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| **ATS Goal 1:** The capacity for critical and constructive theological reflection regarding the content and processes of the areas of specialized ministry |
| **NOBTS Counseling Program Objective 3:** Students will develop a deeper understanding of cultural diversity to enhance counseling skills. (CACREP 2.B.1) |
| **Student Learning Objective 1** (**KPI 2):** 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. (Core 2 Social and Cultural Diversity) Knowledge and Skills |
| **Measures** | **Baseline** | **Results 2019-2021** | **Improvement**  | **New Benchmark(s)** | **Action Plan Steps to Achieve**  **the New Benchmark** |
| **Direct Assessment:**NOBTS Entrance/Exit Exam:Content area of Psychology, Theology, and Spirituality (14 questions) | **Spring 2017**Entrance /Exit Entrance 73%Exit 80%Growth from Entrance to Exit: 7%**Goal for this cycle**Seek 12% growth from entrance to exit scoresRaise exit score to 80%  | **Growth from Entrance to Exit Exam**Entrance: 72.3%Exit: 97% | **2019-2021**Growth from the entrance exam to the exit exam in this area in 2019-2021 was 24.7% | Benchmark for exit scores will be 20% difference between entrance and exit scores. | **Recommendation:**Considering the number of transitions in the faculty, orient new instructors/professors to course objectives and CACREP KPIs using a standard rubric.**Recommendations**:1. Discontinue this indirect measurement since this survey is no longer administered.
2. Add new indirect measure (see below).
3. Orient new professors to ATS goals considering transitions in the faculty.

**New Indirect Measure:**Measure responses to the item, “Please rate how well prepared you believe you are at this time to Integrate Christian beliefs, faith, and spirituality with the best practices of mental health science in an ethical manner” as asked by Question 3 of the NOBTS Counseling Graduate Survey. This survey is administered to a six-year rolling cohort of graduates.**New Benchmark**:90% will answer “exceeds expectations” on this item. |
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| **ATS Goal 2**: Skill in the design, implementation, and assessment of ministry in these specialized areas. |
| **NOBTS Counseling Program Objective 2:** Students will have the necessary academic and clinical skills to obtain professional licensure. |
| **Student Learning Objective 1** **Student Learning Objective 1**: Students will demonstrate empirical knowledge in the field of counseling by passing the CPCE. |
| **Measures** | **Baseline** | **Results 2019-2021** | **Improvement**  | **New Benchmark(s)** | **Action Plan Steps to Achieve**  **the New Benchmark** |
| **The CPCE Exam (Counselor Education Comprehensive Examination)**NOBTS administers the CPCE as a barrier for graduation from the MA in Counseling and as a predictor of pass rates for the National Counselor Exam (licensing exam). Students are measured against the national mean (exit score) for their test administration. | Sp 20172017: 71% of students scored at or above the National MeanSp 201873.3% | Sp 201982%Sp 202082%202171% above National Mean2022100% above National Mean |  | 95.5% will score at or above the National Average. Pass rates are determined for each academic year in May calculating the mean of each student’s highest score in the year.2022 Revised Benchmark:The benchmark for the assessment cycle starting in the 22-23 academic year will be 85% of students scoring at or above the CPCE national mean. Analysis of historical data suggests this is a more attainable and meaningful benchmark. | **Previous Cycle Improvement plan**: Two online courses will be redeveloped in the coming cycle: Human Development COUN5321 and Lifestyle Development and Career Counseling COUN5340.**Current Cycle Improvement Progress**: The two courses were redeveloped with added assignments to bolster student understanding of content areas for the CPCE. Objective quizzes were added to each course. Students did not achieve a 100% score rate at or above the national mean, but there was improvement in this metric. Program requirements of student scores within one SD of the national mean were met by 100% of graduates.**Recommendations for Future Improvement:**Monitor student performance and continue to evaluate CPCE results for areas that could be improved in course curriculum.Examples: The addition of CACREP standards in every course and the change of textbooks in several courses to align with CACREP standards , etc. |
|  |  |  | **Indirect Assessment:** Personal Experience in NOBTS Counseling Program: #5 | **2017 Avg**94.5% beyond or significantly exceeding expectations | **2018-2019**98.3% scored beyond or significantly exceeding expectations.**2019-2020**71% Program significantly exceeded expectations (the remaining 29% answered that the program went “somewhat beyond expectations.”) This measure is no longer used. **Recommendation**: that we replace this measure with a new indirect *measure “Level of Preparation in key areas of the program,”* and that we adopt the current graduate survey question, *“NOBTS Counseling programs have four objectives. Please rate how well prepared you believe you are at this time in each of these areas.”* As a measure for this goal. The initial benchmark will be *90% of respondents mark “exceeds expectations” or “somewhat beyond expectations” for all four questions*. The question also addresses the four CACREP program goals, so it adds the element of consistency to our data collection and measurement. |

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| **ATS Goal 3:** Train students in the foundational principles of the counseling ministry.  |
| **NOBTS Counseling Program Objective 3:** Students will develop a deeper understanding of cultural diversity to enhance counseling skills. (CACREP 2.B.1) |
| **Student Learning Objective 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. (Core 2 Social and Cultural Diversity) Knowledge and Skills |
| **Measures** | **Baseline** | **Results 2019-2021** | **Improvement** | **New Benchmarks** | **Action Plans to Achieve New Benchmark** |
| **Direct Assessment:**Grading Rubric for Integration Assignment (measured 2 times): 1. Integration COUN 53102. Professional Issues COUN6330 | **Spring 2017**Entrance /Exit Entrance 73%Exit 80%Growth from Entrance to Exit: 7%**Goal for this cycle**Seek 12% growth from entrance to exit scoresRaise exit score to 80%  | 2020-2021 Results100% scored over 3 on the second assessment, exceeding the goal of 75%. |  | Discontinue the measure for the next assessment cycle.  | None specified.This measure is discontinued.  |
| **Direct Assessment:**Score on the Multicultural Awareness, Knowledge, and Skills Survey (MAKSS)  | None | None | N/A | 85% of students will achieve greater than or equal to 3 by the end of THE Professional Issues course. | This new direct assessment replaces the discontinued direct measure above. The MAAKS instrument is given to all students  |
| **Indirect Assessment:** COUN5311 Pre/Post Survey |  | 2019-2020, 2020-2021Data was not collected in 2019 due to the illness and absence of the regular professor or in 2020 due to the COVID pandemic.  | A new question was added to the most recent graduate survey to attempt to measure this goal: “As a result of my training in counseling at NOBTS, I grew in my relationship with God.”Results96.9% of respondents answered in the affirmative to this survey question. | No change to benchmarks. | The division will resume measuring student responses in COUN5311 and will also retain the new measure from the graduate survey. |

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| **ATS Goal 4:** Challenge students to grow in their personal relationship with God.  |
| **NOBTS Counseling Program Objective 4:** Students will develop a deeper understanding of cultural diversity to enhance counseling skills. (CACREP 2.B.1) |
| **Student Learning Objective 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. (Core 2 Social and Cultural Diversity) Knowledge and Skills |
| **Measures** | **Baseline** | **Results 2019-2021** | **Improvement**  | **New Benchmark(s)** | **Action Plan Steps to Achieve**  **the New Benchmark** |

Goal 4 is discontinued. The division no longer collects the data needed to assess this goal.