

**NOBTS Counseling Program MA in Counseling: specialization in Marriage & Family;  
Specialization in Clinical Mental Health**

**ATS Goals, Benchmarks and Improvements 2019**

**Terminology:**

**Baseline** (Status at last Assessment cycle):

**Benchmark** (Targets for Improvement from previous assessment)

**Results and Actions to Implement**

**ATS Goal 1:** The capacity for critical and constructive theological reflection regarding the content and processes of the areas of specialized ministry.

**NOBTS Goal 1:** Equip students to understand and gain ability to articulate biblical, theological, and historical truths.

**SLO:** Students will demonstrate their understanding and ability to interpret and communicate accurately biblical, theological, and historical truth.

**Measurements:**

**Direct Assessment:**

1. NOBTS Entrance/Exit Exam--Content Area of Psychology, Theology, and Spirituality: to measure growth in the understanding and ability to interpret and communicate accurately biblical, theological, and historical truth, and show positive growth in these areas, using the Entrance/Exit Exam area of Psychology, Theology and Spirituality. During the 2018 and 2019 Academic years, students graduating demonstrated the following growth:

**Table 1: Scores for Psychology, Theology, and Spirituality  
NOBTS Counseling Entrance/Exit Exam (2018-2019 Academic Years)**

Academic Exit Year	Entrance Exam Score/Average		Exit Exam Score		Growth Across Time in Program
F2018	11	78%	11.37	81%	+3%
Sp2018	9.2	65%	10.8	77%	+12%
F2019	9.2	65%	10.6	76%	+11%
S2019	10.6	65%	11.4	81%	+5%

**Baseline:** Students grew in their ability to articulate biblical, theological, and historical truths at an average of 8% across the two years of measurement (2015-2017).

**Benchmark:** Seek to increase growth in ability to articulate biblical, theological, and historical truths to an average of 10% across the years spent in the Counseling program.

**Result and Actions:** Students grew an average of 8%. There was growth in each semester. During the last Assessment cycle, it was recommended that the Counseling Faculty review the Exam (Developed 2004) to see if it measures what our current goals/objectives are for students

regarding Integration. The Exam was revised (see Counseling Department Minutes, May 17, 2017), but graduates are currently taking the Exit exam pre-Fall 2018 (Academic Year), which is the same Entrance Exam they took. By the next Assessment cycle some of the students will be measured with the new exam.

### Indirect Assessment

1. Personal Experience in the NOBTS Counseling Program, Question #4: Awareness of Biblical & Theological Worldview in Counseling. This survey is completed at the end of the program before graduation. Graduating students rank how well the Counseling Program equipped them to understand, interpret, and communicate accurately biblical, theological, and historical truth.

Likert Scale: 5. Program significantly exceeded expectations; 4. Program went somewhat beyond expectations; 3. Program satisfied minimal expectations; 2. Program satisfied some but not all minimal expectations; 1. Program clearly failed to satisfy minimal expectations.

Academic Year	Bib Worldview
Previous Jury Sp 2017	100% answered: "the program significantly exceeded expectations."
Fall 2018	100% answered: "The program went somewhat beyond expectations" (85%) or "The program significantly exceeded expectations" (15%)
Spring 2018	100% answered: "The program went somewhat beyond expectations" (33.3%) or "The program significantly exceeded expectations" (66.7%)
Fall 2019	100% answered: "The program went somewhat beyond expectations" (50%) or "The program significantly exceeded expectations" (50%)
Spring 2019	92.3% answered either "The program went somewhat beyond expectations" (38.5%) or "The program significantly exceeded expectations" (53.8%). 7% answered: "The program satisfied some but not all minimum expectations."

**Baseline:** 100% answered, "The program significantly exceeded expectations" (2015-2017).

**Benchmark:** 95%

### Results and Actions

In this Indirect Measure, the Counseling program is meeting expectations of 92.3% students regarding increasing their awareness of a biblical and theological worldview in counseling.

### 2. Noel-Levitz Survey: Adult Student Priorities Survey

The results of the overall NOBTS Noel-Levitz Survey, question number 62: "NOBTS has helped me more effectively answer God's call." (Range:1-7)

Item	April 2019				April 2018				Difference
	Importance	Satisfaction	/ SD	Gap	Importance	Satisfaction	/ SD	Gap	
* 62 Campus item: NOBTS has helped me more effectively answer God's call	6.74	6.35	/ 1.14	0.39	6.79	6.49	/ 0.97	0.30	-0.14



There was a gap of .30 between the importance students gave to the importance of NOBTS answering the call, and the satisfaction level for students in 2018, and a gap of .39 in 2019. The difference in satisfaction between April 2018 and April 2019 was -0.14. There was not a method to separate out the Counseling Program students from the full NOBTS sample. Results indicate that students are Satisfied (6) to Very Satisfied (7) with the help they receive in answering God's call.

**Baseline:**

**Benchmark:**

**Results and Actions:** Consideration is being given to dropping this assessment, since it fails to address counseling students as a separate group.

### MAMFC Goal 2:

ATS Goals	NOBTS Goals	SLOs	Measurements	Baseline	Suggested Benchmark	Improvements
2. Skill in the design, implementation and assessment of ministry in these specialized areas.	2. To equip students to design, implement, and assess marriage and family counseling practice.	The graduate will both master the theoretical dimension of counseling and achieve a high skill level in counseling.	Direct Assessment : CPCE Exam	As of Sp 2017 71% of students scored at or above passing the National Average	2018-2019 95.5% beyond the National Average.	2018-2019 100% scored at or above the National Average
			Indirect Assessment Personal Experience in NOBTS Counseling Program: #5	2017 Avg 94.5% beyond or significantly exceeding expectations.	2018-2019 95.5% scored beyond or significantly exceeding expectations	2018-2019 98.3% scored beyond or significantly exceeding expectations.

**ATS Goal 2:** Skill in the design, implementation, and assessment of ministry in these specialized areas.

**NOBTS Goal 2:** To equip students to design, implement, and assess marriage and family counseling practice.

**SLO:** The graduate will both master the theoretical dimension of counseling and achieve a high skill level of counseling.

**Measurements:**

**Direct Assessment:**

1. The Counselor Preparation Comprehensive Examination (CPCE).

**Terminology/Definitions:**

**Over 370 universities and colleges utilize the CPCE.** The CPCE is designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs. The Counselor Preparation Comprehensive Exam (CPCE) is a nationally standardized exam published by the National Board of Certified Counselors Center for Credentialing and Education that is given under strict administrative conditions and returned to the Center for Credentialing and Education for scoring and analysis. Each year students about to graduate take the CPCE before graduation.

**Baseline:** Spring 2017--The Counseling Program Faculty determined the baseline score achievement for the CPCE was still low.

**Benchmark:** Goal: 95.5% of students will achieve the average national score of graduating students on the CPCE Exam.

**Strategy 1 to Improve Scores (Spring 2017):**

May 2017 the Counseling Program Faculty decided to develop a new course "Professional Issues," which included both the elements covered in the Capstone Workshop, and a review of concepts in preparation for taking the CPCE. (See Counseling Department Minutes, May 17, 2017). The Faculty decided to maintain the previous goal set in 2015: "Within five years (2020) 95% of our students will score at or above the national mean for the CPCE."

**Table 2: CPCE Exit Exam Scores  
Compared to National Mean**

Academic Exit Year	NOBTS CPCE	National Mean	Number of Students At or Above Average for CPCE		% of Passing Rate by Academic Year
Sp 2017	101	85.36	8 of 13	62%	70.5% Increase
F 2018	91.6	85.7	9 of 9	100%	100%
Sp 2018	96.1	87.1	9 of 9	100%	100%
F 2019	90.8	87.1	6 of 6	100%	100%
Sp 2019	98	87.1	11 of 11	100%	100%

**Results:** Goal 2-- Direct Assessment: 95% of students scoring at or above the national mean for the CPCE was met.

**Strategy 2 to Improve CPCE Scores** The scores in Career Development have been historically lower than pass rate, so an action plan was formed to improve the Career Development scores. The Assessment in 2017 determined the two scores that were below the national average were in the areas of Career Development and Ethics and Professional Issues in Counseling.

**Recommendation:** That the following action plan steps be initiated (Craig Garrett)"



Action Plan Steps	Date	Assessment Metric	Baseline Percentage Above Pass Rate	Benchmark:	Assessment/Improvement Strategy (3/10/2017)
Improve student preparation for the Lifestyle Development and Career Counseling sections of the CPCE and NCE by adjusting course content in COUN5340.	3/10/17	CPCE content area scores. For Career Counseling	Spring 2017 8 of 13 (62%)  Academic Year (Average) Pass Rate: 45.5%	Achieve A Pass Rate Average of 50% for 2018-2019	1. The course COUN5340 Lifestyle Development is currently under redevelopment as approved by the Internet Course Development Committee. Redevelopment will address the action plan. 2. Current NOBTS CPCE score average in the Lifestyle and Career content area is 9.92. The National average is 10.34, the passing score 3. CPCE scores in this area will be reviewed by the department and division each semester. 4. Improvement target will be to increase average score of students on the CPCE Lifestyle and Career section to 50% of the students achieving a score above the pass rate.

**Scores on the CPCE in the area of Career.**

Academic Year	NOBTS Average	National Average
F 2018	11.1	10.84
Sp 2018	10.56	9.38
F 2019	11	9.38
Sp 2019	10.18	9.38

**Results:** The Lifestyle & Career course was revised, and the textbook changed. The Career Development scores improved to above the national average each semester following the revision of the course. 100% of the students scored above the national pass rate.

**Indirect Assessment:**

1. Personal Experience in NOBTS Counseling Program: #5 "Training in counseling skills and techniques."

This survey is completed at the end of the program before graduation. Students rate how the Counseling Program meet their expectations in the area of *Training in Counseling Skills and Techniques*.

**Benchmark:** In the academic year 2018-2019, 95% students will consider their training in counseling skills and techniques to significantly exceed their expectation or somewhat go beyond their expectation.

**Strategy 1: Recommendation:** Add a segment to the questionnaire to allow students to make a recommendation concerning what would improve the program in training in counseling skills and techniques.

Likert Scale: 5. Program significantly exceeded expectations; 4. Program went somewhat beyond expectations; 3. Program satisfied minimal expectations; 2. Program satisfied some but not all minimal expectations; 1. Program clearly failed to satisfy minimal expectations.

Academic Year	Training in Counseling Skills and Techniques	Satisfaction Percentage for Academic Year
Fall 2018	75% Program Significantly Exceeded Expectations 25% Program Somewhat beyond Expectations	
Sp 2018	75% Program Significantly Exceeded Expectations 25% Program went somewhat beyond expectations	
Fall 2019	66.7% Program Significantly Exceeded Expectations 33.3% Program went somewhat beyond expectations	
Sp 2019	69.2% Program Significantly Exceeded Expectations 23.1% Program went somewhat beyond expectations 7.7% Program satisfied minimal expectations.	
	2018-2019 Average Somewhat beyond or significantly exceeding expectations	98.3%

**Results and Action:** 98.3 % Students graduating from program for last four semesters considered the “training in counseling skills and techniques” to significantly exceed expectations or that it went somewhat beyond their expectation; 1 student considered the program to “Satisfy Minimal Expectations.” (Baseline: 98.3% of students)

**Goal 3: Train students in the foundational principles of the counseling ministry.**

ATS Goals	NOBTS Goals	SLOs	Measurements	Baseline	Suggested Benchmark	Improvements																								
3. An understanding of the various disciplines that undergird the area of specialized ministry	3. Train students in the foundational principles of the counseling ministry.	The graduate will integrate Bible, Christian theology, and psychology in their marriage and family counseling	<b>Direct Assessment</b>  Grading Rubric for Integration Assignment (measured 2 times):  1. Ethics COUN 6303  2. Professional Issues COUN6330	5/7/2017  75% of students will score above 2.5 on each criterion (Likert 1-5)	2018-2019  75% of students score above 3.0	2018-2019  _19_ students score on Likert 1-5 scale  Criterion 1 <table><tr><td>%</td><td>#</td><td>Likert Score</td></tr><tr><td>≥ 3</td><td>18</td><td>3 4</td></tr></table> _95_ % 3 or above  Criterion 2 <table><tr><td>%</td><td>#</td><td>Likert Score</td></tr><tr><td>≥ 3</td><td>19</td><td>3 4</td></tr></table> _100_ % 3 or above  Criterion 3 <table><tr><td>%</td><td>#</td><td>Likert Score</td></tr><tr><td>≥ 3</td><td>16</td><td>3 4</td></tr></table> _84_ % 3 or above  Criterion 4 <table><tr><td>%</td><td>#</td><td>Likert Score</td></tr><tr><td>≥ 3</td><td>14</td><td>3 4</td></tr></table> _74_ % 3 or above	%	#	Likert Score	≥ 3	18	3 4	%	#	Likert Score	≥ 3	19	3 4	%	#	Likert Score	≥ 3	16	3 4	%	#	Likert Score	≥ 3	14	3 4
%	#	Likert Score																												
≥ 3	18	3 4																												
%	#	Likert Score																												
≥ 3	19	3 4																												
%	#	Likert Score																												
≥ 3	16	3 4																												
%	#	Likert Score																												
≥ 3	14	3 4																												



ATS Goals	NOBTS Goals	SLOs	Measurements	Baseline	Suggested Benchmark	Improvements
3. An understanding of the various disciplines that undergird the area of specialized ministry	3. Train students in the foundational principles of the counseling ministry.	The graduate will integrate Bible, Christian theology, and psychology in their marriage and family counseling	<b>Indirect Assessment:</b> COUN5311 Journal Assignment and Rubric	<b>Spr 2017</b> 1. Growth in need for change: 100%  2. Evidence of change: 85%  3. Application of Scripture to Counseling 100%	<b>2018-2019</b> 1. Maintain 100%  2. 87.5% to show evidence of growth/change	<b>2018-2019</b> 1. Growth in need for change: 100%  2. Evidence of change: 100%  3. Application of Scripture to Counseling (92%)

**ATS Goal 3:** An understanding of the various disciplines that undergird the area of specialized ministry

**NOBTS Goal 3:** Train students in the foundational principles of the counseling ministry.

Capstone

**SLO:** The graduate will integrate Bible, Christian theology, and psychology in their counseling

#### Measurements:

##### Direct Assessment:

##### 1. Grading Rubric for Integration Assignment

Students will complete this assessment in COUN6303 Legal and Ethical Issues in Counseling, and in COUN6330 Professional Issues in Counseling, to measure growth across the program in the area of Integration. (See Artifact A)

**Strategy for Improvement:** In May 2017, the Counseling Faculty voted to require a preliminary draft of the Integration Paper, and a Final draft before the end of the Capstone Workshops. The Capstone workshops were folded into the new course: COUN6330 Professional Issues in Counseling. The plan was for students to complete their Preliminary Draft of the Integration Paper during their COUN6303 Ethics class (during the first or second semester of the program for most students), and then a Final Draft during the Professional Issues course. The Grading Rubric for the Integration Assignment was revised and clarified (See Counseling Department Minutes, May 17, 2017).

**Baseline:** Students write a first draft to articulate their understanding of integration or the relationship between theology and the behavioral sciences during COUN6303, to be measured by a rubric, then write again toward the end of their program during COUN6330 Professional Issues in Counseling. Currently, the integration paper assignment has not been developed and deployed in the Ethics class, so the assessing of an understanding of integration has remained with the COUN6330 class.





	4	4	2 (18%)	4 (50%)									
	5	0	5 (45%)	0									
Application: Secular Agency's Concern	Year:	2017	2018	2019	2020								
	1	0	3 (27%)	0									
	2	1	1 (10%)	1 (12%)									
	3	0	1 (10%)	4 (50%)									
	4	8	3 (27%)	3 (37.5%)									
	5	2	3 (27%)	0									
Combined Average													

#### Results:

- **2018:** All students scored at 3 and above on the Likert scale (1-5), indicating awareness of the concept of integration, with the exception of criterion 4 (64%).
- **2019:** All students scored at 3 and above on the Likert scale (1-5) on criteria 1-3, and 74% scored at 3 and above on criterion 4, indicating awareness of the concept of integration.

100% of the students scored above 3.0 on each of the criterion in 2018 and 2019, with the exception of criterion 4 (74%) (2018: 64%, 2019: 87.5%). Criterion 4 requires students to articulate an integration view in a secular setting. Improvement was demonstrated in 2019; however, more intentional instruction is planned in the area of integration

#### Indirect Assessment:

1. Journal Assignment:

The student will successfully apply scripture principles to counseling concepts as they journal about meditating on passages from the book of Philippians. Sample from the Spring 2019 Bible in the Professional Counseling course.

#### Indirect Assessment: COUN5311 Journal Assignment Rubric

Rubric Results, Spring 2019



Student	Self Awareness of Need for Change (Application Frequency:10 entries)	Evidence of Change For Student (Frequency:10 entries)	Application of Scripture principles to counseling concepts
1	6	5	no
2	9	7	Yes
3	10	8	Yes
4	8	3	Yes
5	9	9	Yes
6	8	3	Yes
7	7	6	Yes
8	7	4	yes
9	8	5	yes
10	8	9	yes
11	10	9	yes
12	1	1	yes

The journals of the students in the class were sampled. The enrollment in the class was 12 students. The journal entries of 12 students were sampled.

The following is a list of concepts the students journaled about:

**Counseling concepts identified for application:**

- ◆ Anxiety
- ◆ Supportive Role of Intercessory Prayer
- ◆ Extension of Grace to clients (non-judgmentalism)
- ◆ Attitude of Gratitude
- ◆ Robust Theology of Suffering
- ◆ Knowledge and depth of insight applied to love
- ◆ Positive vs Negative Thinking

♦ Recognition of Positive Relationship Qualities (humility, unselfishness, servanthood)

♦ Fruits of the Spirit that impact mood/emotions (peace, joy, patience, kindness, gentleness, goodness, faithfulness, self-control)

**Baseline:** 2017 was the first year the Rubric was applied to the Journal Entries:

**Benchmark:** Seek to have 87.5% show evidence of growth/change.

**Results and Action Plan (2017) for Improvements:** Adjust Journal assignment to include more specific entries about evidence of growth/change in their personal lives, as well as how they are applying the principles from Scripture in their counseling. This was completed.

**Results:**

Year of Assessment	Self Awareness of Need for Change % of Students experiencing Growth	Evidence of Change For Students	Application of Scripture principles to counseling concepts
2017	100%	85%	100%
2019	100%	100%	92%

**Results:** The major change was in the area of "Evidence of Change for the Student." The area of Application of Scripture Principles to Counseling Concepts reduced by 8%. However, 58% (7 of 12) were students who had not yet begun their clinical practice. This probably accounts for the lower number of students who journaled about applying Scripture principles to counseling concepts.

**Goal 4:**

ATS Goals	NOBTS Goals	SLOs	Measurements	Baseline	Suggested Benchmark	Improvements
4. Growth in personal and spiritual maturity	4. Challenge students to grow in their personal spiritual relationship.	Students will demonstrate growth in personal and spiritual maturity.	Indirect Assessment: 1. Personal Experience in the NOBTS Counseling Program, #3	2016-2017 85% Prog Significantly Exceeded Expectations	2018-2019 87% Prog Significantly Exceeded Expectations	2018-2019 87% responded that the Program significantly exceeded expectations.



			<b>2. Small process groups for New Students</b>	<b>Fall 2015</b>	<b>2018-2019</b>	<b>2018-2019</b>
			A.Helpful	True/Very True	True/Very True	True/Very True
			B. Safe	A.80%	A. 85%	A. 92%
			C. Recommend to others	B.80%	B. 85%	B. 98%
			D.Awareness of issues	C.80%	C. 85%	C. 80%
			E.Group Raised awareness	D.100%	D. 85%	D. 93%
				D.100%	E. 85%	E. 89%
				Recommended to extend groups to 8 weeks		

**ATS Goal 4:** Growth in personal and spiritual maturity

**NOBTS Goal 4:** Challenge students to grow in their personal spiritual relationship.

**SLO:** Students will demonstrate they were challenged to growth in personal and spiritual maturity.

**Measurements:**

**Direct Assessment:** Due to the difficulty in measuring objectively personal spiritual growth, two indirect assessments are used to measure this goal.

**Indirect Assessment:**

1. Personal Experience in the NOBTS Counseling Program, Question #3: Personal Spiritual Growth and development while in the program.

Likert Scale: 5. Program significantly exceeded expectations; 4. Program went somewhat beyond expectations; 3. Program satisfied minimal expectations; 2. Program satisfied some but not all minimal expectations; 1. Program clearly failed to satisfy minimal expectations.

Year of Assessment	Personal Spiritual Growth and Development Experienced while in the Counseling Program.
2017	85% stated: Program Significantly Exceeded Expectations
2018-2019	87% stated: Program Significantly Exceeded Expectations

**Baseline:** 2017: 85% of graduates measured their personal spiritual growth and development experienced while in the counseling program as significantly exceeding their expectations.

**Benchmark:** 85% of graduates will measure their personal spiritual growth and development experienced while in the counseling program as significantly exceeding their expectations.

**Results and Actions:** 2018-2019 --87% graduates measured their personal spiritual growth and development experienced while in the counseling program as significantly exceeding their expectations.

**Indirect Measure:**

2. Process Group Evaluation

New students are required to attend a 10 week Process Group to help them become more aware of personal issues they need to work on while in the Counseling Program at NOBTS and foster greater emotional health. Emotional health is integral to spiritual health.

The groups are usually facilitated by trained upper-level master's counseling students. A PhD Student trains the facilitators and serves as administrator of the program.

1= Not very true at all; 5 = Very True

Questions	2015 % of True or Very True	2018-2019 % of True or Very True
Being in a process group my first semester was helpful to me.	80	92%
I felt safe in the group the majority of time.	80	98%
After having this experience, if new students had an option of whether to be in a group like this for their first semester, I would tell them it is wise to do it.	80%	80%
This semester I have become aware that I have some issues I need to work on as I develop as a counselor.	100%	93%
The group experience played a part in my becoming aware that I needed to do some work on my own issues.	100%	89%

**Baseline:** Spring 2017--Due to Sabbatical of the professor overseeing this program, no surveys were completed in 2017. Baseline will be used from 2015.

**Benchmark:** Raise all numbers to a minimum of 85%

**Results and Actions:** All but one question met a minimum of 85% for the students answering either "true" or "very true."

In the evaluations, a number of students recommended the groups be extended to 10 weeks of the semester. This was done for Spring 2019.



**Artifact A**  
**Student Assignment for Articulation of Integration**

**Relationship between Theology and Behavioral Science**

Task: Describe what you perceive as the appropriate relationship between theology and science, specifically behavior science. Your response should draw from material covered in your theology, counseling, educational and research courses. Goal: This assignment should encourage you to reexamine the relationship between theology and science, particularly behavioral science, and prepare you to answer questions of people who are skeptical concerning any beneficial relationship.

**Grading Rubric for Integration Assignment**

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

**Rubric for Integration Assignment**

Criterion	1	2	3	4	5	Total (20)
<b>1. Explanation of Integration</b> Clear description of the nature and function of integration—the relationship between theology and science	Not acceptable (Description is unclear or missing)	Passing but seriously lacking (some areas unclear or omitted)	Satisfactory (acceptable, but with a few areas or items lacking clarity)	Above average (shows evidence of clarity and understanding of nature of integration)	Excellent (Clear and comprehensive description of integration)	5
<b>2. Biblical Worldview</b> Demonstrates understanding of a biblical vs. secular worldview	Little or no evidence of covering area	Passing, but seriously lacking	Satisfactory	Above average	Excellent	5
<b>3. Application: Pastor's Concern</b> Able to articulate integration view in Church setting	Little or no evidence of covering area	Passing, but seriously lacking	Satisfactory	Above average	Excellent	5
<b>4. Application: Secular Agency's Concern</b> Able to articulate integration view in secular setting	Little or no evidence of covering area	Passing, but seriously lacking	Satisfactory	Above average	Excellent	5
<b>Total</b>						20

**Assignment:**

Write a short (single page, single-spaced) paper on integration in Christian counseling. Explain the concept in a way that you would respond a pastor who was concerned that you might not be biblical enough, and in a way that you would respond in an interview for a job in an agency to the question, "Will you be trying to convert people in counseling?"

## Artifact B

### Journal Entries, Spring 2019, COUN5311 The Bible in the Professional Counselor

#### Indirect Assessment: COUN5311 Journal Assignment Rubric

Student	Self Awareness of Need for Change (Application)	Evidence of Change For Student	Application of Scripture principles to counseling concepts
1	1,0,0,1,0,1,1,1,1,0,	0,1,1,0,0,1,0,1,1,0,	0
2	1,1,1,1,1,1,1,1,0,1,	1,0,0,1,1,1,1,0,1,1,	1,1,
3	1,1,1,1,1,1,1,1,1,1,	1,0,1,1,1,1,1,0,1,1,	1,
4	1,0,1,1,1,1,0,1,1,1,	0,0,1,0,0,1,0,0,0,1,	1,
5	1,1,1,1,1,1,1,1,0,1,	1,0,1,1,1,1,1,1,1,1,	1,1,
6	0,1,1,1,1,1,0,1,1,1,	0,0,0,1,0,0,1,0,0,1,	1
7	1,0,1,1,1,1,1,1,0,0,	0,0,1,1,0,1,1,1,1,0,	1,
8	1,1,1,1,0,1,1,1,0,0,	0,0,0,1,0,1,1,0,1,0,	1,1,
9	1,1,1,1,1,1,0,1,1,0,	0,1,0,1,1,1,0,1,0,0,	1
10	1,1,1,1,1,1,1,0,0,1,	1,1,1,1,1,1,0,1,1,1,	1,
11	1,1,1,1,1,1,1,1,1,1	1,0,1,1,1,1,1,1,1,1	1,1,1,1,
12	0,1,0,0,0,0,0,0,0,0	0,0,1,0,0,0,0,0,0,0	1



Artifact C

**Counseling Department**

**May 17, 2017**

**1:00 pm, L109**

Present: Ijones, Llittlefield, Jnave, Cgarrett, Ksteele

Prayer Requests: changes at Nave house—girls, dog died

Linda—health

Nave—police officers in Slidell

**1. MAMFC Jury Report—  
Action Plans for Improvement**

**Goal 1:** Faculty will review the NOBTS Exam to evaluate if it measures what our current goals and objectives are for students regarding integration. Have new exam ready before fall 2017 semester starts.

Areas for Theology of Human Nature/Image of God

Robust Theology of Suffering

Christian Worldview

Great Commission (Salt and Light) with clients

Apologetic for Professional evidence-based counseling approaches

Role of Spirituality in Counseling Process --Spiritual disciplines, gifts, resources unique to Christian Counseling (how does it impact your counseling)

Role of Evidence Research in Christian Counseling

Where could we include historical truth about Soul Care in the Church

Indirect: Add an exercise related to an integrative answer while on a job interview (as used in CapStone Integration Assignment Paper) to COUN5310 Integration course.

**Goal 2:** Course will be revised, with the adoption of a new text geared for CACREP standards.

Indirect: Add question to survey asking graduates to list skill areas they believe need to be strengthened. Select one or two skill areas to strength in course work.

**Goal 3:** Require a preliminary draft of the Integration Paper before CapStone 1, and turn in Final Draft in CapStone 2.

Indirect: Revise and clarify CapStone Self-Assessment Rubric.

\*Identify areas in CapStone Self-Assessment that need to be addressed in course work and assign to appropriate faculty.

\*Craig suggested in Ethics it will be important to give more clear contrast between ACA and AACC codes on differences.

**Goal 4:** Use Grounded Theory Software MAXQDA to evaluate growth in personal and spiritual maturity.

Indirect 1: Develop a Tip Sheet for maintaining personal spiritual disciplines to be distributed to new students and students entering into Practicum.

Indirect 2: Waiting on results from survey.

**Goal 5:** Continue to send out survey every 2 years. (Could use Survey Monkey to create unique links so we wouldn't get repeats)  
Indirect: Evaluate narrative answers for suggestions to continuing improving program. Select one to put into place.  
\* All approved.

**2. Capstone Syllabus for approval.** Approved

**3. Entrance/Exit Exam** What theological concepts do we want our students to know (14 questions)?

**Areas for Theology of Human Nature/Image of God**

Robust Theology of Suffering

Christian Worldview

Great Commission (Salt and Light) with clients

Apologetic for Professional evidence-based counseling approaches

Role of Spirituality in Counseling Process --Spiritual disciplines, gifts, resources unique to Christian Counseling (how does it impact your counseling)

Role of Evidence Research in Christian Counseling

**4. Clinical Management Program** –implementation–when, and how?

\*Could we have them pay as fee entering the clinical stage? The one time fee belongs to you for the rest of your lifetime. (This is a replacement for Time to Track. Could pay up front for current students, then others will pay all or portion

**5. PhD Fellowship Stipend–tabled**

**6. Professors Summer Schedule tabled**

**a. Week LMCCC Duty–7 am-5pm**

Monday Kathy Steele

Tuesday Ian Jones

Wednesday Jeff Nave

Thursday Craig Garrett

**7. Research Projects:**

Garrett: Study of Caskey Students in area of research into ministers...including things Caskey would like to study.

Nave: Styles of rationalization. (Either things they consider sin/wrong with an hedonistic style or justification style).

Jones: Biblical and spiritual gifts and effectiveness of counseling interventions. (Doing a factor analysis from research by Kevin Forester).

Steele:

Carver:

Extra.: Department approved exceptions for late penalties for Nelson Perez and David Rodriguez

**8. Practicum Orientation**

a. Part 1 May 12

b. Part 2 June 5 (summer)

c. Part 2 Aug 11 (fall)

**9. Fall NOBTS Counseling Conference**

a. Blue Mountain Professor coming with students–does he pay registration and for his own housing?

A. Description and three objectives–by May 31, 2017

B. Need: Dr. Steele and Dr. Carver

**10. CACREP Information and Assignments–Assignments due**

**11. Additional Items:**

Next meetings: Wednesday, May 24<sup>th</sup>

**12. Dates**

- a. AACC World Conference, Nashville, TN Sept 27-30, 2017
- b. Christian Counseling Conference, NOBTS Nov 3, 2017