



2020-2021 MA and MDIV Counseling Program Annual Report

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

New Orleans Baptist Theological Seminary
3939 Gentilly Blvd.,
New Orleans, LA 70126

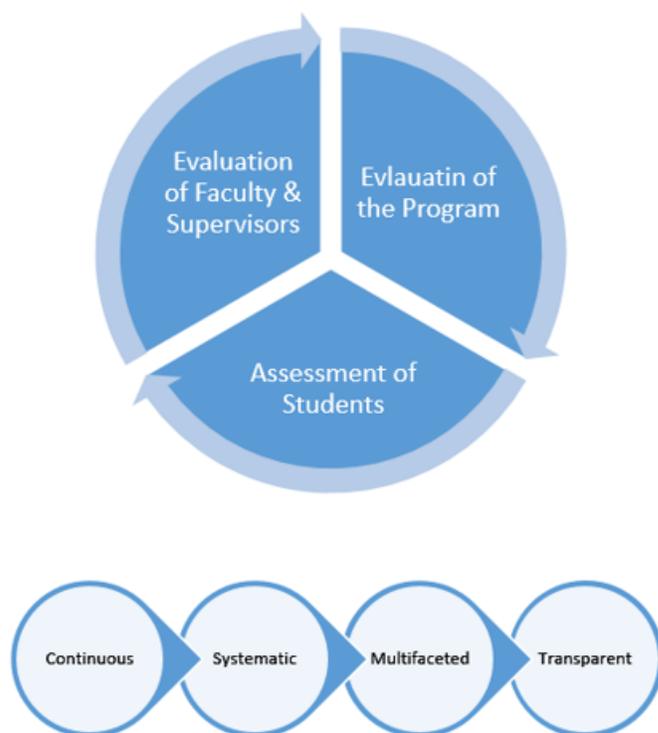
2020-2021 Masters Counseling Programs Annual Review, July, 2022

Included in this report:

- Institutional Data
- Community Assessments
- Faculty Assessments
- Key Performance Indicators
- Student Assessments of the Program
- Summary of Recommendations

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

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



2020-2021 Evaluation of the Counseling Program

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

Institutional Data

DEMOGRAPHICS REPORT 2020-2021 Ratios of Applicants Diversity for the counseling programs: This ratio is collected from the Admissions Office annually in

February.

Benchmark: Maintain at

least a 20% level of ethnic diversity.

| Applicants (n = 107) | | % | Admitted (n = 107) | | % |
|----------------------|----------------------|-----|----------------------|-----|---|
| Gender | Male = 33 | 31% | Male = 33 | 31% | |
| | Female = 74 | 69% | Female = 74 | 69% | |
| Race | Asian = 1 | 1% | Asian = 1 | 1% | |
| | African American = 8 | 7% | African American = 8 | 7% | |
| | Caucasian = 94 | 88% | Caucasian = 94 | 88% | |
| | Pacific Islander = 1 | 1% | Pacific Islander = 1 | 1% | |
| | Hispanic = 3 | 3% | Hispanic = 3 | 3% | |
| | Biracial = 0 | 0% | Biracial = 0 | 0% | |
| Age | 24-29 = 53 | 49% | 24-29 = 53 | 49% | |
| | 30-34 = 28 | 26% | 30-34 = 28 | 26% | |
| | 35-44 = 16 | 15% | 35-44 = 16 | 15% | |
| | 45-54 = 6 | 6% | 45-54 = 6 | 6% | |

| | | | | |
|--|-----------|----|-----------|----|
| | 55-65 = 4 | 4% | 55-65 = 4 | 4% |
| | 66+ = 0 | 0% | 66+ = 0 | 0% |

Student Demographics by Program

| Gender of Current Students | Male | Female | Total |
|----------------------------|------|--------|-------|
| MACCMH | 15 | 28 | 43 |
| MACMFC | 12 | 42 | 54 |
| MDIVMFC | 6 | 4 | 10 |
| Totals | 33 | 74 | 107 |

| Age of Current Students | 24-29 | 30-34 | 35-44 | 45-54 | 55-65 | 65+ |
|-------------------------|-------|-------|-------|-------|-------|-----|
| MACCMH | 19 | 10 | 9 | 3 | 2 | 0 |
| MACMFC | 29 | 15 | 7 | 2 | 1 | 0 |
| MDIVMFC | 5 | 3 | 0 | 1 | 1 | 0 |
| Totals | 53 | 28 | 16 | 6 | 4 | 0 |
| Percentage | 49% | 26% | 15% | 6% | 4% | 0% |

| Race of Current Students | Asian | African American | Caucasian | Pacific Islander | Hispanic | Biracial | Totals | % of Racial Diversity |
|--------------------------|-------|------------------|-----------|------------------|----------|----------|--------|-----------------------|
| MACCMH | 1 | 3 | 37 | 1 | 1 | 0 | 43 | 4% |
| MACMFC | 0 | 4 | 49 | 0 | 1 | 0 | 54 | 9% |
| MDIVMFC | 0 | 1 | 8 | 0 | 1 | 0 | 10 | 20% |
| Totals | 1 | 8 | 94 | 1 | 3 | 0 | 107 | 12% |

| | | | | | | | | |
|-------------------|----|----|-----|----|----|----|--|--|
| Percentage | 1% | 7% | 88% | 1% | 3% | 0% | | |
|-------------------|----|----|-----|----|----|----|--|--|

Assessment: The benchmark of 20% of applicants with a diverse ethnicity is currently not met, with 12% of the student applicants and students admitted being students of diverse ethnicity. This is a decrease over last year, which was a 16% of applicants with a diverse ethnicity. Within the ratio of diversity of the Southern Baptist Convention, we are still above the ratio of diversity in the convention (9%).

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

Our faculty and staff are making intentional efforts to recruit and retain ethnically diverse students. Our institution is aware that our student body lacks diversity is working to improve in this area. Our enlistment department is mindful to schedule recruiting events at events that draw minority candidates. There is also financial assistance dedicated for African American students. As faculty, we frequently brainstorm ways to recruit and retain minority students.

Recommendations:

1. Enlist the Student Counseling Association to host an event during Black History month, celebrating minority contributors to the field of counseling and mental health.
2. Continue adding literature in courses that is written by minority authors.
3. Modify the Capstone Project to include resources developed by minority authors.

Number of Graduates for Academic Year 2020-2021

| | Fall 2020 | Spring 2021 | Summer 2021 | Total Academic Year |
|----------------|------------------|--------------------|--------------------|----------------------------|
| MACCMH | 5 | 3 | 1 | 9 |
| MACMFC | 6 | 5 | 1 | 12 |
| MDIVMFC | 1 | 0 | 0 | 1 |
| Totals | 12 | 8 | 2 | 22 |

Program Modifications: No Program Modifications at this time.

Retention Rate for Students beginning in the 2020-2021 Academic Year

| | 1st Semester Persistence | 1st Year Retention |
|-----------------|--|--------------------------------------|
| MACCMH | 84% | 68% |
| MACMFC | 87% | 87% |
| MDIV MFC | 0 Students | 0 Students |

Assessment: Students left for a variety of reasons: Pandemic, pregnancy; change in location (spouse took a job in another city); lack of funding; financial difficulties related to COVID, student decided counseling was not their calling and changed to another major at NOBTS.

Program Modifications: No Program Modifications at this time.

Evaluation of our Graduates

Employer Evaluation of NOBTS Counseling Graduates

Each spring the Employer Evaluation of NOBTS Counseling Graduates is sent to known employers of NOBTS Graduates. An annual assessment sent out each January to employers of graduates, with 17 skill areas to be scored on a scale of 1 (Does Not Meet Expectations) to 3 (Exceeds Expectations).

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

The results below are from the 2020-2021 Spring survey of employers of NOBTS Counseling graduates. Three employers responded; 1 agency identified as private practice, 1 as a community counseling center, and 1 as a non-profit agency.

N = 3 Employers Responded

| Skill | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
|---|-----------------------------|---------------------------|-----------------------------------|
| Oral Communication | 3 | 0 | 0 |
| Written Communication | 3 | 0 | 0 |
| Attendance / Participation in Work tasks | 3 | 0 | 0 |
| Completion of Work in a Timely Manner | 3 | 0 | 0 |

| | | | |
|--|-----------------------------|---------------------------|-----------------------------------|
| Effort – Demonstrates Initiative | 3 | 0 | 0 |
| Professionalism | 2 | 1 | |
| Skill | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
| Emotionally Stable | 2 | 0 | 1 |
| Open to Feedback | 2 | 0 | 1 |
| Ethical Behavior | 2 | 1 | 0 |
| Motivated & Engaged | 2 | 1 | 0 |
| Multicultural Competence | 2 | 1 | 0 |
| Self-Awareness | 2 | 0 | 1 |
| Uses Evidence Based Interventions | 3 | 0 | 0 |
| Able to Supervise Others | 2 | 1 | 0 |
| Effective Methods for Training Others | 3 | 0 | 0 |
| Able to Produce Reports | 2 | 1 | 0 |
| Involved in Advocacy | 3 | 0 | 0 |

Supervisor Comments Regarding NOBTS counseling graduates:

- I have graduate students that work with me that are dedicated and loyal along with exceptional in everything they do. I have had other graduates that are exceptional in some areas, but have not worked through their own stories. This impacted their ability to function well within the working environment.
- I have employed multiple NOBTS students/graduates in the last 16 years. In fact, the majority of hires have been counselors who graduated from NOBTS. I have never had a bad experience with any of those hires. I believe that NOBTS students/graduates have a rich experience of counseling theories along with practical application. They are also able to integrate their faith in a meaningful way into their counseling practices. The current NOBTS students I work with provide excellent, evidence-based therapy. I am honored to work with them and excited to see how God will use them in the years to come.
- The NOBTS graduate I employ is absolutely fantastic. So glad to have her.

Recommendation: In an effort to increase the number of employer responses, we will reach out to alumni with a link to the confidential survey and ask alumni to share the link with their employer. Ideally, this will allow us to reach employers we do not know and ultimately increase the amount of data we receive regarding our graduates.

Program Modifications: None at this time.

NOBTS Counseling Graduate Survey

Each January the NOBTS Counseling Graduates Survey is sent to graduates of the NOBTS Counseling program. The Survey is a self-evaluation of how prepared the graduate felt in 3 specific areas: (1) Knowledge and Skill, (2) Professional Dispositions, and (3) The areas addressed in our four Program Goals. Fifteen skill areas are to be scored on a scale of 1 (Poor) to 5 (Excellent). The survey is sent to graduates for six years following the student’s graduation. The NOBTS Counseling Graduate Survey was modified in 2021 after the survey was disseminated in January. Some of the elements will not be reported until next year. The results of the Graduate Survey 2021 are as follows:

N=34

| | Yes | No |
|---|-----|---|
| Have you taken the NCE or your state exam? | 47% | 53% |
| If so, did you pass the exam? | 85% | 15% |
| Are you licensed in counseling? | 56% | 44% not licensed or not applied for license yet |

Comments from Graduates:

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

- I loved the program and felt prepared for counseling outside of the program. I would say I did have to do a lot of play therapy study after graduating. I feel the most competent in allowing my faith and neuroscience to intersect to provide a more holistic outlook on my clients.
- Thankful that NOBTS equipped me to pass the NCE on my first try
- Excellent program

- It was great and I learned more than I needed, everything I wanted, and everything that helps to make me a great employee!
- I have felt so prepared for nearly every case I've seen so far. Even if I didn't know what to do, I knew the resources to go to find the answer because of my time at NOBTS! I'm thankful every day for my time in this program!
- The Professors are professional and very qualified in teaching counseling. I have the skills to counsel in a professional setting.
- Make Personality Dev class part of both programs. Very insightful and helpful for CPCE & NCE. I think the program prepares for when we begin licensure and helps in developing a professional identity. The program is great in helping student counselors grow in weaker areas. It provides support to student counselors and the supervisors and professors encourage students to work on personal stuff to decrease reactivity in the counseling room. Love the program!

Monthly Student Counselor Progress Report (External Sites)

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

N = 11; 7 External Sites reporting

| Area | Average |
|--|---------|
| Timely completion of client notes | 4.2 |
| Growth in diagnosing | 4.2 |
| Treatment plans | 3.8 |
| Adheres to ethical guidelines | 4.4 |
| Learning/development of therapeutic competencies | 4.3 |
| Open to Feedback | 4.4 |
| Congruent/Genuineness | 4.4 |
| Flexibility | 4.5 |
| Self-Aware of belief systems, | 4.4 |
| Professional with others | 4.6 |
| Appropriate boundaries | 4.5 |

| | |
|-------------------------------------|-----|
| Multicultural awareness and respect | 4.3 |
|-------------------------------------|-----|

Assessment: The aggregate scores of all elements in this measure met or exceeded Expectations with the exception of Treatment Plans. Additional communication with supervisors Identified the primary issue with treatment plans is students failing to submit them in a timely manner. Multiple supervisors indicated students were making their treatment plans more complicated than necessary, which required more time to prepare, thus leading to submitting them later than desired.

Recommendation: Focus in three key areas of treatment planning to strengthen this skill in our students:

1. Work with supervisors to ensure they are equipped to guide students toward writing Concise treatment plans and holding students accountable for timely submission.
2. In COUN6302 – Techniques & Skills in Counseling increase focus on writing concise Treatment plans.
3. In practicum orientation review the elements necessary for effective treatment Planning.

Counseling Program Objectives Faculty Assessments

MA/MDIV Annual Student Review

In the spring of 2021 NOBTS Counseling faculty reviewed the Annual Student Review forms submitted by students in the counseling programs during the 2020-2021 academic year. Spring of 2021 is the first time this review has been completed. During these evaluations, faculty advisors provided additional analysis of the reviews submitted by students, pointing out areas of significance.

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

Academic Performance

N=59

| GPA | Frequency | Percent |
|--------------------|-----------|---------|
| Exceeds \geq 3.5 | 55 | 93% |
| Meets \geq 3.0 | 3 | 5% |
| Did not meet | 1 | 2% |
| Total | 59 | 100% |

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

Recommendation: The faculty evaluated the GPA of the one student not Exceeding or Meeting the Academic Performance, and asked the student's Advisor to meet with him to evaluate if a Remediation Plan should be developed.

Oral Communication Skills

| | Frequency | Percent | Average |
|-------------|-----------|---------|---------|
| Exceeds = 3 | 26 | 44% | |
| Meets = 2 | 33 | 56% | |
| Total | 59 | 100% | 2.5 |

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

Recommendation: No recommendation at this time.

Written Communication Skills

| | Frequency | Percent | Average |
|--------------|-----------|---------|---------|
| Exceeds = 3 | 8 | 13% | |
| Meets = 2 | 50 | 84% | |
| Did not meet | 1 | 2% | |
| Total | 59 | 100% | 2.1 |

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

Recommendation: No recommendation at this time.

Attendance/Participation

| | Frequency | Percent | Average |
|-------------|-----------|---------|---------|
| Exceeds = 3 | 45 | 77% | |
| Meets = 2 | 14 | 3% | |
| Total | 59 | | 2.7 |

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

Recommendation: No recommendation at this time.

Completes Work in Timely Manner

| | Frequency | Percent | Average |
|---------------|-----------|---------|---------|
| Exceeds = 3 | 37 | 62% | |
| Meets = 2 | 21 | 35% | |
| Does not meet | 1 | 2% | |
| Total | 59 | 100% | 2.3 |

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

Recommendation: No recommendation at this time.

Effort/Maximization of Potential

| | Frequency | Percent | Average |
|---------------|-----------|---------|---------|
| Exceeds = 3 | 36 | 62% | |
| Meets = 2 | 21 | 35% | |
| Does not meet | 2 | 3% | |
| Total | 59 | 100% | 2.6 |

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

Recommendation: No recommendation at this time.

Professional Dispositions

Congruence & Genuineness

| | Frequency | Percent | Average |
|-------------|-----------|---------|---------|
| Exceeds = 3 | 39 | 66% | |
| Meets = 2 | 20 | 34% | |
| Total | 59 | 100% | 2.7 |

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

Recommendation: No recommendation at this time.

Self-Awareness & Emotional Stability

| | Frequency | Percent | Average |
|-------------|-----------|---------|---------|
| Exceeds = 3 | 30 | 51% | |
| Meets = 2 | 29 | 49% | |
| Total | 59 | 100% | 2.5 |

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

Recommendation: No recommendation at this time.

Open to Feedback

| | Frequency | Percent | Average |
|---------------|-----------|---------|---------|
| Exceeds = 3 | 43 | 73% | |
| Meets = 2 | 15 | 25% | |
| Does not meet | 1 | 2% | |
| Total | | 100% | 2.7 |

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

Recommendation: No recommendation at this time.

Ethical/Professional

| | Frequency | Percent | Average |
|------------------|-----------|---------|---------|
| Exceeds = 3 | 8 | 25% | |
| Meets = 2 | 23 | 74% | |
| Does not meet =1 | 1 | 1% | |
| Total | 31* | 100% | 2.2 |

*24 Students did not respond to this question

Assessment: Of the 31 students who responded to this question, 99% indicated they are achieving this measure of performance.

Recommendation: No recommendation at this time.

Motivated & Engaged

| | Frequency | Percent | Average |
|------------------|-----------|---------|---------|
| Exceeds = 3 | 23 | 39% | |
| Meets = 2 | 33 | 56% | |
| Did not meet = 1 | 3 | 5% | |
| Total | 59 | 100% | 2.3 |

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

Recommendation: No recommendation at this time.

Self-Aware of belief systems, values, needs, limitations, and the impact of “self” on clients.

| | Frequency | Percent | Average |
|-------------------|-----------|---------|---------|
| Exceeds = 3 | 34 | 57% | |
| Meets = 2 | 24 | 41% | |
| Does not meet = 1 | 1 | 2% | |
| Total | 59 | 100% | 2.6 |

Assessment: The evaluation of students, in consultation with their Faculty Advisor, indicated they are achieving all measures of performance, with the exception of one student who did not meet academic requirements to continue the program.

Recommendation: None at this time.

Professional Development

| Goals: clearly defined with active plan to achieve goals | Frequency | Percent | Average |
|---|------------------|----------------|----------------|
| Exceeds = 3 | 12 | 20% | |
| Meets = 2 | 43 | 73% | |
| Does not meet = 1 | 4 | 7% | |
| Total | 59 | 100% | 2.1 |

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

Recommendation: No recommendation at this time.

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

| Program Goal 1 | Frequency | Percent | Average |
|-----------------------|------------------|----------------|----------------|
| Exceeds = 3 | 12 | 20% | |
| Meets = 2 | 43 | 73% | |
| Does not meet = 1 | 4 | 7% | |
| Total | 59 | 100% | 2 |

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

Recommendation: No recommendation at this time.

Professional Activities Log in the Student Self-Evaluation

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

- Reading through the book “Attachments.
- Completing training in CPT and TF CBT

- Working closely with the supervisor to find a direct and streamline method for case conceptualization and diagnosing based on intake information and psychosocial assessing.
- Training in TBRI, EMDR, CBT, SITT, familiar with Play Therapy, following protocols for accurate diagnosing, reading My Grandmother's Hands (multicultural sensitivity);
- I am learning how to use CBT with a wide variety of presenting issues, including anxiety, depression, and ODC. Have successfully completed counseling two clients using CBT and EMDR. Both had different presenting problems and were able to adapt to their needs and help them accomplish their goals.
- I am able to use diagnostic assessments such as PHQ9 and GAD7 at the beginning of treatment in order to have a baseline for where clients fall with depression and anxiety. I am also able to use these assessments throughout the time of treatment when appropriate.
- I've done additional reading on ACT and DBT models. Some books I've read: Running on Empty, The Happiness Trap, large portions of Marsha Linehan's DBT skills manual. Currently reading through The Body Keeps the Score.

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

| Program Goal 2 | Frequency | Percent | Average |
|-------------------|-----------|---------|---------|
| Exceeds = 3 | 12 | 20% | |
| Meets = 2 | 40 | 68% | |
| Does not meet = 1 | 7 | 12% | |
| Total | 59 | 100% | 2.1 |

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

Recommendation: No recommendation at this time.

Activities Log:

- I joined a professional organization. I am working to make myself more familiar with the licensing process.
- Completing Telehealth training and practice.
- Based on the state licensure requirements, academically our program meets all the requirements of the states I am looking to potentially be licensed in. As for clinical skills, I have been able to learn a variety of models and been equipped to be able to treat clients effectively. I think my 2 years of clinical experience has prepared me to work with a variety of clients and a variety of issues.

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

| Program Goal 3 | Frequency | Percent | Average |
|-------------------|-----------|---------|---------|
| Exceeds = 3 | 14 | 24% | |
| Meets = 2 | 34 | 58% | |
| Does not meet = 1 | 11 | 18% | |
| Total | 59 | 100% | 1.9 |

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

Recommendation: None at this time.

Activities Log

- Complete reading of "My Grandmother's Hands" and continue seeking out resources that educate on cultural diversity
- I learned so much by having discussions with those who are in different cultures over the last year, reading research or books, taking classes, etc.
- Cultural sensitivity is something I consider very important, in my personal life as well as in counseling. I'm constantly looking for ways to learn from people different from me. A book I've read is *I'm Still Here* by Austin Channing Brown
- Developing a Multicultural Resource Binder in order to have an on hand reference for future clients.
- The Multicultural Counseling class has already assisted me this semester in joining with current clients.
- I am practicing intentionality when interacting with different people groups
- About to start "undivided" with our small group. I've been intentional to ask and listen with friends of different racial backgrounds. I attended the Boston Pray event in June which was put on by an interfaith collaborative organization to address and speak on racial disparities. I attended a SEND network panel discussion on racial reconciliation last fall.
- Grow a better understanding of how ethical and cultural issues and how to address/apply them in the counseling setting.
- I read about racial trauma; I am intentionally talking with individuals culturally diverse.

I have been able to implement cultural implications to my treatment plans, which helps me to gain a greater understanding of my clients. I have learned to take the “step-down” approach in letting me clients explain their culture and how their experiences have impacted them. I also read the *Minority Experience* (Adrian Pei) and *Black Families in Therapy*.

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

| Program Goal 4 | Frequency | Percent | Average |
|-------------------|-----------|---------|---------|
| Exceeds = 3 | 16 | 27% | |
| Meets = 2 | 37 | 63% | |
| Does not meet = 1 | 6 | 10 | |
| Total | 59 | 100% | 2.2 |

Assessment: The evaluation of students, in consultation with their Faculty Advisor, indicated they are achieving this measure of performance, with the exception of 6 students. The aggregate benchmark of 2 (Meets Expectations) was met.

Recommendation: None at this time.

Activities Log:

- I have asked clients to reflect on their relationship with God in relation to their mental health struggles. I have also used Eye Movement Desensitization and Reprocessing in a somewhat spiritual way to help clients develop healthier ways of viewing themselves and God.
- I am currently taking two bible courses that allow me to dig deeper into the understanding of biblical teachings. I am able to use what I am learning in the classes to make connections in my practice as a counselor.
- Reading Christian Counseling Resources including "*Sexual Identity and Faith*" and "*Emotionally Healthy Spirituality*"
- I have read *The Whole-Brain Child*, *No-Drama Discipline*, *Suffering and the Heart of God*, *On the Threshold of Hope*, *Get Out of Your Head*, *Regular Spiritual Disciplines*, *The Subtle Power of Spiritual Abuse*, *The Sacred Enneagram*, *Gospel Foundations for Marriage*.
- Teaching on the power of story and integrating personal story with God's story. Teaching on emotionally healthy spirituality and leadership (including boundaries). Did a short video on anxiety during COVID for the church's social Media account.

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

- Attended AACC conference; worked as a Student Affairs Consultant; Prepare-Enrich trained.
- Membership in AACC, guest taught a high school psychology class on the basics of the counseling profession, provided resources for the staff of my church's women's rehab.

- Vice President of the Student Counseling Association.
- Intern with a Youth non-profit last year; I have worked in numerous Christian youth settings; speaker + bible study leader.
- I am a member of CAPS, I have set goals to attend conferences/trainings, and I have attended several small trainings in the last few months.
- Continue working in private practice; continue attending trainings and online workshops (EFT specifically); engage with material produced by CAPS; etc.
- I attended an EFT externship in Feb 2021.
- I see a spiritual director monthly to help me process experiences I have with God over the month. I find this helpful as I work as a Christian counselor.
- Trainings I attended: 1. Emotional Focus Therapy; 2. Filial Play Therapy; 3. Sand Tray Therapy; 4. EMDR; 5. Telehealth; 6. Couples Communication Mats; 7. Prepare and Enrich.
- Completed attending Leslie Vernick's webinars for Abused women
- I attended a play therapy conference
- I work in ABA therapy during the week. Through this work, I am able to gain a better understanding of clinical language as well as some therapy techniques.

Supporting Narrative Statements:

1. Describe your academic growth over the past year.

- My academic growth has stayed about the same hovering around a 3.5 GPA. I have grown in understanding time management with clients and course workload.
- Academic growth has decreased slightly over the last year due to academic burnout
- This past year, I have been able to apply what I am learning in class and in supervision to help me prepare for the clients I work with.
- My academic growth has seen a steady increase with each semester as I become more aware of different aspects of counseling and the process of it.
- I believe I have grown in knowledge and skill which has allowed me to better assist my clients in counseling and patients in therapy.
- I have grown in better preparing myself before class, and completing my assignments in a more timely manner. I have also grown in reading different counseling resources and books on different models.
- My academic career definitely took a hit with the shutdown last March. Since then, I have intentionally focused on how to work well with my ADHD and finish the courses I need to finish as well as I can. I've had to retake some courses I didn't pass the first time and managed the anxiety that brought up. I've seen some growth in completing my assignments in a more timely manner, and even feel more confidence to speak up and participate more in class.

- I have grown leaps and bounds academically over the past year. My classes are so rich with knowledge and experience. I have quite literally felt my head hurt from the amount of input. There are some days where I cannot fit another fact or thought in my mind. I can see my own growth in this area. Classes are not easier but I feel like I am understanding in quicker and deeper ways. I believe this is directly related to being able to put into practice the knowledge I am learning by applying with current clients.
- Academically I have been challenged and pushed harder than ever before. I have gained so much knowledge and insight from being in the classroom.
- I have been stretched more to apply what I am learning academically in a practical way.
- I was tested on a very personal level the past two semesters in my personal life. This deeply affected my capacity to complete assignments and to complete my readings. I was able to push through
- Academically I believe I have been on a continual growth path. Over the past year, I have taken a full course load each semester, and have learned and continue to learn so much about counseling. I have been able to become familiar with marital/premarital counseling, group counseling, and appraisal, TBRI, and all while still completing my clinical work. This past academic year has been a learning curve of trying to stick to a schedule to be able to increase my knowledge and academic work. The learning curve has been tested by having so much information needing to be learned by a deadline. I think I have seen growth in that ability. There is still room for much improvement, but I have learned to love the learning process.

2. Describe your personal growth over the past year.

- My personal growth has mainly been seen in my confidence. In the past I worked a lot on shifting to healthier beliefs and now I shifted to be confident in myself because of Christ. I used to hide away and not trust my own understanding but that really shifted to a healthier perspective over this last year. This includes understanding my own limits and boundaries.
- When the pandemic closed things down last March, I found myself in a really difficult place and feeling really hopeless. I was convinced that no good could possibly come from my situation. Thankfully, my lack of faith didn't deter God. He has been faithful to continually open my eyes to areas where I need growth and give me the motivation and energy to pursue healing. I've become more mentally and emotionally stable, more able to handle negative self-talk and anxiety, and more prepared to clearly communicate my needs and boundaries with the people in my life.
- I've pushed myself out of my comfort zone and began seeing a counselor last semester. I've been working on my emotional regulation.
- This past year I felt that personally I have been pushed to notice the "now", and remember the "then", and let the Lord lead me towards an unseen future. I am

typically a planner and over thinker about how to get to the next thing. COVID has challenged me to be present in the present. I have learned the importance of practicing some of the things that I teach such as journaling (not perfectly, but seeing benefits in several areas), grounding (I had an anxiety flare up like none-other early in the year), and self-care (both restructuring our life to prevent crisis and a need for escape and actual physical care of the body I've been given). COVID has allowed time and space to go deeper into my own personal work on past trauma and hurts as well as to further reflect on the Lord's faithfulness. Particularly this faithfulness has really been a blanket of peace during the chaos of a cross-country move. My marriage has benefited from deeper dives into our communication about sexuality, our pasts, and the Glory that God can receive in our honesty, grace, and forgiveness. Identity has been a major theme of personal development. Finding myself rooted in who I am (in Christ) rather than in what I do (which changes).

- Through personal counseling, being a full-time student, and life experiences. I have grown in so many ways. I have matured spiritually, I have developed better disciplines, and I have matured emotionally.
- I have been in personal counseling--understanding and processing my childhood and family of origin has helped me to have greater understanding about why I do the things I do.
- I have been on my own counseling journey this past year. My self-awareness has grown tremendously. I have a deeper understanding of my trauma and how it affects me today. I also recognize my triggers and have learned grounding techniques.
- have seen the most personal growth during this past year, compared to all the other sections. COVID and lockdowns were definitely challenging, but through that time, I was able to learn about what I actually needed, the importance of taking care of myself, and continual person growth through my own counseling. I have been able to build a close community of safe people, have a better understanding of my limits, how to build effective boundaries, and increased emotional intelligence.

3. Describe your professional growth over the past year:

- Professionally, I was able to increase my knowledge of counseling models and refine my skills with the help of my supervisors. I also have been given the opportunity to teach in the counseling profession to a few groups of high school students at a local high school. I have also helped my church's women's rehabilitation center in finding resources for the staff.
- I have been actively learning about different types and jobs in counseling.
- I have learned more about how to be a professional in the counseling environment. I am more confident in starting practicum soon.

- I have sharpened my skills of researching. I am constantly taking on new information. I have gained a greater competence in my clinical style and direction of counseling I would like to go in.
- I have grown a lot in my clinical skills through my practicum and internship thus far. One thing I am learning now is how I can use my personality in my counseling and not be so sterile based on my perception of professionalism. I have also learned a lot by being a member of CAPS, attending training, and working with other professionals in the community.
- I have been working at the same counseling center most of my time at NOBTS (office work) and I have been able to better understand the processes of HIPAA and the importance behind the scenes of a counseling center. I have been able to work alongside the leaders at the counseling practice and now work as the office manager, learning how to best help the counselors and other co-workers.
- My experience in hospitality has helped refine my people skills. I am confident in my abilities to interact professionally with clients.
- I increased my caseload as well as the diversity of it. I have gotten better at maintaining a sabbath day of rest. I also have gotten better at office work but am still growing, this is one of my weakest areas as a professional. I am finding a better method of doing notes and keeping the office side of counseling organized and not overwhelming.
- Professionally, switching over to telehealth exclusively in the past year was a big challenge. However, I feel that I was able to adapt well in the midst of change. I also noticed a big change in my feelings of competence when compared to earlier on in my counseling practicum and internship. On the occasion where a moment or even an entire session didn't go as well as I'd hoped it would, I noticed that it didn't send me spiraling into doubting my abilities as it would have right when I began seeing clients. Instead, I was able to take it in stride and just prepare myself to address the issue in the next session or simply take a new approach. Additionally, I feel that I was finally able to hit a good stride in completing my paperwork in a more timely manner.
- I've learned about ethics and my responsibility as a counselor to establish healthy boundaries with clients and in my personal life.
- My professional growth has developed in many ways from previous internships, the academic setting, and from working in the secular setting. I have grown in how I carry myself, the knowledge I possess, how I interact with individuals, and how I treat people in a professional setting.
- Working with Cross Roads NOLA has helped me to grow professionally. I joined AACC.

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

- Further study of scripture has enlightened my perspective of many relevant mental health issues. A richer understanding of Christian theology has helped structure the ways I integrate spirituality in the mental health field.
- Spiritually, the counseling profession has really aided in my growth. I have been able to see growth in my relationship with the Lord through understanding myself as spirit, soul, and body. My compassion and understanding for others have increased and I have had opportunities to help those within my sphere of influence deal with difficult emotions in a biblically sound way. I have been challenged in my beliefs which has led to an increase of spiritual intimacy and a strengthening of my belief system. I have been able to integrate gospel or spiritual conversations with clients through the incorporation of scripture where appropriate.
- Memorizing Philippians has been one of the most empowering, fulfilling experiences in this program. I have learned the value of memorizing large portions of scripture in being able to encourage others with God's word.
- I have seen areas that I need to improve, and have been learning the Bible. Due to this, I am able to learn how to integrate spirituality and my mental health together.
- My spiritual formation has been a key tool for my practice, for myself and my clients. My spiritual knowledge is able to be incorporated in how I relate, communicate, and treat my clients.
- Spiritual growth has been on an incline. I've learned a lot about what it means to depend on God, seek His guidance in my life, and trust His plan wholeheartedly. A few events the past two years caused me to experience a lot of doubt and phases of anxiety, so learning the importance of understanding mental health and how to connect it to our spiritual needs has been an inspiring journey.
- Just within recent weeks have I begun to see an increase in spiritual growth as the Lord is healing many of my wounds and I am walking closer with Him. I have been praying for this to happen so that it might benefit my clients and the way that I am able to integrate. Studying integration has also opened my mind to new ideas and practicalities of its use.
- Over the past year, I have learned that God deeply knows and loves my clients. Trusting in His care has been freeing. Integrating my faith into sessions has been difficult for me. But most recently I have been able to help clients (when appropriate) look to God as a healthy attachment figure. Also, I'm growing in my ability to help clients utilize their relationship with God as a resource for health and wholeness.
- If I'm honest, my spiritual growth has been difficult as I have traveled through some major difficult events during my time at NOBTS. I am happy to share that my faith has heightened in the moments I felt the most alone, and I was to cling on to Christ when mentally I did not have much in me to give. This allowed me to recognize the importance of having Christ in the center of the counseling process as he is able to "pull" us from our darkest emotional times in our lives and cling to his truth.

- My spiritual life has been greatly tested in the last year. I have experienced deep anger towards the Lord and questioned His goodness. I believe my wrestling doesn't discredit my ability to integrate spirituality into mental health, but rather aids me in the ability to sit with clients in their questioning and wrestling with the Lord.
- I listen to a podcast about the book of Matthew. I listen to the band the Psalms project (song version of the book of Psalms). I lead a bible study weekly. I join a men's meeting weekly. I pray daily with my wife. All of these I integrate mental health science. I use what I have learned in school and these practices to stay balanced mentally. I look at it holistically, soul and mind work together and both need to be taken care of.
- Honestly, my spiritual growth stagnated last year. In practicum and internship, I recognized the need to grow more mature. I am seeking this more now.
- As I have practiced greater spiritual disciplines and reliance on God, my worry, anxieties, fear, and discontentment has drastically decreased. This helps reinforce my understanding that spiritual and mental health are closely connected
- This year I have focused on the area of silence and solitude with the Lord. This practice is helpful in refocusing thoughts, experiencing calmness, and being reminded of God's authority overall.
- My spiritual growth has allowed me to be comfortable with helping my clients to explore their thoughts, emotions, behaviors, and core beliefs about themselves. I understand that even if my client is not spiritual there are aspects of my faith that can help facilitate the counseling process.
- I feel as if my spiritual growth has stagnated in the past year. My church has been meeting virtually since COVID and I am suffering from some serious zoom fatigue. My personal devotionals often get set aside in favor of completing my ever-mounting course load and I have yet to take a theology course. This is an area of growth that I think I need to prioritize more.
- This semester I am in the Integration class, this class has helped me tremendously in understanding how to integrate my faith into the counseling room.

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

- Finishing my internship. I have 6 clients and am planning on getting two more to help; B. Balancing work, life, and clients. Keeping a strict schedule can help with balancing these things; C. Preparing for a move. I have a good support system around me that is helping my family during this transition as well.
- Limited knowledge of interventions in therapy - I plan to continue research efforts, utilizing resources that have already been shared with me and seeking input from supervisors and fellow counseling peers.

- First challenge is dealing with my ADHD. I plan to overcome this by learning different activities that will increase my ability to study. The second challenge is to make connections in the counseling field. To overcome this, I plan to research what opportunities and events are available in the area. The third challenge is how to manage time. I plan to implement ideas that will allow me to work and complete my education.
- The most difficult challenge is feeling overwhelmed with everything that I am a part of. So, I am working through with my counselor on how to set margins in my life and better set boundaries in my life.
- First challenge I am facing right now is finding connections in the city so I will have a job when I graduate. I plan on continuing to talk and reach out to others. I need assistance to help find connections. Second challenge is not having enough time to learn as much as I want to be the best counselor I can be. There are so many models and so little time. I plan on setting aside an hour a week to read specifically for new models. I am unsure if I need assistance. Third challenge I am facing right now is dealing with my own personal life and struggles. I was in counseling before when I first joined the program but new things have come up and I think I need to go back. I want to be the healthiest I can be for my clients. So, I need to find somewhere I can go, that is affordable and won't be a potential job site for me. For assistance, maybe recommendations of centers?
- Limited time, burnout, and balancing relationships. I plan to implement a weekend sabbath once every month and spend time with loved ones. I plan to utilize breaks as a time to complete extra assignments. I would love to be able to continue to develop my professional identity this next year and would love for LMCCC to assist in hosting a training.

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

- I have exemplified leadership by leading groups on campus like Emotionally Healthy Spirituality, and I have also helped encourage and support newer counseling students.
- Cross Roads NOLA; I serve in my church on the social media team; I'm on the staff and leadership team of my church.
- I have served on leadership for SCA and have assisted in planning Brown Bag Lunches. I am now leading outreach for my church and have learned to serve and direct others.
- My boss has asked me to train new employees multiple times. I've initiated dates with my younger cousins so that I can learn more about their personal lives and hopefully be a role model to them.
- I have co-led a Conquer group. I have led karate classes for kids. I lead a weekly exercise class for adults.
- I have exemplified leadership in a 2020 Fall process group. I was able to assist new counseling students in approaching their emotional health and triggers so that they may

become the best counselors they can be. B. I have exemplified leadership in leading the tech booth at Metairie Church and training congregants on technology to assist in the worship ministry.

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

- Five years from now I see myself as being finished with school and in the process of going from being a PLPC to an LPC. I hope to have developed my professional skills and identity and to be working locally with Families and children.
- I hope to have been working in New Orleans serving women and children. I hope to have completed the licensure process. I also hope to be in the process of serving overseas.
- I have grown to love clinical practice throughout my team here, but I have also learned that I love equipping and educating others to help assist in this process, especially relating to kids from hard places. Ideally, in 5 years, I see myself as a fully licensed professional counselor, but working at either a non-profit or an agency that advocates and equips families for foster/adopted kids and how to best help their needs for complete healing. I see myself helping bridge the gap between those who want to get involved and best practices within serving this population.

Recommendations to Improve the Counseling Program: The following student recommendations are by category. A representative selection of the recommendations is below:

Practicum/Leeke Magee Christian Counseling Center

- More thorough practicum orientation. One day was not enough to prepare us to understand the documentation aspects of practicum - including Penelope, Tevera, and supervision requirements.
- Structure supervision in different ways for practicum and internship students. Practicum students would greatly benefit from having a truly individual supervisor that has adequate time and space to coach them well. Dyads are extremely difficult for students as they just start out.
- Require a model class before beginning practicum and compiling a list of recommended training/resources for students in clinical practice.
- Open later on Wednesdays and Thursdays. Open on Fridays.
- I would recommend for individual supervisors to be more hands on in guiding practicum students.

Communication:

- Continuing to improve on clearer communication which I can see the program is already working towards!
- I would like to see more opportunities for the students to meet with the teachers.
- More frequent and consistent advising meetings

- Better communication from the admin office
- More diversity in Faculty/Staff
- Improved clarity and consistency of expectations.
- Keep maintaining the regular semester meetings that track progress through the program. There were some things I would have done differently if I had more information beforehand. Improve methods of communication.
- The program could do a better job of helping students figure out how to balance work, school, clients, and personal life. It seems like a lot is expected and many students have finished the program feeling worn out. It would be helpful to find ways to prevent burnout that relate specifically to this program.
- The only thing I can suggest as a recommendation is to provide live sessions and a commentator on what is happening in each session. Role plays are a good way of showing this, but live sessions would have been nice to watch, to get a feel of what is going on during therapy. I now know after much experience through internship and being Supervised. However, that would have helped me out when I was in Practicum.
- More clarity and communication about the realities of the program, as well as updating syllabi every semester or as needed.
- I think creating a document that shows every student what training opportunities are available and when they will be available will be super helpful for everyone.

Model Classes

- Require a model before beginning practicum or offer workshop-type training opportunities that give students practical models earlier in training.
- A model class needs to be part of the core classes. Counseling Theories and Treatment doesn't need to be a core class. It can be taken toward the end of the degree when one starts to prep for the CPCE. A class like CBT could take its place as a core class.

Program

- Offer some classes in workshop format in the summers or winters.
- Also, I would recommend teaching more about writing professional note taking and treatment planning in the skills and techniques class.
- More timely feedback on assignments would be very much appreciated. I feel that grades and feedback on assignments often come far too late to allow for a course correction in some of my classes.

Positive Comments

- I love this program and value the education it provides.
- The counseling program is amazing. I am happy and proud to say I enjoyed every semester in a special way. I would change nothing as of right now
- The counseling program at NOBTS has grown and changed me so much in the past 5 years. I hope that it always remains a place that challenges its students and pushes them to handle their own "stuff" first.

- Our counseling program is top notch. God led me to NOBTS and has confirmed over and over how wonderful our program is at training us, developing us, and following God through it all.
- I think it is truly a helpful program.

Faculty decisions based on student recommendations:

| Student Request/Recommendation | Motion | Approval |
|---|---|-----------------|
| More training on note taking | Students will be trained in Skills or Ethics class to take notes using Penelope. | 5/12 |
| No value to reading and writing a review of the text for Internship 1. | Add to the syllabus an explanation of why the reading and book review of the text is required. | 5/12 |
| Make a counseling model course one of the core courses. | That Cognitive Behavioral Counseling (fall) OR Brief Solution Focused Counseling (spring) be one of the core courses. | 5/12 |
| Have more than a two-day training for Orientation for Practicum | No action taken. Additional training will be included in the first week of Group Supervision. | n/a |
| Practicum students should be in Individual supervision as individuals, not as a dyad. | No action taken. Limits of personnel as well as value in learning from another peer were considered. | n/a |
| Post syllabi for the coming term before the summer, or before Christmas break so students can order texts early. | That syllabi for the following semester (fall/spring) be submitted to Division Administrative by the last Friday of the semester. The syllabi will be posted on the nobts.edu/counseling webpage. | 5/12 |
| That faculty offer a Town Hall style meeting for Students to ask any questions they may have about counseling programs. | That faculty offers a Town Hall style meeting a minimum of one time per semester for Students to ask any questions they may have about counseling programs. (Monday Morning? Friday morning? Alex will help survey students to see the best time). Faculty will take the lead on the event. | 5/12 |

| | | |
|--|---|-------------|
| <p>Need to shift one of the required courses to an elective in order to not add an additional 3 hours to the degree plans since the electives of Cognitive OR Brief are being made requirements.</p> | <p>Remove Addictions from a required class to an elective course</p> | <p>5/12</p> |
| <p>Add into one of the classes a component teaching a model to work with unwanted sexual addictions.</p> | <p>To add a section in COUN6341 Addictions about Sexual Addictions to teach a treatment model</p> | <p>5/12</p> |
| <p>The Student Counseling Association needs to be redone entirely. The SCA does not serve the purpose that it should have, nor does it serve students well.</p> | <p>To ask the SCA officers to bring a proposal to the faculty to adjust the purpose and service goals of SCA.</p> | <p>5/12</p> |

Counselor Competency Survey (CCS 2017 edition)

At the end of each term of clinical practice, the student's individual supervisor completes a CCS 2017. The CCS 2017 has three sections of measurement: Counseling Skill and Therapeutic Conditions (12 items—0-60); Professional Dispositions (10 items—0-50); and Professional Behaviors (10 items—0-50). These scores are monitored by the supervisor and the Clinical Director. Students set goals for each term based on their scores on the CCS. At the end of the term progress is reviewed again as new goals are set for the next term. These scores represent responses from the end of the 2020 fall term, 2021 spring term, and 2021 summer term. It is expected that 85% of students will earn an aggregate average score greater than or equal to 48 on each of the three sections of measurement. A score of 48 or higher indicates the student meets or exceeds the expectations assessed.

N = 32

| Section | Aggregate Average | Median | % Meeting or Exceeding Expectation |
|--|-------------------|--------|------------------------------------|
| Counseling Skills and Therapeutic Conditions ≥ 36 = Meets or Exceed Expectations. | 54.3 | 56 | 100% |
| Professional Dispositions ≥ 40 = Meets or Exceed Expectations. | 46.8 | 48 | 100% |
| Professional Behaviors ≥ 40 = Meets or Exceed Expectations. | 45.7 | 46 | 100% |

Assessment: Benchmark met. More than 85% of students met or exceeded expectations on each area of this rubric.

Recommendations: No recommendations.

CPCE Examination Scores

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

N = 22

| Semester | Students tested | Pass Rate | Mean | National Mean |
|-------------|-----------------|-----------|------|---------------|
| Fall 2020 | 11 | 10 | 89.5 | 83.87 |
| Spring 2021 | 11 | 11 | 88 | 84.1 |

Assessment: 96% of students passed the CPCE, exceeding the benchmark of 85% of students.

Recommendations: No Recommendations.

Faculty Meeting Actions Taken

December 9, 2020

Technology Access for Counseling Center

Motion (Nave / Garrett): In an effort to better assist students in the use of electronic record keeping, assessment, and digital tools for therapy, I make a Motion to spend up to \$4,065.50 on Chromebooks to be available for students to use in counseling sessions- second Dr. Garrett - discussion - **Approved**

March 31, 2021

White Boards for the Counseling Room

Motion (Nave/Steele): Alex Wendell-- possible funding out of Magee Donation - Motion to purchase white boards for Counseling Rooms to enhance counseling sessions. Discussion- **Approved**

April 7, 2021

Improving Technology for Live Synchronous Students

OWL Pro Demonstration

- 18' Owl max distance, can have two OWLs - from 18 to 26
- May not work in large room
- Owls need to be 8' feet apart
- Working on lapel microphone (maybe in two months - in process)
- Can adjust focus of camera
- Must be in line of sight - can be mounted
- Can do 360
- \$999.99
- Send tax exempt certificate
- bill@owlapp.com
- Discussion - Dr. Grubbs suggested order one - Dr. Steele mentioned using it with Group Supervision - buy warranty - Dr. Grubbs will speak with Dr. Lyon regarding purchase. Tax Exempt - need to check with Brett Allen. Dr. Steele is concerned about class size and number of students from allowing remote. Discussions have limited face/face and then others remote.

Motion (Steele / Fleener): Pending approval from the Provost recommend one OWL with additional OWL care warranty. Discussion - **Approved**

8 Core Areas: Key Performance Indicators 2 Areas of Specialization

MA/MDIV Signature Assignments

The NOBTS Counseling programs have four Program Objectives. Each Program Objective has Key Performance Indicators in the 8 Core Areas plus 2 in the two specializations (Clinical Mental Health and Marriage and Family) that are assessed throughout the program of study. The Key Performance Indicators are organized underneath the Program Objectives according to relevance.

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

Core Areas:

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

Specialty Areas

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

Below the **Master Counseling Program Key Performance Indicators (2019-2020) chart** are the Counseling Program Objectives and the KPIs in position under the Program Objective to which they relate.

Master Counseling Program Key Performance Indicators (2019-2020)

| | | |
|---|---|---|
| Core Area: 1. Professional Counseling Orientation & Ethical Practice | | |
| Key performance indicator of student learning (from CACREP 2016 Standards, Section 2) CACREP 2.F.1.k: Strategies for personal and professional self-evaluation and implications for practice (KPI 2.1) | | |
| KPI 2.1: Students will develop strategies for personal and professional self-evaluation and implications for practice. | | |
| <i>2 Assessment Methods</i> | <i>Two points in time</i> | <i>Benchmark</i> |
| Counselor Competency Scale (CCS); 2:C Self-awareness & Self-understanding; 5 = Exceeds Expectations; 4 = Meets Expectations | Beginning of Practicum Exit from Internship 2 (COUN6391) | 85% of students will achieve a score ≥ 4 by the end of Internship 2. |
| CCS, 2:D Emotional Stability & Self-Control; 5=Exceeds Expectations; 4=Meets Expectations | Beginning of Practicum Exit from Internship 2 (COUN6391) | 85% of students will achieve a score ≥ 48 by the end of Internship 2. |
| Core Area: 2. Social and Cultural Diversity | | |
| Key performance indicator of student learning (from CACREP 2016 Standards, Section 2) CACREP 2.F.2.c: Multicultural counseling competencies (KPI 3.1) | | |
| KPI 3.1: Students will increase in their multicultural counseling awareness, competencies and demonstrate respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability social class, etc.), awareness of and responsiveness to ways in which culture interacts with the counseling relationships. | | |
| <i>2 Assessment Methods</i> | <i>Two points in time</i> | <i>Benchmark</i> |
| Multicultural Awareness, Knowledge, and Skills Survey (MAKSS). 3=Meets Expectations; 4=Exceeds Expectations. | At beginning of COUN5331 At end of COUN5331 | 85% of students will achieve an average score of ≥ 3 by the end of COUN5331. |
| CCS Part 2.F Multicultural Competence in Counseling Relationship. Measured by Supervisor; 5=Exceeds Expectations; 4= Meets Expectations | At beginning of Practicum (COUN6380) At end of Internship 2 (COUN6391) | 85% of students will achieve ≥ 4 on this measure by the end of the Internship 2. |
| CACREP 2.F.2.g. the impact of spiritual beliefs on clients' and counselors' worldviews | | |
| 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. | | |
| <i>2 Assessment Methods</i> | <i>Two points in time</i> | <i>Benchmark</i> |
| Integration Paper Rubric. ≥ 4 meets or exceeds expectations. Graded by Professors. | Assignment in COUN5331 Assignment in COUN6330 | 85% of students will achieve an average score of ≥ 4 on the rubric for the final paper. |
| NOBTS Entrance/Exit Exam. Psychology, Theology, and Spirituality section: 14 questions. ≥ 10 Meets or Exceeds Expectations | At beginning Counseling Program Entrance Exam At end of the Counseling Program Exit Exam | 85% of students will achieve ≥ 10 on the Psychology, Theology and Spirituality section of the NOBTS Exit Exam. |

| | | |
|--|---|---|
| Core Area: 3. Human Growth and Development | | |
| Key performance indicator of student learning (from CACREP 2016 Standards, Section 2) CACREP 2.F.3.a The theories of individual and family development across the lifespan | | |
| KPI 1.2: Students will develop competence in self-efficacy and in their mastery of the core knowledge of human development | | |
| <i>2 Assessment Methods</i> | <i>Two points in time</i> | <i>Benchmark</i> |
| Human Development Self-Efficacy Instrument; Pre/Posttest. Meets/Exceeds Expectations 36-72 points. | At the beginning of COUN5321 At the end of COUN5321 | 80% of students will score ≥ 36 points by the end of COUN5321. |
| Pre-test and Post-test of Human Development Core Knowledge; 25 questions. Meets/Exceeds Expectations 20-25 correct answers. | At the beginning of COUN5321 At the end of COUN5321 | 80% of students will score ≥ 20 questions correctly answered on the Post-test of Human Development Core Knowledge. |
| Core Area: 4. Career Development | | |
| Key performance indicator of student learning (from CACREP 2016 Standards, Section 2) CACREP 2.F.4.a Theories and models of career development, counseling, and decision making | | |
| KPI 1.3: 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. | | |
| <i>2 Assessment Methods</i> | <i>Two points in time</i> | <i>Benchmark</i> |
| Career Counseling Self-Efficacy Scale: 25 questions, 100 points. 80-100 Meets or Exceeds Expectations. | At the beginning of COUN5340 At the end of COUN5340 | 80% of students will score ≥ 80 on questions by the end of COUN5340. |
| Pre-test and Post-test of Career Counseling Core Knowledge: 25 questions. 80-100 Meets or Exceeds Expectations. | At the beginning of COUN5340 At the end of COUN5340 | 80% of students will score ≥ 80 correct answers on the Post-test of Career Counseling Core Knowledge. |
| Core Area: 5. Counseling and Helping Relationships | | |
| Key performance indicator of student learning (from CACREP 2016 Standards, Section 2) CACREP 2.F.5.f Counselor characteristics and behaviors that influence the counseling process | | |
| KPI: 2.2 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. | | |
| <i>2 Assessment Methods</i> | <i>Two points in time</i> | <i>Benchmark</i> |
| Professor Evaluation of Skills Video Rubric COUN6302. Points possible. Points meet or exceeds expectations. | Mid Term of COUN6302 End of Course Final COUN6302 | Students will achieve a score \geq by the final exam for COUN6302. |
| CCS Part 1: Counseling Skills and Therapeutic Conditions; 60 points possible. Measured by Supervisor. 48-60 points meet or exceeds expectations. | Beginning of Practicum (COUN6302) End of Internship 2 (COUN6391) | 85% of students will achieve a total score ≥ 48 by the end of Internship 2 (COUN6391) |

| CACREP 2.F.5.g Essential interviewing, counseling, and case conceptualization skills. | | |
|--|--|---|
| KPI 1.1 Students will demonstrate evidence of the ability to develop relevant counseling case conceptualizations and treatment plans. | | |
| <i>2 Assessment Methods</i> | <i>Two points in time</i> | <i>Benchmark</i> |
| CCS 3.F. Case Conceptualization. Measured by Individual Supervisor. ≥ 4 meets or exceeds expectations. | At end of Practicum COUN6380 At end of Internship 2 COUN6391 | 85% of students will achieve a score ≥ 4 by the end of Internship 2. |
| Case Conceptualization & Treatment Plan Rubric Score. 100 points possible. Measured by Individual Supervisor. $\geq 85\%$ meets or exceeds expectations. | Beginning of Practicum (COUN6302) End of Internship 2 (COUN6391) | 85% of students will achieve a total score ≥ 85 by the end of Internship 2 (COUN6391) |
| Core Area 6: Group Counseling and Group Work | | |
| Key performance indicator of student learning (from CACREP 2016 Standards, Section 2) CACREP 2.F.6.d. Characteristics and functions of effective group leaders. | | |
| KPI 1.4: Students will develop the characteristics and functions of effective group leaders, and increase their core knowledge about group counseling. | | |
| <i>2 Assessment Methods</i> | <i>Two points in time</i> | <i>Benchmark</i> |
| Self-Assessment of Group Leadership Skills. 18 Questions, Likert scale of 1-3. ≥ 2 meets or exceeds expectations. | At beginning of Group Counseling COUN5330 At end of Group Counseling COUN5330 | 80% of students will achieve a score ≥ 2 by the end of Internship 2. |
| Group Leadership Knowledge Test. 20 questions, 100 points possible. ≥ 85 meets or exceeds expectations. | At beginning of Group Counseling COUN5330 At end of Group Counseling COUN5330 | 80% of students will achieve a score ≥ 85 on the Posttest. |
| Core Area 7: Assessment and Testing | | |
| Key performance indicator of student learning (from CACREP 2016 Standards, Section 2) CACREP 2.F.7.c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. | | |
| KPI 1.5: Students will demonstrate clear and effective use of two forms of assessment for self-harm and suicide. | | |
| <i>2 Assessment Methods</i> | <i>Two points in time</i> | <i>Benchmark</i> |
| Lethality Assessment Scenario (Assessing with SLAP or DIRT). 9 possible points. ≥ 7 meets or exceeds expectations. | Entry into Program during Program Interview At least one time or more during Annual Review each Spring. | 80% of students will achieve a score ≥ 7 by their Annual Review. |
| Lethality Assessment Rubric: 22 possible points. ≥ 15 meets or exceeds expectations. | Mid-Term Exam during Appraisal of Individuals (COUN6378) Final Exam during Appraisal of Individuals (COUN6378) | 80% of students will achieve a score ≥ 15 on the final exam. |
| Core Area 8: Research and Program Evaluation | | |
| Key performance indicator of student learning (from CACREP 2016 Standards, Section 2) CACREP 2.F.8.e. Evaluation of counseling interventions and programs. | | |
| KPI 1.6: Students will increase in knowledge and practice of evaluating counseling interventions and programs. | | |
| <i>2 Assessment Methods</i> | <i>Two points in time</i> | <i>Benchmark</i> |
| Student Program Evaluation Pretest and Posttest in Research Design. 20 questions, 100 points. $\geq 80\%$ score of 80% meets or exceeds expectations. | At beginning of course Scientific Research and Program Evaluation (COUN6374) Knowledge Pretest At end of course Scientific Research and Program Evaluation (COUN6374) Knowledge Posttest. | 80% of students will achieve a score $\geq 80\%$ on the posttest. |
| Student Program Evaluation Skills Assignment in 6374. 4 areas are measured, using a likert scale of 0-10. Using the SRS, the student's focus for | At beginning of Research (COUN6374), base score on SRS element for focus. | 90% of students will show an increase in measured SRS skill by end of Project Evaluation research |
| improvement will increase across 6 sessions with the client. | At end of Research (COUN6374), Final score on SRS element for focus. | |

| Specialty Area: Clinical Mental Health Counseling | | |
|---|--|---|
| Key performance indicator of student learning (from CACREP 2016 Standards, Section 5) CACREP 5.C.2.k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. | | |
| KPI 2.4: 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 the counseling field. | | |
| <i>2 Assessment Methods</i> | <i>Two points in time</i> | <i>Benchmark</i> |
| Pretest/Posttest in COUN6303 (Ethics & Professional Issues in Counseling) on professional organizations, requirements to join and benefits. 100 points. . A score of ≥ 90 meets or exceeds expectations. | COUN6303 Beginning of semester -Pretest COUN6303 Mid-term Posttest | 85% of students will achieve ≥ 90 on the posttest on Professional Organizations, Requirements to join, and Benefits of Professional Organizations. |
| Survey of Membership in Professional Organization (COUN6360 Clinical Mental Health Counseling) | Beginning of semester End of semester | $\geq 90\%$ of students will join a Professional Counseling Organization by the end of the semester. |
| Specialty Area: Marriage, Couple, and Family Counseling | | |
| Key performance indicator of student learning (from CACREP 2016 Standards, Section 5) CACREP 5.F.3.c. Techniques and interventions of marriage, couple, and family counseling. | | |
| KPI 1.8: Students will increase their knowledge of techniques and interventions of marriage, couple and family counseling. | | |
| <i>2 Assessment Methods</i> | <i>Two points in time</i> | <i>Benchmark</i> |
| Self-evaluation of knowledge of ten techniques and interventions for various marital issues. | Beginning of course: Contemporary Approaches to Marital and Premarital Counseling COUN6357 End of course: Contemporary Approaches to Marital and Premarital Counseling COUN6357 | $\geq 85\%$ of students will increase in knowledge of techniques and interventions for various marital issues. |
| Score on NOBTS Entrance/Exit Exam in Marital Area. 14 Questions. | Entrance into Counseling Program Exit from Counseling Program | 85% of students will increase their score in the Marital segment of the NOBTS Entrance/Exit Exam. |

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

KPI 1.1. Students will demonstrate evidence of the ability to develop relevant counseling case conceptualizations and treatment plans. (Knowledge and Skills)

KPI 1.2: Students will develop competence in self-efficacy and in their mastery of the core knowledge of human development (Knowledge)

KPI 1.3: 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 (Knowledge and Skills)

KPI 1.4: Students will develop the characteristics and functions of effective group leaders, and increase their core knowledge about group counseling. (Knowledge)

KPI 1.5: 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. (Knowledge and Skills)

KPI 1.6: Students will increase knowledge and skills regarding program evaluation and evaluation of counseling skills. (Knowledge and Skills)

KPI 1.7: Students will improve in knowledge and skill regarding diagnosis and treatment planning regarding mental health treatment. (Knowledge and Skills)

KPI 1.8: Students will increase their knowledge of techniques and interventions of marriage, couple and family counseling. (Knowledge)

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

KPI 2.1: Students will develop strategies for personal and professional self-evaluation and implications for practice. (Knowledge and Skills)

KPI: 2.2 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. (Knowledge and Skills)

KPI 2.3: Students will develop the capacity and professional disposition to adhere to the ethical guidelines of the ACA, ASCA IAMFC, APA, & NBCC, including practices within competencies. (Knowledge)

KPI 2.4: 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. (Knowledge)

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

KPI 3.1: Students will increase in their multicultural counseling competencies 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. (Knowledge and Skills)

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. . (Knowledge and Skills)

Evaluations of KPIs in Core Areas

Core 1: Professional Counseling Orientation and Ethical Practice

| Program Goal | KPI: Description; Students will... | Measures | Aggregate Score 2020-2021 |
|--------------|--|---|--------------------------------------|
| 2 | 2.1 develop strategies for personal and professional self-evaluation and implications for practice. Meets or Exceeds: ≥ 4 | 1.CCS 2017 2:J: Professional Self-evaluation and Congruence (End of COUN6380, 6390, 6391) | Fall 4.8 Spring 4.7 Summer 4.8 |
| 1 | 1.1 Students will demonstrate evidence of the ability to develop relevant counseling case conceptualizations and treatment plans. Meets or Exceeds: ≥ 4 | 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. (End of COUN6380, 6390, 6391) | Fall 4.6 Spring 4.6 Summer 4.9 |

Assessment: Students met expectations in this area.

Recommendations: None at this time.

Core 2: Social and Cultural Diversity

| Program Goal | KPI: Description; Students will... | Measures | Aggregate Score 2020-2021 |
|--------------|---|---|---------------------------|
| 3 | 3.1 increase in their multicultural counseling competencies and demonstrate respect for culture, awareness of and responsiveness to ways in which culture interacts with counseling relationships. 3-4 Meets or Exceeds | 1: MAKSS-Multicultural (Pre/Posttest in COUN5331) | Total: 3.08 |

| | | | |
|---|---|---|--------------------------------------|
| | 4 =Meets Expectations 5 = Exceeds Expectations | 2 CCS 2.F Multicultural Competence in Counseling Relationship (End of COUN6380, 6390, 6391) | Fall 4.4 Spring 4.5 Summer 4.3 |
| 4 | 4.1 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. | 1. Integration Paper Rubric (4 – 5 Meets or exceeds expectations) (COUN5310/COUN6330) | 5.00 |
| | 14 Questions Meets or Exceeds ≥ 10 | 2 NOBTS Exit Exam: Psy, Theology, Spirituality (Entrance/Exit) | 100% |

Assessment: MAKSS: Students met expectations in this area.

Recommendations: Students met expectations in this area.

2. NOBTS Entrance/Exit Exam: Students met expectations in this area.

Core 3: Human Growth and Development

| Program Goal | KPI: Description; Students will... | Measure | Aggregate Score Avg 2020-2021 |
|--------------|---|--|-------------------------------|
| 1 | 1.2 Competence in self-efficacy and in mastery of core knowledge of human development | 1 Human Dev Self-Efficacy Instrument (Pre/Posttest) Meets/Exceeds 36-72 | Summer = 56 |
| | | 2 Pre/Posttest Human Dev Core Knowledge Meets/Exceeds 20-25 | Summer = 21 |

Assessment: Students achieved the benchmark.

Recommendation: No recommendation at this time.

Core 4: Career Development

| Program Goal | KPI: Description; Students will... | Measure | Aggregate Score Avg 2020-2021 |
|--------------|---|--|-------------------------------|
| 1 | 1.3 development competency in their self-efficacy in career counseling and in mastery of core knowledge about career development counseling, and decision making. | 1 Career Counseling Self- Efficacy Scale (Pre/Posttest) 100 points 80-100 Meets or Exceeds | 81% |
| | | 2 Career Counseling Core Knowledge (Pre/Posttest) 80-100 Meets or exceeds | 88% |

Assessment: Students met the benchmark

Recommendations: No Recommendations

Core 5: Counseling and Helping Relationships

| Program Goal | KPI: Description; Students will... | Measure | Aggregate Score Avg 2020-2021 |
|--------------|--|--|-------------------------------|
| 1 | 1.1 demonstrate evidence of ability to develop relevant counseling case conceptualization and treatment plans. | 1. Case Conceptualization & Treatment Plan Rubric Scores (End of COUN6380, 6390, 6391) | 98% |
| | | 2. CCS: 3.F Case Conceptualization (End of COUN6380, 6390, 6391) | 4.3 |
| 2 | 2.2 will demonstrate improvement in their professional skills such as listening and probes. | 1: Skills Video Rubric (Midterm/Final). \geq 45/50 possible or 90% | 93% |
| | | 2 CCS Part 1 Counseling Skills & Therapeutic Conditions (End of COUN6380, 6390, 6391) | 49 |

Assessment: Students achieved the benchmark.

Recommendation: No recommendation at this time.

Core 6: Group Counseling and Group Work

| Program Goal | KPI: Description; Students will... | Measure | Aggregate Score Avg 2020-2021 |
|--------------|---|---|-------------------------------|
| 1 | 1.4 Develop characteristics and functions of effective group leaders, and increase core knowledge about group counseling. | 1 Self-Assessment of Group Leadership Skills (Pre/Posttest) | 77% |
| | | 2 Group Leadership Knowledge Test (Pre/Posttest) | 90% |

Assessment: The Group Leadership Knowledge Test revealed that the aggregate score was 90%, meeting or exceeding the 85% expectation, while the aggregate student score for the Group Leadership Skills was a 77%, falling below the benchmark of 80%. This indicates a few students fell short of developing the personal skills necessary for leading a group.

Recommendation: Professor will be intentional about talking with students about their personal leadership skills throughout the semester in an effort to help them make progress across the term.

Core 7: Assessment and Testing

| Program Goal | KPI: Description; Students will... | Measure | Students Meeting or Exceeding the Benchmark |
|--------------|--|--|---|
| 1 | 1.5 Increase in skill in assessing risk of aggression or danger to others, self-inflicted harm, or suicide and demonstrate clear/effective use of two forms of assessment for self-harm and suicide. | 1 Lethality Assessment Scenario— (Prog Interview/Student Annual Review). ≥ 2 meets or exceeds expectations. | N/A |
| | | 2 Appraisal of Individuals Lethality Assessment Rubric (Midterm/Final) ≥ 15 meets or exceeds expectations. | Midterm S2021= 82% Final S2021= 100% |

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

Recommendation: Record results of Lethality Assessments in Tevera from the students Annual Review.

Core 8: Research and Program Evaluation

| Prog Goal | KPI: Description; Students will... | Measure | Aggregate Score Avg 2020-2021 |
|-----------|--|---|---|
| 1 | 1.6 Increase in knowledge & skills regarding program evaluation and evaluation of counseling skills. | 1 Self Evaluation of Knowledge in Research Design & Program Evaluation (Pre/Post) \geq 80% meets or exceeds expectations. | F2020 Pre = 46 F2020 Post = 61 |
| | | 2 Student Program Evaluation Skills (Pre/Post) Likert scale 1-10. \geq 8 meets or exceeds expectations. | 100% met or exceeded expectations |

Assessment: Expectations were met on the Self-Evaluation of Knowledge in Research Design and Program Evaluation Posttest (\geq 80% on the posttest.), Students met the expectations for increase of skills evaluated for the Program Evaluation Assignment.

Recommendations: No recommendations at this time.

Specialty Areas

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

| Program Goal | KPI: Description; Students will... | Measure | Aggregate Score Avg 2020-2021 |
|--------------|--|--|---|
| 1 | 1.7 improve in knowledge & skill regarding diagnosis and treatment planning regarding mental health treatment. | 1 Diagnosis Score on Case Conceptualization (10 pts total) Practicum and Internship 2. ≥ 8 meets or exceeds expectations. | Practicum = 7.7 Internship2= 10 |
| | | 2. CCS: 3.H Psychosocial and Treatment Planning (End of COUN6380, 6390, 6391) ≥ 4 meets or exceeds expectations. | Practicum 3.6 Internship 2 41. |
| 2 | 2.4 increase their knowledge in the important of membership in professional organizations...and join at least one professional organization in counseling field. | 1 Knowledge of Professional Organization Pre/Posttest. ≥ 8.5 meets or exceeds expectations. | F2020 Midterm=91 Final=91.75 Sp2021 Midterm=91 Final= NA |
| | | 2 Survey of Membership in Professional Organizations (Pre/Post) $\geq 80\%$ meets or exceeds expectations. | F2020 Pre = 0% Post = 100% |

Assessment: The aggregate scores indicate Students met or exceeded expectations.

Recommendation: None at this time.

**Marriage, Couple, and Family Counseling
(Measure of only the specialty area)**

| Program Goal | KPI: Description; Students will... | Measure | Aggregate Score Avg 2019-2020 |
|---------------------|---|--|--|
| 1 | 1.8 increase their knowledge of techniques & interventions of marriage, couple, and family counseling | 1 Self-evaluation of knowledge of Techniques and Interventions for Marital Issues (Pre/Posttest) ≥ 3 meets or exceeds expectations. | Pretest = 1.9 Posttest = 3.8 |
| | | 2 NOBTS Entrance/Exit Exam in Marital Section 14 pts. ≥ 10 meets or exceeds expectations. | Fall Entrance=5.5 Fall Exit=8.7 Sp. Entrance=5.2 Sp. Exit =9.5 |

Assessment: The aggregate scores indicate Students met or exceeded expectations.

Recommendation: None 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.

The Professional Dispositions are evaluated by the Individual 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. An additional student self-evaluation for each professional disposition and been added and will be completed during the Student Annual Review.

| Program Goal | KPI: Description; Students will... | Measure | Meets or Exceeds | Does Not Meet | % \geq Meets/Average |
|--------------|--|--|------------------|---------------|------------------------|
| 1 | 1.9 demonstrate engagement in learning and the development of therapeutic competencies. | 1 CCS 2: E Motivated to Learn and Grow | 70 | 0 | 100% 4.5 |
| 2 | 2.3 Students will develop the capacity and professional disposition to adhere to the ethical guidelines of the ACA, ASCA, IAMFC, APA & NBCC, including practices within competencies | 1 CCS 2: A Adheres to Ethical Guides | 68 | 1 | 99% 4.3 |
| 2 | 2.5 demonstrate self-awareness and emotional stability and self-control in relationships with clients. | 1. CCS 2:D Emotional Stability/Self-Control | 69 | 1 | 99% 4.5 |
| 2 | 2.6 demonstrate the ability to respond non-defensively to feedback, and alters behavior in accordance with supervisory and/or instructor feedback. | 1. CCS: 2: G Openness to Feedback | 71 | 0 | 100% 4.7 |
| 4 | 4.2 demonstrate awareness and appreciation of belief systems of their clients and the influence of beliefs on the counseling process. | 1. CCS 2.C Self-Awareness and Self-Understanding (beliefs, values, etc.) | 70 | 0 | 100% 4.4 |

Assessment: The aggregate scores indicate Students met or exceeded expectations.

Recommendation: None 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 2019-2020, with 7 supervisors working with students, the average scores on their evaluations was 3.8, Effective.

| Student Evaluation of Site Supervisor: | Fall | Spring | Summer |
|---|------|--------|--------|
| The supervisor: | | | |
| Demonstrated respect while supporting therapist identity, providing encouragement & challenges. | 3.9 | 3.8 | 3.4 |
| Available and on time | 3.9 | 3.9 | 3.9 |
| Operated with high ethical/professional standards; provided ethical guidance | 3.9 | 3.9 | 3.9 |
| Provided equipping in conceptualization | 3.9 | 3.8 | 3.9 |
| Assisted with treatment plans and therapeutically relevant goals for client | 3.7 | 3.7 | 3.6 |
| Helped me ethically integrate spirituality into my counseling | 3.6 | 3.5 | 3.7 |
| Helped me develop skills that encouraged building community/support network for clients | 3.4 | 2.9 | 3.7 |
| Assisted counselor to be able to conduct effective counseling | 3.9 | 3.8 | 3.8 |

Assessment: The Counseling Program had 6 supervisors working with students, with all averages on their evaluations ≥ 3 , Effective, with the exception of Spring in helping counselor interns develop skills that encouraged building community/support networks for clients.

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 Group Supervisor: | Fall | Spring | Summer |
|---|------|--------|--------|
| | N=27 | N=29 | N=17 |
| The Group Supervision group and supervisor: | | | |
| Provided useful feedback about my skills and interventions | 4.8 | 4.6 | 4.5 |
| Provided helpful suggestions/information related to treatment interventions | 4.9 | 4.7 | 4.6 |
| Facilitates constructive exploration of ideas/techniques for working with clients | 4.7 | 4.7 | 4.7 |
| Provides helpful information regarding case conceptualization and diagnosis | 4.75 | 4.7 | 4.8 |
| Helps me comprehend and formulate clients' central issues | 4.7 | 4.6 | 4.5 |
| Created a safe environment for group supervision | 4.8 | 4.8 | 4.7 |
| Encourages trainee self-exploration appropriately | 4.6 | 4.7 | 4.8 |
| Enables me to express opinions, questions, concerns about my counseling | 4.8 | 4.7 | 4.7 |
| Is attentive to group dynamics | 4.6 | 4.5 | 4.5 |
| Effectively sets limits, and establishes norms and boundaries for the group | 4.6 | 4.4 | 4.6 |
| Provides helpful leadership for the group | 4.8 | 4.6 | 4.7 |
| Encourages supervisees to provide each other feedback | 4.8 | 4.9 | 4.8 |
| Redirects the discussion when appropriate | 4.8 | 4.6 | 4.7 |
| Manages time well between all group members | 4.5 | 4.5 | 4.5 |
| Provides enough structure in the group supervision. | 4.7 | 4.7 | 4.7 |
| Encouraged the group to apply a distinctly Christian worldview in understanding, interpreting, and integrating Christianity into counseling theories. | 4.6 | 4.3 | 4.3 |
| Encourages sensitivity to a client's spiritual welfare | 4.6 | 4.5 | 4.5 |
| Is able to help the group to identify where God is working in the group | 4.3 | 4.1 | 4.2 |

Assessment: The Counseling Program had 4-5 supervision groups, with no more than 12 attendees each week in 2019-2020. All areas achieved a score of ≥ 4 , Meeting or Exceeding Expectations.

Recommendation: No recommendations at this time.

Student Course Evaluations

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

Below are the results of the Course Evaluation submitted during the 2020-2021 Academic year for Counseling Program courses. Course Evaluations were in the 90% positive or greater range for the 2020-2021 Academic year. A chart identifying the questions on the evaluation is first. The following charts are the results by course and question number. The scores are a Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Meets or Exceeds expectations ≥ 3 .

| |
|--|
| Course content |
| 1. The content of this course was consistent with the mission statement of NOBTS. |
| 2. The content of this course expanded my knowledge and skills in this area of study |
| 3. In this course, opportunities for interaction were provided. |
| 4. The course syllabus communicated clearly the course content expectations and outcomes. |
| 5. The primary textbook(s) used in this course was consistent with the outcomes of the course. |
| 6. I can take things I learned in this course and apply them to my ministry situation. |
| 7. The assignments in this course were appropriate and helped me learn the subject matter. |
| 8. The course was consistent with the catalog and course syllabus description. |
| 9. I consider this course to be an important part of my seminary training. |
| 10. The course addressed one or more of the Seminary's Core Values |

| |
|--|
| |
| Course Instructor |
| 11. The instructor modeled genuine Christian character. |
| 12. The instructor taught consistent with the <i>Baptist Faith & Message 2000 and Articles of Religious Belief</i> |
| 13. The Instructor modeled the Seminary's Core Values |
| 14. The Instructor was accessible to the students. |
| 15. The Instructor used instructional methods and/or delivery systems that facilitated learning. |
| 16. The Instructor communicated clearly the requirements of the course and the methods of evaluation to be employed |
| 17. The Instructor was well organized in the use of classroom time. |
| 18. The Instructor was fair and impartial in his/her treatment of students. |
| 19. The Instructor related the course content to the Student Learning Outcomes |
| 20. The Instructor returned graded assignments in a timely manner. |
| 21. Did you receive meaningful feedback on your writing assignments? |

Fall 2020

| Course Number | Section | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 | Q16 | Q17 | Q18 | Q19 | Q20 | Q21 |
|--------------------|---------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| COUN5202 | 20 | 5.0 | 5.0 | 5.0 | 5.0 | 4.5 | 5.0 | 5.0 | 5.0 | 4.5 | 4.5 | 5.0 | 5.0 | 5.0 | 4.5 | 5.0 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 |
| COUN5202 | 89 | 4.8 | 4.8 | 4.8 | 5.0 | 4.8 | 4.8 | 4.8 | 4.8 | 4.8 | 4.8 | 4.8 | 4.8 | 4.8 | 4.8 | 4.8 | 5.0 | 4.8 | 4.8 | 4.8 | 4.8 | 4.8 |
| New Orleans | | | | | | | | | | | | | | | | | | | | | | |
| COUN5000 | 1 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 |
| COUN5000 | 2 | 4.3 | 4.0 | 4.3 | 4.7 | 3.3 | 4.3 | 4.3 | 4.3 | 3.7 | 4.3 | 4.3 | 4.0 | 4.3 | 4.3 | 4.3 | 4.3 | 4.7 | 4.7 | 4.0 | 4.0 | 3.7 |
| COUN5000 | 3 | 4.5 | 4.0 | 5.0 | 4.0 | 3.5 | 4.0 | 4.0 | 4.5 | 3.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.0 | 4.5 | 4.5 | 4.0 | 4.0 | 4.0 |
| COUN5000 | 4 | 5.0 | 4.4 | 5.0 | 5.0 | 3.9 | 4.6 | 4.6 | 4.9 | 4.9 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 4.1 | 4.1 |
| COUN5202 | 1 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 |
| COUN5303 | 1, 6 | 4.7 | 5.0 | 5.0 | 4.7 | 5.0 | 5.0 | 5.0 | 4.3 | 5.0 | 4.7 | 4.7 | 4.7 | 5.0 | 4.7 | 4.7 | 4.7 | 4.0 | 4.7 | 4.3 | 3.7 | 3.7 |
| COUN5320 | 1 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 |
| COUN5322 | 1, 6 | 4.9 | 4.8 | 4.8 | 4.6 | 4.8 | 4.7 | 4.7 | 4.7 | 4.8 | 4.6 | 4.9 | 4.8 | 4.9 | 3.7 | 4.5 | 4.1 | 4.0 | 4.7 | 4.7 | 3.2 | 3.2 |
| COUN5330 | 1, 6 | 4.9 | 4.8 | 5.0 | 4.8 | 4.6 | 5.0 | 4.8 | 4.9 | 4.9 | 4.9 | 5.0 | 5.0 | 5.0 | 4.4 | 4.8 | 4.8 | 4.9 | 4.9 | 4.7 | 4.7 | 4.1 |
| COUN6301 | 1 | 4.9 | 4.9 | 4.8 | 4.8 | 4.8 | 4.7 | 4.8 | 4.8 | 4.8 | 4.9 | 5.0 | 4.8 | 5.0 | 4.8 | 4.8 | 4.8 | 4.7 | 4.9 | 4.6 | 4.8 | 4.2 |
| COUN6302 | 1 | 4.9 | 5.0 | 5.0 | 4.4 | 4.7 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 4.9 | 4.9 | 3.9 | 4.6 | 5.0 | 4.7 | 3.7 | 3.7 |
| COUN6302 | 2 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 4.3 |
| COUN6303 | 1 | 4.9 | 5.0 | 4.8 | 4.8 | 4.8 | 4.9 | 4.9 | 4.8 | 5.0 | 4.8 | 4.9 | 4.8 | 4.9 | 4.7 | 4.8 | 4.3 | 4.5 | 4.9 | 4.7 | 4.1 | 4.4 |
| COUN6304 | 1 | 4.7 | 4.3 | 4.8 | 4.3 | 3.9 | 4.4 | 4.1 | 4.1 | 4.6 | 4.4 | 4.8 | 4.7 | 4.8 | 4.6 | 4.3 | 4.2 | 4.1 | 4.7 | 4.6 | 4.1 | 4.1 |
| COUN6330 | 1 | 5.0 | 4.8 | 4.8 | 4.7 | 5.0 | 4.7 | 4.8 | 5.0 | 4.8 | 5.0 | 5.0 | 5.0 | 5.0 | 4.3 | 4.8 | 4.5 | 4.7 | 4.8 | 5.0 | 4.5 | 3.8 |
| COUN6351 | 1 | 4.8 | 4.8 | 4.9 | 4.3 | 4.8 | 4.8 | 4.8 | 4.8 | 4.8 | 4.8 | 4.9 | 4.8 | 5.0 | 4.9 | 4.9 | 4.5 | 4.8 | 4.9 | 4.8 | 4.8 | 4.8 |
| COUN6351 | 2 | 4.6 | 4.6 | 4.2 | 3.8 | 4.4 | 4.2 | 4.0 | 4.2 | 4.6 | 4.0 | 4.4 | 4.0 | 4.4 | 4.0 | 3.6 | 3.8 | 4.6 | 4.4 | 4.2 | 4.4 | 3.6 |
| COUN6354 | 1 | 4.3 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 4.7 | 5.0 | 4.7 | 5.0 | 4.7 | 5.0 | 4.7 | 4.7 | 4.3 | 4.3 | 4.7 | 4.3 | 4.0 | 4.7 |
| COUN6357 | 1 | 4.8 | 5.0 | 4.9 | 4.7 | 5.0 | 5.0 | 4.9 | 4.8 | 4.9 | 4.9 | 5.0 | 4.9 | 5.0 | 5.0 | 4.9 | 4.8 | 4.9 | 4.9 | 4.8 | 4.3 | 4.4 |
| COUN6360 | 1 | 5.0 | 4.7 | 4.8 | 4.5 | 4.8 | 4.7 | 4.7 | 4.8 | 4.5 | 4.8 | 5.0 | 5.0 | 5.0 | 4.7 | 4.7 | 4.3 | 4.0 | 4.3 | 5.0 | 4.3 | 4.7 |
| COUN6374 | 1, 6 | 4.5 | 4.8 | 4.8 | 5.0 | 5.0 | 4.7 | 4.7 | 4.8 | 4.5 | 4.3 | 4.8 | 4.8 | 4.8 | 4.8 | 4.7 | 4.5 | 5.0 | 5.0 | 5.0 | 4.5 | 4.5 |
| COUN6380 | 1 | 4.8 | 4.6 | 4.4 | 4.2 | 3.2 | 4.8 | 4.2 | 4.6 | 4.8 | 4.8 | 4.8 | 4.8 | 4.8 | 3.6 | 4.0 | 4.0 | 4.0 | 4.4 | 4.6 | 3.4 | 4.2 |
| COUN6390 | 1 | 4.5 | 5.0 | 5.0 | 4.5 | 3.5 | 5.0 | 5.0 | 4.5 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 4.5 | 4.5 | 4.5 |
| COUN6391 | 1 | 4.8 | 4.9 | 5.0 | 4.8 | 4.1 | 5.0 | 4.8 | 4.8 | 4.9 | 4.4 | 4.8 | 4.6 | 4.8 | 4.7 | 4.3 | 4.4 | 4.2 | 4.6 | 4.3 | 4.3 | 4.2 |
| Online | | | | | | | | | | | | | | | | | | | | | | |
| COUN5202 | 1 | 4.9 | 4.8 | 4.8 | 4.9 | 4.8 | 4.8 | 4.9 | 4.9 | 4.8 | 4.9 | 4.8 | 4.7 | 4.8 | 4.8 | 4.8 | 4.8 | 4.6 | 4.8 | 4.8 | 4.6 | 4.5 |

Spring 2021

| Course Number | Section | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 | Q16 | Q17 | Q18 | Q19 | Q20 | Q21 |
|--------------------|---------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Hybrid | | | | | | | | | | | | | | | | | | | | | | |
| COUN6330 | 1 | 4.3 | 3.8 | 3.5 | 3.0 | 4.5 | 4.0 | 3.5 | 4.0 | 3.3 | 4.0 | 4.5 | 4.0 | 4.5 | 2.8 | 3.5 | 3.3 | 3.3 | 4.5 | 4.5 | 3.5 | 3.3 |
| COUN6348 | 1 | 5.0 | 5.0 | 5.0 | 4.0 | 4.0 | 5.0 | 5.0 | 4.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 4.0 | 5.0 | 5.0 | 5.0 | 3.0 | 3.0 |
| New Orleans | | | | | | | | | | | | | | | | | | | | | | |
| COUN5000 | 1 | 5.0 | 5.0 | 5.0 | 4.5 | 4.5 | 5.0 | 5.0 | 4.8 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 4.5 | 4.5 |
| COUN5000 | 2 | 5.0 | 4.8 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 4.8 | 5.0 | 5.0 | 4.6 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 |
| COUN5202 | 1 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 4.7 | 4.7 | 5.0 | 5.0 | 5.0 | 5.0 | 4.7 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 |
| COUN5310 | 1, 6 | 4.3 | 3.6 | 4.7 | 3.6 | 3.5 | 3.8 | 3.4 | 3.8 | 3.8 | 4.2 | 4.8 | 4.5 | 4.6 | 3.8 | 3.6 | 3.6 | 3.4 | 4.5 | 3.7 | 3.4 | 3.4 |
| COUN5311 | 1 | 4.7 | 4.1 | 4.7 | 4.3 | 4.3 | 4.6 | 4.1 | 4.3 | 4.1 | 4.7 | 4.7 | 4.5 | 4.6 | 4.5 | 4.2 | 4.5 | 4.2 | 4.7 | 4.1 | 3.8 | 3.5 |
| COUN5331 | 1, 6 | 4.9 | 4.8 | 4.8 | 4.2 | 4.6 | 4.8 | 4.3 | 4.8 | 4.6 | 4.6 | 4.9 | 4.9 | 4.8 | 4.2 | 4.4 | 4.2 | 4.4 | 4.8 | 4.6 | 4.2 | 4.4 |
| COUN5340 | 1 | 4.0 | 3.5 | 4.5 | 4.5 | 4.0 | 3.5 | 4.0 | 4.0 | 3.0 | 3.5 | 5.0 | 4.0 | 4.5 | 4.5 | 4.5 | 4.0 | 3.5 | 4.5 | 4.5 | 4.5 | 4.5 |
| COUN6301 | 1 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 4.8 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 |
| COUN6302 | 1 | 4.6 | 4.9 | 4.9 | 4.7 | 4.9 | 4.6 | 4.9 | 4.9 | 4.6 | 4.6 | 4.9 | 4.6 | 4.9 | 4.9 | 4.9 | 4.9 | 4.6 | 4.9 | 4.9 | 4.0 | 4.3 |
| COUN6303 | 1 | 4.6 | 4.9 | 4.9 | 4.6 | 4.8 | 4.6 | 4.9 | 4.9 | 4.6 | 4.6 | 4.9 | 4.6 | 4.9 | 4.9 | 4.9 | 4.9 | 4.3 | 4.9 | 4.9 | 4.0 | 4.0 |
| COUN6341 | 1 | 3.0 | 2.6 | 3.4 | 2.9 | 3.0 | 2.4 | 2.8 | 3.0 | 3.3 | 2.9 | 4.1 | 4.0 | 3.9 | 3.0 | 2.4 | 2.6 | 2.6 | 4.1 | 3.0 | 2.8 | 1.9 |
| COUN6349 | 1 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 | 4.3 | 5.0 |
| COUN6350 | 1, 6 | 4.7 | 4.9 | 4.9 | 4.7 | 4.9 | 4.7 | 4.6 | 4.7 | 4.7 | 4.7 | 4.9 | 4.7 | 4.9 | 4.8 | 4.9 | 4.6 | 4.8 | 4.9 | 4.9 | 4.1 | 4.4 |
| COUN6378 | 1 | 4.6 | 4.2 | 4.6 | 4.0 | 4.2 | 4.0 | 4.4 | 4.2 | 4.0 | 4.4 | 4.4 | 4.6 | 4.6 | 4.2 | 4.0 | 4.0 | 3.6 | 4.2 | 3.8 | 2.8 | 3.2 |
| COUN6380 | 1 | 4.9 | 5.0 | 4.8 | 4.5 | 4.0 | 4.7 | 4.6 | 4.6 | 5.0 | 4.8 | 4.8 | 4.8 | 4.8 | 4.5 | 4.7 | 4.2 | 4.6 | 4.8 | 4.6 | 4.3 | 4.6 |
| COUN6390 | 1 | 5.0 | 5.0 | 5.0 | 4.3 | 3.5 | 5.0 | 4.8 | 4.8 | 5.0 | 5.0 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 4.5 | 3.0 | 3.3 |
| COUN6391 | 1 | 4.6 | 4.6 | 4.6 | 4.4 | 3.9 | 4.9 | 4.7 | 4.6 | 4.9 | 4.6 | 4.6 | 4.4 | 4.4 | 4.4 | 4.3 | 4.6 | 4.3 | 4.1 | 4.3 | 3.9 | 3.7 |
| Online | | | | | | | | | | | | | | | | | | | | | | |
| COUN5202 | 893 | 4.4 | 4.4 | 4.0 | 4.3 | 4.4 | 4.6 | 4.4 | 4.4 | 4.1 | 4.1 | 3.9 | 4.1 | 4.0 | 4.0 | 4.0 | 3.7 | 4.0 | 4.1 | 3.9 | 3.7 | 3.6 |

Review of Recommendations from 2019-2020 Annual Report, MA and MDiv Degrees

Diversity:

Recommendation:

That the Counseling Program develop, launch, and evaluate a Mentoring program for diverse students. This would include a regular meeting (monthly?) with the student, having them into your home, problem solving with them when they have academic, work-related, or other problems.

Program Objective 1:

KPI 1.4 Develop characteristics and functions of effective group leaders, and increase core knowledge about group counseling. 1 Self-Assessment of Group Leadership Skills (Pre/Posttest) average was 77%.

Recommendations: Professor will invest more time in class addressing knowledge about Group Leadership skills.

Update: The professor for this course emphasized group leadership skills through lecture and class discussion.

Summary of Recommendations from 2020-2021 Annual Report, MA and MDiv Degrees

Diversity

Recommendations:

4. Enlist the Student Counseling Association to host an event during Black History month, celebrating minority contributors to the field of counseling and mental health.
5. Continue adding literature in courses that is written by minority authors.
6. Modify the Capstone Project to include resources developed by minority authors.

Supervisor Feedback

Recommendation:

1. In an effort to increase the number of employer responses, we will reach out to alumni with a link to the confidential survey and ask alumni to share the link with their employer. Ideally, this will allow us to reach employers we do not know and ultimately increase the amount of data we receive regarding our graduates.

Student Counselor Progress Report

Recommendations:

Focus in three key areas of treatment planning to strengthen this skill in our students:

1. Work with supervisors to ensure they are equipped to guide students toward writing Concise treatment plans and holding students accountable for timely submission.

2. In COUN6302 – Techniques & Skills in Counseling increase focus on writing concise Treatment plans.
3. In practicum orientation review the elements necessary for effective treatment Planning.

Faculty decisions based on student recommendations from Annual Student Review:

| Student Request/Recommendation | Motion | Approval |
|---|---|-----------------|
| More training on note taking | Students will be trained in Skills or Ethics class to take notes using Penelope. | 5/12 |
| No value to reading and writing a review of the text for Internship 1. | Add to the syllabus an explanation of why the reading and book review of the text is required. | 5/12 |
| Make a counseling model course one of the core courses. | That Cognitive Behavioral Counseling (fall) OR Brief Solution Focused Counseling (spring) be one of the core courses. | 5/12 |
| Post syllabi for the coming term before the summer, or before Christmas break so students can order texts early. | That syllabi for the following semester (fall/spring) be submitted to Division Administrative by the last Friday of the semester The syllabi will be posted on the nobts.edu/counseling webpage. | 5/12 |
| That faculty offer a Town Hall style meeting for Students to ask any questions they may have about counseling programs. | That faculty offers a Town Hall style meeting a minimum of one time per semester for Students to ask any questions they may have about counseling programs. (Monday Morning? Friday morning? Alex will help survey students to see the best time). Faculty will take the lead on the event. | 5/12 |
| Need to shift one of the required courses to an elective in order to not add an additional 3 hours to the degree plans since the electives of Cognitive OR Brief are being made requirements. | Remove Addictions from a required class to an elective course | 5/12 |

| | | |
|--|--|------|
| Add into one of the classes a component teaching a model to work with unwanted sexual addictions. | To add a section in COUN6341 Addictions about Sexual Addictions to teach a treatment model | 5/12 |
| The Student Counseling Association needs to be redone entirely. The SCA does not serve the purpose that it should have, nor does it serve students well. | To ask the SCA officers to bring a proposal to the faculty to adjust the purpose and service goals of SCA. | 5/12 |