



2018-2019 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

2020-2021

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

2018-2019 Masters Counseling Programs Annual Review, March 11, 2020

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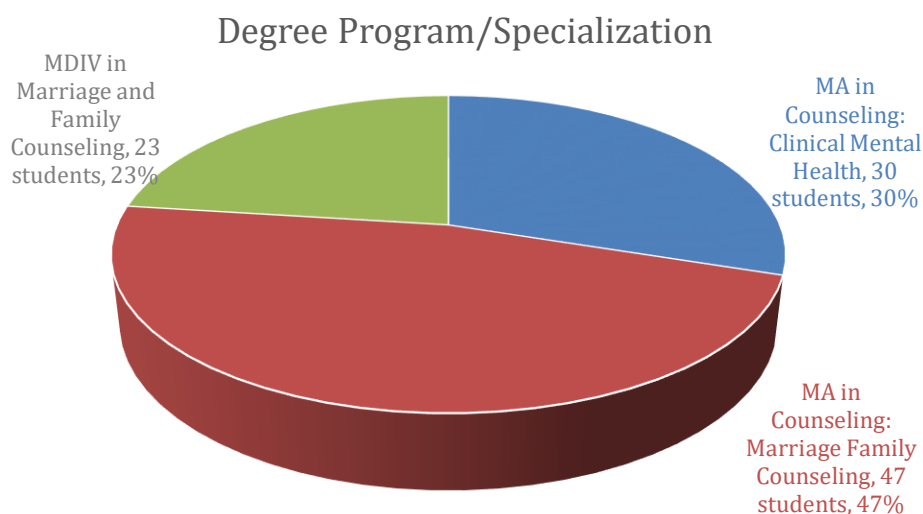
The New Orleans Baptist Theological Seminary MA in Counseling and MDIV programs are evaluated in a continuous manner as students move through the program. The assessment is pre-planned and intentional. Assessment of each component of the Counseling program uses multiple measures. The outcomes and processes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

2018-2019 Evaluation of the Counseling Program

Institutional Data

DEMOGRAPHICS REPORT 2018-2019



Gender

Gender	Male	Female	Total
MACCMH	7	23	30
MACMFC	16	31	47
MDIVMFC	8	15	23
Totals	31/31%	69/69%	100%

Age

Age	24-29	30-34	35-44	45-54	55-66
MACCMH	22	4	3	1	0
MACMFC	27	11	5	2	3
MDIVMFC	11	3	3	3	3
Totals	60%	18%	11%	6%	5%

Race

Race	Asian	Black	Caucasian	Hispanic	Bircial	Totals
MACCMH	22	4	3	1	0	30
MACMFC	27	11	5	2	3	47
MDIVMFC	11	3	3	3	3	23
Totals	2%	13%	79%	5%	1%	100%

Number of Graduates for Academic Year 2018-2019

	Fall 2018	Spring 2019	Total Academic Year
MACCMH	1	4	5
MACMFC	4	6	10
MDIVMFC	1	3	4
Totals	6	13	18

Retention Rate

The Student Information System PowerCampus was not adequate to separate retention rates for a specific major. The Masters Degree (Non-Mdiv) retention rate for the Academic Year 2018-2019 was 64%, with a Graduating rate of 45%. A new Student Information System “Nexus” will enable the Counseling Program faculty to determine Retention rates.

Ratios of Applicants Diversity for the counseling programs: Applications to Counseling Programs. This ratio is collected from the Admissions Office annually in February. Gender, Age, and Race will be evaluated. The Southern Baptist Convention has a 20% rate of members who are of diverse ethnicity.*

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

Applicants 2018-2019	Master's Applied	Master's Admitted	%	Doctoral Applied	Doctoral Admitted	%	Totals	%
Male	9	9	25%	4	4	80%	13	32%
Female	27	27	75%	1	1	20%	28	68%
Totals	36	36	100%	5	5	100%	41	100%
African American	4	4	11%	1	1	20%	5	12%
Latino	2	2	6%	0	0	0%	2	5%
Asian American	1	1	3%	0	0	0%	1	2%
Caucasian	28	28	77%	4	4	80%	32	79%
Biracial	1	1	3%	0	0	0%	1	2%
Totals	36	36	100%	5	5	100%		100%
Age 21-25	20	20	56%	0	0	0%	20	50%
Age 26-30	8	8	22%	2	2	40%	10	25%
Age 31-35	4	4	11%	0	0	0%	4	10%
Age 36-40	2	2	5%	1	1	20%	3	7%
Age 41-45	0	0	0%	1	1	20%	1	2%
Age 46-50	1	1	3%	0	0	0%	1	2%
Age 51-55	1	1	3%	0	0	0%	1	2%
Age 56-60	0	0	0%	1	1	20%	1	2%
Total Students Admitted	36	36	100%	5	5	100%	41	100%

Assessment: The benchmark of 20% of students with a diverse ethnicity is currently met, with 21% of the student applicants and students admitted being students of 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 21% of students applying for the counseling program.

Recommendations: No new recommendations at this time. Approved by Counseling Program Faculty 4.22.2020

Program Modifications: No Program Modifications at this time.

Community Assessments

Employer Survey

Each January a survey is sent out to known employers of NOBTS Graduates.

Program Objective 1. Equip students to synthesize theoretical and empirical knowledge in the field of counseling.

- 1. Employer Survey,** Item 2 (Case Conceptualization), Item 10 (Assessment skills), & Item 11 (Treatment planning). . 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. Program Objective 1

➔**Benchmark:** 85% of Employed graduates will achieve an “above average” (4) or “excellent” (5) rating from their employers in the areas of case conceptualization,

	Does not meet		Meets =4		Exceeds = 5		
Area	Frequency	%	Frequency	%	Frequency	%	Total % ≥ 4
Case Conceptualization	0	0%	2	33%	4	67%	100%
Assessment Skills	1	17%	0	0%	5	83%	83%
Treatment Planning	1	17%	2	33%	3	50%	83%

Assessment: Case Conceptualization Benchmark met with 100% of employed graduates achieving an “above average” or “excellent” rating in the areas of case conceptualization, exceeding the benchmark of 85%.

Assessment Skills and Treatment Planning: Benchmark of 85% not met. 83% of employed graduates achieved an “above average” or “excellent” rating in the areas of Assessment Skills, and Treatment Planning.

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.”

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: To wait one more year for a larger sample size. Rationale: This was a very small sample (only 7 participants); only 1 individual did not meet the benchmark; the recommendation is to wait another year for a larger sample size. Approved by Counseling Program Faculty 4/15/2020 approved

Program Modifications: None at this time.

Program Objective 2: Train students to have the necessary academic and clinical skills to obtain professional licensure.

Employer Survey: Item 1 (Counseling skills); and Item 13 (Theoretical Knowledge) Employed Graduates are surveyed each year in January.

➔**Benchmark:** 85% of employed Graduates will achieve an “Above average” (4) or “Excellent” (5) rating.

Counseling Skills	Frequency	Percentage	Theor Know	Frequency	Percentage
Above Average (4)	2	29%	Above Average (4)	2	29%
Excellent (5)	4	57%	Excellent (5)	5	71%
Does not meet	1	14%	Does not meet	0	0
Total	7	100%	Total	7	100%

Assessment:

Counseling Skills: 86% achieved an “above average” or “Excellent” rating. Benchmark was met. Theory and Knowledge: 100% achieved an “above average” or Excellent” rating. Benchmark was met.

Recommendations: No recommendations at this time.

Program Modifications: None at this time.

NOBTS Counseling Graduate Survey

Each January this survey is sent to the students having graduated in the last 6 years from a NOBTS Counseling program. The Graduates are asked if they have attempted to Pass the

NCE, if they passed, and did they take it more than one time. The following was reported in the 2020 Survey results of 45 respondents:

35 Attempted the NCE and passed 33 Passed the 1st time 2 Passed after a later try

- Recommendations to improve the Counseling Program
Regarding preparation for NCE: More test within the coursework that can prepare students for the NCE.(2017)

Program Modification: As a result of this feedback the Counseling Program Faculty added a new course COUN6330 Professional Issues, to the program to serve as both as a CapStone course and a course to help students prepare for the CPCE, and ultimately, the NCE. The new class was added in Fall of 2018, and is offered each semester.

Comments from the Graduate Survey:

- Almost guarantee that the training at NOBTS is vastly different than anywhere else. My current employers were both shocked at the depth and curriculum taught during my education.
- I think overall NOBTS offers the best, most thorough counselor education available! I like that you actually take semester-long classes on various models. I am finding that this is not a requirement at other schools, but it was super helpful to me. The only gaps in my training I mentioned above, but I was able to easily gain the knowledge I needed through experience and continuing education. Thank you NOBTS for preparing me so well!
- I loved my time at NOBTS and I appreciate the program even more now after talking with peers from other programs in the state. The professors were amazing and between my internship and coursework, I feel like I received an excellent education.

Program Objective 3: Equip students to develop a deeper understanding of cultural diversity to enhance counseling skills.

Employer Survey: Item 6 (Working with Diversity Issues) Employed Graduates are surveyed each year in January.

➔**Benchmark:** 85% of employed Graduates will achieve an “Above average” (4) or “Excellent” (5) rating.

Benchmark met. Employers of NOBTS graduates evaluated their working with diversity issues at 4.3, Above Average.

Program Objective 4: Train students to integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

NOBTS Counseling Graduate Survey

Question #9: As a result of my training in counseling at NOBTS, I have grown in my relationship with God.

The average of the responses on this question was 4.65, out of a possible Likert score of five. 5 = Strongly Agree.

Comments from Respondents:

- Excellent integration of faith and empirical practices.
- Overall, I believe I was well prepared for my career as a counselor. The additional academic requirements in the Christian faith enhances my abilities and strengths as a therapist.

Assessment: While the score of the question on the Graduate Survey is strong, it doesn't measure how well students feel they were trained in integrating historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

Recommendation: Change the question on the survey to ask more specifically about the Program Objective.

Counseling Program Objectives Faculty Assessments

Faculty Assessments

Program Objective 1. Equip students to synthesize theoretical and empirical knowledge in the field of counseling.

CACREP Standard (2016) 2.F.5.g Essential interviewing, counseling and case conceptualization skills; and developmentally relevant counseling treatment or intervention plans.

2.F.5.h. developmentally relevant counseling treatment or intervention plans.

KPI 1: Students and graduates will demonstrate evidence of the ability to develop relevant counseling treatment plans, and the relevant use of interventions. Case conceptualization is an essential part of treatment planning.

Measures:

1. Case Conceptualization & Treatment Plan Rubric Scores for the Case Conceptualization assignment in Group Supervision.

Scores will be collected each clinical practice course in Group Supervision.

► **Benchmark:** 85% of students will achieve a score of ≥ 95 on the Case Conceptualization Plan by the end of their Internship 2.

Expectations	Frequency Fall 2018	Percentage Fall 2018	Frequency Spr/Sum 2019	Percentage Spring 2019
Exceeds (≥ 95)	7	87%	8	100%
Does not meet (< 95)	1	13%	0	
Total	8	100%	8	100%

Assessment: Students completing the Internship 2 met the benchmark.

2. CCS: 3.F Case Conceptualization. Effectively presents and summarizes client history and demonstrates an appreciation of the multiple influences on a client's level of functioning. 5= Exceeds Expectation; 4= Meets Expectation; 3= Near Expectations. Students are evaluated by their individual supervisor at the end of each clinical practice term.

➔ **Benchmark:** 90% of students will achieve a score of ≥ 4 on the CCS 3.F by the end of Internship 2.

Expectations	Practicum Frequency	Percentage	Internship 2 Frequency	Percentage	Average Practicum	Average Internship 2
Exceeds = 5	7	12%	33	56%		
Meets = 4	27	45%	26	43%		
Does not meet ≤ 3	26	43%	1	1%		
Total	60	100%	60	100%	3.65	4.6

Assessment: Benchmark met: 99% of students achieved a score of ≥ 4 on the CCS 3.F by the end of Internship 2.

Program Objective 2: Train students to have the necessary academic and clinical skills to obtain professional licensure.

CACREP Standards (2016):

2.F.5.a theories and models of counseling.

2.F.5.h. developmentally relevant counseling treatment or intervention plans.

KPI 1: Students and graduates will demonstrate that they have the necessary academic and clinical skills to be successfully employed in a counseling agency or setting, and to pass the NCE. The CPCE, given before graduation, is an indicator of capacity to pass the NCE.

Measures:

1. CPCE Scores: Graduates will demonstrate their ability to successfully pass the NCE to meet licensure requirements by passing the CPCE. Students are allowed to graduate if they score within one Standard Deviation of the National Mean.

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

CPCE Scores Graduates F2018 Sp2019	Frequency	Percentage
Pass: at or above the National Mean	17	89%
Minus 1 Standard Dev.	2	11%
Did not pass	0	0
Total	19	100%

Assessment: 89% of students graduating scored at or above the CPCE National Mean.

Additionally, the Louisiana LPC Board reported that there are 146 LPCS and 33 LMFTS serving in

Louisiana who graduated from NOBTS. LPC Board Report of Current Numbers of LPCs and LMFTs that graduated from NOBTS

Recommendations: No recommendations at this time.

Program Modifications: None at this time.

2. CCS Part 1: Counseling Skills and Therapeutic Conditions: Total Score (60)

➔**Benchmark:** 85% of students will achieve a total score of 48 by the end of Internship 2 (COUN6391)

Expectations	Average Score End of Practicum	Average Score End of Internship 2	Increase from Practicum to Internship 2
Average Score On CCS Part 1	42	54	+12 points

Assessment: The average score from the Practicum (42) increased to 54 by the end of the Internship 2, an increase of +12 points.

Expectations	Frequency	Percentage	Average
Meets or Exceeds 48	48	96%	55
Does not meet	2	4%	47
Total	50	100%	

Assessment: Benchmark achieved with 96% of students scoring above 48 by the end of their Internship 2.

Recommendations: No recommendations at this time.

Program Modifications: No Program Modifications recommended.

Program Objective 3: Equip students to develop a deeper understanding of cultural diversity to enhance counseling skills.

CACREP Standards (2016) 2.B.1--The program objectives (1) reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society.

KPI 1: Students and graduates will demonstrate that they have the awareness, knowledge, and skills concerning counseling practice in a multicultural and pluralistic society.

Measures:

1. Multicultural Awareness, Knowledge, and Skills Survey (MAKSS): a 60 item self-evaluation assessing awareness, knowledge and skills in multicultural issues. The 3 scales use a Likert-type scale from 1 (Strongly Disagree) to 4 (Strongly Agree). Students complete the survey at the beginning and end of COUN5331 Social & Multicultural Issues in Counseling.

➔**Benchmark:** 85% of students will achieve an average score of ≥ 3 (Agree) on this measure by the end of COUN5331.

MAKSS			
30 Students	Pretest	Posttest	Difference
Awareness	2.54	2.90	+.36
Knowledge	2.26	2.96	+.70
Skills	2.30	3.14	+.84
Overall Avg	2.37	3.0	+.64

*Average of 3 or 4 shows competency.

Scale	4-Very Good	3-Good	Does not meet
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Area	Frequency	%	Frequency	%	Frequency	%	Total
Awareness	6	20%	16	53%	8	27%	30
Knowledge	7	23%	15	50%	8	27%	
Skills	7	23%	20	67%	3	10%	
Total			30	100%	30	100%	

Assessment: Awareness: 73% achieved ≥ 3 on this scale. The benchmark of 85% of students achieving ≥ 3 was not met.

Knowledge: 73% of students achieved ≥ 3 on this scale. The benchmark of 85% of students achieving ≥ 3 was not met.

Skills: 90% of students achieved ≥ 3 on this scale. The benchmark was exceeded on this subscale.

Recommendations: Strengthen Personal Awareness Assignment by placing more focus on this assignment and spend more class time discussing the personal assessment of cultural awareness.

Approved by the Counseling Program faculty April 15, 2020

Program Modifications: None at this time.

2. CCS (2017) Part 2.F Multicultural Competence in Counseling Relationship

Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship. 5=Exceeds Expectations; 4=Meets Expectations. This measure is given at the end of each clinical practice course (COUN6380; COUN6390; COUN6391). Students who are not achieving competence set specific goals for improvement are guided and monitored by the Individual Supervisor, and may be placed on a Remediation plan.

➔**Benchmark** 85% of students will achieve ≥ 4 on this measure by the end of the Internship 2.

	Start of Practicum		End of Internship2	
CCS 2017 2.F	Frequency	Percentage	Frequency	Percentage
Exceeds Expectations 5	3	6%	14	30%
Meets Expectations 4	27	59%	32	70%
Does not meet	16	35%	0	0%
Total	46	100%	46	100%

Assessment: 100% of students achieved the benchmark.

Recommendations: No recommendations at this time.

Program Modifications: No modifications at this time.

Program Objective 4: Train students to integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

CACREP Standard (2016) 2.F.2.g. The impact of spiritual beliefs on clients' and counselors' worldview.

KPI 1: Students will be able to communicate how they integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

Measures:

- a. Integration Paper Rubric.** This paper is written and evaluated in COUN5310 Practical Integration of Psychology, Theology and Spirituality in the Counseling Setting each spring, and a second paper is written and evaluated in COUN6330 Professional Issues in Counseling. The Integration Rubric uses a Likert Scale of 1-5. 5=Excellent; 4=Above Average; 3=Satisfactory

Criterion:

1. Explanation of Integration
2. Biblical Worldview
3. Articulate Integration in religious setting
4. Articulate Integration in secular setting.

➔**Benchmark:** 85% of students will score ≥ 2.5 on each criterion in the Rubric for the Integration Paper by the time they write the second paper.

	Pre-Test	Post TesS cot	Pre Test	Post test	Pre Test	Post Test	Pre test	Post test
Criterion #	#1	#1	#2	#2	#3	#3	#4	#4
Excellent: 5	0	2	2	3	2	3	2	3
Above Average: 4	3	2	0	1	1	1	2	1
Satisfactory: 3	1	0	2	0	1	0	0	0

Did not Meet	0	0	0	0	0	0	0	0
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Assessment: All students evaluated for this period achieved a score above the benchmark in the first measurement. All students improved their scores in every criteria. In the year of 2018-2019 the course COUN6330 was a newly required course, so the number of students was very low.

Recommendations: No recommendations at this time.

Program Modifications: No recommendations at this time.

	Pre-Test Frequency	%	Post-Test Frequency	%	Increase
Exceeds Scored \geq 3-5	4	100	9	39	
Met Scored \geq 2.5			14	61	
Did not meet					
Totals	4	100%	23	100%	

Assessment: All students evaluated for this period achieved a score above the benchmark in the first measurement. This number was based on a limited sample due to the movement of the evaluated assignment from COUN6303 to COUN5310 for the pre-test measurement. A larger number of assignments was evaluated for the post-test score in COUN6330. While all scores were above the benchmark for this year, a significant number were below the average score for the smaller group evaluated for the pre-test this year.

Recommendations: Modify evaluation procedures and benchmark to examine each of the four criteria assessed in this measure separately. Approved by the Counseling Program faculty April 29, 2020.

Program Modifications: none at this time.

B. NOBTS Entrance/Exit Exam—Content Area of Psychology, Theology, and Spirituality (14 questions). Students take the Exam upon entrance to the Counseling Program, and take it a second time the semester of their graduation from the program.

➔**Benchmark:** 80% of students will demonstrate growth in their understanding of integrating psychology, theology and spirituality.

Psychology Theology and Spirituality Exam			
	Entrance	Exit	Difference
Average Score of All Students	10	10.94	+.94
	Frequency	Percentage	
Demonstrated Growth in Score	12	71%	
Stayed the Same	1	6%	
Decreased Score	4	23%	

Totals	17	100%	
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Assessment: The benchmark of 80% of students demonstrating growth was not met. 71% of the students demonstrated growth in their knowledge of integrating psychology, theology and spirituality.

Recommendations: The Counseling Program Faculty, after assessing this area in 2017, decided to revised the Exam, since the teaching material had changed in recent years. The exam was revised, but the graduates taking the exam in 2018-2019 still took the previous exam due to having taken the previous entrance exam. By the next assessment cycle some of the students will be measured with the new exam. No change recommended. (Counseling Department Minutes May 17, 2017).

Program Modifications: No program modifications recommended at this time.

Key Performance Indicators

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

Below are the Counseling Program Objectives and the KPIs in position under the Program Objective they relate to:

Program Objective 1. Students will learn to synthesize theoretical and empirical knowledge in the field of counseling. (CACREP 2.F.5.h)

KPI 1: Students will develop competence in self-efficacy and in their mastery of the core knowledge of human development (Core 3 Human Growth and Development)

KPI 2: Students will develop competence in their self-efficacy in career counseling and in their mastery of the core knowledge of career development, counseling and decision-making. (Core 4 Career Development)

KPI 3: Students will develop the characteristics and functions of effective group leaders, and increase their core knowledge about group counseling. (Core 6 Group Counseling and Group Work)

KPI 4: Students will increase in their skill in assessing risk of aggression or danger to others, self-inflicted harm, or suicide and will demonstrate clear and effective use of two forms of assessment for self-harm and suicide. (Core 7 Assessment and Testing)

KPI 5: Students will increase knowledge and skills regarding program evaluation and evaluation of counseling skills. (Core 8 Research and Program Evaluation)

KPI 6:

KPI 7: Students will increase their knowledge of techniques and interventions of marriage, couple and family counseling. (Specialty Area: Marriage, Couple and Family Counseling).

Program Objective 2. Students will develop the necessary academic and clinical skills to obtain professional licensure. (CACREP 2.F.5.h.)

KPI 1: Students will develop strategies for personal and professional self-evaluation and implications for practice. (Core 1 Professional Counseling Orientation & Ethical Practice)

KPI: 2 Students will develop counselor characteristics and behaviors that influence the counseling process, and will demonstrate improvement in their professional skills such as listening and probes.. (Core 5 Counseling and Helping Relationships).

KPI 3: Students will increase their knowledge of the importance of membership in professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling, and through recognizing the value of membership and participation in professional organizations, students will join at least one professional organization in our field. (Specialty Area Clinical Mental Health Counseling)

Program Objective 3. Students will develop a deeper understanding of cultural diversity to enhance counseling skills. (CACREP 2.B.1)

KPI 1: Students will increase in their multicultural counseling competencies while enrolled in COUN5331 and demonstrate respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability social class, etc.), awareness of and responsiveness to ways in which culture interacts with the counseling relationships. (Core 2 Social and Cultural Diversity)

Program Objective 4: Students will learn to integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner. (CACREP 2.F.2.g)

KPI. 4.1 Students will be able to communicate how they integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

Evaluations of KPIs in Core Areas

Core 1 Professional Counseling Orientation & Ethical Practice

PO 2. Students will have the necessary academic and clinical skills to obtain professional licensure

CACREP Standard: 2F.1.K: *Strategies for personal and professional self-evaluation and implications for practice.*

KPI 2.1: Students will demonstrate they have the necessary academic and clinical skills to be successfully employed at a counseling agency or setting, and to pass the CPCE. (Knowledge and skill)

Measures:

1. CCS 2017 Total Part 1: Counseling Skills & Therapeutic Conditions. Total of 60 points. Having counseling skills is essential to become a successful counselor.

➔**Benchmark:** 85% of students should achieve a total score of ≥ 48 by the end of their Internship 2.

Expectations	Total Score Practicum	Total Score Internship 2	Increase from Practicum to Internship 2
Average Score	42	54	+12 points

Expectations	Frequency	Percentage	Average
Meets or Exceeds Score of 48	48	96%	55
Does not meet	2	4%	47
Total	50	100%	

Assessment: 2 students (4%) did not meet the benchmark at the end of their Internship 2, both attaining a 47. 96% of students achieved a score ≥ 48 by the end of their Internship 2. The benchmark was met.

Recommendations: Ask Individual Supervisors to be more intentional in targeting counseling and skills and therapeutic conditions during clinical practice through focus on goals set for each term, and evaluation of goals at the end of the term. Approved by Counseling Program Faculty 4/15/2020.

Program Modifications: None at this time.

2. CCS (2017) 2.C Self-Awareness and Self-Understanding: 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.

➔ **Benchmark:** 85% of students will increase in self-awareness and self-understanding by the end of Internship 2 by achieving a 5 = Exceeds Expectations; or a 4 = Meets Expectations.

CCS (2017) 2:c	Self-Awareness/Self-Understanding Average: Practicum	Average Internship 2	Increase from Practicum to Internship 2
Average Score	4	4	0

Assessment: While there was not an increase across time in this area, by the time most students start their practicum, they have become fairly self-aware by participating in a New Student Process Group.

Recommendations: None at this time.

Program Modification: No program modification at this time.

Self Awareness and Self Understanding at End of Internship 2	Frequency	%
Exceeds Expectations (5)	25	50%
Meets Expectations (4)	24	49%
Does not meet (Scored 3)	1	1%
Total	50	100%

Assessment: 99% of students met the benchmark, with 1 falling below the ‘Meets Expectations’ range.

Recommendations: No recommendations at this time.

Students will demonstrate evidence of the ability to develop relevant counseling case conceptualizations and treatment plans. (Knowledge and skill)

Core 2: Social & Cultural Diversity

PO 3: Students will develop a deeper understanding of cultural diversity to enhance counseling skills.

CACREP Standard: 2F.2.c- Multicultural counseling competencies

KPI 3.1: Students will demonstrate they have the awareness, knowledge and skills concerning counseling practice in a multicultural and pluralistic society (Knowledge and skills).

Measures:

1. **Multicultural Awareness, Knowledge, and Skills Survey (MAKSS):** The Multicultural Awareness, Knowledge, and Skills Survey (MAKSS) is a 60-item survey designed as a

self-assessment of multicultural counseling awareness, knowledge, and skills. It uses a 4-point Likert Scale:

- 1: Strongly Disagree
- 2: Disagree
- 3: Agree
- 4: Strongly Agree

The MAKSS provides assessment across three subcategories: Awareness, Knowledge, and Skills, measured at the beginning and end of COUN5331 Social & Multicultural Issues in Counseling.

➔**Benchmark:** Students will achieve an increase across subscale scores on the MAKSS by the end of COUN5331. 80% of students will achieve an average score of ≥ 3 by the end of the COUN5331.

MAKSS			
30 Students	Pretest	Posttest	Difference
Awareness	2.54	2.90	+.36
Knowledge	2.26	2.96	+.70
Skills	2.30	3.14	+.84
Overall Avg	2.37	3.0	+.64

Scale	4-Very Good	3-Good	Does not meet
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Area	Frequency	%	Frequency	%	Frequency	%	Total
Awareness	6	20%	16	53%	8	27%	30
Knowledge	7	23%	15	50%	8	27%	
Skills	7	23%	20	67%	3	10%	
Total			30	100%	30	100%	

*Average of 3 or 4 shows competency.

Assessment: Among the three subcategories of the MAKSS, Skills had the highest percentage of ≥ 3 at 90%, well above the benchmark of 85%. Both Awareness and Knowledge were below the 85% benchmark of ≥ 3 : Awareness scoring 73% and Knowledge scoring 77%.

Recommendations: Strengthen Personal Awareness Assignment by placing more focus on this assignment and spend more class time discussing the personal assessment of cultural awareness. Department will receive syllabus modifications by April 15, 2020. Approved by Counseling Program Faculty 4/15/2020

Program Modifications: No program modifications at this time.

2. CCS (2017) Part 2.F Multicultural Competence in Counseling Relationship:

Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual

orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship. 5=Exceeds Expectations; 4=Meets Expectations. This measure is given at the end of each clinical practice course, scored by the Individual Supervisor after viewing a full counseling session of the student counselor (COUN6380; COUN6390; COUN6391). Students who are not achieving competence set specific goals for improvement and are guided and monitored by the Individual Supervisor.

➔ **Benchmark:** 85% of students will achieve ≥ 4 on this measure by the end of the Internship 2.

CCS 2.F Multicultural Competence	Practicum	Internship 2	Increase from Practicum to Internship 2
Average Score	3.43	4.3	+.87

Assessment: The benchmark of 85% students with a score ≥ 4 was achieved, with an average increase of the Multicultural Competence average score gaining .87 from the start of the Practicum until the end of the Internship 2.

Recommendation: No recommended change at this time.

Program Modifications: No program modifications at this time.

By the end of Internship 2:

Expectations	Frequency	Percentage
Exceeds (5)	16	32%
Meets (4)	33	66%
Does not meet	1	2%
Total	50	100%

Assessment: 98% of students achieved ≥ 4 on this measure.

Recommendations: No recommendations at this time.

Program Modifications: No modifications at this time.

Core 3: Human Growth and Development:

PO 1: Students will learn to synthesize theoretical and empirical knowledge in the field of counseling.

CACREP Standard: 2.F.3.c. Theories of normal and abnormal personality development. mastery of core knowledge of Human Development.

Outcome: Students will demonstrate a high level of competence in self-efficacy and in their understanding of human growth and development.

Measures:

1. **Human Development Self-Efficacy Instrument;** 18 questions, Likert Scale: 4= Highly Confident in competency; 2 = Moderately confident in competency. Students completed a pretest and posttest in COUN5321 Human Development.

➔**Benchmark:** 80% of students will score ≥ 2 average on the assessment by the end of COUN5321.

Scores on Human Development Self-Efficacy Scale	Pretest Frequency	Pretest Percentage	Posttest Frequency	Posttest Percentage
= 4 on all 18 Questions	0	0	0	0
≥ 3 on all 18 Questions	0	0	7	58%
Did not meet minimum competency	12	100%	5	42%
Totals	12		12	100%

Assessment: : 5 of 12 students did not meet the benchmark of 3 or greater on all 18 questions. Of those who did not meet the benchmark, 3 were within three points of the benchmark.

Recommendation: Continue emphasis and monitoring of self-efficacy.

Program Modification: No program modification at this time.

2. **Pre-test/Post-test of Human Development Core Knowledge*:** 25 Questions, with 100 possible points on the total score. *An adjunct faculty member taught this course in 2018-2019 and did not collect this data. Data from 2017-2018 is substituted.

➔**Benchmark:** 80% of students will score 80% correct answers on the Post-test of Human Development Core Knowledge.

Scores on Human Development Core Knowledge	Avg Score	Frequency	Percentage
Pretest: Scored Above 80 %			
Posttest: Scored at or Above 90 %		3	23%
Posttest: Scored at or Above 80%		7	54%
Posttest: Did not meet 80% Benchmark		3	23%
Totals		13	100%

Assessment: 10 of 13 students (77%) scored at or above the 80% benchmark. The benchmark was not met.

Recommendation: No recommendation at this time.

Rationale: The Benchmark was not met, but the sample was very small. We will evaluate again next year and make changes if necessary. Approved by Counseling Program Faculty 4//2020
Approved

Program Modification: No program modifications will be made at this time.

Core 4: Career Development

CACREP Standard: 2.F.4.a. Theories and models of career development, counseling, and decision making.

Outcome: Students will demonstrate a high level of confidence in their self-efficacy and in their mastery of the core knowledge of career development, counseling, and decision making.

Measures:

1. **Career Counseling Self-Efficacy Scale:** 25 questions, Likert Scale: 5=Complete Confidence; 3=Moderate Confidence. Students will complete a pre and post-test at the beginning and end of COUN5340 LifeStyle Development and Career Counseling.

➔**Benchmark:** 80% of students will score ≥ 3 on all 25 questions by the end of COUN5340.

Scores on Career Counseling Self-Efficacy Scale	Pretest Frequency	Pretest Percentage	Posttest Frequency	Posttest Percentage
Exceeds ≥ 4 on all 25 Questions	0	0	3	38%
Meets ≥ 3 on all 25 Questions	0	0	5	62%
Does not meet minimum	9	0	0	0%
Totals	0	0	8	100%

Assessment: 100% of students met the benchmark.

Recommendation: No recommendations at this time. Approved by Counseling Program Faculty 4.22.2020

Program Modification: No program modifications at this time.

2. **Career Counseling Core Knowledge:** 25 Questions, with 100 possible points for the total score. Students will complete a pre and post-test at the beginning and end of COUN5340 LifeStyle Development and Career Counseling.

**An adjunct faculty member taught this course in 2018-2019 and did not collect this data. Data from 2017-2018 is substituted.

➔**Benchmark:** 80% of students will score 80% correct answers on the Post-test of Career Counseling Core Knowledge.

Scores on Career Counseling Core Knowledge	Avg Score	Frequency	Percentage
Pretest: Scored Above 80 %	0		
Posttest-Exceeds: Scored $\geq 90\%$	0	0	0
Posttest-Met: Scored $\geq 80\%$	84	4	44%
Posttest: Did not meet 80% Benchmark	74	5	56%
Totals		9	100%

Assessment: 4 of 9 students (44%) scored at or above 80%. The Benchmark was not met.

Recommendations: Weekly quizzes will be instituted in COUN5340 to give more practice on core knowledge areas. Approved by Counseling Program Faculty 4/15/2020 Approved

Program Modifications: No program modifications at this time.

Core 5: Counseling and Helping Relationships

CACREP Standard: 2.F.5.f. Counselor characteristics and behaviors that influence the counseling process.

Outcome: Students will demonstrate improvement in their professional skills such as listening, and probes.

Measures:

1. **Skills Video Rubric--Professor Evaluation:** Mid Term of COUN6302 and End of Course Final COUN6302.

➔**Benchmark:** 85% of students will achieve a total score of 85% or better on the Professional Skills section of the Evaluation of Skills Video Rubric in COUN6302.

Expectations	Pretest Frequency	Pretest Percentage	Posttest Frequency	Posttest Percentage
Exceeds score of 93-100	1	2%	21	73%
Meets score of 85-92	18	63%	7	25%
Does not meet	10	35%	1	2%
Total	29	100%	29	100%

Assessment: 97% improved from mid-term to final. Benchmark was achieved.

Recommendations: No recommendation at this time.

Program Modifications: No Program Modifications indicated.

2. **CCS Part 1: Counseling Skills and Therapeutic Conditions: Total Score (60)**

➔**Benchmark:** 85% of students will achieve a total score of 48 by the end of Internship 2 (COUN6391)

Expectations	Average Score End of Practicum	Average Score End of Internship 2	Increase from Practicum to Internship 2
Average Score On CCS Part 1	42	54	+12 points

Assessment: The average score from the Practicum (42) increased to 54 by the end of the Internship 2, an increase of +12 points.

Expectations	Frequency	Percentage	Average
Meets or Exceeds 48	48	96%	55
Does not meet	2	4%	47
Total	50	100%	

Assessment: Benchmark achieved with 96% of students scoring above 48 by the end of their Internship 2.

Recommendations: No recommendations at this time.

Program Modifications: No Program Modifications recommended.

Core 6: Group Counseling and Group Work

CACREP Standard: 2.F.6.d. Characteristics and functions of effective group leaders.

Outcome: Students will demonstrate an increase in their group leadership skills and application of group leadership skills.

Measures:

1. **Self-Assessment of Group Leadership Skills:** Students complete a self-assessment of their Group Leadership Skills at the beginning and end of COUN5330.

➔**Benchmark:** 80% of students will achieve an increase of $\geq 5\%$ in the self-assessment of group leadership skills by the end of COUN5320.

Scores on Group Leadership Skills	Avg Score	Increase
Pretest	58.55	
Posttest	77.20	+18.65

N=11

Epectations	Frequency	Percentage
Exceeded 5% increase	11	100%
Met 5% increase	0	0%
Did not meet	0	100%
Total*	11	

*5 students failed to complete the Pretest and Posttest assessments.

Assessment: The benchmark was met. 5 students failed to take the pre and post assessment.

Recommendation: The next time the course is offered, have the students take the pre and post assessments in class, and have a plan to check to be sure the assessments are completed on time.

Program Modifications: No program modifications are recommended at this time.

2. **Group Leadership Test:** Students complete a Group Leadership Knowledge Test at the beginning and end of COUN5330. The test contains 20 questions. The students complete a Pre Test and Post Test. The range of scores is 20-100.

➔**Benchmark:** 80% of students will achieve a score of $\geq 85\%$ in the test of group leadership skills by the end of COUN5320.

Scores on Group Leadership Test	Avg Score
Pretest	68
Posttest	83

Total Increase	+15
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N= 16

Increased Score at end of COUN5330	Frequency	Percentage
Increased Score	15	94%
Did not Increase Score	1	6%
Total Increase	16	100%

Expectations	Frequency	Percentage
Exceeded \geq 85%	4	25%
Met \geq 85%	6	37.5%
Does not meet	6	37.5%
Total	16	100%

Assessment: The Group Leadership Knowledge Test revealed that 94% of students in the class increased in Group Leadership knowledge. Only 62.5% met or exceeded the 85% expectation on the Group Leadership Knowledge Test, an increase of 6.25% over the previous year, but still over 20% less than expected. The benchmark was not met.

Recommendations: Professor will invest more time in class addressing knowledge about Group Leadership. Approved by Counseling Program Faculty 4.29.2020.

Program Modifications: No recommendations at this time.

Core 7: Assessment and Testing

CACREP Standard: 2.F.7.c Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.

Outcome: Students will demonstrate clear and effective use of two forms of assessment for self-harm and suicide.

Measures:

1. **Lethality Assessment Scenario** at Program Interview and at least one time during Student Annual Review. Professor rating of 3 = “Excellent,” 2 = “Needs to practice and improve,” or 1 = “Has not grasped this skill yet.”

➔**Benchmark:** 85% of student counselors will achieve an “Excellent” rating by the end of Internship 1.

	Program Interview		Internship 1 Completion	
Expectations	Frequency	Percentage	Frequency	Percentage
Excellent	8	50%	Not completed	
Needs to	7	44%		

practice				
Has not grasped	1	6%		
Total	16	100%		

Assessment: The second measurement was not in place in 2018-2019.

Recommendation: A second point of assessment needs to be more firmly established.

Program Modification: the Lethality Assessment Scenario will be completed at the Student Annual Review. Approved by Counseling Program Faculty April 22, 2020

2. **Appraisal of Individuals Lethality Assessment Rubric** (Inquiry + SLAP/DIRT [0 to 22], Mid-Term and Final Exam during COUN6378. A score of ≥ 15 is considered competent.

➔**Benchmark:** 80% of students will achieve a score of 15 by the Final Exam of COUN6378.

	Mid-Term		Final	
Expectations	Frequency	Percentage	Frequency	Percentage
Score ≥ 15	9	60%	15	100%
Does not meet 15	6	40%		
Total	15	100%	15	100%

Assessment: Students improved as a result of Mid-Term assessment and review. The benchmark was met.

Recommendations: Move pre-test measurement to an in-class activity separate from the mid-term. Approved by Counseling Program Faculty 4/29/2020

Program Modifications: No program modifications at this time.

Core 8: Research and Program Evaluation

CACREP Standard: 2.F.8.e Evaluation of counseling interventions and programs

Outcome: Students will increase knowledge and practice of evaluating counseling interventions and programs

Measures:

1. **Self-Evaluation of Knowledge in Research Design and Program Evaluation.** A 20 question Pretest/Posttest given at the beginning and end of COUN6374.

➔**Benchmark:** 85% of students will increase knowledge of Program Evaluation by making a higher score on the Research Design and Program Evaluation Posttest

Self Evaluation of Knowledge	Avg Score
Pretest	42

Posttest	47
Total	+ 5 points

Expectations	Frequency	Percentage
Increased Score	10	71%
Did not Increase Score	4	29%
Total	14	100%

Assessment: Benchmark was not met, with 71% increasing their score on the Posttest.

Recommendations: Revise lecture, and develop exercises to increase knowledge regarding Program design and Program Evaluation. Approved by Counseling Program Faculty 4/15/2020.

Program Modifications: None at this time.

2. **Student Program Evaluation Skills:** students will increase a measured SRS skill by the end of the Project Evaluation research project in COUN6374, indicating the ability to accurately measure a skill and make improvements in selected skill.

➔**Benchmark:** 85% of students will show an increase in the measured SRS skill by the end of their Project Evaluation Research Project.

Expectations	Frequency	Percentage
Exceeds 85%	11	78%
Meets 85%	1	7%
Does not meet	2	15%
Total	14	100%

Assessment: 85% of the students showed an increase in the measured SRS skill by the end of their Project Evaluation Research Project. The benchmark was met.

Recommendations: Any students who do not meet the benchmark will be required to continue collecting data for the remainder of the semester the next time the course is taught.

Program Modifications: No Program Modifications at this time.

Specialty Areas

Specialty Area: Clinical Mental Health Counseling (Measure of only the specialty area)

CACREP Standard: 5.C.2.k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling

KPI 2.3: Recognizing the value of membership and participation in professional organizations, students will join at least one professional organization in our field.

Measures:

1. **Knowledge of Professional Organizations:** Pretest/Posttest in COUN6303 on, requirements to join and benefits. The Pre and Post Test contains 5 questions about requirements and benefits of joining a professional organization. A score of 95% = Exceeds Expectations; a score of 85% = Meets Expectations.

➔**Benchmark:** 85% of students will meet or exceed expectations by the posttest.

Expectations	Pretest Frequency	Posttest Percentage
Exceeded \geq 95%	14	83%
Met \geq 85%	2	12%
Did not meet	1	5%
Totals	17	100%

Assessment: Some students are able to use general knowledge to answer the questions correctly prior to instruction. Benchmark was met.

Recommendation Re-evaluate the assessment questions and consider a revision to reflect learning as opposed to general knowledge. Approved by Counseling Program Faculty 4/15/2020.

Program Modification: No modification at this time.

2. Survey of Membership in Professional Organizations

Students are surveyed for Membership in a Professional Organization at the beginning and end of the semester.

➔**Benchmark:** 90% of students will have joined a professional organization by the end of COUN6360.

Expectations	Pretest Frequency	Pretest Percentage	Posttest Frequency	Posttest Percentage
Joined Prof Organization	5	56%	9	100%
Did not join a professional organization	4	45%	0	0%
Total	9	100%	9	100

Assessment: shows improvement across time. No recommendation for program modification.

Recommendations: None

Modifications: None

CACREP Standards: 5.C.3.a: Intake, interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

KPI 1.6. Students will improve in knowledge and skill regarding diagnosis and treatment planning regarding mental health treatment.

Measures:

1. **Graduate Competency Exam in Counseling:** 18 questions. This exam is given as an entrance and exit exam for all students beginning the counseling programs. (Knowledge)

➔**Benchmark:** 85% of students will increase the number of correct answers on the exit exam as compared to the entrance exam.

Psychopathology Section on Graduate Competency Exam in Counseling			
	Entrance	Exit	Difference
Average Score of All Students			
	Frequency	Percentage	
Demonstrated Growth in Score			
Stayed the Same			
Decreased Score			
Totals			

Assessment: There were not any students in the year 2018-2019 who graduated and took the Exit Examination who were majors in the MAC CMH. The specialization started in 2018.

Recommendation: No recommendations at this time.

Program Modification: None at this time.

2. **CCS: 3.F Case Conceptualization.** Effectively presents and summarizes client history and demonstrates an appreciation of the multiple influences on a client's level of functioning. 5= Exceeds Expectation; 4= Meets Expectation; 3= Near Expectations. Students are evaluated by their individual supervisor at the end of each clinical practice term. (Skill) Students below are only student in the MAC CMG specialization.

➔**Benchmark:** 90% of students will achieve a score of ≥ 4 on the CCS 3.F by the end of Internship 2.

Expectations	Practicum Frequency	Percentage	Internship 2 Frequency	Percentage	Average Practicum	Average Internship 2
Exceeds = 5	1	11%	5	56%		

Meets = 4	3	33%	4	44%		
Does not meet ≤ 3	5	56%	0	0%		
Total	9	100%	9	100%	3.6	4.6

Assessment: Benchmark met: 100% of students achieved a score of ≥ 4 on the CCS 3.F by the end of Internship 2.

Recommendations: No recommendations at this time.

Program Modifications: No program modifications at this time.

Specialty Area: Marriage, Couple and Family Counseling (measure of only the specialty area)

CACREP Standards: 5.F.3.c Techniques and interventions of marriage, couple, and family counseling

KPI 1.7: Students will increase their knowledge of techniques and interventions of marriage, couple, and family counseling.

Measures:

1. **Self-evaluation of knowledge of Techniques and Interventions for Marital Issues.**

Students estimate their knowledge on a range of 1 (Not skilled or knowledgeable) to 5 (Very skilled and knowledgeable). The Pre-test and Post-test are given at the beginning and end of COUN6357.

➔**Benchmark:** 85% of students will increase in knowledge of techniques and interventions for marital issues. 85% of students should achieve an average of ≥ 4 by the end of the course.

Self Eval of know	Avg Score
Pretest	1.76
Posttest	4.2
Total	+1.8

Assessment: Students increased in their knowledge of 10 techniques and interventions for various marital issues by 1.8 points on a 1-5 point Likert scale.

Recommendations: No recommendation at this time.

Program Modifications: No program modifications at this time.

Expectations	Pretest Avg Score	Pretest Frequency	Pretest Percentage	Posttest Avg Score	Posttest Frequency	Posttest Percentage
Meets ≥ 4	0	0	0	4.4	3	60%

Does not meet	1.76	5	100%	3.8	2	40%
Total	1.76	5	100%	4.1	5	100%

Assessment: Benchmark met by 60% of the students. 2 students in the class did not complete the Post Test. All 5 students reporting increased their knowledge in all 10 techniques and interventions for various marital issues.

Recommendations: No recommendations at this time due to a small sample size, and the overall increase in knowledge of techniques and interventions. Monitor for next year. Approved by Counseling Program Faculty 4/15/2020.

Program Modifications: No program modifications at this time.

2. **Score on NOBTS Entrance/Exit Exam in Marital Area:** Students take the NOBTS Entrance exam upon entering the Counseling Programs, and upon completion of the Counseling Programs. 14 multiple choice questions. 28 maximum points.

➔**Benchmark:** 85% of students will increase their score in the Marital segment of the NOBTS Entrance/Exit Exam.

Score on Marital Area	Avg Score
Pretest	16.5
Posttest	23.6

Assessment: There was an overall increase in the Marital segment of the NOBTS Entrance/Exit Exam from the beginning of the Counseling program to exit from the Counseling program.

Recommendations: No need for recommendations.

Program Modifications: No need for program modifications at this time.

Expectations	Frequency	Percentage
Increased Score	15	88%
Did not Increase Score	2	12%
Does not meet	0	0%
Total	17	100%

Assessment: 88% of the students in the Counseling Programs increased their score, meeting the benchmark of 85% of students increasing their score.

Recommendations: No need for recommendations.

Program Modifications: No modification at this time.

Professional Dispositions

CACREP Standards: 4:G. “The Counselor education program faculty systematically assesses each student’s professional dispositions throughout the program. The assessment process

includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.”

Outcome: Students will increase their awareness of their own professional dispositions, and will grow to an area of competence in each of the selected dispositions. A score of “4” = Meets Expectations / Demonstrates Competencies; a score of “5” = Exceeds Expectations / Demonstrates Competencies.

Key Professional Dispositions: NOBTS students will grow in their:

1. Adherence to ethical guides
2. Self-awareness of their beliefs and values.
3. Personal emotional stability and self-control.
4. Motivation to learn and grow.
5. Open to Feedback
6. Personal level of congruence and genuineness.

Measures:

CCS 2017 ≥ 4 CS 2017: 2.A; 2.C; 2.D; 2.E; 2.G; 2.J, Professional Dispositions (listed below) are measured by their Supervisor at the end of each supervision term, using the CCS 2017. (A minimum of 3 evaluations are completed for each student during clinical practice).

➔**Benchmark:** Students by the end of their Internship 2, will score ≥ 4 in each of the following Professional Dispositions.

CCS 2:A Adheres to Ethical Guides	End Internship 2 Frequency	End Internship 2 %	Total Percentage ≥ 4
Meets ≥ 4	13	42%	
Does not meet	18	58%	
Does not meet ≤ 4	0	0	
Total	31	100%	100%
Average Score Internship 2			

CCS 2:C Self-Awareness of beliefs/values	End Internship 2 Frequency	End Internship 2 %	Total Percentage ≥ 4
Exceeds = 5	8	26%	
Meets ≥ 4	22	71%	
Does not meet ≤ 4	1	3%	
Total	31	100%	97%

Average Score Internship 2			
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CCS 2:D Emotional Stability/Self Control	End Internship 2 Frequency	End Internship 2 %	Total Percentage ≥ 4
Exceeds = 5	12	39%	
Meets ≥ 4	19	61%	
Does not meet ≤ 4	0	0%	
Total	31	100%	100%
Average Score Internship 2			

CCS 2:E Motivated to Learn and Grow	End Internship 2 Frequency	End Internship 2 %	Total Percentage ≥ 4
Exceeds = 5	17	55%	
Meets ≥ 4	14	45%	
Does not meet ≤ 4	0	0%	
Total	31	100%	100%
Average Score Internship 2			

CCS 2:G Openness to Feedback	End Internship 2 Frequency	End Internship 2 %	Total Percentage ≥ 4
Exceeds = 5	21	68%	
Meets ≥ 4	10	32%	
Does not meet ≤ 4	0	0%	
Total	31	100%	100%
Average Score Internship 2	4.9		

CCS 2:J CCS 2:J Congruence and Genuineness.	End Internship 2 Frequency	End Internship 2 %	Total Percentage ≥ 4
Exceeds = 5	21	68%	

Meets ≥ 4	9	29%	
Does not meet ≤ 4	1	3%	
Total	31		100%
Average score Internship 2	4.8		

Assessment: 1 Student did not score ≥ 4 in the area of Self-awareness of beliefs and values and 1 student did not score ≥ 4 in the area of Congruence and Genuineness.

100% of all other scores were in the 4-5 range.

Recommendations: Supervisors will monitor these scores and focus on openness to feedback with any students not meeting the benchmark. Any student not following through on recommendations from the supervisor will be asked to sign a remediation plan. Approved 4.15.2020

Program Modifications: No Program Modifications needed at this time.

Student Assessments

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 2018-2019, with 7 supervisors working with students, the average scores on their evaluations was 3.8, Effective.

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

Assessment: The Counseling Program had 7 supervisors working with students in 2018-2019, with all averages on their evaluations ≥ 3 , Effective.

Recommendation: No recommendations 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

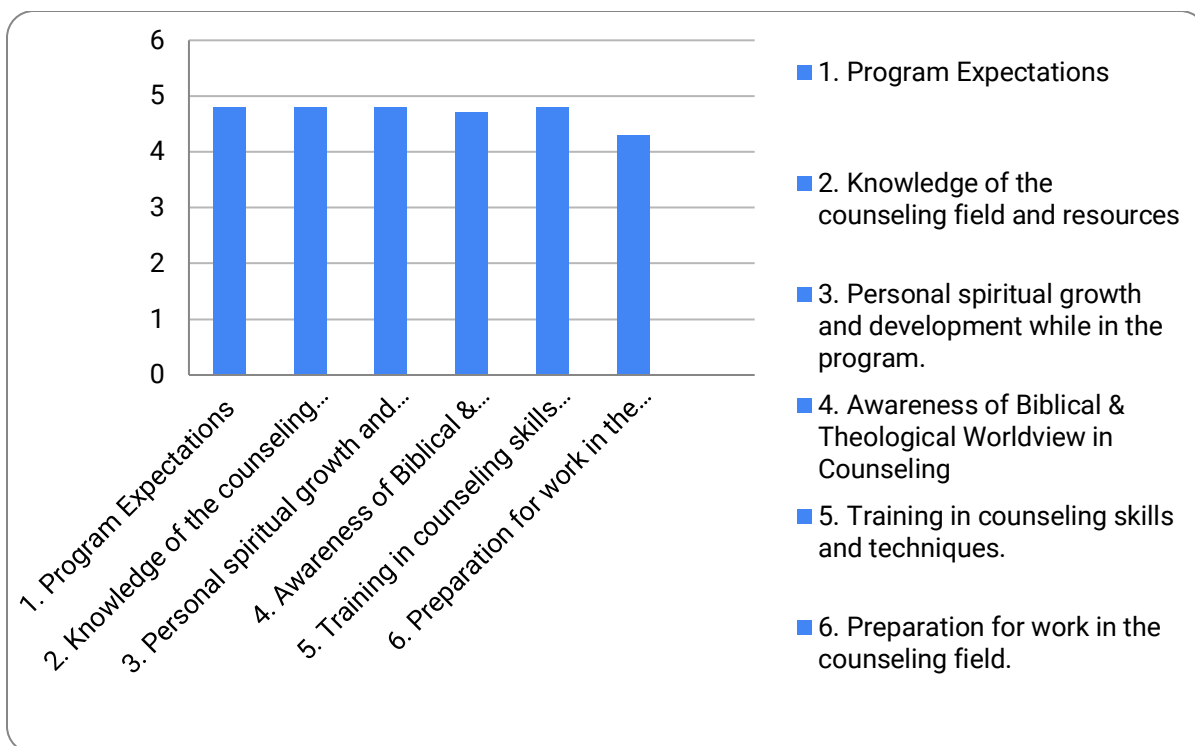
Student Evaluation of Site Supervisor	Average
The Group Supervision group and supervisor:	4.7
Provided useful feedback about my skills and interventions	4.7
Provided helpful suggestions/information related to treatment interventions	4.7
Facilitates constructive exploration of ideas/techniques for working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

Assessment: The Counseling Program had 4-5 supervision group, with no more than 12 attendees each week in 2018-2019. All areas achieved a score of ≥ 3 , Effective.

Recommendation: No recommendations at this time.

Graduate Personal Experience Survey

Each Semester at the end of the semester students graduating are asked to complete a Personal Experience Survey about being in the NOBTS Counseling Program. The survey contains 6 Likert questions about how prepared they believe they are to begin working in the counseling field. They are also given the opportunity to express personal comments.



Assessment: Students scored all 6 areas above 4 on the Likert scale.

Recommendations: No recommendations at this time.

NOBTS Adult Student Priorities Survey (Noel Levitz)

The NOBTS Adult Student Priorities Survey (Noel Levitz) is sent to all students of NOBTS every spring. All surveys are anonymous.

Institutional Summary
Scales: In Order of Importance

Scale	New Orleans Baptist			Associates and Bachelors			Graduate Students			DMin and DEdMin			PhD		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
Instructional Effectiveness	6.54	6.28	0.26	6.56	6.41	0.15	6.53	6.19	0.34	6.66	6.38	0.28	6.61	6.46	0.15
Campus Climate	6.48	6.24	0.24	6.57	6.38	0.19	6.46	6.11	0.35	6.63	6.45	0.18	6.46	6.45	0.01
Academic Advising	6.41	6.07	0.34	6.53	6.22	0.31	6.35	5.90	0.45	6.59	6.31	0.28	6.45	6.40	0.05
Registration Effectiveness	6.41	6.24	0.17	6.49	6.35	0.14	6.41	6.15	0.26	6.53	6.42	0.11	6.26	6.43	-0.17
Service Excellence	6.34	5.96	0.38	6.47	6.22	0.25	6.30	5.79	0.51	6.49	6.05	0.44	6.35	6.36	-0.01
Admissions and Financial Aid	6.33	6.09	0.24	6.50	6.34	0.16	6.32	5.97	0.35	6.43	6.05	0.38	6.07	6.35	-0.28
Safety and Security	6.23	6.33	-0.10	6.32	6.46	-0.14	6.26	6.25	0.01	6.40	6.44	-0.04	5.93	6.47	-0.54
Academic Services	6.21	5.96	0.25	6.30	6.27	0.03	6.22	5.82	0.40	6.34	6.25	0.09	6.00	5.87	0.13

Assessment: Students overall indicated they were “Satisfied” in the areas of Instructional Effectiveness, Campus Climate, Registration Effectiveness, and Safety and Security. The areas of Academic Advising, Service Excellence, Admissions and Financial Aid, and Academic Services were under the “Satisfied” mark of 6. There is not a capacity to single out the rates of Counseling program students.

Recommendations: No recommendations at this time.

Summary of Recommendations from 2018-2019 Annual Report, MA and MDiv Degrees

Program Objective 1:

1. Survey, Assessment Skills and Treatment planning

Assessment: Benchmark of 85% not met. 83% of employed graduates achieved an “above average” or “excellent” rating in the areas of Assessment Skills, and Treatment Planning.

Recommendation: To wait one more year for a larger sample size. Rationale: This was a very small sample (only 7 participants); only 1 individual did not meet the benchmark; the recommendation is to wait another year for a larger sample size. Approved by Counseling Program Faculty 4/15/2020 approved

2. CCS 2017

Assessment: 2 students (4%) did not meet the benchmark at the end of their Internship 2, both attaining a 47. 96% of students achieved a score ≥ 48 by the end of their Internship 2. The benchmark was met.

Recommendations: Ask Individual Supervisors to be more intentional in targeting counseling and skills and therapeutic conditions during clinical practice through focus on goals set for each term, and evaluation of goals at the end of the term. Approved by Counseling Program Faculty 4/15/2020.

3. KPI 1.2 Career Counseling Core Knowledge Test

Assessment: 4 of 9 students (44%) scored at or above 80%. The Benchmark was not met.

Recommendations: Weekly quizzes will be instituted in COUN5340 to give more practice on core knowledge areas. Approved by Counseling Program Faculty 4/15/2020 Approved

Program Modifications: No program modifications at this time.

4. KPI 1.3 Self-Assessment of Group Leadership Skills

Assessment: The benchmark was met. 5 students failed to take the pre and post assessment.

Recommendation: The next time the course is offered, have the students take the pre and post assessments in class, and have a plan to check to be sure the assessments are completed on time. Approved by Counseling Faculty 4/15/2020

4. KPI 1.4 Lethality Assessment Scenario at Program Interview

Assessment: The second measurement was not in place in 2018-2019.

Recommendation: A second point of assessment needs to be more firmly established.

Program Modification: the Lethality Assessment Scenario will be completed at the Student Annual Review. Approved by Counseling Program Faculty April 29, 2020

5. KPI 1.4 Appraisal of Individuals Lethality Assessment Rubric

Assessment: Students improved as a result of Mid-Term assessment and review. The benchmark was met.

Recommendations: Move pre-test measurement to an in-class activity separate from the mid-term. Approved by Counseling Program Faculty 4/29/2020

6. KPI 1.5 Self-Evaluation of Knowledge in Research Design and Program Evaluation

Assessment: Benchmark was not met, with 71% increasing their score on the Posttest.

Recommendations: Revise lecture, and develop exercises to increase knowledge regarding Program design and Program Evaluation. Approved by Counseling Program Faculty 4/15/2020.

7. KPI 1.6 Student Program Evaluation Skills

Assessment: 85% of the students showed an increase in the measured SRS skill by the end of their Project Evaluation Research Project. The benchmark was met.

Recommendations: Any students who do not meet the benchmark will be required to continue collecting data for the remainder of the semester the next time the course is taught. Approved by the Counseling Program faculty April 15, 2020.

Program Objective 2:

KPI 2.3 Knowledge of Professional Organizations

Assessment: Some students are able to use general knowledge to answer the questions correctly prior to instruction. Benchmark was met.

Recommendation Re-evaluate the assessment questions and consider a revision to reflect learning as opposed to general knowledge. Approved by Counseling Program Faculty 4/15/2020.

Program Objective 3:

KPI 3.1 MAKSS

Assessment: Awareness: 73% achieved ≥ 3 on this scale. The benchmark of 85% of students achieving ≥ 3 was not met.

Knowledge: 73% of students achieved ≥ 3 on this scale. The benchmark of 85% of students achieving ≥ 3 was not met.

Skills: 90% of students achieved ≥ 3 on this scale. The benchmark was exceeded on this subscale.

Recommendations: Strengthen Personal Awareness Assignment by placing more focus on this assignment and spend more class time discussing the personal assessment of cultural awareness. Approved by the Counseling Program faculty April 15, 2020

Program Objective 4: Integration Paper Rubric Score

Assessment: All students evaluated for this period achieved a score above the benchmark in the first measurement. This number was based on a limited sample due to the movement of the evaluated assignment from COUN6303 to COUN5310 for the pre-test measurement. A larger number of assignments was evaluated for the post-test score in COUN6330. While all scores were above the benchmark for this year, a significant number were below the average score for the smaller group evaluated for the pre-test this year.

Recommendations: Modify evaluation procedures and benchmark to examine each of the four criteria assessed in this measure separately. Approved April 29, 2020

NOBTS Counseling Graduate Survey

Question #9: As a result of my training in counseling at NOBTS, I have grown in my relationship with God.

Assessment: While the score of the question on the Graduate Survey is strong, it doesn't measure how well students feel they were trained in integrating historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

Recommendation: Change the question on the survey to ask more specifically about the Program Objective.

Professional Dispositions

CCS 2017

Assessment: All benchmarks were met. 1 Student did not score ≥ 4 in the area of Self-awareness of beliefs and values and 1 student did not score ≥ 4 in the area of Congruence and Genuineness. 100% of all other scores were in the 4-5 range.

Recommendations: Supervisors will monitor these scores and focus on openness to feedback with any students not meeting the benchmark. Any student not following through on recommendations from the supervisor will be asked to sign a remediation plan. Approved 4.15.2020