agenda by the 3rd week of the following term.</p>	<p>During the Annual Program Review the aggregate data will be compared both to the benchmark as well as the previous year’s data. If a benchmark is being consistently met (3 years) data will be examined to find weak points in the program, and plans for measurement and analysis created.</p> <p>The Counseling Faculty member who analyzed the data will bring a report to the Counseling Faculty meeting and lead the discussion on suggested recommendations for any change needed. Other recommendations will be received at the meeting. These changes may include changes at the course level (syllabus), curriculum level, or program level.</p> <p>If a need for improvement is seen, recommendations for the program or curriculum will be presented as a motion, discussed, and voted upon by the Counseling Program Faculty, and recorded in the Counseling Program minutes. Approved recommendations will be put into practice for the next term.</p> <p>Any motions related to changes coming from the analyzation of data will be collected in a running list containing all motions and changes for each academic year.</p>

	<p>the Supervision class. A link in the assignment will take the student to the CANVAS course Program Assessment Measurement to complete the measure.</p>  <p>KPI 8 Research and ProgEval Report Temj</p>		
<p>2. Score on the marital area of the NOBTS Graduate Competency Exam (Entrance/Exit). 14 Questions.</p> <p>85% of students will increase their score in the Marital segment of the NOBTS Entrance/Exit Exam.</p>	<p>1. Entrance into Counseling Program. Collected in in the CANVAS course Program Assessment Measurement.</p> <p>2. Exit from Counseling Program. in the CANVAS course Program Assessment Measurement.</p> <p>Aggregate and individual student data will be downloaded at the end of the fall and spring term by the assigned administrative staff member and transferred to the Specialty MCFC Template Spreadsheet.</p>		

Professional Dispositions: The following professional dispositions are measured across the student's development during the program.

Key Professional Dispositions (from CACREP 2016 Standards)

1. Adheres to the ethical guidelines of the ACA, ASCA IAMFC, APA, & NBCC; including practices within competencies.		
Score on CCS, Part 2: A	End of COUN6380 Practicum End of COUN6391 Internship 2	Minimum score of 4 by end of COUN6391

	At each Annual Student Review	
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2. Demonstrates an awareness of his or her own belief systems, values, needs, and limitations (herein called “beliefs”) and the effect of “self” on his or her work with clients

<i>Assessment Method</i>	<i>Two points in time</i>	<i>Benchmark</i>
Score on CCS, Part 2:C	End of COUN6380 Practicum End of COUN6391 Internship 2 At each Annual Student Review	Minimum score of 4 by the end of COUN6391

3. Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) and self-control (i.e., impulse control) in relationships with clients.

<i>Assessment Method</i>	<i>Two points in time</i>	<i>Benchmark</i>
Score on CCS, Part 2:D	End of COUN6380 Practicum End of COUN6391 Internship 2 At each Annual Student Review	Minimum score of 4 by the end of COUN6391

4. Demonstrates engagement in learning and development of his or her therapeutic competencies

<i>Assessment Method</i>	<i>Two points in time</i>	<i>Benchmark</i>
Score on CCS, Part 2:E	End of COUN6380 Practicum by the End of COUN6391 Internship 2 At each Annual Student Review	Minimum score of 4 end of COUN6391

5.Responds non-defensively and alters behavior in accordance with supervisory and/or instructor feedback		
<i>Assessment Method</i>	<i>Two points in time</i>	<i>Benchmark</i>
Score on CCS, Part 2:G	End of COUN6380 Practicum the End of COUN6391 Internship 2 COUN6391. At each Annual Student Review	Minimum score of 4 by end of

6.Demonstrates ability to be present and “be true to oneself.”		
<i>Assessment Method</i>	<i>Two points in time</i>	<i>Benchmark</i>
Score on CCS, Part 2:J	End of COUN6380 Practicum End of COUN6391 Internship 2 At each Annual Student Review	Minimum score of 4 by the end of COUN6391

2. Demographic and other characteristics of applicants, students, and graduates

Institutional Data

Number of Students in Degree Programs/Specializations			
4.B.2. Demographic and other characteristics of applicants, students, and graduates.			
<i>Data to be Collected (Assessment)</i>	<i>How/When Data will be collected</i>	<i>Method for Review/Analyzation</i>	<i>How Used for curriculum/program improvement</i>
Number of students in each Degree Program/ Specializations: MA in Counseling: Specialization in Marriage and Family Counseling Specialization in Clinical Mental Health Counseling	This data will be requested from the Vice President of Enrollment each year in the Fall when final data has been collected from previous academic year (July 31-Aug 1) The Counseling Division Chair will request this data.	Identify numbers and percentage of students in each degree program and specialization. Evaluate numbers to see if goals are met for diversity and gender. Re-evaluate goals, and create actions plans if changes are necessary. The Counseling Division Chair	Demographic data will be evaluated at the Annual Program Review. If a need for improvement is seen, recommendations for the program or curriculum will be suggested, discussed, and voted upon by the Counseling Program Faculty.

<p>MDIV in Marriage and Family Counseling</p>		<p>will bring recommendations to the Counseling Faculty.</p>	
<p>Ratios of Diverse Applicants and Students—Age, Gender, Race</p>			
<p>Ratio of Diverse Students <u>applying</u> to the NOBTS Counseling Programs (Applicants)</p> <p>Benchmark: Maintain at least 20% level of ethnic diversity in Applicants for the Counseling Programs. This matches the percentage of members of ethnic diversity in the Southern Baptist Convention.</p>	<p>Applications to Counseling Programs — ratio of diverse students will be collected from the Admissions Office annually in November. Gender, Age, and Ethnic Diversity are evaluated. The Counseling Division Chair will request this data.</p>	<p>Evaluation of percentage of ethnic diversity, age diversity, and gender diversity of both applicants, current students, and graduates. Evaluate numbers to see if goals are met for diversity and gender. Re-evaluate goals, and create actions plans if changes are necessary. The Counseling Division Chair will bring recommendations to the Counseling Faculty.</p>	<p>Demographic data will be evaluated at the Annual Program Review. If a need for improvement is seen, recommendations for the program or curriculum will be suggested, discussed, and voted upon by the Counseling Program Faculty.</p>
<p>Retention Rates of Students</p>			
<p><i>Data to be Collected (Assessment)</i></p>	<p><i>How/When Data will be collected</i></p>	<p><i>Method for Review/Analyzation</i></p>	<p><i>How Used for curriculum/program improvement</i></p>
<p>Retention rates of students in each Degree Programs/ Specializations: MA in Counseling: <u>Specialization</u> in Marriage and Family Counseling <u>Specialization</u> in Clinical Mental Health Counseling MDIV in Marriage and Family Counseling</p>	<p>This data will be requested from the Vice President of Enrollment each year in November when final data has been collected from previous academic year (July 31-Aug 1) The Counseling Division Chair will request this data.</p>	<p>Identify the retention rates of students in each degree program and specialization. Evaluate numbers to see if goals are met for retention of students, including noting any specific categories where retention rates are lower. Re-evaluate goals, and create actions plans if changes are necessary. The Counseling Division Chair will bring recommendations to the Counseling Faculty.</p>	<p>Demographic data will be evaluated at the Annual Program Review. If a need for improvement is seen, recommendations for the program or curriculum will be suggested, discussed, and voted upon by the Counseling Program Faculty.</p>

Number of Students Graduating from the MA/MDIV Counseling Programs

<i>Data to be Collected (Assessment)</i>	<i>How/When Data will be collected</i>	<i>Method for Review/Analyzation</i>	<i>How Used for curriculum/program improvement</i>
Number of students graduating in each Degree Programs/ Specializations: MA in Counseling: <u>Specialization</u> in Marriage and Family Counseling <u>Specialization</u> in Clinical Mental Health Counseling MDIV in Marriage and Family Counseling	This data will be requested from the Vice President of Enrollment each year in November when final data has been collected from previous academic year (July 31-Aug 1) The Counseling Division Chair will request this data.	Identify numbers and percentage of students graduating in each degree program and specialization. Evaluate numbers to see if goals are met for retention of students, including noting any specific categories where retention rates are lower. Re-evaluate goals, and create actions plans if changes are necessary. The Counseling Division Chair will bring recommendations to the Counseling Faculty.	Demographic data will be evaluated at the Annual Program Review. If a need for improvement is seen, recommendations for the program or curriculum will be suggested, discussed, and voted upon by the Counseling Program Faculty.

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1. Studies of graduates, site supervisors, and employers of program graduates.

A. NOBTS Counseling Graduate Survey

This survey is sent out each January to all NOBTS Counseling Graduates for three years following graduation. Graduates are asked to give information about the NCE, licensure, their level of professional knowledge, skills, and professional dispositions. The self-assessment of knowledge, skills, and professional dispositions is the same as the one used by the Employer/Supervisor Evaluation (detailed below). An evaluation of all eight CACREP core areas are measured. Graduates evaluate themselves on a Likert scale of N/A=0; Poor=1; Below Average=2; Average=3; Above Average=4; Excellent=5.



NOBTS Counseling
Graduate Survey - Go

B. Employer/Supervisor Evaluation of NOBTS Counseling Graduates (MA or MDIV)

This survey is sent out each January to all known employers and supervisors of NOBTS Counseling MA/MDIV graduates.

The employers and supervisors of graduates are asked to indicate the level of professional knowledge, skills, and professional dispositions of the NOBTS graduates who work at their agency or whom they supervise. An evaluation of all eight CACREP core areas are measured. The employer or supervisor is also given an open-ended question

Graduates are scored on a Likert scale of N/A=0; Poor=1; Below Average=2; Average=3; Above Average=4; Excellent=5. The following areas are assessed by the employer and/or supervisor.

Core Area	Knowledge/Skills Measured
1 ProfCounOrient/Ethics	Ethical Behavior
	Professional Development
	Consultation Skills
	Relationships with Colleagues
2 Social/Cultural Diversity	Working with Clients of Diversity
3 Human Growth/Dev	Working with Individuals, couples, families across the lifespan
4 Career Development	Career Counseling
5 Counseling/Helping	Counseling Skills
	Case Conceptualization
	Treatment Planning
	Theoretical Knowledge
6 Group Coun/Work	Group Counseling
7 Assessment/Testing	Assessment Skills
8 Research/ProgEval	Evaluation and Research Skills
9 Specialty Area CMH	Diagnosing
10 Specialty Area MCFC	Marriage Counseling
	Family Counseling
Professional Dispositions	Openness to Supervision / Feedback
	Relationships with Colleagues



Employer_Supervisor
Evaluation of NOBTS I

See Survey:

B. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

New Orleans Baptist Theological Seminary is in compliance with Standard 4.B.

The following information demonstrates the results of (1) the evaluations of the aggregate student assessment data addressing knowledge, skills, and professional dispositions for the academic year 2021-2022; (2) demographic and other characteristics of applicants, students, and graduates for the academic year 2021-2022; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates for the academic year of 2021-2022.

(1) aggregate student assessment data that address student knowledge, skills, and professional dispositions.

*Please click on any charts that don't show up at first.

Any areas where the benchmark is not met is marked in red under the chart or are marked with "Recommendation Needed." The recommendations and motions for program and assessment changes are located in Standard C.

Core Area 1: Professional Counseling, Orientation and Ethical Practice

SLO: Students will increase their ability to evaluate themselves personally and professionally (CACREP 2.F.1.k)

KPI 1: Over the course of the program, students will develop self-awareness and self-understanding, emotional stability, and self-control.

Tevera Report 603 for CCS 2017 2.C and 2.D.

CRITERIA LEVEL COUNTS										
Criteria	Exceeds 5	Meets 4	Near 3	Below 2	Harmful 1	Mean	Mode	Stdev		
Self-awareness & Self-understanding CCS 2017 - 2.C Self-awareness & Self-understanding	70	39	4	0	0	4.58	5	0.56		
Emotional Stability & Self-control CCS 2017 - 2.D Emotional Stability & Self-control	80	32	1	0	0	4.70	5	0.48		

N=35									
KPI 1 Professional Counseling, Orientation and Ethical Practice	Measure-2021-2022	CCS 2.C. SelfAware/Self Understanding Practicum Mean	CCS 2.C. SelfAware/Self Understanding Internship1 Mean	CCS 2.C. SelfAware/Self Understanding Internship2 Mean	2021-2022 Post % Met Benchmark	CCS 2.D. EmotionStable/SelfControl Practicum	CCS 2.D. EmotionStable/SelfControl Internship1	CCS 2.D. EmotionStable/SelfControl Internship2	CCS 2.D. EmotionStable/SelfControl Post % Met Benchmark
	1. Counselor Competency Scale (CCS); 2:C Self-awareness & Self-understanding; 5 = Exceeds Expectations; 4 = Meets Expectations. 85% of students will achieve a score \geq 4 by the end of Internship 2.	4.3	4.6	4.7	100%				
	2. CCS, 2:D Emotional Stability & Self-Control; 5 = Exceeds Expectations; 4 = Meets Expectations 85% of students will achieve a score \geq 4 by the end of Internship 2.					4.5	4.7	4.8	100%
Assessment:									
Measure 1: 100% of students achieved a score \geq 4 by the end of Internship 2.									
Measure 2: 100% of students achieved a score \geq 4 by the end of Internship 2.									
Recommendation: None									

Core Area 2: Social and Cultural Diversity

SLO 2: Students will gain multicultural awareness and competency in counseling. (CACREP 2.F.2.c)

KPI 2: Students will increase in their multicultural counseling awareness, competencies and demonstrate respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.).

Tevera 603 Report:

CRITERIA LEVEL COUNTS									
Criteria	Exceeds 5	Meets 4	Near 3	Below 2	Harmful 1	Mean	Mode	Stdev	
Multicultural Competence in Counseling Relationship CCS 2017 - 2.F Multicultural Competence in Counseling Relatio	34	70	8	0	0	4.23	4	0.57	

N=19									
KPI 2 Social/Cultural Diversity	Measure	2021-2022 MAKSS Mean Pre	2021-2022 MAKSS Mean Post	2021-2022 MAKSS Mean 6330	2021-2022 Post % Met Benchmark	Practicum CCS 2.F Supv Eval	Intner1 CCS 2.F Supv Eval	Intern2 CCS 2.F Supv Eval	2021-2022 CCS 2.F Supv Met Benchmark
	1. Multicultural Awareness, Knowledge, and Skills Survey (MAKSS). 3=Meets Expectations; 4=Exceeds Expectations. 85% of students will achieve an average score of ≥ 3 by the end of COUN6330.	2.4	3.1	This assessment point will begin 2022-2023 Academic Year	63%				
	2. CCS Part 2.F Multicultural Competence in Counseling Relationship. Measured by Supervisor. 5=Exceeds Expectations; 4= Meets Expectations. 85% of students will achieve ≥ 4 on this measure by the end of the Internship 2.					4.1	4.3	4.5	100%
Assessment:									
Measure 1: The benchmark of 85% students scoring ≥ 3 was not met, with 63% of students scoring a ≥ 3 .									
Measure 2: 100% of the students scored ≥ 4 , meeting the benchmark.									
Recommendation:									

Core Area 3: Human Growth and Development

SLO 3: Students will demonstrate knowledge and self-efficacy related to theories of individual and family development across the lifespan (CACREP 2.F.3.a)

KPI 3: Students will develop mastery of the core knowledge of human development and self-efficacy in implementing this knowledge in practice

N=8									
KPI 3 Human Development	Measure	2021-2022 Mean Pre	2021-2022 Mean Post	2021-2022 Post % Met Benchmark	Practicum Brief FamHistory/Dev Stage Mean	Intern 1 FamHistory/Dev Stage Mean	Intern 2 Brief FamHistory/Dev Stage Mean		
	1 Human Dev Self-Efficacy Instrument Meets/Exceeds $\geq 80\%$ Benchmark: 80% of students will score ≥ 80 points by the end of COUN5321.	49.37	88.37	88%					
	2 Human Dev Core Knowledge Meets/Exceeds 20-25 Benchmark: 80% of students will score $\geq 80\%$ correctly answered on the Post-test of Human Development Core Knowledge.	66	86	75%					
	3 Brief FamHis/ DevStage Meets=80/ Exceeds ≥ 90			100%	100	100	100		100
Assessment:									
Measure 1: 7 of 8 students (88%) met or exceeded the benchmark for Self-Efficacy.									
Measure 2: 6 of 8 (75%) of students met or exceeded the benchmark for Core knowledge. This missed the benchmark by 5%.									
Measure 3: 100% met or exceeded the benchmark for analyzing Family development stage as part of the Case Conceptualization by Internship 2									
Recommendation:									

No recommendation needed

Core Area 4: Career Development

SLO 4: Students will learn and develop competency related to theories and models of career development, counseling, and decision-making (CACREP 2.F.4.a)

KPI 4: Students will develop mastery of the core knowledge of career development, counseling, decision-making, and self-efficacy in implementing this knowledge in practice.

N=23					11 ≥ 80/ 12 not	
KPI 4 Career Development	Measure	2021-2022 Pre Mean	2021-2022 Post Mean	2021-2022 Post % Met Benchmark	Questions on ASR	Questions on ASR 3
	1. Career Counseling Self-Efficacy Scale: 25 questions, 100 points. 80-100 Meets or Exceeds Expectations. <i>Benchmark:</i> 80% of students will score ≥80	32.3	80.93	48%		
	2. Pre-test and Post-test of Career Counseling Core Knowledge: 25 questions. 80-100 Meets or Exceeds Expectations. <i>Benchmark:</i> 80% of students will score ≥ 80 correct answers	50.54	87.11	83%		
	3. Representative questions from the areas of Core Knowledge and Self-Efficacy on the annual student review. 80% of students will indicate a score of 4 or 5 rating their own confidence in each of these areas.				This measure begins Jan 2023	
Assessment:						
<i>Measure 1: 11 of 23 students (48%) met or exceeded the benchmark for Self-Efficacy. Benchmark was for 80% to score ≥80.</i>						
<i>Measure 2: 19 of 23 (83%) of students met or exceeded the benchmark (80% to score ≥80) for Core knowledge. The Benchmark was met</i>						
<i>Measure 3: The collection of data for this measure will begin Spring 2023.</i>						
Recommendation:						

Core Area 5: Counseling and Helping Relationships

SLO 5: Students will develop case conceptualization skills including treatment plans. (CACREP 2.F.5.g)

KPI 5: Students will demonstrate the ability to develop relevant counseling case conceptualizations and treatment plans during Group Supervision.

CRITERIA LEVEL COUNTS									
Criteria	Exceeds 5	Meets 4	Near 3	Below 2	Harmful 1	Mean	Mode	Stdev	
Case Conceptualization CCS 2017 - 3.F Case Conceptualization	81	26	7	0	0	4.65	5	0.59	

N=28									
KPI 5 Counseling and Helping Relationships	Measure	2021-2022 CCS 3.F Case Concept Practicum Mean	2021-2022 CCS 3.F Case Concept Inter1 Mean	2021-2022 CCS 3.F Case Concept Inter2 Mean	2021-2022 Post % Met Benchmark	Group Supv Case/Concept Tx Plan Rubric Mean Practicum	Group Supv Case/Concept Tx Plan Rubric Mean Internship1	Group Supv Case/Concept Tx Plan Rubric Mean Internship2	2021-2022 CCS 2.F Suprv Met Benchmark
	1. CCS 3.F Case Conceptualization. Measured by Individual Supervisor. ≥ 4 meets or exceeds expectations.	4.3	4.7	4.9	96%				
	2. Group Supervision Case Conceptualization & Treatment Plan Rubric Score. 100 points possible. Measured by Group Supervisor. $\geq 85\%$ meets or exceeds expectations. 85% of students will achieve a total score ≥ 85 by the end of Internship 2 (COUN6391)					98.7	98.7	99.12	100%
Assessment:									
Measure 1: The benchmark of 85% students scoring ≥ 4 was met, with 1 student scoring below a 4.									
Measure 2: 100% of the students scored ≥ 85 , meeting the benchmark.									
Recommendation: None									

Core Area 6: Group Counseling

SLO 6: Students will develop the characteristics and functions of effective group leaders. (CACREP 2.F.6.d)

KPI 6: Students will develop group leadership skills and increase their core knowledge about group counseling.

N=12						
KPI 6 Group Counseling	Measure	2021-2022 Mean Pre	2021-2022 Mean Post	2021-2022 Post % Met Benchmark (End of 5330)	Skills Test Scores after Leading Group during Clinical Practice	2021-2022 Post % Met Benchmark (end of Group Leadership Experience)
	1. Self-Assessment of Group Leadership Skills. 20 Questions, Likert scale of 1-5. ≥ 80 (4) meets or exceeds expectations. 80% of students will achieve a score ≥ 80 (4) by the end of Internship 2.	55	76	42%		
	2. Group Leadership Knowledge Test. 20 questions, 100 points possible. ≥ 85 meets or exceeds expectations. 80% of students will achieve a score ≥ 85 on the Posttest.	77	88	83%		
Assessment: Measure 1: Only 42% of students scored ≥ 80 by the end of Internship 2, missing the benchmark of 80% of students.						
Measure 2: Group Leadership Knowledge Test--83% of students met the benchmark.						
Recommendation:						

Core Area 7: Assessment and Testing

SLO 7: Students will competently use the procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. (CACREP 2.F.7.c)

KPI 7: Students will demonstrate clear and effective assessment for self-harm and suicide.

N = 21						
KPI 7	Measure	2021-2022 Prog Interview Mean	ASR 1 Mean	ASR 2 Mean	Meeting Benchmark	Not meeting Benchmark
Students will demonstrate clear and effective assessment for self-harm and suicide	1. Lethality Assessment Scenario scored with Rubric. Score range 0-3 80% of students will achieve a score of 3 by their 2nd Annual Review	2.57	1st measure will be taken Spr 2023	2nd measure will be taken Spr 2024	20	1
		MidTerm Mean	Final Mean	Meeting Benchmark	Not Meeting Benchmark	% Meeting Benchmark
	2. COUN6378 Individual Assessment: Mid-term and Final Exam questions on importance, timing and form of Lethality Assessment. ≥ 85 meets or exceeds expectations. 80% of students will achieve a score ≥ 85 on the final exam.	74	98.6	20	1	95%
Assessment:						
Measure 1: The end of program measurements will begin Spring 2023.						
Measure 2: 20 of 21 (95%) students met the benchmark of ≥ 85 on the Final Exam.						
Recommendations:						

Core Area 8: Research and Program Evaluation

SLO 8: Students will be able to execute a program evaluation of their own practice of counseling interventions and skills (CACREP 2.F.8.e)

KPI 8: Students will increase in knowledge and practice of evaluating counseling interventions and skills they use.

A new measuring point will be used beginning the Fall 2022 semester. Students will compare their self-evaluation of counseling skills in the CCS 2017 Part 1, which measures skills. By the end of Internship 2 students should be within 5 points (+ or -) of the evaluation score given by the supervisor.

N=13										
KPI 8 Research Program Eval	Measure	2021-2022 Mean Pre	2021-2022 Mean Post	2022 2022 Post % Meeting	CCS Pt1 Total Practicum	Pt1T Int1	Pt1T Int2	Self P	Self I1	Self I2
1. CCS 2017, Part 1 Total— Self and Supervisor Evaluation Utilizing the CCS 2017, Part 1 Total—the student will compare their Self-Evaluation with the Supervisor Evaluation to evaluate their own ability to evaluate their own skills. Part 1 measures Counseling Skills and Therapeutic Conditions, with a maximum score of 60 points. Students should come within +5 or -5 points of the evaluation total given by the Supervisor.					50	54	58	33	New measure point begins Fall 2022	New measure points begins Fall 2022
	2. Program Evaluation Pre and Post-Test. 20 Questions, with 100 possible points. $\geq 80\%$ correct meets/ exceeds expectations. 85% of students will increase knowledge of Research Design and Program Evaluation	45	57%	0%						
Assessment: Assessment:										
Measure 1: This is a new way to measure self-evaluation for students. The Self-Evaluations begin Fall 2022.										
Measure 2: No students met the benchmark of scoring at least 80% correct answers.										
Recommendation: The current measure is not part of the grade for COUN6374. The recommendation is to make the assignment part of the student's grade, beginning Fall 2023.										

Specialty Area: Clinical Mental Health

SLO 9: Students will learn about and be encouraged to participate in professional organizations as well as understand the preparation standards and credentials relevant to the practice of clinical mental health counseling. (CACREP 5.C.2.k)

KPI 9: Students will increase their knowledge of the importance of membership in professional organizations relevant to the practice of clinical mental health counseling. Students will join at least one professional organization in the counseling field

N=					
KPI 9	Measure	2021-2022 COUN6303 Prof Organz Mean Mid-term	2021-2022 COUN6303 Prof Organz Mean Final	COUN6330 Prof Organz Mean	
Students will increase their knowledge of the importance of membership in professional organizations relevant to the practice of clinical mental health counseling. Students will join at least one professional organization in the counseling field.	1. Pretest/Posttest in COUN6303 (Ethics & Professional Issues in Counseling), and in COUN6330 (Professional Issues in Counseling) on professional organizations, requirements to join and benefits. 100 points. . A score of ≥ 90 meets or exceeds expectations. 85% of students will achieve ≥ 90 on the posttest on Professional Organizations,				
		COUN6360 Pre	COUN6360 Post	ASR 1	ASR 2
	2. Survey of Membership in Professional Organization (COUN6360 Clinical Mental Health Counseling) $\geq 90\%$ of students will join a Professional Counseling Organization				

Assessment: Not enough data was collected in 2021 to effectively analyze due to the professor being out of the class due to illness.

Measure 1: not enough data

Measure 2: not enough data

Recommendation: That we develop a plan to avoid the loss of data when a professor has to be out due to illness or crisis.

Specialty Area 10: Marriage and Family Counseling

N=3 Fall 2021							
KPI 10 Specialty Marriage, Couple, and Family Counseling	Measure	2021-2022 Mean Pre	2021-2022 Mean Post	Percentage that increased Knowledge of Techniques and Interventions	NOBTS Competency Exam (Marital) Pre	NOBTS Competency Exam (Marital) Post	% Students who increased their score
	1. Self-evaluation of knowledge of techniques and interventions for various marital issues. $\geq 85\%$ of students will increase in knowledge of techniques and interventions for various marital issues. Not Skilled or Knowledgeable (1) to Very Skilled or Knowledgeable (5)	2.2	4	100%			
N=12 (students who completed the Exit exam in 2021-2022)	2. Score on the marital area of the NOBTS Graduate Competency Exam (Entrance/Exit). 14 Questions. 85% of students will increase their score in the Marital segment of the NOBTS Entrance/Exit Exam.				50	77	100%
Assessment: Measure 1: All students increased their knowledge of techniques and Interventions for various marital issues. The aggregate score was 4 (Skilled or Knowledgeable).							
Measure 2: All students (100%) increased their score on the marital area of the NOBTS Graduate Competency Exam.							
Recommendation: No recommendations at this time.							

Professional Dispositions 2021-2022

Professional Dispositions are measured by the supervisor during clinical practice, and by the faculty advisor and student during the Annual Student Review.

The following data is available from the academic year of 2021-2022:

CRITERIA LEVEL COUNTS										
Criteria	Exceeds	Meets	Near	Below	Harmful	Mean	Mode	Stdev		
	5	4	3	2	1					
Professional Ethics CCS 2017 - 2.A Professional Ethics	67	40	6	0	0	4.54	5	0.60		
Self-awareness & Self-understanding CCS 2017 - 2.C Self-awareness & Self-understanding	70	39	4	0	0	4.58	5	0.56		
Emotional Stability & Self-control CCS 2017 - 2.D Emotional Stability & Self-control	80	32	1	0	0	4.70	5	0.48		
Motivated to Learn & Grow/Initiative CCS 2017 - 2.E Motivated to Learn & Grow / Initiative	79	31	3	0	0	4.67	5	0.52		
Openness to Feedback CCS 2017 - 2.G Openness to Feedback	96	14	2	2	0	4.79	5	0.55		
Congruence & Genuineness CCS 2017 - 2.J Congruence & Genuineness	86	25	2	0	0	4.74	5	0.48		

Students are meeting the benchmark of scoring ≥ 4 (meets expectations) or 5 (exceeds expectations) by the end of Internship 2.

4.B. (2) demographic and other characteristics of applicants, students, and graduates.

New Orleans Baptist Theological Seminary is in compliance with Standard 4.B.2

Usually, we are able to obtain the demographic data for applicants. However, that data is not yet available to us. The data will be added to the 2021-2022 Annual Report as soon as it is available (probably by the end of October).

Institutional Data 2021-2022

Number of Students in each Specialization

MACCMH	67	
MACMFC	45	
MDIV	8	
Total	120	

Gender of Current Students

	Male	%	Female	%	Total
MACCMH	20		47		
MACMFC	13		32		
MDivMFC	5		3		
Totals	38	31%	82	69%	120

Race: Current Students

	Asian	Black	Caucasian	Hispanic	Amer Indian	Biracial	International
MACCMH	2	6		1	2	2	1
MACMFC		1		1		2	

MDIVMFC		2		1			
Totals	2	9	81	3	2	4	1
%	2%	9%	79%	3%	2%	4%	1%
Total Diversity	21%						

Assessment: The goal for diversity in our program population is 20%. This is the percentage of diversity within the Southern Baptist Convention that owns and supports the New Orleans Baptist Theological Seminary. Because NOBTS is a theological training institution, part of the entrance requirement includes a “call to ministry.” This inhibits the number of local students who enroll at NOBTS. Many of the students at NOBTS commute into New Orleans to attend classes. NOBTS is a “regional” seminary, serving the southeastern part of the USA, and many students come from other states. The benchmark of 20% for diversity in our counseling programs is met with 21% of our students being of diversity ethnicity.

Age: Current Students

	24-29	30-34	35-44	45-54	55-65	Over 65	Total
MACCMH	38	10	10	5	3	1	67
MACMFC	20	14	7	2	2		45
MDIVMFC	4	3			1		8
Totals	62	27	17	7	6	1	120

Retention Rates of Students

2021-2022	1 Semester Persistence Rate	1 Year Retention Rate
MACCMH	90%	62%
MACMFC	100%	50%
MDIVMFC		
Totals	94%	57%

Graduation of Students

	Fall	Spring	Total

	2021	2022	Academic Year
MACCMH	4	3	7
MACMFC	6	3	9
MDIVMFC	0	1	1
Totals	10	7	17

(3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

The NOBTS Counseling program systematically completes follow-up studies of graduates, site supervisors, and employers of program graduates. Below are reports from the 2021-2022 surveys and studies sent out to graduates, employers, and site supervisors of program graduates.

Employer/Supervisor Evaluation of NOBTS Counseling Graduates



The Employer Evaluation of NOBTS Counseling Graduates evaluates the competency of the graduate in the Counseling Program Objectives and many of the Key Performance Indicators. Evaluation of the level of professional knowledge/skills of graduates (1=poor; 5=Excellent).

N = 7

Counseling skills	4.4
Case Conceptualization	4.3
Consultation	4.4
Evaluation/Research Skills	3.4
Crisis Management/Intervention	4.4
Working with Diversity Issues	4.3
Working with Couples/Families	3.6
Ethical Behaviors	4.5
Openness to Supervision	4.4
Assessment Skills	4.1
Treatment Planning	4.4
Professional Development	4.5
Theoretical Knowledge	4.4

Relationship with Colleagues	4.3
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Employers Evaluation of Professional Dispositions.

Adherence to Ethical Guidelines	4.1
Self-awareness of impact of belief systems	4.1
Emotional stability and Self-Control	3.9
Motivated and Engaged in profession growth	4.1
Openness to Feedback	3.7
Congruence Genuineness	4.3

How well prepared are the NOBTS graduates at your agency? (Counseling Program Objectives).

1=Does not meet expectations; 2=Meets expectations; 3=Exceeds Expectations

Synthesize theoretical and empirical knowledge in the field of counseling.	2.6
Develop the necessary academic and clinical skills to obtain professional licensure.	2.7
Develop a deeper understanding of cultural diversity to enhance counseling skills.	2.6
Integrate Christian beliefs, faith, and spirituality with the best practices of mental health science in an ethical manner.	2.8

NOBTS Counseling Graduate Survey



NOBTS Counseling Graduates are sent the survey every January for 6 years following graduation.

N=43

Have you taken the NCE or your state exam?	y=35/n=8
If so, did you pass the exam?	y=35
Are you licensed in counseling?	y=35/n=8

The NOBTS Counseling Graduate Survey will have a self-evaluation. of the competency of the graduate in the Counseling Program Objectives and many of the Key Performance Indicators this next year. Evaluation of the level of professional knowledge/skills of graduates (1=poor; 5=Excellent). *These will be added to the 2023 Survey of Graduates.

Counseling skills	
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Case Conceptualization	
Consultation	
Evaluation/Research Skills	
Crisis Management/Intervention	
Working with Diversity Issues	
Working with Couples/Families	
Ethical Behaviors	
Openness to Supervision	
Assessment Skills	
Treatment Planning	
Professional Development	
Theoretical Knowledge	
Working with Children	
Relationship with Colleagues	

Graduate Self-Evaluation of Professional Dispositions. 3 to 5 meets expectations.

Adherence to Ethical Guidelines	4.3
Self-awareness of impact of belief systems	4
Emotional stability and Self-Control	4
Motivated and Engaged in profession growth	4.2
Openness to Feedback	4
Congruence Genuineness	4.2

How well prepared were you in the following Counseling Program Objectives? 3 Exceeds expectations.

Synthesize theoretical and empirical knowledge in the field of counseling.	2.6
Develop the necessary academic and clinical skills to obtain professional licensure.	2.6

Develop a deeper understanding of cultural diversity to enhance counseling skills.	2.5
Integrate Christian beliefs, faith, and spirituality with the best practices of mental health science in an ethical manner.	2.

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Evaluation of Site Supervisor

Student counselors are required to complete a site supervisor survey at the end of each supervision term. 10 questions. The Evaluation is scored with the following Likert Scale: 4= Very Effective; 3= Effective; 2= Uncertain; 1= Ineffective.

In the year 2021-2022, with 17 supervisors working with students, the average scores on their evaluations was Effective.

Student Evaluation of Site Supervisor: Aggregate 2021-2022	Fall	Spr	Sum
The supervisor:			
Demonstrated respect while supporting therapist identity, providing encouragement & challenges.	3.9	3.8	3.9
Available and on time	3.5	3.6	3.8
Operated with high ethical/professional standards; provided ethical guidance	3.8	3.9	3.8
Provided equipping in conceptualization	3.9	3.7	3.8
Assisted with treatment plans and therapeutically relevant goals for client	3	3.3	3.5
Helped me ethically integrate spirituality into my counseling	3.6	3.6	3.5
Helped me develop skills that encouraged building community/support network for clients	3.1	3.5	3.3
Assisted counselor to be able to conduct effective counseling	3.8	3.8	3.8

Assessment: The Counseling Program had 17 supervisors working with students in 2021-2022, with all averages on their evaluations ≥ 3 , Effective,

Recommendation: None at this time.

Evaluation of Group Supervision

Student counselors are required to complete an evaluation of their group supervision at the end of each supervision term. 19 questions; the Evaluation is scored with the following Likert Scale: 1= Strongly Disagree; 2= Disagree; 3=Neutral; 4=Agree; 5= Strongly Agree

Student Evaluation of Site Supervisor: Aggregate 2019-2020	Fall	Sp	Sum
The Group Supervision group and supervisor:	N=27	N=29	N=17
Provided useful feedback about my skills and interventions	4.6	4.5	4.8
Provided helpful suggestions/information related to treatment interventions	4.7	4.5	4.8
Facilitates constructive exploration of ideas/techniques for working with clients	4.5	4.6	4.8
Provides helpful information regarding case conceptualization and diagnosis	4.6	4.4	4.6
Helps me comprehend and formulate clients' central issues	4.4	4.4	4.5
Created a safe environment for group supervision	4.2	4.4	4.4
Encourages trainee self-exploration appropriately	4.7	4.7	4.9
Enables me to express opinions, questions, concerns about my counseling	4.5	4.3	4.7
Is attentive to group dynamics	4.5	4.5	4.7
Effectively sets limits, and establishes norms and boundaries for the group	4.3	4.3	4.7
Provides helpful leadership for the group	4.5	4.4	4.7
Encourages supervisees to provide each other feedback	4.6	4.6	4.9
Redirects the discussion when appropriate	4.4	4.1	4.4
Manages time well between all group members	4.5	4.1	4.5
Provides enough structure in the group supervision.	4.5	4.3	4.7
Encouraged the group to apply a distinctly Christian worldview in understanding, interpreting, and integrating Christianity into counseling theories.	4.5	4.5	4.6
Encourages sensitivity to a client's spiritual welfare	4.5	4.5	4.5
Is able to help the group to identify where God is working in the group	4.5	4.2	4.5

Assessment: The Counseling Program had 4-5 supervision groups, with no more than 12 attendees each week in 2021-2022. All areas achieved a score of ≥ 4 , Meeting or Exceeding Expectations.

Recommendation: No recommendations at this time.

Student Course Evaluations

Students complete course evaluations for each course during the last two weeks of class. These anonymous evaluations are completed independently using the NOBTS Course Evaluation links sent to each student through the Blackboard system. The results of the evaluations are made available to each faculty for the courses they taught within two weeks after the semester ends, as well as to each Division Chair, Academic Dean, and the Provost. Any areas identified as not meeting expectations are noted by the Division Chair and discussed with the faculty member during their Annual Faculty Review with the Division Chair. The student evaluation forms are one element in evaluation of curriculum and of faculty instruction, and are a factor in

consideration for tenure, step increases, and promotion in rank.



CourseInstrucEval.pdf

Below are the results of the Course Evaluation submitted during the 2021-2022 Academic year for Counseling Program courses. Course Evaluations were in the 90% positive or greater range for the 2021-2022 Academic year. A chart identifying the questions on the evaluation is first. The following charts are the results by course and question number. The scores are a likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Meets or Exceeds expectations ≥ 3 .

Course content
1. The content of this course was consistent with the mission statement of NOBTS.
2. The content of this course expanded my knowledge and skills in this area of study
3. In this course, opportunities for interaction were provided.
4. The course syllabus communicated clearly the course content expectations and outcomes.
5. The primary textbook(s) used in this course was consistent with the outcomes of the course.
6. I can take things I learned in this course and apply them to my ministry situation.
7. The assignments in this course were appropriate and helped me learn the subject matter.
8. The course was consistent with the catalog and course syllabus description.
9. I consider this course to be an important part of my seminary training.
10. The course addressed one or more of the Seminary's Core Values
Course Instructor
11. The instructor modeled genuine Christian character.
12. The instructor taught consistent with the <i>Baptist Faith & Message 2000 and Articles of Religious Belief</i>
13. The Instructor modeled the Seminary's Core Values
14. The Instructor was accessible to the students.

15.The Instructor used instructional methods and/or delivery systems that facilitated learning.
16. The Instructor communicated clearly the requirements of the course and the methods of evaluation to be employed
17.The Instructor was well organized in the use of classroom time.
18. The Instructor was fair and impartial in his/her treatment of students.
19. The Instructor related the course content to the Student Learning Outcomes
20. The Instructor returned graded assignments in a timely manner.
21. Did you receive meaningful feedback on your writing assignments?

Fall 2019

Course Number	Section	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21
TM-COUN5202	1	4.8	4.8	4.8	4.7	4.8	4.9	4.8	4.9	4.8	4.7	4.9	4.8	4.9	4.8	4.7	4.6	4.6	4.6	4.7	4.6	4.7
TM-COUN5320	1	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.5	4.7	4.7	4.7	4.7	4.7	4.0	3.8
TM-COUN5322	1	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
TM-COUN5330	1	4.9	4.6	4.9	4.8	4.9	4.9	4.9	4.9	4.9	4.7	4.8	4.8	4.8	4.7	4.7	4.7	4.7	4.8	4.7	4.9	4.3
TM-COUN6301	1	4.8	4.9	4.7	4.8	4.6	4.9	4.5	4.9	4.7	4.8	5.0	5.0	4.8	4.9	4.7	4.8	4.6	4.9	4.7	4.8	3.9
TM-COUN6302	1	4.9	4.9	4.9	4.8	4.8	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.9	4.6	4.9	4.8	4.8	4.1	4.5
TM-COUN6303	1	4.8	4.8	4.8	4.6	4.6	4.8	4.8	4.8	4.8	4.7	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.7	4.6
TM-COUN6330	1	4.5	4.8	4.5	3.8	4.8	4.8	4.5	4.5	3.5	4.5	5.0	4.8	5.0	4.0	4.3	4.0	4.8	5.0	5.0	3.8	3.3
TM-COUN6351	1	4.8	4.8	4.8	4.6	4.8	4.9	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.4	4.7	4.6	4.7	4.8	4.8	4.6	4.7
TM-COUN6354	1	4.6	4.6	4.8	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6
TM-COUN6357	1	4.6	4.8	4.8	4.1	4.5	4.6	4.4	4.3	4.6	4.3	4.9	4.5	4.8	4.4	4.6	4.5	4.6	4.6	4.5	4.4	4.0
TM-COUN6360	1	5.0	4.6	5.0	4.8	5.0	5.0	4.8	4.8	4.8	4.8	5.0	5.0	5.0	4.8	4.6	5.0	4.6	5.0	5.0	5.0	4.8
TM-COUN6374	1	4.5	4.4	4.6	4.8	4.5	4.5	4.1	4.5	3.9	4.5	4.9	4.9	4.9	4.9	4.5	4.4	4.6	4.8	4.8	4.4	4.5

Spring 2020

Course Number	Sect	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21
Hybrid																						
HM-COUN5321	1	4.5	4.0	4.5	5.0	5.0	5.0	4.5	4.5	4.5	5.0	5.0	5.0	5.0	4.5	4.5	4.5	4.5	4.5	5.0	5.0	4.0
HM-COUN6330	1	4.7	4.3	4.7	4.0	4.3	4.3	4.7	4.7	4.7	4.7	4.7	4.3	4.7	4.7	4.3	4.0	4.0	4.7	4.7	4.7	4.7
HM-COUN6348	1	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
New Orleans																						
TM-COUN5000	1	4.7	4.7	4.7	4.4	3.3	4.7	4.6	4.3	3.9	4.3	4.4	4.4	4.6	4.9	4.4	4.3	4.7	4.4	4.4	3.7	3.6
TM-COUN5202	60	4.5	4.6	4.4	4.6	4.5	4.6	4.5	4.5	4.6	4.4	4.8	4.8	4.8	4.6	4.5	4.6	4.6	4.8	4.5	4.0	4.3
TM-COUN5310	1	4.9	4.8	4.9	4.8	4.8	4.9	4.7	4.8	4.7	4.8	5.0	5.0	5.0	4.9	4.9	4.7	4.7	4.9	4.8	3.8	3.9
TM-COUN5311	1	4.9	4.5	4.9	4.9	4.6	4.7	4.6	4.6	4.6	4.8	5.0	4.8	4.9	4.8	4.8	4.8	4.7	4.5	4.8	4.7	4.2
TM-COUN5331	1	4.8	4.8	4.7	4.7	4.8	4.8	4.7	4.7	4.8	4.8	4.7	4.7	4.7	4.4	4.5	4.5	4.6	4.7	4.7	4.0	4.3
TM-COUN5340	1	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
TM-COUN6301	1	4.8	4.8	4.3	5.0	4.8	4.8	4.5	4.5	4.8	4.0	4.8	4.0	4.5	4.5	4.5	4.3	4.3	4.8	4.8	4.5	3.5
TM-COUN6302	1	4.9	4.8	4.4	4.3	4.7	4.9	4.8	4.6	4.7	4.8	4.9	4.6	4.8	4.2	4.7	3.7	4.1	4.8	4.7	3.0	3.8
TM-COUN6303	1	5.0	5.0	4.8	4.6	4.9	4.9	4.9	4.8	5.0	4.8	5.0	4.9	5.0	4.9	4.8	4.5	4.8	5.0	4.8	4.3	4.6
TM-COUN6341	1	4.5	4.7	4.5	4.3	4.3	4.7	4.5	4.5	4.7	4.0	4.7	4.5	4.7	4.7	4.7	4.5	4.5	4.7	4.7	2.8	3.2
TM-COUN6349	1	5.0	4.7	4.0	4.3	4.5	4.7	4.3	4.8	4.5	4.8	4.7	4.8	5.0	4.5	4.0	4.8	4.3	5.0	4.7	3.7	4.0
TM-COUN6350	1	4.9	5.0	4.9	4.9	4.8	5.0	4.9	4.9	4.9	5.0	5.0	4.9	5.0	4.9	4.9	4.7	4.9	5.0	4.8	4.8	4.5
TM-COUN6378	1	4.6	4.1	4.5	4.5	4.4	4.4	4.1	4.4	4.3	4.5	4.6	4.5	4.7	4.5	4.1	4.5	4.3	4.4	4.5	3.6	3.5

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Summary of Recommendations from 2021-2022 Annual Report, MA and MDiv Degrees

Organizational Changes Related to Standard 4.A

1. The Student Learning Objectives have replaced what previously was referred to as program goals. There is now one SLO for each Core Area, and one Key Performance Indicator, with 2-3 measures, each being measured 2-3 or more times across the time a student is in the program. Below is a summary of the new SLOs and KPIs along with measures, when they are measured, and the benchmark we hope to achieve. A copy of the minutes is embedded in each change, with the Motion highlighted in yellow on the copy.



2022 09 14 Dept
Agenda and Minutes.

09/14/2022 Counseling Program Division Minutes, Action 2

Action 2: Approval of new SLOs and KPIs
Motion: that we accept the new SLOs, KPIs, and the recommended measures for each of the CACREP 8 Core Areas, and that we begin immediately collecting data for this semester. (Motion by Kathy Steele, Second by C. Garrett). See attachment to this document. Approved. (The attached document is below).

Master's Counseling Program Key Performance Indicators

(2022-2023)

Core Area 1: Professional Counseling Orientation & Ethical Practice		
SLO 1: Students will increase their ability to evaluate themselves personally and professionally. (CACREP 2.F.1.k)		
KPI 1: Over the course of the program, students will develop self-awareness and self-understanding, emotional stability, and self-control.		
<i>Assessment Methods</i>	<i>Two points in time (minimum)</i>	<i>Benchmark</i>

<p>1. Counselor Competency Scale (CCS); 2:C Self-awareness & Self-understanding; 5 = Exceeds Expectations; 4 = Meets Expectations</p>	<p>1. Self-evaluation, Beginning of Practicum (COUN6380); Supervisor evaluation, end of practicum</p> <p>2. Self and Supervisor Evaluation at exit from Internship 1 (COUN6390)</p> <p>3. Self and Supervisor evaluation, end of Internship 2 (COUN6391)</p>	<p>85% of students will achieve a score ≥ 4 by the end of Internship 2.</p>
<p>2. CCS, 2:D Emotional Stability & Self-Control;</p> <p>5=Exceeds Expectations; 4=Meets Expectations</p>	<p>1. Self-evaluation, Beginning of Practicum (COUN6380); Supervisor evaluation, end of practicum</p> <p>2. Self and Supervisor Evaluation at exit from Internship 1 (COUN6390)</p> <p>3. Self and Supervisor evaluation, end of Internship 2 (COUN6391)</p>	<p>85% of students will achieve a score ≥ 4 by the end of Internship 2.</p>
<p>Core Area 2: Social and Cultural Diversity</p>		
<p>SLO 2: Students will gain multicultural awareness and competency in counseling. (CACREP 2.F.2.c)</p>		
<p>KPI 2: Students will increase in their multicultural counseling awareness, competencies and demonstrate respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.).</p>		
<p><i>Assessment Methods</i></p>	<p><i>Two points in time (minimum)</i></p>	<p><i>Benchmark</i></p>
<p>1. Multicultural Awareness, Knowledge, and Skills Survey (MAKSS). 3=Meets Expectations; 4=Exceeds Expectations.</p>	<p>1. At beginning of COUN5331 Social/Multicultural</p> <p>2. At end of COUN5331 Social/Multicultural</p> <p>3. In COUN6330 Professional Issues</p>	<p>85% of students will achieve an average score of ≥ 3 by the end of COUN6330.</p>

<p>2. CCS Part 2.F Multicultural Competence in Counseling Relationship. Measured by Supervisor; 5=Exceeds Expectations; 4= Meets Expectations</p>	<p>1. Self-evaluation, Beginning of Practicum (COUN6380); Supervisor evaluation, end of practicum</p> <p>2. Self and Supervisor Evaluation at exit from Internship 1 (COUN6390)</p> <p>3. Self and Supervisor evaluation, end of Internship 2 (COUN6391)</p>	<p>85% of students will achieve ≥ 4 on this measure by the end of the Internship 2.</p>
<p>Core Area 3: Human Growth and Development</p>		
<p>SLO 3: Students will demonstrate knowledge and self-efficacy related to theories of individual and family development across the lifespan (CACREP 2.F.3.a)</p>		
<p>KPI 3: Students will develop mastery of the core knowledge of human development and self-efficacy in implementing this knowledge in practice.</p>		
<p><i>Assessment Methods</i></p>	<p><i>Two points in time (minimum)</i></p>	<p><i>Benchmark</i></p>
<p>1. Human Development Self-Efficacy Instrument; Pre/Posttest. Meets/Exceeds Expectations 36-72 points.</p>	<p>1. At the beginning of COUN5321 Human Development</p> <p>2. At the end of COUN5321</p>	<p>80% of students will score ≥ 36 points by the end of COUN5321.</p>
<p>2. Pre-test and Post-test of Human Development Core Knowledge; 25 questions. Meets/Exceeds Expectations 20-25 correct answers.</p>	<p>1. At the beginning of COUN5321</p> <p>2. At the end of COUN5321</p>	<p>80% of students will score ≥ 20 questions correctly answered on the Post-test of Human Development Core Knowledge.</p>
<p>3. Case conceptualization Item "Brief Family History and Developmental Stage". 10 possible. Meets/Exceeds Expectations 9 or 10 points.</p>	<p>1. In Practicum (COUN6380)</p> <p>2. In Internship 1 (COUN6390)</p> <p>3. In Internship 2 (COUN6391)</p>	<p>80% of students will score 9 or 10 on the case conceptualization rubric for this item.</p>

Core Area 4: Career Development		
SLO 4: Students will learn and develop competency related to theories and models of career development, counseling, and decision-making (CACREP 2.F.4.a)		
KPI 4: Students will develop mastery of the core knowledge of career development, counseling, decision-making, and self-efficacy in implementing this knowledge in practice.		
<i>Assessment Methods</i>	<i>Two points in time (minimum)</i>	<i>Benchmark</i>
1. Career Counseling Self-Efficacy Scale: 25 questions, 100 points. 80-100 Meets or Exceeds Expectations.	1. At the beginning of COUN5340 2. At the end of COUN5340	80% of students will score \geq 80 on questions by the end of COUN5340.
2. Pre-test and Post-test of Career Counseling Core Knowledge: 25 questions. 80-100 Meets or Exceeds Expectations.	1. At the beginning of COUN5340 2. At the end of COUN5340	80% of students will score \geq 80 correct answers on the Post-test of Career Counseling Core Knowledge.
3. A representative question from the areas of Core Knowledge and Self-Efficacy on the annual student review	Once each spring at the student's annual review	80% of students will indicate a score of 4 or 5 rating their own confidence in each of these areas.
Core Area 5: Counseling and Helping Relationships		
SLO 5: Students will develop case conceptualization skills including treatment plans. (CACREP 2.F.5.g)		
KPI 5: Students will demonstrate the ability to develop relevant counseling case conceptualizations and treatment plans.		
<i>Assessment Methods</i>	<i>Two points in time (minimum)</i>	<i>Benchmark</i>

1. CCS 3.F Case Conceptualization. Measured by Individual Supervisor. ≥ 4 meets or exceeds expectations.	1. By the end of Practicum (COUN6380) 2. By the end of Internship 1 (COUN6390) 3. By the end of Internship 2 (COUN6391)	85% of students will achieve a score ≥ 4 by the end of Internship 2.
2. Case Conceptualization & Treatment Plan Rubric Score. 100 points possible. Measured by Group Supervisor. $\geq 85\%$ meets or exceeds expectations.	1. By the end of Practicum (COUN6380) 2. By the end of Internship 1 (COUN6390) 3. By the end of Internship 2 (COUN6391)	85% of students will achieve a total score ≥ 85 by the end of Internship 2 (COUN6391)
Core Area 6: Group Counseling and Group Work		
SLO 6: Students will develop the characteristics and functions of effective group leaders. (CACREP 2.F.6.d)		
KPI 6: Students will develop group leadership skills and increase their core knowledge about group counseling.		
<i>Assessment Methods</i>	<i>Two points in time (minimum)</i>	<i>Benchmark</i>
1. Self-Assessment of Group Leadership Skills. 18 Questions, Likert scale of 1-3. ≥ 2 meets or exceeds expectations.	1. At beginning of Group Counseling COUN5330 2. At end of Group Counseling COUN5330 3. At the end of required Group Leadership during Clinical Practice.	80% of students will achieve a score ≥ 2 by the end of Internship 2.
2. Group Leadership Knowledge Test. 20 questions, 100 points possible. ≥ 85 meets or exceeds expectations.	1. At beginning of Group Counseling COUN5330 2. At end of Group Counseling COUN5330	80% of students will achieve a score ≥ 85 on the Posttest.
Core Area 7: Assessment and Testing		

SLO 7: Students will competently use the procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. (CACREP 2.F.7.c)

KPI 7: Students will demonstrate clear and effective assessment for self-harm and suicide.

<i>Assessment Methods</i>	<i>Two points in time (minimum)</i>	<i>Benchmark</i>
1. Lethality Assessment Scenario scored with Rubric. Score range 0-3	1. Full Entrance into Program during Program Interview 2. During Annual Review each Spring.	80% of students will achieve a score of 3 by their final Annual Review.
2. Exam questions on importance, timing and form of Lethality Assessment. Score Range 0-3	1. Mid-Term Exam during Appraisal of Individuals (COUN6378) 2. Final Exam during Appraisal of Individuals (COUN6378)	80% of students will achieve a score of 3 on the final exam.

Core Area 8: Research and Program Evaluation

SLO 8: Students will be able to execute a program evaluation of their own practice of counseling interventions and skills (CACREP 2.F.8.e)

KPI 8: Students will increase in knowledge and practice of evaluating counseling interventions and skills they use.

<i>Assessment Methods</i>	<i>Two points in time (minimum)</i>	<i>Benchmark</i>
1.CCS 2017, Part 1 Total—Self and Supervisor Evaluation This section measures Counseling Skills and Therapeutic Conditions, with a maximum score of 60 points.	1. Self-evaluation, Beginning of Practicum (COUN6380); Supervisor evaluation, end of practicum 2. Self and Supervisor Evaluation at exit from Internship 1 (COUN6390)	80% of students will achieve a score \geq 40 by the end of Internship 2 80% of students should come within +5 or -5 points of the evaluation total given by the

<p>Utilizing the CCS 2017, Part 1 Total—the student will compare their Self-Evaluation with the Supervisor Evaluation to evaluate their own ability to evaluate their own skills. Part 1 measures Counseling Skills and Therapeutic Conditions, with a maximum score of 60 points. 80% of Students should come within +5 or -5 points of the evaluation total given by the Supervisor.</p>	<p>3. Self and Supervisor evaluation, end of Internship 2 (COUN6391)</p>	<p>Supervisor at the end of Internship 2.</p>
<p>2. Program Evaluation Pre and Post-Test. 20 Questions, with 100 possible points. $\geq 80\%$ correct meets/ exceeds expectations.</p> <p>85% of students will increase knowledge of Research Design and Program Evaluation</p>	<p>1. Beginning of COUN6374 2. End of COUN6374</p>	<p>85% of students will increase knowledge of Research Design and Program Evaluation.</p>
<p>Specialty Area (9): Clinical Mental Health Counseling</p>		
<p>SLO 9: Students will learn about and be encouraged to participate in professional organizations as well as understand the preparation standards and credentials relevant to the practice of clinical mental health counseling. (CACREP 5.C.2.k)</p>		
<p>KPI 9: Students will increase their knowledge of the importance of membership in professional organizations relevant to the practice of clinical mental health counseling. Students will join at least one professional organization in the counseling field.</p>		
<p><i>Assessment Methods</i></p>	<p><i>Two points in time (minimum)</i></p>	<p><i>Benchmark</i></p>
<p>1. Pretest/Posttest in COUN6303 (Ethics & Professional Issues in Counseling) on professional organizations, requirements to join and benefits. 100 points. . A score of ≥ 90 meets or exceeds expectations.</p>	<p>1. COUN6303 Beginning of semester - Pretest 2. COUN6303 Midterm Posttest 3. COUN6330 Professional Issues</p>	<p>85% of students will achieve ≥ 90 on the posttest on Professional Organizations, Requirements to join, and Benefits of Professional Organizations.</p>

2. Survey of Membership in Professional Organization (COUN6360 Clinical Mental Health Counseling)	1. Beginning of semester in COUN6360 2. End of semester in COUN6360 3. Yearly in the annual student review.	≥90% of students will join a Professional Counseling Organization
Specialty Area (10): Marriage, Couple, and Family Counseling		
SLO 10: Students will learn techniques and interventions of marriage, couple, and family counseling (CACREP 5.F.3.c)		
KPI 10: Students will increase their knowledge of techniques and interventions to address a variety of issues in the context of marriages, couples, and families.		
<i>Assessment Methods</i>	<i>Two points in time (minimum)</i>	<i>Benchmark</i>
1. Self-evaluation of knowledge of techniques and interventions for various marital issues.	1. Beginning of COUN6350 Clinical Assessment of Marriage and Families 2. Beginning of course: Contemporary Approaches to Marital and Premarital Counseling COUN6357 3. End of course: Contemporary Approaches to Marital and Premarital Counseling COUN6357 4. End of Internship 2	≥85% of students will increase in knowledge of techniques and interventions for various marital issues.
2. Score on the marital area of the NOBTS Graduate Competency Exam (Entrance/Exit). 14 Questions.	1. Entrance into Counseling Program 2. Exit from Counseling Program	85% of students will increase their score in the Marital segment of the NOBTS Entrance/Exit Exam.

Approved in Counseling Program Division Meeting

Organizational Changes 2—The Collection, Analyzation and Change process using the assessment data:



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9/30/2022 Counseling Program Division Minutes, Action 3

Recommendation: Evaluation Plan for KPIs

Dr. Steele recommended a revised Evaluation Plan for KPIs. The plan will be submitted with the response letter for the CACREP visit and spells out how we will evaluate the new SLOs and KPIs we identified and approve in our last meeting. The plan is attached at the end of these minutes.

Action 3: Adoption of the new Evaluation Plan for KPIs.--Motion to approve: K Steele. Second: Falterman. Motion carried unanimously and is so ordered.

1. Aggregate and individual student data will be downloaded at the end of the spring term by the assigned administrative staff (Assessment Coordinator) and transferred to the appropriate Template Spreadsheet. The Core Area KPI Spreadsheet will be sent to the assigned faculty member who is responsible for the analyzation of the results.

Template spreadsheets are already prepared and available for this Fall 2022 collection of data. (Samples of these are embedded in the Standard 4.A.)

2. The assigned faculty member will analyze the course structure and assignments to consider any necessary changes, which may include changes in assignments, course texts and readings, and activities in the class, and prepare a recommendation for the changes.

The recommendation may be “no change” if the benchmarks are met; “no change at this time because... (with a rationale or explanation for why the benchmarks were not met and why no changes are recommended); or “A recommendation for change:” with an idea about what needs to be done regarding the results in order to move toward meeting the benchmark.

3. The recommendation should be sent to the counselingdivision@nobts.edu for inclusion in the Department meeting agenda by the 3rd week of the following term. The Counseling program faculty will discuss the recommendation and make a decision to accept or continue looking for a solution.

4. The Annual Program Review (Early in Spring Semester)

During the Annual Program Review the aggregate data will be compared both to the benchmark as well as the previous year’s data. If a benchmark is being consistently met (3 years) data will be examined to find weak points in the program, and new plans for measurement and analysis created.

5. The Counseling Faculty member who analyzed the data will bring a report to the Counseling Faculty meeting and lead the discussion on suggested recommendations for any change needed.

Other recommendations will be received at the meeting. These changes may include changes at the course level (syllabus), curriculum level, or program level.

If a need for improvement is seen, recommendations for the program or curriculum will be presented as a motion, discussed, and voted upon by the Counseling Program Faculty, and recorded in the Counseling Program minutes. Approved recommendations will be put into practice for the next term.

Any motions related to changes coming from the analyzation of data will be collected by the Division Administrative Assistant in a running list containing all motions and changes for each academic year.

Approved 9/14/2022

Motions for dealing with benchmarks that were not met after analyzing the data for 2021-2022:



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10/12/2022 Counseling Program Division Minutes

Core Area 1: Professional Counseling Orientation & Ethical Practice

All benchmarks met—no recommendations

Core Area 2: Social and Cultural Diversity



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Agenda and Minutes.r

10/12/2022 Counseling Program Division Minutes, Action 5

Assessment:

Measure 1 (MAKSS) The benchmark of 85% students scoring ≥ 3 on the posttest was not met, with 63% of students scoring ≥ 3 .

Measure 2 (CCS 2017 2.F): 100% of the students scored ≥ 4 , meeting the benchmark

10/12/2022

Action 5: Utilize the cultural humility framework in the Multicultural class to increase the student's conceptualization of culture, awareness of their own culture, and level of cultural comfort. The professor will add The Cultural Humility Enactment Scale, The Multigroup Ethnic Identity Scale, role plays, and feedback (from the professor of the course) to increase multicultural competence. Motion: KF; Second KS Approved.

Core Area 3: Human Growth and Development



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Agenda and Minutes.

10/12/2022 Counseling Program Division Minutes , Action 4

Review of Spring 2021 results on Core Area 3 Human Development, Measure #2

Measure 2 of this core area is a Pre-test and Post-test of Human Development Core Knowledge. Current benchmark is "80% of students will score ≥ 20 questions correctly answered on the Post-test of Human Development Core Knowledge."

- o For Spring 2021, Measure 2: 6 of 8 (75%) of students met or exceeded the benchmark for Core knowledge. This missed the benchmark by 5%.

10/12/2022

Action 4: No action or change based on the anomalous section results of Benchmark for Core Area 3 Human Development, Measure #2. The small size of the course (8 students) is noted as a factor. Motion: Garrett, Second: Carver. Motion carried by unanimous consent and is so ordered.

Core Area 4: Career Development



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10/12/2022 Counseling Program Division Minutes, Action 7

Assessment:

- A. Measure 1: 11 of 23 students (48%) met or exceeded the benchmark for Self-Efficacy. Benchmark was for 80% to score ≥ 80 . The benchmark was not met.

10/12/2022

Recommendation for Core Area 4 Career Self-efficacy and Core Knowledge: Garrett. The Spring 2021 data for Core Area 4, Career Development, was lost. It is not possible to evaluate Career Self-efficacy for this semester at this time. Additionally, Spring 2021 was the only time this course was offered in the 2020-2021 academic year. Students have historically exceeded the benchmark for this measure, and there were only four students in this section, so the impact on overall program assessment is minimal.

Action 7: The division acknowledges the lack of data for Academic year 20-21 and retains the measure moving forward. The division notes that this measure, along with the majority of program assessment measures, has been moved from Google Drive to our new Canvas learning management system where the data collection and retention will be much more streamlined. (Motion Garrett/Steele). Approved.

- B. Measure 2: 19 of 23 (83%) students met or exceeded the benchmark (80% to score ≥ 80) for Core Knowledge. The Benchmark was met.
- C. Measure 3: The collection of data for this measure (Questions added to the Annual Student Review each Spring regarding knowledge and skills related to Career Development) will begin Spring 2023.

10/05/2022

Recommendation (Garrett): Representative questions from the areas of Core Knowledge and Self-Efficacy on the annual student review.

1. Rate your confidence to provide support for a client's implementation of her/his career goals. (Likert 1-5, No confidence at all (1) to Complete confidence (5)).
2. One major category of career theory is known as the trait-factor (also called the trait-and-factor) approach. It has been dubbed the actuarial or matching approach. This approach
 - a. attempts to match conscious and unconscious work motives.
 - b. attempts to match the worker and the work environment (job factors).
 - c. attempts to match career behavior with attitudes
 - d. attempts to match cognition with the workload.

Action 3: That these questions be added to the Annual Student Review for assessment each spring while the student is in the program. Motion: Garrett/Jones. Approved.

Core Area 5: Counseling and Helping Relationships

All benchmarks met. No recommendations.

Core Area 6: Group Counseling and Group Work



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10/12/2022 Counseling Program Division Minutes, Action 6

Assessment:

A. Measure 1 (Self-Assessment of Group Leadership Skills): Only 42% of students scored ≥ 80 by the end of COUN5330 (Group Counseling), missing the benchmark of 80% of students.

10/12/2022

Discussion of the measure, and the Likert scale that was used. There is a question about whether this assessment measures accurately the skills. The questions are good, but the presentation and Student confusion over how to answer impacts the measurement of the group leadership skills.

Action 6: Motion (Carver/Steele) Monitor the skills test this semester with clear instructions on what is needed from the

Student as they assess themselves. If the assessment proves to not be useful, consider the current Tool and modify the language on the current instrument or seek another instrument that will Better meet the assessment need for this KPI.

Core Area 7: Assessment and Testing

All benchmarks met. No recommendations needed.

Core Area 8: Research and Program Evaluation



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10/12/2022 Counseling Program Division Minutes, Action 3

Assessment:

A. Measure 1: 1.CCS 2017, Part 1 Total— Self and Supervisor Evaluation

Utilizing the CCS 2017, Part 1 Total—the student will compare and discuss their Self-Evaluation with the Supervisor Evaluation to evaluate their own ability to evaluate their own skills.

Part 1 measures Counseling Skills and Therapeutic Conditions, with a maximum score of 60

points. Students should come within +5 or -5 points of the evaluation total given by the Supervisor

at the end of Internship 2. *This is a new measure and will begin Fall 2022.*

10/12/2022

Recommendation (Steele/Osborn): That this new measure be adapted.

The Research professor

Should work with the Clinical Director in the orientation of Supervisors to complete this exercise correctly.

Action: to accept this new measure for Research and Program Evaluation. (Steele/Garrett).

Approved.

B. Measure 2: No students met the benchmark of scoring at least 80% correct answers on the

Pre and posttests about Program Evaluation. 77% did increase their knowledge.

Action 3: Revise the syllabus to make this measure part of the graded content of the course.

(Motion Steele/Washington). Approved.

Specialty Area (9) Clinical Mental Health Counseling

A. In order to differentiate coursework between the two specialty areas (CMH and MFC)

the following motion was approved.

9/21/2022

Action: (Steele/Jones): Move to divide the Professional Issues Hybrid into two separately listed

Courses, one for CMH students and the other for MFC students. Students will do degree-specific Online and outside work but will join together for the four hybrid meetings. This will address the need to increase the differentiation between the MFC and CMH specializations. It will also increase opportunities for the examination of professional issues specific to each area of practice in the course. This will be presented in the graduate dean's council meeting on Oct 21 to approve the Changes made to the course, creating two courses specific to each degree program.

B. KPI 9 Data for 2021-2022

Assessment: Not enough data was collected in 2021 to effectively analyze due to the professor being out of the class due to illness.

Measure 1: not enough data

Measure 2: not enough data

Recommendation: That we develop a plan to avoid the loss of data when a professor has to be out due to illness or crisis.

Email Motion for Counseling Faculty to vote on: *10/14/2022*

Motion: That when a professor is out (either for the entire semester or for a temporary time during the semester) the Assessment Coordinator will be responsible to send the assessment to the class members at the appropriate time, and be sure of 100% compliance. If the measure is in CANVAS, the Assessment Coordinator will send the measure to every member in the class with information about the importance of completing the assessment. Approved.

(There is a function in CANVAS where you can directly send a quiz to each member of the class.)

Specialty Area (10) Marriage, Couples, and Family Counseling

All benchmarks were met. No recommendations.

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