



2021 to 2023

# MABC Triennial Assessment Report

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BIBLE SEMINARY

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## Summary of the MABC Assessment

This document provides an in-depth review of the Master of Arts in Biblical Counseling from 2021 to 2024, highlighting strengths, areas for improvement, and future initiatives. It includes assessments of student outcomes, alumni feedback, and program objectives.

### Key Strengths of the Program:

- **Mission Achievement:** Alumni overwhelmingly rated the MABC program highly, with 98.33% saying it fulfills its mission well. This reflects that the program continues to meet its goals of training effective biblical counselors.
- **Counseling Improvement:** 96.67% of alumni agree that their time at FBS has made them stronger counselors, confirming the program's impact on student development.

### Positive Growth Areas:

- **Student Understanding of Sanctification:** 95% of students showed a strong grasp of sanctification, integrating biblical principles into their counseling. Students have become proficient at applying theological concepts like justification and sanctification in their real-world counseling practices.
- **Effective Use of Scripture:** Students are leaving the program equipped to minister the Word in various counseling contexts, with 7.81/10 confidence in counseling on depression and 7.15/10 in marriage counseling, highlighting FBS's success in teaching students to apply Scripture effectively.

### Plans for Improvement:

The assessment identified several areas for improvement, focusing on increasing student support and enhancing learning opportunities:

- **Student Support:** FBS plans to explore offering time management support and explore expanding financial aid options, addressing common barriers like workload and cost.
- **Long-Term Engagement:** While one-year retention is strong, three-year retention rates drop to an average of 39.3%, signaling the need for better long-term support to keep students engaged.
- **Alumni Network and Continued Learning:** There is interest in expanding alumni networking and offering more practical workshops to help graduates continue growing in their counseling skills.

Overall, the MABC program is effective in training biblical counselors and equipping them to minister using Scripture. With strategic improvements focused on retention, alumni engagement, and student support, FBS is poised to enhance the program's already strong outcomes.

## MABC Institutional Goals and Objectives

1. Understanding the Sufficient Scriptures as evidenced by,
  - 1.1. The ability to articulate a definition of biblical counseling as derived from the doctrines of progressive sanctification, justification, and the sufficiency of Scripture.
  - 1.2. An ability to articulate the gospel in its most essential form and use the truths of the gospel to produce biblically sound counsel.
  - 1.3. An ability to effectively articulate the biblical change process using relevant scriptures.
2. Enhanced Academic Ability as evidence by,
  - 2.1. A growing ability to responsibly engage in scholarly discourse on issues in counseling.
  - 2.2. Students will demonstrate a commitment to grow in understanding of biblical sanctification through the interpretation and exegesis of God's Word.
3. Spiritual Growth as evidenced by,
  - 3.1. Students will demonstrate being a humble disciple of Christ and growing in obedience to his commands through prayer and discipleship in class time and counseling others.
  - 3.2. Students will demonstrate a growing dependence on and submission to the Holy Spirit as is evidenced by praying for classmates and counseling others.
4. Valuing Relationships as evidenced by,
  - 4.1. A commitment to caring and praying for the physical and spiritual needs of one another during the seminary experience.
  - 4.2. Students will demonstrate an ability to minister the Word through counseling others and study of applying God's word to specific counseling scenarios (anger, depressions, etc.).
5. Preparation for Service as evidenced by,
  - 5.1. Students will demonstrate the growing ability to minister to hurting people using the truth of Scripture in supervised counseling.
  - 5.2. Students will demonstrate a commitment to train others in biblical counseling as evidenced in their participation in a counseling ministry.
  - 5.3. Students will demonstrate a growing ability to minister effectively in a church even when the individual is not a formal part of the leadership team through their thesis project.

## Analysis of 2021 Improvement Plan

### Alumni Suggestions

Suggestion	Status	Notes
<b>Continue offering online training to MABC students and graduates.</b>	In Progress	FBS offers additional training from time to time
<b>Continue offering alumni meeting opportunities.</b>	In Progress	FBS offers meeting times for alumni at the BCTC
<b>Consider the creation of an Online Resource Page.</b>	Not Started	
<b>Consider allowing Alumni to audit current classes.</b>	Decided Against Implementing	
<b>Consider a less expensive track that would appeal to students with lots of counseling experience.</b>	Decided Against Implementing	
<b>Consider a mentor for students throughout their whole program.</b>	Not Started	
<b>Consider a scholarship program for international travel.</b>	Decided Against Implementing	
<b>Continue to offer the services of The Dean of Students to current students and alumni in the areas of personal soul care, ministry consultation, and counseling consultation</b>	Enacted and In Progress	

### Graduation and Matriculation:

Suggestion	Status	Notes
<b>Consider ways to help incoming students manage time.</b>	Enacted	Students receive teaching on course scheduling in orientation and during residencies.
<b>Flag students that are at risk of dropping out and offer counseling.</b>	In Progress	

<b>Consider ways to strengthen FBS' student mentor program.</b>	Not Started	
<b>Offer academic counseling to students completing their first semester of classes.</b>	Not Started	
<b>Consider automatic enrollments for students.</b>	In Progress	Students get automatically enrolled for BC506 in Winter and BC505 in Spring.
<b>Consider ways to improve participation in the Inactive Student Survey.</b>	Decided Against Implementing	

## Learning Outcomes

<b>Suggestion</b>	<b>Status</b>	<b>Notes</b>
<b>Objective 1.1 Revise the current question to, "Please define biblical counseling and its goals, the sufficiency of Scripture, how justification fits into counseling, and how progressive sanctification happens for a sinner and sufferer. Please also include your understanding of how the sufficiency of scripture and organic issues in counseling interact."</b>	Not Started	
<b>Objective 1.1 Change the current word of Objective 1.1 to, "Students will demonstrate the ability to articulate a definition of Biblical Counseling as derived from the doctrines of progressive sanctification, justification, and the sufficiency of Scripture."</b>	Not Started	
<b>Objective 1.2 Consider making question 6 required.</b>	Not Started	

<p><b>Objective 1.2 Revise Question 6 to, “Please explain the biblical change process as outlined by at least three key passages in scripture that are used for counseling that highlight different concerns in counseling.”</b></p>	<p>Not Started</p>	
<p><b>Objective 1.2 Change the wording of Objective 1.2 to, “Students will demonstrate an ability to articulate the gospel in its most essential form and use the truths of the gospel to produce biblically sound counsel.”</b></p>	<p>Not Started</p>	
<p><b>Objective 1.3 Revise the current question to, “Please explain the theological and philosophical differences between a biblical counselor and Christian Psychology and Integration. Please also include one major advocate for each system of counseling. Be sure to include their view of the scriptures, the Spirit, the process, and the goal for each system.”</b></p>	<p>Not Started</p>	
<p><b>Objective 1.3 Change the wording of Objective 1.3 to, “Students will demonstrate an ability to effectively articulate the biblical change process using relevant scriptures.”</b></p>	<p>Not Started</p>	
<p><b>Objective 2.1 Consider new methods of assessment for students that do not complete the thesis project.</b></p>	<p>Started</p>	<p>In 2024 FBs conducted structure interviews</p>
<p><b>Objective 2.1 Change the wording of Objective 2.1 to, “Students will demonstrate a growing ability to</b></p>	<p>Not Started</p>	

<b>responsibly engage in scholarly discourse on issues in counseling.”</b>		
<b>Objective 2.2 Implement a BC701 course evaluation that will seek to specifically determine a student’s commitment to sanctification.</b>	Completed	
<b>Objective 3.1 Consider ways to encourage daily prayer in courses.</b>	Started	
<b>Objective 3.1 Differentiate the wording of objectives 3.1 and 3.2 for assessment purposes.</b>	Not Started	
<b>Objective 4.1 Consider ways to encourage daily prayer in courses.</b>	Not Started	
<b>Objective 4.1 Consider other methods to assess care for others.</b>	Not Started	
<b>Objective 4.1 Change the wording of Objective 4.1 to, “Students will demonstrate a commitment to caring and praying for the physical and spiritual needs of one another during the seminary experience.”</b>	Not Started	
<b>Objective 4.2 Consider changing the wording of Objective 4.2 to, “Students will demonstrate an ability to minister the Word through counseling others and to study how to apply God’s Word to specific counseling scenarios (anger, depression, etc.)”</b>	Completed	
<b>Objective 5.1 In 2024, review data from improved course evaluation form in BC701.</b>	Completed	
<b>Objective 5.1 In 2024, review comparison data</b>	Completed	

<b>from Ministry Experience Entrance and Exit Exams.</b>		
<b>Objective 5.2 Change entrance and exit exam question to ask about confidence, not experience.</b>	Completed	
<b>Objective 5.3 Consider other ways that students can demonstrate the ability to minister.</b>	Started	
<b>Objective 5.3 Change the wording of Objective 5.3 to, “Students will demonstrate A growing ability to minister effectively in a church even when the individual is not a formal part of the leadership team.”</b>	Not Started	

### **Visionary Initiatives:**

<b>Suggestion</b>	<b>Status</b>	<b>Notes</b>
<b>Continue to develop MABC scholarships.</b>	In Progress	
<b>Increase enrollments to offer every MABC class, every semester.</b>	In Progress	

# MABC Education Objectives Evaluations Methodology

## Objective 1 Methodology

*1.1. The ability to articulate a definition of Biblical Counseling as derived from the doctrines of progressive sanctification, justification, and the sufficiency of Scripture.*

A Proficient answer will:

1. Define biblical counseling in terms of a relationship to address a particular concern or set of concerns using the Scripture for the purpose of conversion and Christian growth.
2. Explain that sufficiency means that Scripture is our source of truth. While there may be organic issues that require medical care, the Scripture is still sufficient to help the counselee please the Lord despite their circumstances.
3. Explain that justification is the judicial act of God whereby the sinner is declared righteous. Justification comes by faith.
4. Explain that progressive sanctification is step-by-step Christian growth. In some cases, the counselee will grow through overcoming sin and in other instances through trusting and enduring during Suffering.
5. Explain that the goal of biblical counseling is to please the Lord through Christlikeness and glorifying God.

An Exemplary answer will cover each item listed above and:

1. Provide short expositions of specific passages such as 2 Cor 5:9-10, Eph 4:22-24, Psalm 25, or Galatians 5.
2. Include the work of the Spirit in the life of a Christian.
3. Provide an exposition of Romans 4 or 2 Cor 5:21 describing justification.
4. Emphasize the significance of the local church in the counseling process.
5. Include a statement that differentiates progressive sanctification from final sanctification (i.e., glorification) and preparatory sanctification (i.e., justification).

A Developing answer will:

1. Miss one or more elements of a proficient answer.
2. Will not provide satisfactory explanations for truths and commands.

3. Will not include the elements of an exemplary answer

***1.2. An ability to articulate the gospel in its most essential form and use the truths of the gospel to produce biblically sound counsel.***

A Proficient answer will:

1. Explain that the counselee needs a savior due to his or her personal sin against the Lord.
2. Explain the gospel message of the death, burial, and resurrection of Jesus Christ.
3. Explain that salvation is by grace through faith and thus cannot be earned by one's own merits. It must be believed because it serves as the motivation for Christian living, and it must be obeyed.

An Exemplary answer will cover each item listed above and:

1. Include the materials used in the counseling process, such as The Bridge or Knowing Jesus Christ, along with the homework given to the counselee.
2. Use specific scripture such as 1 Corinthians 15:3-4 to define the gospel, Ephesians 2:8-10 to emphasize grace, and the Romans road to show both need and solution.
3. Provide an exposition of a passage that begins with commands and follows with truths. Colossians 1:9-14 is one example as is most of the book of James. This shows that the order in the Bible is not always truth and then command. Sometimes truth had been given at an earlier point and the focus was on expectation.
4. Provide a case example of how they shared the gospel with a counselee.

A Developing answer will:

1. Miss one or more elements of a proficient answer.
2. Will not provide satisfactory explanations for truths and commands.
3. Will not include the elements of an exemplary answer.

***1.3. An ability to effectively articulate the biblical change process using relevant scriptures.***

A Proficient answer will:

1. Explain that true biblical change requires conversion. Thus, while a non-believer can change, they cannot change to be more pleasing to the Lord.

2. Reiterate that change can occur by overcoming sin and by trusting during suffering.
3. Emphasize both personal responsibility and God's responsibility in the change process. There should be some Scriptural evidence (Philippians 2:13 is one example).
4. Explain Ephesians 4:22-24. This passage involves three steps. One is to put off attitudes and behaviors that are wrong and sinful. Another is to put on attitudes and behaviors that are honoring to Christ. Third, and most importantly, there is a renewing of the mind. This is required to put off sinful behaviors and to put on habits of righteousness

An Exemplary answer will cover each item listed above and:

1. Provide a thoughtful explanation of the heart. This could include an exposition of James 4:1-2, Matthew 15:19f, or Mark 7:1-23.
2. Include that our motivation to change includes but is not limited to the work of Christ. The indicative leads to the imperative (or the statement of truth leads to the required behavior).
3. Interact with David Powlison's 2017 book entitled How Sanctification Works.

A Developing answer will:

1. Miss one or more elements of a proficient answer.
2. Will not provide satisfactory explanations of the concepts presented
3. Will not include the elements of an exemplary answer.

## **Objective 2 Methodology**

### ***2.1 A growing ability to responsibly engage in scholarly discourse on issues in counseling.***

- FBS will conduct 10 structured interviews to gather qualitative data on student improvement in scholarship ability.
- Students were asked the following questions,

#### **Engagement with Scholarly Sources**

- Can you describe a recent discussion you had with a peer or mentor about a topic in biblical counseling?
- How did you use the reading did in the MABC in this discussion?

- What insights did you gain from this discussion?

### **Reading and Resources**

- What are some of the most impactful books or articles you have read on biblical counseling in the past year?
- How have these resources influenced your approach to counseling?

### **Critical Analysis**

- Can you provide an example of a time when you critically analyzed a perspective or theory in biblical counseling literature?
- Put another way, have you read something recently that you were critical of as a result of what you learned in the MABC?
- What was the perspective, and what was your critical assessment?

### **Continued Study**

- How do you continue your study and education in biblical counseling outside of formal classes?
- Can you give examples of activities or practices that help you stay informed and engaged?

### **Application of Scholarly Insights**

- Can you share a specific instance where you applied scholarly insights from your reading and study to a real-world biblical counseling situation?
- What was the outcome, and how did your scholarly engagement influence your approach?
- Dr. Green will review students that have completed BC611 and assess their work from BC506. Since Dr. Green teaches both courses, he can offer information on academic improvement.

### ***2.2 Students will demonstrate a commitment to grow in understanding of biblical***

#### ***sanctification through the interpretation and exegesis of God's Word.***

- FBS reviewed the final assignment from BC701: Supervised Counseling to assess students' commitment to change. Since the final assignment did not ask students to

specifically discuss sanctification, it was noted when students discussed change, and commitment to change.

- The following rubric was used to assess the papers,

Exemplary Answer:

- Deep Understanding of Sanctification:
  - The student goes beyond a basic definition, exploring the role of the Holy Spirit, the interaction between divine sovereignty and human responsibility, and the implications of sanctification for everyday life.
- Thorough Exegesis:
  - The student thoroughly explains key biblical texts and integrates additional Scripture that highlights the transformative nature of sanctification (e.g., 1 Peter 1:14-16, 2 Corinthians 3:18).
- Commitment to Personal and Spiritual Development:
- The student gives specific, thoughtful examples of how sanctification is working in their own life, offering reflections on personal struggles, victories, and spiritual disciplines.
- Rich Application to Counseling:
  - The student provides a nuanced approach to applying sanctification in counseling, integrating heart-focused questions, dealing with specific sins, and offering a holistic, gospel-centered approach to growth.

Proficient Answer:

- Understanding of Sanctification:
  - The student demonstrates a clear understanding of sanctification as a progressive, lifelong process in the believer's life, which involves both God's work and personal responsibility.
- Interpretation and Exegesis of God's Word:
  - The student provides sound biblical exegesis, using appropriate passages (e.g., Romans 6, Ephesians 4, Philippians 2:12-13) to explain the doctrine of sanctification.
- Commitment to Personal Growth:

- The student shows evidence of personal application of the doctrine of sanctification, describing personal spiritual growth and how they are actively seeking to grow in Christlikeness.
- Application to Counseling Practice:
  - The student effectively applies the doctrine of sanctification to counseling scenarios, providing concrete examples of how to guide counselees in their spiritual growth. The answer emphasizes heart change, not just behavior modification.

#### Developing Answer:

- Lack of Clear Understanding:
  - The student's answer lacks clarity in the explanation of sanctification, missing key elements such as the cooperative role between God and the believer.
- Weak or Incomplete Exegesis:
  - The student fails to sufficiently explain or interpret key passages related to sanctification. There may be a reliance on surface-level explanations without deep interaction with Scripture.
- Insufficient Personal Application:
- The student does not provide clear examples of how sanctification is working in their own life, or the examples given are vague and lack depth.
- Limited Application to Counseling:
  - The student gives generic or insufficient examples of how to apply the doctrine of sanctification in counseling scenarios, focusing more on behavior change without addressing heart transformation.

### Objective 3 Methodology

***3.1. Students will demonstrate being a humble disciple of Christ and growing in obedience to his commands through prayer and discipleship in class time and counseling others.***

To assess the above objective FBS embedded in each course evaluation the following questions:

- How often do you pray for the physical and spiritual need of classmates?
- How often do you discuss personal struggles with classmates?

- How often do other MABC students (not limited to this class) ask about your personal struggles?
- How often have you felt ministered to by your classmates?

Then, the compiled data from the 2021-2023 academic years was assessed.

***3.2. Students will demonstrate a growing dependence on and submission to the Holy Spirit as is evidenced by praying for classmates and counseling others.***

To assess the above objective FBS embedded in each course evaluation the following questions:

- How often do you pray for the physical and spiritual need of classmates?
- How often do you discuss personal struggles with classmates?
- How often do other MABC students (not limited to this class) ask about your personal struggles?
- How often have you felt ministered to by your classmates?

Then, the compiled data from the 2021-2023 academic years was assessed. Additionally, when considering student's engagement with the idea of a Holy Spirit, BC701 Change Papers were reviewed.

## **Objective 4 Methodology**

***4.1. A commitment to caring and praying for the physical and spiritual needs of one another during the seminary experience.***

To assess the above objective FBS embedded in each course evaluation the following questions:

- How often do you pray for the physical and spiritual need of classmates?
- How often do you discuss personal struggles with classmates?
- How often do other MABC students (not limited to this class) ask about your personal struggles?
- How often have you felt ministered to by your classmates?

Then, the compiled data from the 2021 to 2023 academic years was assessed.

***4.2. Students will demonstrate an ability to minister the Word through counseling others and study of applying God's word to specific counseling scenarios (anger, depressions, etc.).***

To assess this outcome, FBS reviewed entrance and exit exams.

## **Objective 5 Methodology**

***5.1. Students will demonstrate the growing ability to minister to hurting people using the truth of Scripture in supervised counseling.***

In reviewing BC701 Course surveys, FBS applied the following rubric to assess the objective,

### **Exemplary**

- Expressed Ability to Minister to Hurting People:
  - The student expresses a deep, compassionate understanding of the emotional and spiritual needs of hurting people.
  - They consistently discuss Christ-centered support, demonstrating how they help counselees process their pain through a biblical framework.
  - The student skillfully applies biblical truths to counseling, showing awareness of both immediate and long-term care for their counselees.
- Expressed Ability to Use the Truth of Scripture in Counseling:
  - The student seamlessly integrates Scripture into their counseling sessions, selecting relevant passages that speak directly to the counselee's issues.
  - They exhibit a comprehensive understanding of how to apply Scripture to guide, comfort, and challenge their counselees toward spiritual growth and healing.
  - Biblical principles are used not only for instruction but for heart transformation, demonstrating a mature application of the Word.
- Expressed Personal Growth through Supervised Counseling and the Program:
  - The student reflects deeply on their experiences in supervised counseling, articulating specific areas of personal growth in counseling skills, spiritual maturity, and empathy.

- They show a strong commitment to applying feedback from supervisors and demonstrate clear improvements in both their counseling approach and personal spiritual walk.
- The student provides practical examples of how the program has significantly shaped their ability to serve others and grow in Christlikeness, displaying personal transformation.

### **Proficient**

- Expressed Ability to Minister to Hurting People:
  - The student expresses a solid understanding of the emotional and spiritual needs of hurting people.
  - They demonstrate Christ-centered support in their counseling, helping counsees process their pain, though the depth of examples may vary.
  - The student applies biblical truths to counseling, showing good awareness of both immediate and long-term care for their counsees.
- Expressed Ability to Use the Truth of Scripture in Counseling:
- The student integrates Scripture effectively into their counseling sessions, selecting passages that generally address the counselee's issues.
  - They understand how to apply Scripture to encourage spiritual growth, though the application may not be as comprehensive or transformative as it could be.
  - Biblical principles are used primarily for instruction, with some evidence of heart transformation.
- Expressed Personal Growth through Supervised Counseling and the Program:
  - The student reflects on their experiences in supervised counseling, identifying areas of personal growth in counseling skills and spiritual maturity.
  - They apply feedback from supervisors and show noticeable improvement in both their counseling and personal spiritual life, though growth may be gradual or uneven.
  - The student acknowledges the program's influence on their ministry, providing some examples of personal transformation and growth.

### **Developing**

- Expressed Ability to Minister to Hurting People:

- The student shows a basic understanding of the emotional and spiritual needs of hurting people but struggles to consistently articulate Christ-centered support.
- Their examples of helping counselees process their pain may be vague or limited in depth.
- The student applies biblical truths sporadically, with limited awareness of long-term care for counselees.
- Expressed Ability to Use the Truth of Scripture in Counseling:
  - The student occasionally uses Scripture in counseling, but the integration may be disjointed or not fully aligned with the counselee's needs.
  - They show some understanding of how to apply Scripture for spiritual growth, but the application may lack depth or consistency.
- Biblical principles are used mainly for instruction, with little evidence of heart transformation.
- Expressed Personal Growth through Supervised Counseling and the Program:
  - The student reflects minimally on their supervised counseling experiences, identifying limited areas of personal growth.
  - They may struggle to apply feedback from supervisors, showing only marginal improvements in counseling and spiritual growth.
  - The student provides few examples of how the program has influenced their personal or ministry growth, with little evidence of transformation.

***5.2. Students will demonstrate the ability to equip others.***

FBS, using the below criteria below, assessed open ended course evaluation questions provided in BC701: Supervised Counseling. Also, BC701 change papers were briefly reviewed to see how students were showing an ability to equip others.

**Exemplary**

- Expressed Ability to Equip Others for Ministry:
  - The student demonstrates an in-depth understanding of how to equip others for biblical counseling.

- They provide specific examples of training and empowering others, including biblical principles, effective mentoring, and leadership.
- The student articulates clear strategies for equipping others with both immediate and long-term spiritual growth in mind.
- Effective Use of Scripture in Equipping Others:
  - There is evidence of a deep, mature understanding of how Scripture facilitates spiritual growth and the ability to pass this knowledge on to others.
  - Personal Growth in Equipping Skills Through Supervision:
    - The student reflects deeply on their own growth in equipping others, citing specific examples of how they have improved through feedback and practice.
    - They demonstrate a strong commitment to improving their training approach and integrating feedback from supervisors.
    - Personal growth is clearly tied to their ability to equip others effectively.

### **Proficient**

- Expressed Ability to Equip Others for Ministry:
  - The student demonstrates a solid understanding of how to equip others for biblical counseling, with some examples of successful training and empowerment.
  - They articulate strategies for equipping others but may lack some depth or breadth in their approach.
  - There is awareness of both immediate and long-term growth, though examples may vary in depth.
- Effective Use of Scripture in Equipping Others:
  - There is a solid understanding of how to use Scripture for spiritual growth in others, but it may not always be transformative.
- Personal Growth in Equipping Skills Through Supervision:
  - The student reflects on their growth in equipping skills and shows improvement through the application of feedback.
  - There is evidence of personal growth, though it may be gradual or uneven.
  - The student acknowledges areas of growth but may not always provide detailed examples of how this growth has impacted their ability to equip others.

## Developing

- Expressed Ability to Equip Others for Ministry:
  - The student shows a basic understanding of equipping others for biblical counseling but struggles to consistently articulate effective training strategies.
  - There are few, if any, examples of successful equipping, and the student may lack awareness of long-term spiritual growth in others.
- Strategies for equipping others are vague or underdeveloped.
  - Effective Use of Scripture in Equipping Others:
- Biblical principles are used mainly for instruction, with little evidence of their transformative potential.
- Personal Growth in Equipping Skills Through Supervision:
  - The student reflects minimally on their personal growth in equipping others.
  - They may struggle to apply feedback or show only marginal improvements in their training approach.
  - Personal growth is either absent or minimally tied to their ability to equip others effectively.

### *5.3. Students will demonstrate a growing ability to minister effectively.*

- FBS reviewed the final assignment from BC701: Supervised Counseling and the Course Evaluation from BC701.
  - The following rubric was used to assess the papers,

### **Application of Counseling Skills in Real-Life Ministry**

- **Exemplary:** The student consistently demonstrates effective use of counseling techniques, thoughtfully applying tools to real-life scenarios. The student reflects deeply on the impact of their counseling, showing a high level of engagement and care for counselees, leading to meaningful outcomes.

- **Proficient:** The student effectively uses appropriate counseling techniques and tools. There is evidence of maintaining good relationships with counsees, but the depth of reflection and adaptation is less pronounced.
- **Developing:** The student inconsistently applies counseling skills. The student demonstrates limited understanding of how to effectively engage counsees or reflect on the impact of their counseling.

#### **Ability to Adjust Counseling Based on Situations and Counsees**

- **Exemplary:** The student demonstrates a strong ability to adjust counseling plans and methods according to the specific needs and evolving situations of each counselee. They adapt flexibly, ensuring that counsees are fully engaged and that the material is applied effectively before moving forward.
- **Proficient:** The student shows some ability to adjust counseling approaches but may follow pre-set agendas more closely than necessary. Adjustments are made, though they may not fully accommodate all counselee needs or progress.
- **Developing:** The student struggles to adapt their counseling approach, often rigidly adhering to pre-set plans without considering the evolving needs or situations of the counselee. This leads to a disconnect between the counseling process and the counselee's progress.

## Comprehensive Assessment: Results and Analysis

To keep the length of this report manageable, the underlying data was not included. If you would like to view any of the underlying data, please contact Kirk Fatool at

[kfatool@faithlafayette.org](mailto:kfatool@faithlafayette.org).

### Graduation Data

This section analyzes the graduation rates of students enrolled in the Master of Arts in Biblical Counseling (MABC) program at Faith Bible Seminary from the 2007-2008 academic year through the 2022-2023 academic year. The data highlights the percentage of students who completed the program, became inactive, or are still in progress. The MABC program, designed to be completed within two to six years, demonstrates significant variability in graduation outcomes over the years.

Academic Year	# of Enrolled	# Graduated	% Graduated	# Inactive	% Inactive	# In progress	% in Progress
2007 - 2008	15	10	66.7%	5	33.3%	0	0.0%
2008 - 2009	13	8	61.5%	5	38.5%	0	0.0%
2009 - 2010	18	8	44.4%	10	55.6%	0	0.0%
2010 - 2011	12	2	16.7%	8	66.7%	2	16.7%
2011 - 2012	14	5	35.7%	9	64.3%	0	0.0%
2012 - 2013	33	14	42.4%	15	45.5%	4	12.1%
2013 - 2014	23	6	26.1%	13	56.5%	4	17.4%
2014 - 2015	42	12	28.6%	23	54.8%	7	16.7%
2015 - 2016	31	9	29.0%	19	61.3%	3	9.7%
2016 - 2017	32	8	25.0%	9	28.1%	15	46.9%
2017-2018	28	2	7.1%	11	39.3%	15	53.6%
2018-2019	34	6	17.6%	13	38.2%	15	44.1%
2019-2020	33	2	6.1%	17	51.5%	14	42.4%
2020-2021	25	0	0.0%	8	32.0%	17	68.0%
2021-2022	35	0	0.0%	9	25.7%	26	74.3%
2022-2023	31	0	0.0%	8	25.8%	23	74.2%
<b>Totals</b>	<b>419</b>	<b>92</b>	<b>26.1%</b>	<b>182</b>	<b>43.4%</b>	<b>145</b>	<b>34.6%</b>

## Key Findings

- **Overall Graduation Rate:** From 2007 to 2023, the overall graduation rate is 26.1%, with 92 graduates out of 419 enrolled students. While some cohorts, such as 2007-2008 (66.7%) and 2008-2009 (61.5%), show high graduation rates, more recent cohorts (such as 2020-2021 and onward) are still in progress and have no graduates at the time of reporting. The introduction of MABC concentrations has improved overall graduation rates in the MABC.
- **Inactive Students:** A substantial number of students (43.4%) became inactive, with certain years, such as 2013-2014 and 2014-2015, showing more than half of the cohort becoming inactive (56.5% and 54.8%, respectively). This suggests that while students are enrolling, many are unable to complete the program within the expected time limit or take extended breaks from their studies.
- **In Progress:** An increasing trend in students marked as "In Progress" is noted, particularly in the more recent cohorts. For example, the 2021-2022 cohort has 74.3% of students still in progress. This reflects the program's flexibility and the extended time some students need to complete it.

## Conclusion

The overall graduation data points to successful outcomes for a portion of students but highlights areas where support could be enhanced. Efforts to reduce the number of inactive students and help those in progress toward timely completion could improve the overall graduation rates for the MABC program.

## Plan for Improvement

- Continue considering ways to improve graduation rates.

## Retention Rates

### Overview

This section assesses retention rates in the MABC program at Faith Bible Seminary, tracking the percentage of students who return to their studies after one and three years, as well as the rates at which they leave the program during those periods.

Year	Total Enrolled	Graduated	Graduate Rate	Retained (Returned for Next Year)	Left in One year	Retention Rate One Year	Retention Rate Three Years	Left In Three Years	Retention Rate Three Years
2008	17	10	58.8%	15	2	88.2%	11	6	35.3%
2009	15	11	73.3%	14	1	93.3%	13	2	13.3%
2010	17	5	29.4%	12	5	70.6%	7	10	58.8%
2011	18	5	27.8%	16	2	88.9%	12	6	33.3%
2012	26	12	46.2%	24	2	92.3%	15	11	42.3%
2013	21	7	33.3%	18	3	85.7%	13	8	38.1%
2014	34	10	29.4%	26	8	76.5%	18	16	47.1%
2015	29	8	27.6%	19	10	65.5%	12	17	58.6%
2016	38	16	42.1%	33	5	86.8%	23	15	39.5%
2017	28	10	35.7%	22	6	78.6%	20	8	28.6%
2018	35	10	28.6%	28	7	80.0%	22	13	37.1%
2019	28	5	17.9%	21	7	75.0%	15	13	46.4%
2020	31	2	6.5%	23	8	74.2%	14	17	54.8%
2021	29	1	3.4%	22	7	75.9%	19	10	34.5%
2022	39	0	0.0%	28	11	71.8%	26	13	33.3%
2023	22	0	0.0%	19	3	86.4%	16	6	27.3%
<b>Averages</b>	<b>26.7</b>	<b>7.0</b>	<b>28.7%</b>	<b>21.3</b>	<b>5.4</b>	<b>80.6%</b>	<b>16.0</b>	<b>10.7</b>	<b>39.3%</b>

### Key Findings

- **One-Year Retention Rate:** The one-year retention rate is high, averaging 80.6% across all cohorts. Several years, such as 2009 and 2012, show retention rates above 90%

(93.3% and 92.3%, respectively). This indicates that most students who enroll in the program continue into their second year, suggesting initial satisfaction and engagement.

- **Three-Year Retention Rate:** In contrast, the three-year retention rate drops significantly, averaging 39.3%. For example, the 2008 cohort had an 88.2% retention rate after one year, but this dropped to 35.3% after three years. The decline in retention rates over time suggests that while many students remain engaged initially, maintaining that engagement long-term presents challenges.

## **Conclusion**

Retention data reveals strong initial engagement, as reflected by high one-year retention rates. However, the sharp drop in three-year retention rates points to the need for ongoing support to keep students on track toward graduation. By focusing on long-term engagement strategies and offering additional resources for students who may struggle beyond their first year, the MABC program can improve both retention and eventual graduation outcomes.

## **Plans for Improvement**

- Consider ways to improve retention rates.

## Alumni Evaluation Results

In 2024, Faith Bible Seminary conducted a follow-up survey with its Master of Arts in Biblical Counseling alumni to evaluate the program's ongoing effectiveness and gather feedback on ways to improve the alumni experience. This survey aimed to assess the achievement of programmatic objectives, satisfaction with the overall mission, and collect open-ended feedback on various aspects of the alumni's educational experience.

### Survey Design and Overview

The survey was designed to mirror the format of the 2021 assessment, allowing for continuity in tracking the effectiveness of the MABC program over time. It consisted of quantitative and qualitative questions, including scaled ratings for program objectives and open-ended questions for more detailed responses. Participants were asked to evaluate how well the MABC program met its goals, their satisfaction with their personal growth as biblical counselors, and what additional services they would like to see from FBS as alumni.

Out of the total alumni population of 110, **59 respondents** completed the survey, representing a response rate of **53.6%**. This sample size provides a solid foundation for analyzing trends in alumni feedback, though it is important to note that nearly half of the alumni did not participate. As such, while the results offer valuable insights, they may not fully represent the perspectives of the entire alumni population.

This response rate and sample size are typical for surveys of this nature and offer a good indication of general alumni sentiment toward the program and its outcomes. However, it is worth considering that a higher response rate could potentially provide even more comprehensive feedback.

## Ranking Questions Results and Comparison

Objective	2021 score	2024 score	Difference
<b>Mission Achievement</b>	93.33% (Very Well/Well)	98.33% (Very Well/Well)	5.0%
<b>Counseling Improvement</b>	97.36% (Strongly Agree/Agree)	96.67% (Strongly Agree/Agree)	-0.7%
<b>Objective 1.1: Definition of Biblical Counseling</b>	4.9	4.9	0.0
<b>Objective 1.2: Articulating the Gospel in Counseling</b>	4.8	4.8	0.0
<b>Objective 1.3: Biblical Change Process</b>	4.8	4.8	0.0
<b>Objective 2.1: Engaging in Scholarly Discourse</b>	4.6	4.7	-0.1
<b>Objective 2.2: Growing in Biblical Sanctification</b>	4.7	4.7	0.0
<b>Objective 3.1: Growing in Obedience and Discipleship</b>	4.7	4.6	-0.1
<b>Objective 3.2: Dependence on the Holy Spirit</b>	4.4	4.5	0.1
<b>Objective 4.1: Caring for Physical and Spiritual Needs</b>	4.2	4.3	0.1
<b>Objective 4.2: Minister the Word in Counseling</b>	4.7	4.7	0.0
<b>Objective 5.1: Ministering to Hurting People</b>	4.7	4.7	0.0
<b>Objective 5.2: Commitment to Train Others</b>	4.5	4.5	0.0
<b>Objective 5.3: Minister Effectively in Church (Non-Leadership)</b>	4.5	4.5	0.0

## Summary of Open-Ended Questions

### 2024 MABC Alumni Survey – Open-Ended Questions Summary

- **In what ways could FBS have improved the educational experience?**
  - 36 responses
  - 35 unique responses, with no major common themes; the most frequent response was "None," mentioned twice.

- **How could FBS make it easier to help students graduate in a timely fashion?**
  - 36 unique responses
  - No significant patterns: responses were diverse and often open-ended.
- **How can FBS best serve you as an alumnus?**
  - 37 responses
  - The majority (27 responses) requested "Additional learning opportunities."
- **Do you have a suggestion not listed above?**
  - 16 responses
  - 14 unique suggestions, with "No" being mentioned twice.
- **What FBS initiatives would you be willing to support financially?**
  - 11 responses
  - All were unique, with a range of open-ended suggestions.
- **What can FBS do to make you more likely to recommend an MABC degree to people you know?**
  - 36 unique responses
  - No significant common answers, mostly open-ended feedback.
- **Please tell us briefly how you have been using your degree since graduation.**
  - 48 unique responses
  - Alumni provided varied responses, detailing their diverse uses of the degree in ministry and counseling.

### **Key Findings (Based on 2024 Alumni Results)**

- **Mission Achievement:** 98.33% of respondents rated FBS as doing "Very Well" or "Well" in achieving its mission. This marks a slight 5% improvement compared to the 2021 results.
- **Counseling Improvement:** 96.67% of respondents "Strongly Agreed" or "Agreed" that they are better biblical counselors because of their time at FBS. This is only a marginal decrease (0.7%) from the 2021 survey.
- **Programmatic Objectives:** The MABC program continues to score highly on specific objectives, with only minor differences between 2021 and 2024 (a 0.1 decrease in Objective 3.1)
- **Open-Ended Questions:** Alumni responses highlight some areas for improvement:
  - Most requested improvements include "Additional learning opportunities" and providing more support during the thesis phase.
  - Suggestions for enhancing graduation rates and other improvements were diverse, with no dominant themes.
  - Alumni reported a wide range of uses for their degrees, particularly in ministry and counseling settings.

### **Summary of Open-ended Questions**

- **Suggestions for Improvement:** There were varied responses regarding how FBS could further support alumni or enhance the program. A few themes included requests for additional online learning opportunities and more structured alumni networking. Similar

to the 2021 survey, open-ended feedback did not reveal significant common threads but pointed toward opportunities to expand alumni engagement and continued education.

- **Thesis Phase Support:** Echoing past years, some alumni highlighted the need for more assistance during the thesis phase. Suggestions ranged from better guidance to structured mentoring during this critical stage of the program.

## **Conclusion**

The 2024 MABC alumni survey results reflect continued satisfaction and effectiveness of the FBS program, with an improvement in mission achievement and a consistently high level of counseling preparation. Alumni appreciate the biblical education and practical application provided by the program, though there remains interest in ongoing learning opportunities and enhanced alumni engagement. Minor decreases in some objective scores, though negligible, suggest opportunities for FBS to focus on maintaining or improving areas like the articulation of the gospel and biblical counseling principles.

With the majority of open-ended feedback being positive and constructive, FBS is in a strong position to continue growing its alumni support and refining the educational experience for future graduates.

## **Plans for Improvement**

- Consider ongoing learning opportunities: expand advanced seminars and certifications in specific counseling areas.
- Expand alumni networking: develop a platform for alumni to connect, share resources, and collaborate on ministry opportunities.
- Consider practical ministry workshops: offer workshops focused on real-world counseling scenarios.

- Consider offering spiritual growth resources: provide tools for continued spiritual growth, such as discipleship programs or prayer groups.

## Inactive Student Survey Results

In September 2024, Faith Bible Seminary conducted a follow-up survey with students who had withdrawn from the MABC program. Out of a population of 166 inactive students, 28 completed the survey, representing a response rate of **16.9%**. This is an improvement over the 12% response rate from 2021. The goal of this survey was to understand why students left the program, what FBS could have done to support them during their studies, and what factors could potentially encourage them to return to the program.

### Comparison with 2021

Survey Metric	2021 Result	2024 Result	Change
<b>Response Rate</b>	12% (14 respondents)	16.9% (28 respondents)	+4.9%
<b>Time as the Main Withdrawal Reason</b>	44%	50%	+6%
<b>Program Too Expensive</b>	14%	20%	+6%
<b>Course Load Expectations (Negative)</b>	28.57%	25%	-3.57%
<b>Intent to Return in 2 Years</b>	0%	10%	+10%

### Summary of Open-Ended Questions

#### How could FBS have helped you when you were in the program?

- Varied responses, with some students stating FBS provided sufficient support and others suggesting that more flexible scheduling or additional academic guidance might have helped.

**What could FBS do or change that would encourage you to reenter the program?**

- Suggestions included offering scholarships, more financial aid, and allowing more flexible course schedules to accommodate students with tight time constraints.

**Would you like FBS to contact you regarding your responses?**

- 10 respondents provided contact information for follow-up, indicating they are open to further discussion about reentering or receiving additional support from FBS.

These open-ended responses reflect individualized reasons for withdrawal, but many echoes common themes of time management and financial concerns. A few alumni suggested that changes to program flexibility or financial assistance could encourage re-enrollment.

**Conclusion**

The 2024 survey results show that while time management and program cost remain significant barriers for students, the overall feedback from inactive students reflects a positive view of the MABC program itself. However, to reduce attrition and encourage re-enrollment, FBS may consider increasing support for students struggling with time management and exploring more financial aid options.

**Plans for Improvement**

- Consider providing time management support for students, through personalized mentoring or academic counseling.
- Consider exploring expanding financial aid, scholarships, or payment plan options to ease the financial burden on students.

- Continue to work to provide clearer communication around course load expectations during the admissions process.
- Consider developing re-engagement strategies for inactive students, focusing on flexible re-enrollment options and targeted financial incentives.

# Learning Outcomes Assessment

## Objective 1.1 Assessment

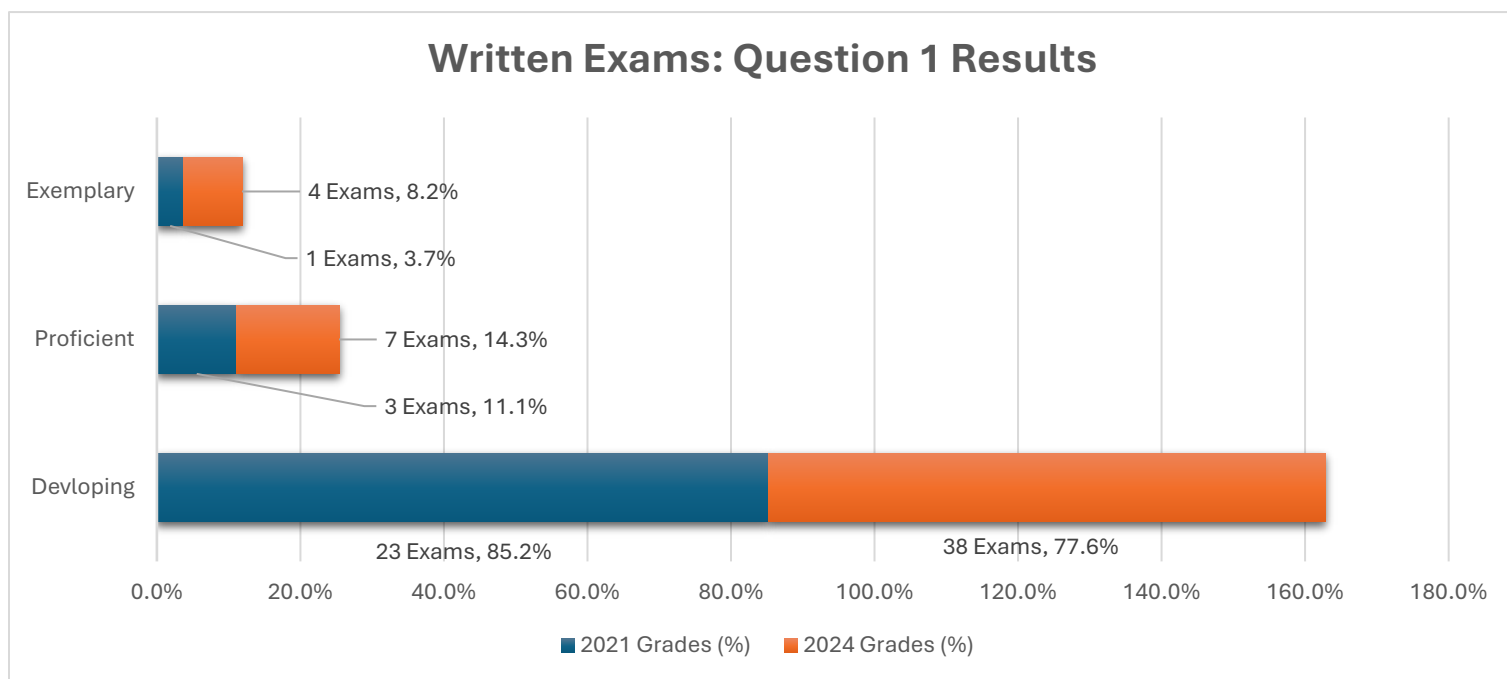
*“The ability to articulate a definition of Biblical Counseling as derived from the doctrines of progressive sanctification, justification, and the sufficiency of Scripture.”*

### Overview:

Between 2021 and 2023, Faith Bible Seminary reviewed the written exams of 49 students to assess their understanding of Biblical Counseling. This assessment focused on how well students articulated a definition of Biblical Counseling while integrating the doctrines of progressive sanctification, justification, and the sufficiency of Scripture.

The question asked students to: "Please define and discuss Biblical Counseling. Include in your discussion your understanding of the sufficiency of Scripture, justification, and progressive sanctification."

### Key Findings:



- **Improvement in Performance:** A comparison of student exam results from 2021 and 2024 reveals steady improvement in students' ability to articulate these theological doctrines. The percentage of students achieving an exemplary grade increased from 3.7% in 2021 to 8.2% in 2024, while the percentage of developing grades dropped from 85.2% in 2021 to 77.6% in 2024.
- **Proficient Responses Increase:** There was also a slight improvement in proficient answers, with an increase from 11.1% in 2021 to 14.3% in 2024. This indicates that more students are showing a deeper understanding of core biblical doctrines.
- **Common Struggles:** The most common issues observed in developing answers include:
  - Explaining how organic medical issues affect counseling (mentioned 37 times).
  - Discussing the sufficiency of Scripture (mentioned 25 times).
  - Providing a clear definition of Biblical Counseling (mentioned 5 times).
  - Discussing progressive sanctification (mentioned 11 times).
  - Discussing justification (mentioned 10 times).
  - Addressing how counseling helps someone become pleasing to God by becoming like Christ (mentioned 10 times).

#### **Data Comparison:**

<b>Year</b>	<b>Developing (%)</b>	<b>Proficient (%)</b>	<b>Exemplary (%)</b>
2021	85.2%	11.1%	3.7%
2024	77.6%	14.3%	8.2%

#### **Conclusion:**

The results show positive progress in students' ability to articulate a comprehensive definition of Biblical Counseling, particularly in their grasp of the sufficiency of Scripture, progressive sanctification, and justification. FBS's emphasis on using study guidelines and

encouraging students to maximize exam time appears to be contributing to these improvements.

However, continued focus on addressing areas where students frequently struggle, such as explaining the impact of medical issues in counseling and thoroughly discussing justification and sanctification, is necessary to further elevate student performance.

### **Plans for Improvement**

- None

## Objective 1.2 Assessment

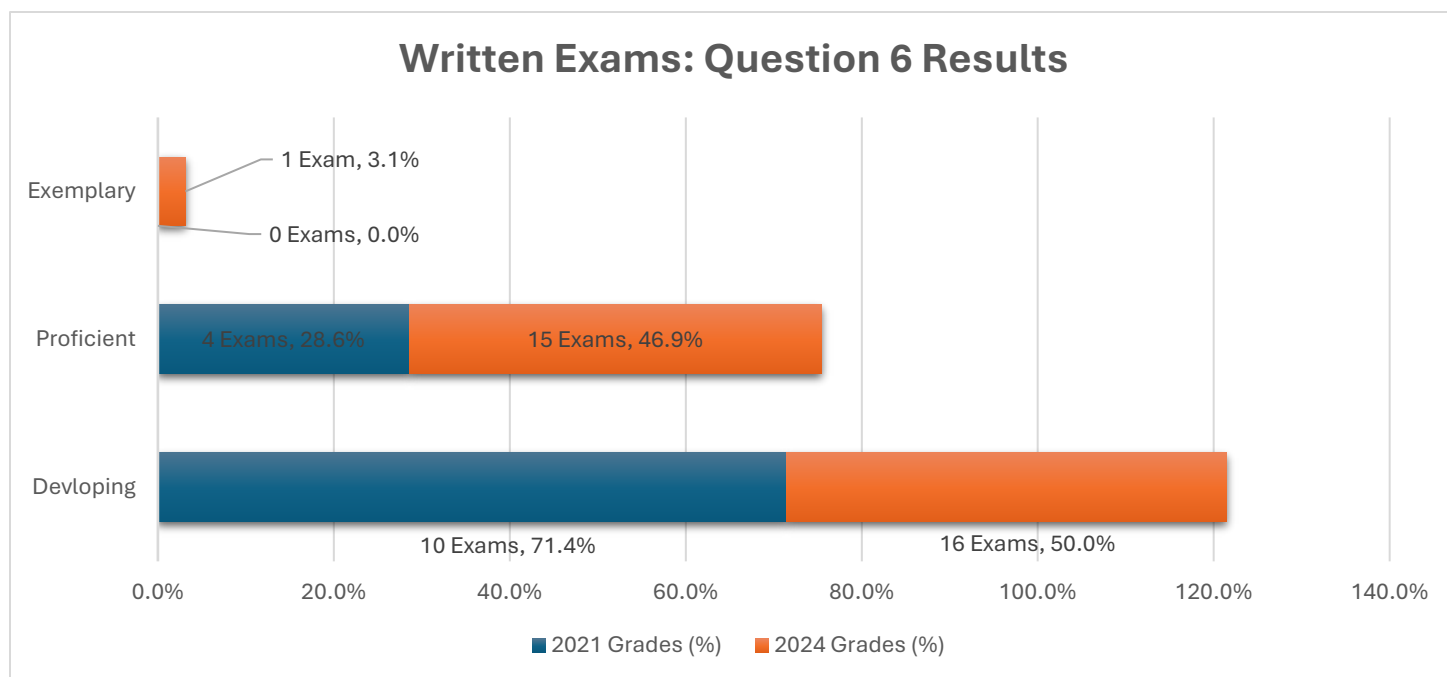
*“An ability to articulate the gospel in its most essential form and use the truths of the gospel to produce biblically sound counsel.”*

### Overview:

Faith Bible Seminary reviewed the responses of 32 students from 2021 to 2024 to evaluate their ability to articulate the gospel clearly and apply its truths in counseling. Each student had the option to answer the question: "Please explain how you would share the gospel with an unbelieving counselee, and please use an actual case illustration."

While 32 of 49 students (65.3%) chose to answer this question, this sample still provides valuable insight into how well FBS students understand and communicate the gospel. The question is particularly critical as it ties together the foundational message of the gospel with the practical application of biblical counseling.

### Key Findings:



- **Improvement in Performance:** Between 2021 and 2024, student performance improved significantly. The percentage of students who provided proficient or exemplary responses increased. In 2021, no student received an exemplary grade, but by 2024, 3.1% achieved an exemplary score. Similarly, proficient grades rose from 28.6% in 2021 to 46.9% in 2024. This improvement indicates stronger student preparation and understanding of the gospel message.

#### **Common Struggles in Developing Answers:**

- Explaining how the death, burial, and resurrection of Christ are central to faith (mentioned 10 times).
- Clarifying the difference between works righteousness and salvation by grace through faith (mentioned 13 times).
- Understanding personal sin and repentance in conversion (mentioned 5 times).
- Explaining the concept of placing faith in Christ (mentioned once).
- Walking through a case study of sharing the gospel with Scripture (mentioned once).

#### **Data Comparison:**

<b>Year</b>	<b>Developing (%)</b>	<b>Proficient (%)</b>	<b>Exemplary (%)</b>
2021	71.4%	28.6%	0%
2024	50%	46.9%	3.1%

#### **Conclusion:**

The results show marked improvement in students' ability to articulate the gospel in a counseling context. A stronger emphasis on preparation, including study materials and exam guidelines, appears to correlate with the increased number of proficient and exemplary

responses. While progress is evident, some students still struggle with essential theological points, such as distinguishing between works righteousness and salvation by grace, or clearly presenting the resurrection of Christ. Addressing these areas through targeted teaching and feedback will further enhance student understanding and gospel communication.

**Plans for Improvement**

- None

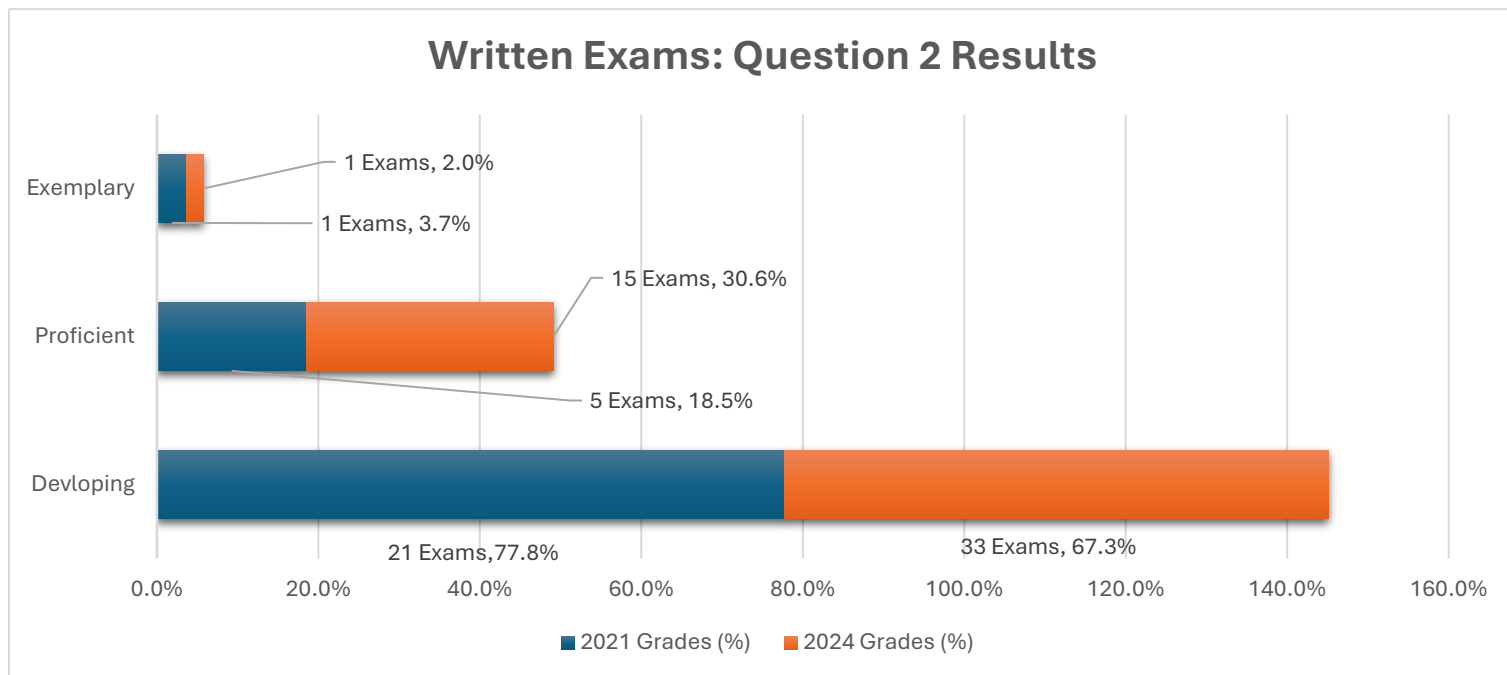
## Objective 1.3 Assessment

*“An ability to effectively articulate the biblical change process using relevant scriptures.”*

### Overview:

Between 2021 and 2023, Faith Bible Seminary assessed the written exams of 49 students to evaluate their understanding of the biblical change process. The specific question asked:

"Please explain the biblical change process. Be sure to include in your discussion the various ways people change and the significance of the inner man in the process."



### Key Findings:

- Significant Improvement in Proficient Responses:** The percentage of students scoring Proficient nearly doubled, increasing from 18.5% in 2021 to 30.6% in 2024. This reflects enhanced clarity in understanding the change process and its theological foundations.

- **Developing Responses Decline:** There was a notable reduction in Developing responses, dropping from 77.8% in 2021 to 67.3% in 2024. This indicates fewer students are struggling with basic concepts related to biblical change.
- **Exemplary Responses:** Exemplary scores, however, declined slightly, from 3.7% in 2021 to 2.0% in 2024. While the overall improvement is positive, further refinement is needed to help more students move beyond proficient to exemplary articulation.

### **Common Struggles in Developing Answers:**

The most frequent feedback given to students with developing answers focused on:

- Elaborating on the differences between a saved and unsaved person in the context of counseling (mentioned 18 times).
- Expounding on the synergistic nature of change (mentioned 28 times).
- Explaining how God grows His people through overcoming sin and suffering (mentioned 18 times).
- Clarifying how Ephesians 4:22-24 applies to the process of change (mentioned 11 times).

### **Data Comparison:**

<b>Year</b>	<b>Developing (%)</b>	<b>Proficient (%)</b>	<b>Exemplary (%)</b>
2021	77.8%	18.5%	3.7%
2024	67.3%	30.6%	2.0%

### **Conclusion:**

FBS has seen steady progress in students' ability to articulate the biblical change process, particularly in moving more students from developing to proficient levels. The production of study materials and focused preparation has contributed significantly to this improvement.

However, the decrease in exemplary scores highlights the need for continued emphasis on deeper theological engagement. Areas such as the synergistic nature of change and the role of justification and sanctification require further reinforcement to help students reach a more advanced level of understanding.

**Plan for Improvement**

- None

## Objective 2.1 Assessment

*“A growing ability to responsibly engage in scholarly discourse on issues in counseling.”*

In 2021, Faith Bible Seminary assessed the use of scholarly sources in thesis projects, as all students were required to complete a thesis. However, since 2021, a significant number of students have opted to pursue one of FBS's concentrations instead of completing a thesis. As a result, FBS conducted six structured interviews to assess students' engagement with scholarly sources and their ability to engage in scholarly discourse on counseling issues.

### 1. Engagement with Scholarly Sources:

- **Common Theme:** All participants emphasized the importance of heart-focused counseling over mere behavior modification. This was seen as essential for facilitating genuine transformation in counseling practices.
- Participants discussed using scriptural principles to address underlying heart issues during counseling sessions, which aligns with their readings in the MABC program. They highlighted discussions with peers that reinforced the significance of addressing internal motivations rather than just external behavior.

### 2. Reading and Resources:

- **Impactful Literature:** Common influential texts included *Shepherding a Child's Heart* by Tedd Tripp and *Instruments in the Redeemer's Hands* by Paul David Tripp. These books were frequently cited for their insights into heart transformation and the importance of guiding individuals towards spiritual growth.

- Participants referenced additional materials that resonated with their personal counseling philosophies, displaying a wide range of resources utilized to inform their practices.

### 3. **Critical Analysis:**

- **Behavior Modification vs. Heart Change:** A significant focus was placed on critiquing the behavior modification approach prevalent in secular counseling. Participants articulated the need to shift focus from external behaviors to the internal heart condition, leading to more meaningful and lasting changes.
- The secular notion of self-love was analyzed, contrasting it with a biblical emphasis on self-denial and loving others.

### 4. **Continued Study:**

- **Ongoing Education:** All participants engaged in continuous learning through workshops, conferences, and peer discussions, emphasizing the importance of collaboration and shared insights in biblical counseling practice.
- They shared specific instances where scholarly insights were applied in counseling scenarios, demonstrating a practical application of theoretical knowledge.

### 5. **Application of Scholarly Insights:**

- **Real-World Impact:** Examples included applying heart-focused counseling techniques during parenting sessions, leading to improved family dynamics and spiritual growth among children and parents alike. Participants reported positive

outcomes in their counseling cases, displaying the effectiveness of integrating academic insights into practice.

### **Summary of Interview Findings**

The interviews revealed that FBS students are deeply committed to using scriptural principles in their counseling practices, with a strong emphasis on heart transformation over behavior modification. Influential biblical counseling texts, such as *Shepherding a Child's Heart*, *Gospel Treason*, and *Instruments in the Redeemer's Hands*, played a significant role in shaping their approaches to counseling. Students also engaged in critical analysis of secular and biblical counseling methods, particularly critiquing behavior modification models in favor of focusing on internal spiritual change. Their dedication to ongoing education was evident, as many participated in workshops, conferences, and peer discussions to continually improve their counseling effectiveness. Finally, students provided concrete examples of applying scholarly insights to real-world scenarios.

### **Conclusion**

The interviews reflect a unified approach among the students, emphasizing the necessity of heart transformation in biblical counseling. They demonstrate an ongoing commitment to integrating scholarly insights with practical applications, fostering spiritual growth in their counselees while critically engaging with contemporary counseling theories.

### **Plans for Improvement**

- Consider exit interviews with all MABC graduates to get a fuller assessment in 2027.

## Objective 2.2 Assessment

*“Students will demonstrate a commitment to grow in understanding of biblical sanctification through the interpretation and exegesis of God’s Word.”*

### Overview:

In 2021, Faith Bible Seminary assessed BC701 Change Papers from 62 students between 2017 and 2020. The assessment revealed that only 19 students specifically mentioned the term "sanctification." However, even in cases where the term was not explicitly used, student reflections were thoughtful, showing a commitment to personal and professional growth in counseling. Many students offered specific examples of how supervised counseling facilitated this growth, even if they did not reference sanctification directly.

In 2024, FBS continued to refine its assessment process by using a more structured rubric to evaluate 40 BC701 Change Papers. The rubric focused on four key areas:

- **Understanding of Sanctification**
- **Interpretation and Exegesis of God’s Word**
- **Commitment to Personal Growth**
- **Application to Counseling Practice**

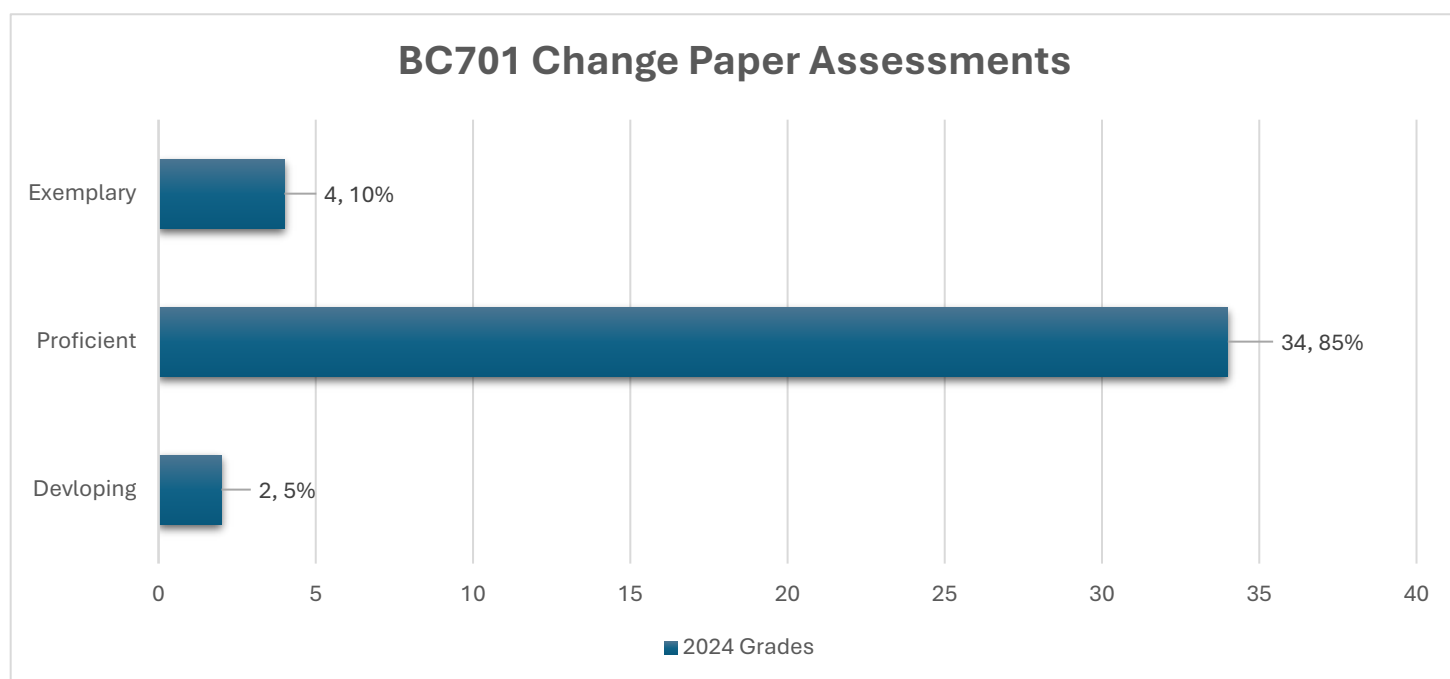
Each category was rated as **Exemplary**, **Proficient**, or **Developing**, with numerical values assigned as follows:

- Exemplary = 3
- Proficient = 2
- Developing = 1

Scores from each category were averaged, with the final ratings as follows:

- Higher than 2.5 = Exemplary
- 2.5 to 1.75 = Proficient
- Lower than 1.75 = Developing

The chart below shows the number of Exemplary, Proficient, and Developing papers,



### Key Findings:

- **High Overall Performance:** In 2024, 95% of students (38 out of 40) demonstrated a strong grasp of sanctification, displaying thoughtful exegesis and personal commitment to spiritual growth. This reflects the effectiveness of the FBS curriculum in equipping students to integrate theological concepts into practical counseling contexts.
- **Exemplary Work:** Four students received an exemplary rating, demonstrating exceptional understanding and application of sanctification. These students were able to

explain sanctification's role in counseling while using Scripture to guide both their personal growth and the spiritual development of their counselees.

- **Proficient Responses Dominate:** The majority of students (85%) fell into the proficient category, showing a solid understanding of sanctification and the ability to apply biblical principles in counseling. These students provided clear examples of spiritual growth and effective counseling applications, though they may have lacked the depth of exegesis seen in exemplary responses.
- **Minor Room for Growth:** Only two students received a developing grade, indicating a need for improvement in understanding or applying sanctification. These students either failed to demonstrate a clear grasp of the doctrine or struggled with the exegesis of relevant biblical passages.

### **Conclusion:**

The 2024 assessment of Objective 2.2 shows that FBS students are overwhelmingly demonstrating a commitment to biblical sanctification through thoughtful interpretation of Scripture and practical application in their counseling practices. With 95% of students performing at proficient or exemplary levels, FBS has effectively instilled a robust understanding of sanctification in its students. While a small minority of students still require improvement, the overall results reflect the success of the FBS curriculum in fostering spiritual growth and theological depth in counseling.

While there is a small area for growth indicated by the one Developing student, the overall performance is exceptional, showing that FBS is meeting its objective to foster a robust understanding of biblical sanctification in its students.

**Plan for Improvement**

- None

## Objective 3.1 Assessment

*“Students will demonstrate being a humble disciple of Christ and growing in obedience to his commands through prayer and discipleship in class time and counseling others.”*

### Overview:

Between 2021 and 2024, Faith Bible Seminary collected data on students’ engagement in prayer, discussions about personal struggles, and experiences of being ministered to by their classmates. This data provided insights into students' commitment to spiritual growth, humility, and obedience to Christ through prayer and mutual discipleship. The assessments were based on self-reported data from students in multiple classes (BC505-BC611) regarding the frequency of their prayers for one another and their involvement in supporting one another spiritually.

In every course survey, students are asked the following questions,

- How often do other MABC students (not limited to this class) ask about your personal struggles?
- How often do you discuss personal struggles with classmates?
- How often do you pray for the physical and spiritual need of classmates?
- How often have you felt ministered to by your classmates?

The tables below represent the difference between average answers from 2018 to 2020 and average answers from 2021 to 2023. For example, in the table about personal struggles there was a 6.5% increase in the average reported amount of daily pray from the 2021 MABC assessment to the current assessment.

**How often do other MABC students (not limited to this class) ask about your personal struggles? (Change from 2021 to 2024)**

Course	Daily	Once a Week	Once a Month	When Needs are Expressed	Not at All
BC505	6.5%	8.0%	-1.4%	6.1%	-19.2%
BC506	-3.9%	22.2%	1.2%	16.6%	-36.2%
BC507	4.8%	24.1%	1.0%	-3.3%	-26.6%
BC508	8.7%	29.7%	-12.5%	-18.2%	-7.6%
BC509	12.7%	17.1%	-7.4%	-8.7%	-13.8%
BC510	-1.5%	21.5%	-3.1%	2.8%	-19.7%
BC511	0.0%	28.6%	-3.4%	-9.7%	-15.5%
BC512	1.3%	5.3%	-5.0%	4.9%	-6.4%
BC513	0.0%	13.2%	-10.1%	10.1%	-13.2%
BC611	11.7%	30.9%	-17.7%	-15.3%	-9.6%

This table reflects how frequently students engage in asking others about personal struggles. There were notable increases in daily and weekly occurrences across most courses, such as BC505 (6.5% increase daily) and BC508 (29.7% increase weekly). However, several courses saw decreases in less frequent categories like "once a month" and "when needs are expressed," with significant negative values in the "Not at All" category, such as BC506 (-36.2%) and BC511 (-15.5%), suggesting improved engagement over time.

**How often do you discuss personal struggles with classmates? (Change from 2021 to 2024)**

Course	Daily	Once a Week	Once a Month	When Needs are Expressed	Not at All
BC505	-1.9%	-8.2%	-1.8%	12.5%	-0.7%
BC506	0.0%	-7.0%	7.8%	-16.1%	15.3%
BC507	0.0%	-5.0%	-4.5%	-7.0%	16.5%
BC508	1.5%	11.0%	-11.2%	-3.3%	2.0%
BC509	0.0%	-6.8%	-4.4%	11.0%	0.3%
BC510	0.0%	-11.3%	5.3%	10.5%	-4.4%
BC511	0.0%	1.0%	-13.3%	16.6%	-4.2%
BC512	1.7%	2.9%	-22.0%	12.7%	4.8%
BC513	0.0%	-9.4%	5.4%	7.9%	-3.9%
BC611	-6.7%	-5.3%	3.8%	10.9%	-2.8%

This table indicates varying patterns in how often students discuss personal struggles with classmates. Some courses, like BC508, saw increases in weekly discussions (11%) while others, like BC506 and BC507, showed decreases in discussions across multiple frequencies. The "Not at All" category remained relatively unchanged or saw slight increases, indicating that most students are engaging more in these discussions, but some inconsistencies exist.

**How often do you pray for the physical and spiritual need of classmates? (Change from 2021 to 2024)**

Course	Daily	Once a Week	Once a Month	When Needs are Expressed	Not at All
BC505	3.3%	16.9%	-6.7%	11.6%	-2.1%
BC506	2.0%	15.1%	-16.9%	33.4%	0.9%
BC507	0.0%	5.0%	-10.3%	23.5%	0.8%
BC508	6.5%	42.3%	-17.7%	-18.0%	0.0%
BC509	4.4%	15.1%	-8.7%	0.1%	0.0%
BC510	0.0%	7.7%	-4.0%	18.7%	1.5%
BC511	2.4%	35.4%	-11.2%	-2.7%	0.0%
BC512	3.3%	19.2%	-23.1%	23.6%	0.0%
BC513	3.3%	-3.9%	5.6%	10.4%	0.0%
BC611	4.2%	28.3%	5.4%	-19.8%	0.0%

The table shows positive shifts in students praying for others, with substantial increases in daily and weekly prayers for many courses, such as BC508 with a 42.3% rise in weekly prayers. Some courses, like BC511 and BC512, also saw an increase in occasional prayer when needs are expressed, while the "Not at All" category mostly stayed neutral or slightly decreased, indicating that students are increasingly committed to praying for one another

**How often have you felt ministered to by your classmates?**

Course	Very Often	Sometimes	Rarely	When I express needs	Not at All
BC505	1.2%	-15.3%	7.7%	13.5%	1.3%
BC506	-6.7%	-7.7%	4.7%	4.2%	10.7%
BC507	3.8%	-14.3%	-7.6%	14.5%	3.6%

<b>BC508</b>	6.0%	-7.1%	0.9%	0.2%	0.0%
<b>BC509</b>	-8.5%	-0.6%	2.0%	3.3%	3.9%
<b>BC510</b>	4.8%	-5.8%	4.5%	-5.9%	6.7%
<b>BC511</b>	0.6%	-2.5%	0.0%	3.6%	3.7%
<b>BC512</b>	11.1%	1.9%	-4.3%	-5.8%	1.9%
<b>BC513</b>	-4.3%	10.9%	2.1%	-10.7%	2.1%
<b>BC611</b>	-14.1%	26.8%	-9.1%	-5.9%	2.3%

This table reflects how often students feel ministered to by others, with mixed results across different courses. While BC512 saw a notable 11.1% increase in students feeling very often ministered to, others, like BC611, experienced a significant decrease in that same category (-14.1%). The "Not at All" category generally saw small increases, suggesting that while some students feel more supported, others may not be experiencing as much ministering from their peers.

#### **Key Findings:**

- Prayer Habits:** There was a notable improvement in how often students prayed for one another, particularly on a weekly basis. Several courses (e.g., BC508, with a 42.3% increase) showed significant growth in weekly prayers. While there were some declines in daily prayers (e.g., BC506 and BC507), the overall trend showed responsiveness to specific needs, as demonstrated by substantial increases in prayers when needs were expressed (e.g., BC506 up by 33.4%).
- Discussion of Personal Struggles:** The frequency of discussing personal struggles with classmates revealed a more nuanced picture. Some courses (e.g., BC505 and BC508) showed modest growth in students discussing struggles, especially when needs were expressed (e.g., BC505 up by 12.5%). However, other courses saw declines, particularly in weekly discussions (e.g., BC506 and BC507).

- **Feeling Ministered To:** Trends in students feeling ministered to by classmates were mixed. Some courses (e.g., BC512) showed a strong increase in students feeling supported very often (11.1% increase), but others saw significant declines (e.g., BC611 with a 14.1% decrease).

### **Conclusion:**

The data presents a complex picture of students' spiritual growth, particularly in prayer and discipleship. Notably, in response to the question "How often do you pray for the physical and spiritual needs of classmates?", there were significant increases in weekly prayers across multiple classes, suggesting a growing commitment to intercession when specific needs are expressed. Additionally, students reported an increased frequency of being asked about their personal struggles by classmates, indicating that peer engagement has improved in initiating support. However, when it comes to discussing personal struggles and feeling ministered to, there was a decrease in almost all frequency categories, with a corresponding increase in the "not at all" responses. This raises the question: how can students be engaging more in prayer and inquiries about struggles while simultaneously feeling less ministered to?

The drop in daily prayers and the decline in students feeling ministered to may point to a need for more intentional, consistent spiritual support. While students are initiating conversations and prayers, the depth and quality of discipleship might not be translating into a tangible sense of being cared for. FBS faculty may need to explore strategies that promote more frequent and meaningful interactions, both in and out of class, to strengthen mutual discipleship. Furthermore, sharing data on the frequency of prayers could help students realize that they are being supported, even if they don't directly observe it.

**Plans for Improvement**

- Consider sharing data about reported prayer so students feel ministered to.
- Consider ways to give students opportunities to minister to each other.

## Objective 3.2 Assessment

*“Students will demonstrate a growing dependence on and submission to the Holy Spirit as is evidenced by praying for classmates and counseling others.”*

### Overview

This report assesses the submission to and dependence on the Holy Spirit, as demonstrated by students in their BC701 Change Papers. Specifically, Objective 3.2, "Students will demonstrate a growing dependence on and submission to the Holy Spirit, evidenced by praying for classmates and counseling others," forms the basis of this evaluation. The analysis spans 43 papers from 2021 to 2023, with papers categorized as **Exemplary**, **Proficient**, or **Developing** based on the students' discussion of the Holy Spirit.

### Course Surveys

For this outcome it is useful to focus as with outcome 3.1. Students report high levels of praying for each other but mixed reporting on feeling like others pray for them. FBS will consider ways to help students be in prayer for each other.

### BC701 Change papers

FBS assessed 43 change papers that were turned in from 2021 to 2023. Papers were graded in the following ways,

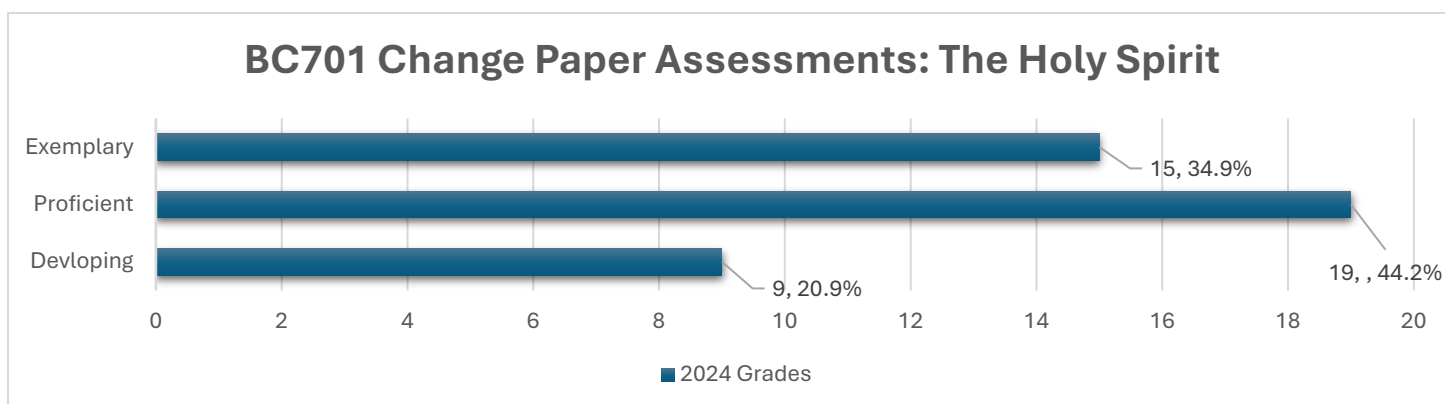
- **Exemplary:** Students clearly articulate the role of the Holy Spirit in change or sanctification.
- **Proficient:** The Holy Spirit is discussed but is not central to the change process.
- **Developing:** The Holy Spirit is not explicitly mentioned.

## Key Findings

The grading system for the BC701 Change Papers followed three levels:

- **Exemplary:** Students clearly articulated the role of the Holy Spirit in change or sanctification.
- **Proficient:** The Holy Spirit was discussed but not central to the change process.
- **Developing:** The Holy Spirit was not explicitly mentioned.

From the data provided:



- **Exemplary:** 15 students (34.9%) were rated as **Exemplary**. These students explicitly acknowledged the Holy Spirit's critical role in their counseling process, change, and sanctification. They demonstrated a clear understanding of divine intervention and often expressed their reliance on prayer.
  - **Example:** Cindy exemplifies this category, as she "explicitly attributes the counselee's transformation to the Holy Spirit, demonstrating her recognition of the Spirit's role in the process of change."
- **Proficient:** 19 students (44.2%) were rated as **Proficient**. They discussed the Holy Spirit but did not make it a central aspect of the counseling or change process. They often

emphasized prayer or spiritual discipline without fully integrating the Holy Spirit's involvement.

- **Example:** Bethamy, who placed a "strong focus on the importance of prayer, guiding her counselees to pray Scripture," yet only briefly touched on the Holy Spirit's role in the change process.
- **Developing:** 9 students (20.9%) were rated as **Developing**. These students either omitted any discussion of the Holy Spirit or focused heavily on practical aspects of counseling without recognizing the Spirit's role in sanctification or change.
  - **Example:** Matthew focused on "practical spiritual disciplines but does not directly mention reliance on the Holy Spirit or prayer as central to the change process."

### Trends and Insights

1. **Growing Dependence on Prayer:** Students generally showed a growing dependence on prayer in their counseling process, with many attributing prayers as a key tool for facilitating change in themselves and their counselees. However, in many cases, the focus on prayer did not always lead to a clear articulation of the Holy Spirit's involvement.
2. **Emphasis on Sanctification:** Those rated as **Exemplary** frequently connected their counseling practices to the concept of sanctification, understanding the Holy Spirit as an essential agent in heart transformation and ongoing spiritual growth.
3. **Gap in Explicit Articulation of the Holy Spirit:** While many students demonstrated a growing awareness of spiritual disciplines, the **Proficient** and **Developing** categories show that there remains a gap in explicitly integrating the Holy Spirit into their

understanding of change. These students often discussed prayer and Scripture but did not consistently connect these practices to the work of the Spirit in sanctification.

### **Conclusion**

The assessment of the BC701 Change Papers reveals a significant portion of students actively recognizing the Holy Spirit's role in change. However, there remains room for growth, particularly in helping students move from recognizing prayer and spiritual disciplines as helpful tools to seeing the Holy Spirit as the central agent of transformation. The grading distribution (34.9% Exemplary, 44.2% Proficient, and 20.9% Developing) indicates that while many students understand the importance of prayer, further teaching on the active role of the Holy Spirit in the change process could enhance the spiritual depth of their counseling approach.

### **Plans for Improvement**

- Consider ways to highlight the importance of the Holy Spirit in change.
- Consider asking students in a course embedded assignment to discuss the role of the Holy Spirit in counseling.

## Objective 4.1 Assessment

*“A commitment to caring and praying for the physical and spiritual needs of one another during the seminary experience.”*

### Overview

This assessment relies on course evaluations and self-reports by students to gauge their commitment to supporting their peers through prayer and care (graphed in 3.1). The analysis shows mixed results, like previous years, with positive growth in some areas but areas for improvement in others.

### Key Findings

1. **Increased Prayer Commitment:** Compared to the 2021 results, students in the 2024 assessment reported **higher levels of prayer** for one another. This suggests that many students are growing in their commitment to lifting up their peers in prayer.
2. **Mixed Perception of Being Prayed For:** While students report praying for their classmates more, the **perception of being prayed for** remains mixed.
3. **Continued Growth:** The improvement in prayer practices suggests that students are becoming more attuned to the importance of spiritual support in their fellow students.

### Conclusion

While it is encouraging to see students reporting higher levels of prayer for one another, there remains a disconnect in students' perception of being prayed for. Addressing this issue through better communication, enhanced prayer opportunities, and accountability measures can foster a more supportive environment where students not only pray for each other but also feel supported by the prayers of others. By sharing these insights with the student body, the seminary can nurture a stronger culture of spiritual care, aligning with the goals of Objective 4.1.

**Plans for Improvement**

- Consider sharing data about reported prayer so students feel ministered to.
- Consider ways to give students opportunities to minister to each other.

## Objective 4.2 Assessment

*“Students will demonstrate an ability to minister the Word through counseling others and study of applying God’s word to specific counseling scenarios (anger, depressions, etc.).”*

### Overview:

Faith Bible Seminary assessed student performance across four key courses in the MABC program: Common Counseling Issues I, Common Counseling Issues II, Marriage and Family Counseling, and Advanced Counseling Issues. These courses focus on applying biblical counseling principles to specific scenarios, including but not limited to anger, depression, grief, and marriage counseling.

### Exit Interviews

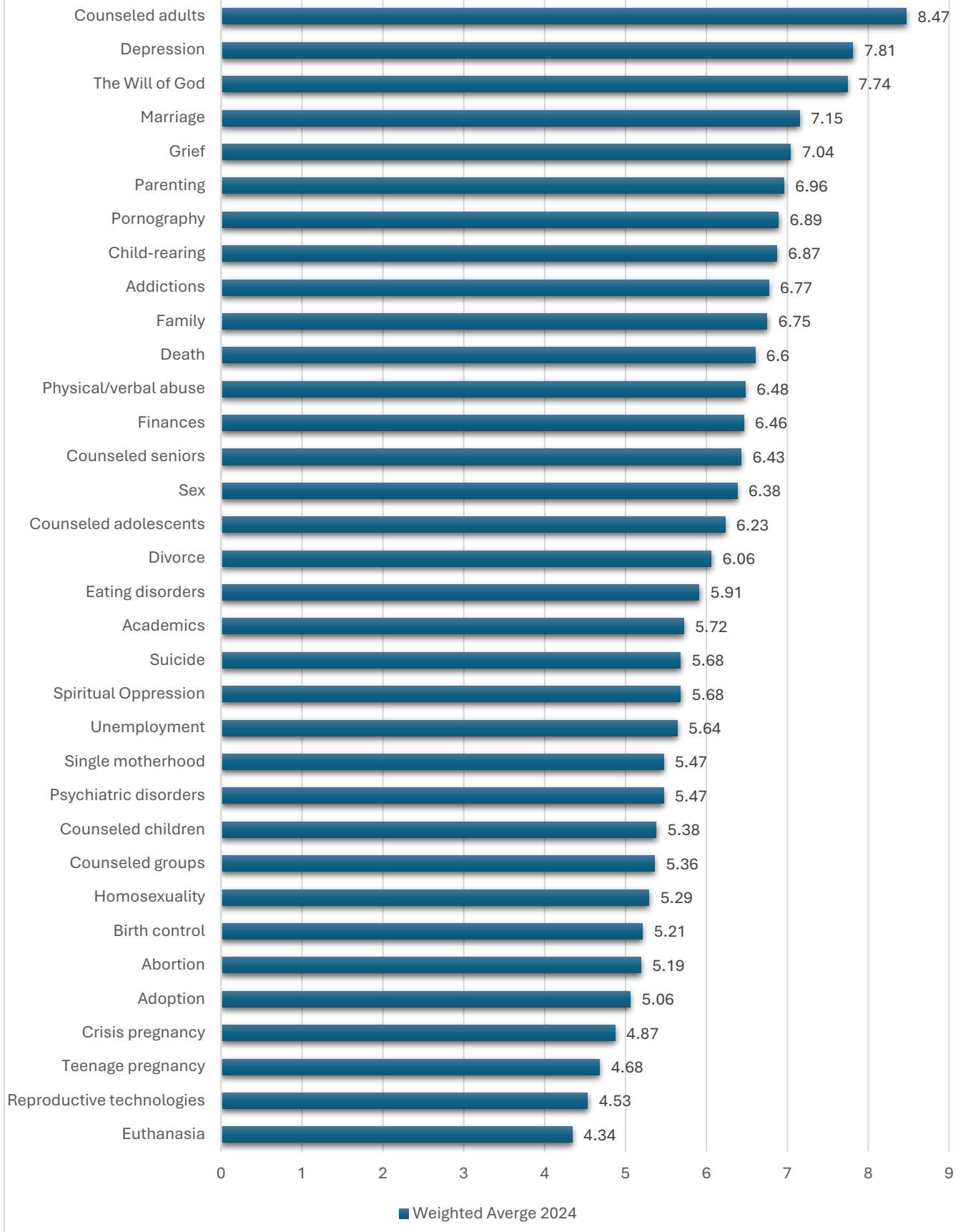
Exit interviews were conducted with 53 students in final classes between 2021 and 2023. Students rated their confidence across 34 categories of counseling, including areas such as marriage, depression, grief, parenting, and more. The results indicate a strong level of confidence among students in their counseling abilities, with particularly high confidence in areas like:

- Counseling Adults: 8.47 (out of 10)
- Depression: 7.81
- The Will of God: 7.74
- Marriage: 7.15

Other significant categories where students demonstrated proficiency include **Grief** (7.04),

**Parenting** (6.96), and **Addictions** (6.77).

### Exit Exam Survey Results



The survey results reflect that FBS students feel confident to counsel in a broad range of areas, particularly in issues like depression, grief, and marriage counseling. The average confidence scores in these areas are strong, indicating that students are leaving the program equipped to handle the most common challenges they will face in ministry. The high levels of confidence in categories such as Counseling Adults and Depression demonstrate that students are grasping both the theoretical and practical aspects of biblical counseling.

While students showed slightly lower confidence in more specialized areas such as **Reproductive Technologies** (4.53) and **Euthanasia** (4.34), these categories are less common.

#### **Key Findings:**

- **Strong Confidence in Core Counseling Areas:** Most students reported high levels of confidence in counseling adults, depression, and addressing the will of God. These areas garnered average confidence scores of 8.47, 7.81, and 7.74, respectively, out of 10. This reflects FBS's success in equipping students with the skills needed to address some of the most common issues faced in biblical counseling.
- **Marriage and Family Counseling:** Another area of notable strength was marriage counseling, where students reported a confidence score of 7.15. Similarly, students expressed confidence in grief counseling (7.04) and parenting (6.96), which are also central topics in the MABC curriculum.
- **Areas for Growth:** While students demonstrated proficiency across core counseling categories, confidence was lower in specialized areas such as reproductive technologies (4.53) and euthanasia (4.34). These topics, though less common, are becoming more

prevalent in contemporary counseling, suggesting that FBS may need to explore ways to enhance student training in these areas.

### **Data Comparison:**

The table below highlights the average student confidence scores in key counseling categories from 2021 to 2024 exit interviews:

<b>Counseling Category</b>	<b>Weighted Average (2024)</b>
Counseled adults	8.47
Depression	7.81
The Will of God	7.74
Marriage	7.15
Grief	7.04
Parenting	6.96
Addictions	6.77
Reproductive technologies	4.53
Euthanasia	4.34

### **Conclusion:**

Overall, the assessment shows that FBS students are well-equipped to minister the Word effectively in a wide range of counseling scenarios, particularly in areas such as depression, grief, and marriage counseling. However, the lower confidence scores in specialized areas like reproductive technologies and euthanasia highlight opportunities for growth. As societal and cultural challenges evolve, FBS can consider expanding its curriculum to cover these less common but increasingly relevant topics in greater depth. The results indicate that FBS is achieving its goal of preparing students for the complexities of biblical counseling, with most students leaving the program confident in their ability to apply God's Word to various counseling situations.

**Plans for Improvement**

- Consider ways to improve low scores through course assignments.
- Continue to monitor entrance scores with exit scores.

## Objective 5.1 Assessment

*“Students will demonstrate the growing ability to minister to hurting people using the truth of Scripture in supervised counseling”*

### Overview:

In 2021, Faith Bible Seminary assessed BC701 Change Papers to evaluate how well students demonstrated the ability to minister to hurting individuals using Scripture. While the initial findings were encouraging, the assessment offered indirect evidence of students' growth. To provide more direct evidence, FBS implemented an entrance and exit survey system starting in 2021 to measure students' confidence in their ability to counsel. This analysis compares students' self-assessed confidence levels at the start of the program to their confidence at the time of graduation.

In 2024, a more formal evaluation of BC701 Course Evaluation was conducted using a structured rubric, with a focus on how students applied Scripture to minister to hurting people. This year's assessment, combined with the new survey results, offers both qualitative and quantitative insights into students' growth.

### BC701 Course Evaluations

This year, FBS conducted a more formal evaluation of the BC701 papers, using a structured rubric to assess students. The review concluded that all students who submitted course evaluations scored "Exemplary" across all categories, showing growth in using Scripture to minister effectively. Students highlighted their commitment to biblical counseling. Here are few quotes that demonstrate students' commitment to use Scripture to help others,

- **Dan**, “I am continually reminded of my need to walk alongside people with humility and patience, knowing that only God can truly change hearts,” demonstrating a deep understanding of his role in ministering to hurting people.

- **Alyssa**, “I seek to mine the depths of God’s Word in each session... I want that to be the highlight of each session,” displaying her ability to effectively use Scripture.
- **Bethany**, “God was ministering my heart with the truths that I intended to administer my counselees.”

The formal review process confirms that FBS students not only meet but excel in demonstrating the growing ability to minister to hurting people, utilize Scripture in counseling, and reflect personal growth through supervision.

### **Exit Survey Results**

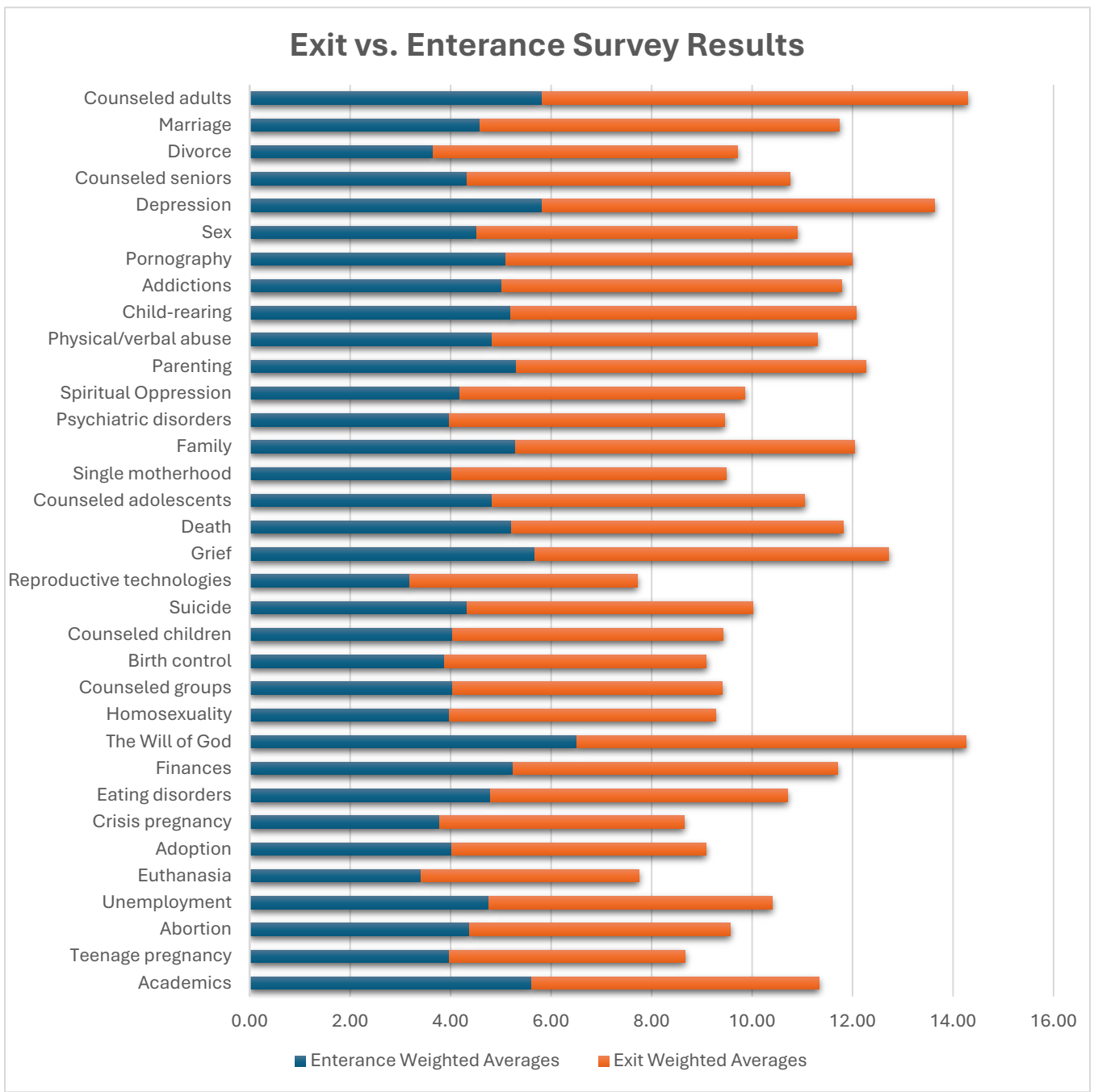
A comparative analysis of entrance and exit surveys revealed that students showed marked improvements in confidence across almost all counseling categories by the end of the program. For example, in "Counseled adults," the average score increased from 5.82 to 8.47, representing a significant 2.65-point difference. Other areas, such as marriage (2.56 points), divorce (2.41 points), and depression (1.99 points), also showed notable growth. Note that this comparison does not track individual students from entrance to exit; rather, it compares the confidence of new students entering the program to that of students completing it.

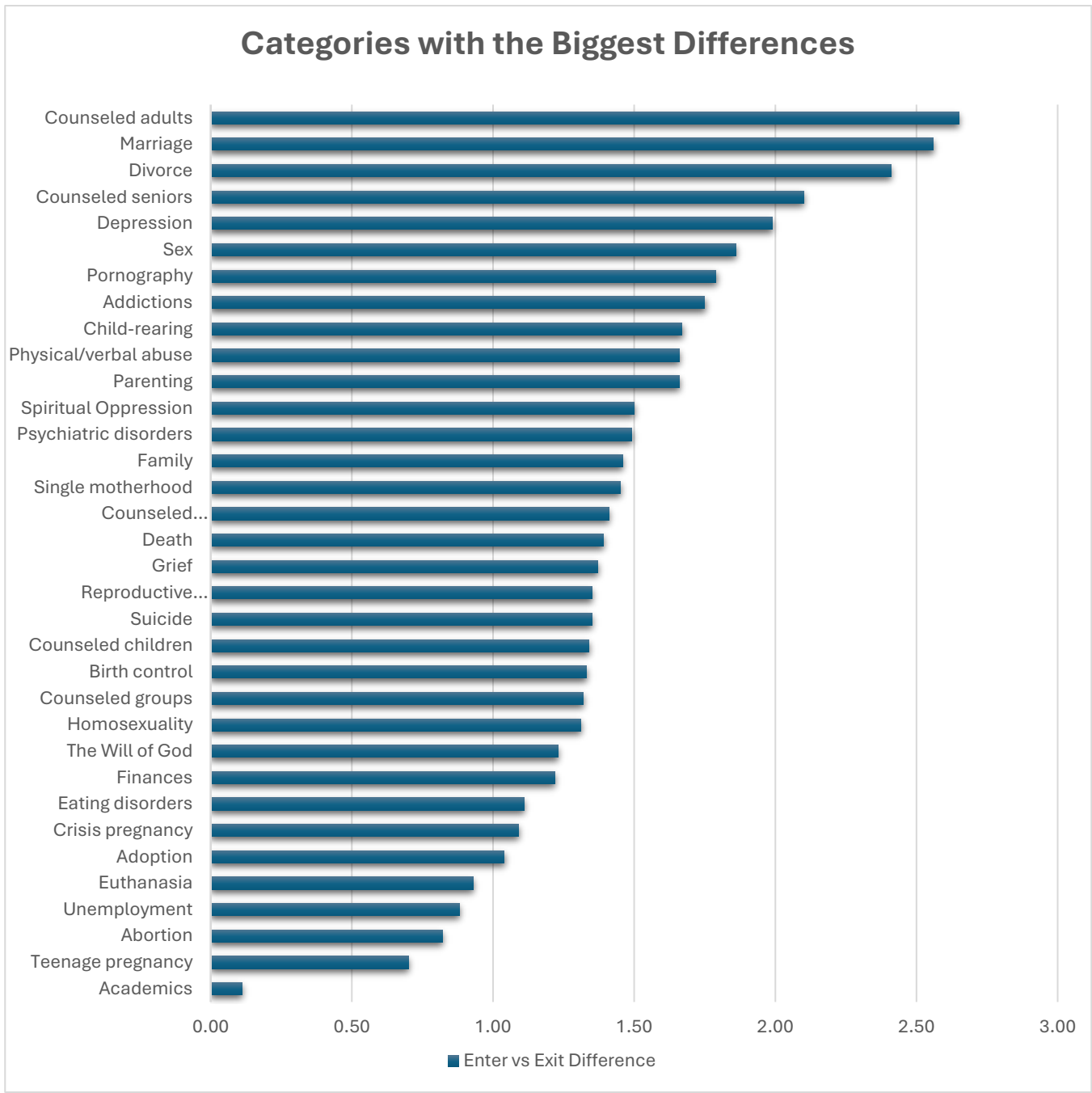
### **Key Findings:**

The most significant improvements in confidence were observed in:

- Counseled adults: +2.65
- Marriage: +2.56
- Divorce: +2.41
- Counseled seniors: +2.10

Across 34 counseling categories, students demonstrated increased confidence, with particularly strong results in handling issues related to family, psychiatric disorders, and grief. The only exception was in "Academics," where confidence remained stable (only a 0.11 increase).





**Conclusion:**

The data from the exit surveys and course evaluations illustrate that FBS students are not only gaining the necessary skills to minister effectively but also growing in their confidence in applying biblical truths to real-world counseling challenges. These results affirm the

effectiveness of the program in equipping students to address complex emotional, spiritual, and practical needs using Scripture. Going forward, the entrance and exit surveys will continue to provide valuable insights into student development, allowing FBS to further refine its approach to biblical counseling education.

### **Plans for Improvement**

- None

## Objective 5.2 Assessment

*“Students will demonstrate the ability to equip others.”*

### Overview:

In 2021, Faith Bible Seminary began assessing BC701 Change Papers to measure how students are equipping others in biblical counseling. The 7-to-10-page assignment asked students to reflect on how they had grown through the supervision process, and while the prompt did not explicitly ask students to discuss equipping others, many did so naturally.

Starting in 2021, FBS added open-ended questions in the BC701 course evaluation specifically addressing students' plans to equip others. Students were asked, "How are you planning to equip others to either begin counseling training or improve their counseling?" Responses were assessed using a structured rubric to determine the extent to which students were preparing to equip others.

### Key Findings:

These quotes demonstrate students' active roles in equipping others for biblical counseling through teaching, mentoring, and applying biblical truths in their counseling practices.

### From BC701 Change Papers:

- **Scott:** "I've been learning to rely on prayer more and to guide my counsees in trusting God with their struggles. My goal is to equip them to see how dependent we are on God's grace."

- **Bennett:** "I've learned to be more discerning in understanding heart motivations and to help counselees diagnose their heart issues more accurately."
- **Molly:** "I help my counselees reflect on God's beauty and address the idols in their hearts."
- **Don:** "I now develop homework that goes deeper into the heart issues rather than just addressing the surface problems."
- **Peter:** "I want to equip my counselees to handle life's difficulties through a biblical lens, teaching them to find hope and strength in Christ."

**From BC701 Course Evaluations:**

- **Bethamy:** "I often bring the purpose of being image-bearers into my counseling using this to help others understand their role and purpose in glorifying God."
- **Alyssa:** "I have regular conversations with another counselor in my church and we co-counsel together, which provides opportunities for us to improve our counseling."
- **Matthew:** "I hope to offer some classes in biblical counseling at our church, and I am now much more equipped to train others."
- **Sharon:** "I want to train others to be counselors and teach them what God has taught me."
- **Dan:** "I plan to teach biblical counseling-related classes at our local church in order to encourage and train up others for counseling... we are also looking to expand our counseling ministry in the coming years to be more community-focused."

**Conclusion:**

The assessment of Objective 5.2 shows that students in the BC701 class have demonstrated a strong ability to equip others in biblical counseling. Through both their reflections in change papers and their responses to course evaluations, students are not only applying biblical principles to their own counseling but are actively preparing to mentor, train, and collaborate with others.

Students such as Dan Brewer and Matthew Black have shown plans to teach and expand biblical counseling in their churches, while others like Molly Bertles and Scott Allen are helping counselees address deeper heart issues and rely more on God's grace. This commitment to training others is further reflected in quotes like Bethamy Anderson's, who emphasizes helping others understand their role as image-bearers of God, and Alyssa Armstrong's co-counseling efforts to improve both her own counseling and that of her peers.

As students continue to grow in their ability to counsel biblically, they are simultaneously equipping those around them to carry on the work of counseling. This ensures that biblical counseling ministries are strengthened and expanded. Moving forward, FBS should continue fostering this equipping mindset by encouraging peer collaboration, structured mentorship, and opportunities for students to teach and train others in their communities.

**Plans for Improvement**

- Consider ways to directly assess student abilities to equip others.

## Objective 5.3 Assessment

*“Students will demonstrate a growing ability to minister effectively.”*

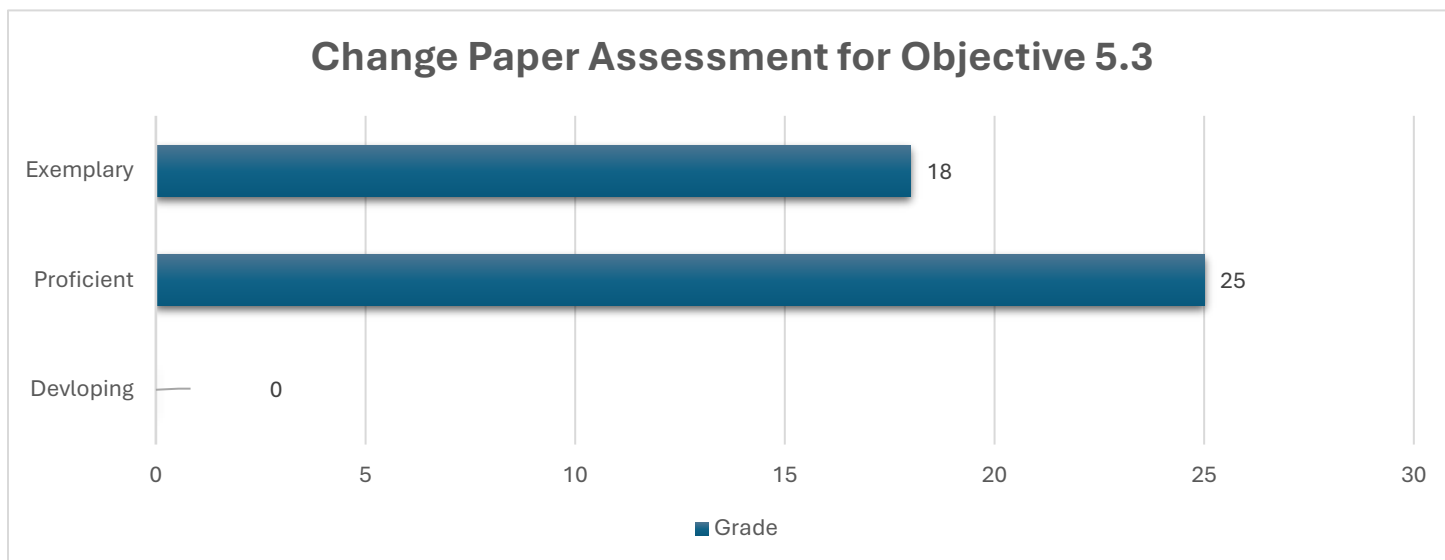
### Overview

To assess Objective 5.3, Faith Biblical Seminary reviewed the BC701 Change papers, BC701 course assessments, and alumni placements to evaluate students' ability to minister effectively, especially in non-leadership positions.

### Alumni Assessment

Alumni were surveyed on how well FBS equips students for non-leadership roles, although the survey used previous wording before an update to the objective. Respondents rated the objective 4.5 out of 5.0, indicating strong satisfaction with how FBS is preparing them for ministry. Alumni expressed confidence in their training and ability to minister effectively.

### BC701 Change papers



Using the established rubric, FBS assessed 43 BC701 Change papers to gauge students' application of counseling skills and their ability to adjust and grow in their ministry roles. The

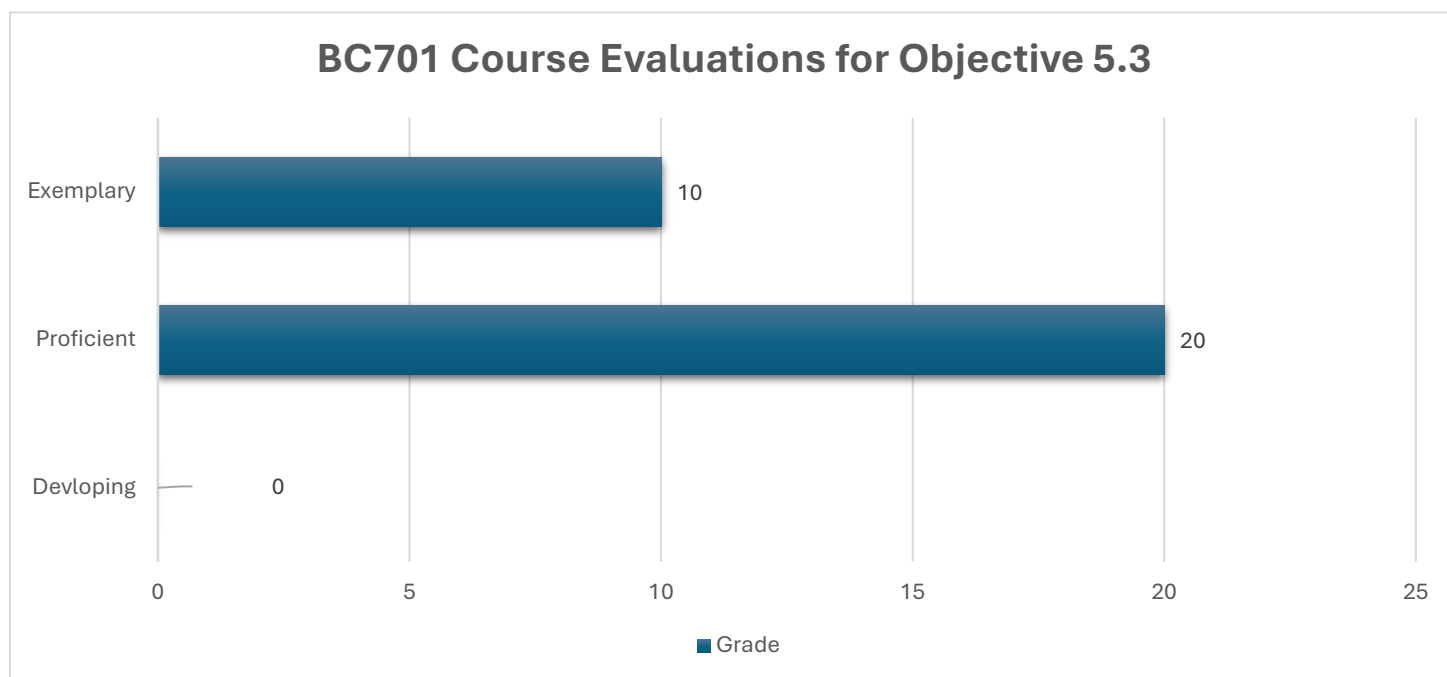
results were highly encouraging, with students showing progress in both adaptability and effectiveness in counseling.

**Notable examples from student reflections:**

- **Alyssa** noted a significant shift in her counseling approach: “I now see the good fruit in getting the counselee to see how God helps her, loves her, and understands what she’s going through... This new framework of thinking completely changed my approach to counseling.”
- **Cindy** highlighted the ongoing learning process: “I still need to grow in this area, it is easy for me to get sidetracked, but the more I am counseling around the Word, the more I see God change people.”
- **Minda** expressed the importance of focusing on biblical motives for change: “I appreciated the reminder to not just focus on the solution in each case, but to help the counselee have the proper biblical motive for change.”

These reflections show that students are growing not just in their ability to minister, but also in their capacity to apply biblical wisdom to real-life counseling situations.

## BC701 Course Assessments



Similarly, BC701 course assessments were analyzed using the same rubric to assess student growth and adaptability. The feedback from these assessments echoed the positive results from the Change papers.

### Selected student insights:

- **Matthew** shared how his understanding deepened: “I have had a real breakthrough [in BC701] in understanding how to get beneath the surface with the Bible and go to the heart.”
- **Phyllis** emphasized the importance of flexibility: “I can have a 'plan' going into counseling, but I need to be flexible and willing to shift gears when the plan changes.”
- **Kurt** reflected on his approach to structured discipleship: “Instead of randomly hanging scriptures and exercises... I have to have a well thought out discipling plan that provides solid steps.”

- These statements reflect the growing ability of students to adjust their methods and approaches as they learn to engage more deeply with counselees.

### **Key Takeaways**

- **High Alumni Satisfaction:** Alumni rated their preparation for ministry roles at 4.5 out of 5, highlighting FBS's effectiveness in equipping students.
- **Excellent Ministerial Skills:** Both Change papers and course assessments reveal that students are developing key counseling skills, particularly in adaptability, biblical application, and thoughtful engagement with counselees.
- **Student Reflections:** Student reflections show an increased awareness of the need for flexibility in counseling and a deeper understanding of how to apply biblical truth in a practical, meaningful way.

### **Conclusion**

FBS is encouraged by the positive outcomes of the Objective 5.3 assessment. Alumni feedback, change papers, and course assessments all indicate that students are growing in their ability to minister effectively. The ability to adjust their counseling approach based on evolving situations and counselee needs is a clear marker of their growth. As students continue to refine their ministry skills, FBS is confident that they will be well-prepared to serve effectively in non-leadership ministry positions, making meaningful contributions to their communities.

### **Plans for Improvement**

- Consider ways to directly assess student abilities to minister effectively.

## Compiled Plans for Improvement

- Consider ongoing learning opportunities: expand advanced seminars and certifications in specific counseling areas.
- Expand alumni networking: develop a platform for alumni to connect, share resources, and collaborate on ministry opportunities.
- Consider practical ministry workshops: offer workshops focused on real-world counseling scenarios.
- Consider offering spiritual growth resources: provide tools for continued spiritual growth such as discipleship programs or prayer groups.
- Consider ways to improve low scores through course assignments.
- Continue to monitor entrance scores with exit scores.
- Consider ways to directly assess student abilities to minister effectively.
- Consider providing time management support for students, through personalized mentoring or academic counseling.
- Consider expanding financial aid scholarships or payment plan options to ease the financial burden on students.
- Consider ways to improve retention rates.
- Consider exit interviews with all MABC graduates to get a fuller assessment in 2027.
- Consider ways to directly assess student abilities to equip others.
- Consider sharing data about reported prayer so students feel ministered to.
- Consider ways to give students opportunities to minister to each other.

## Dean of Enrollment Management Initiatives for 2027

- Implement targeted strategies to improve three-year retention and measure their effectiveness.
- Consider pedagogical changes in collaboration with Dr. Rob Green to improve the number of “Exemplary” scores in Objective 1.1, 1.2, and 1.3.
- Develop more programs to promote alumni engagement and student engagement with an eye towards improving recruitment and retention.
- Continue to monitor graduation rates with the implementation of MABC concentrations.
- Consider the way to shepherd students through the program to graduation.
- Determine which alumni initiatives are worth pursuing.
- Work to ensure any programs or outcomes are measurable.
- Research schools comparable to FBS as a benchmark for our student support effectiveness, graduation rates, and retention rates.

## Short Summary for Faculty, Board, Etc.

- **Graduation Data:** The overall graduation rate from 2007 to 2023 is 26.1%, with recent years showing higher numbers of students still in progress, but past years indicate a significant portion of students becoming inactive before completing the program.
- **Retention Data:** One-year retention rates are high, averaging 80.6%, but drop sharply to an average of 39.3% after three years, signaling a need for better long-term engagement and student support.
- **Alumni Survey Data:** Alumni satisfaction is high, with 98.33% feeling the program fulfills its mission, though there are consistent requests for additional learning opportunities and more support during the thesis phase.
- **Inactive Student Survey Data:** The primary reasons for withdrawal are time management and program costs, with 50% of respondents citing time constraints and 20% citing expense as factors, though 10% expressed interest in re-entering the program within two years.
- **Objective 1.1 Assessment (Definition of Biblical Counseling):** Students are improving in their ability to articulate biblical counseling, especially around progressive sanctification, and the sufficiency of Scripture, though some still struggle with medical issues and justification.
- **Objective 1.2 Assessment (Articulating the Gospel in Counseling):** Student responses improved in articulating the gospel, particularly its central message of salvation by grace, but gaps remain in understanding the resurrection and grace versus works.
- **Objective 1.3 Assessment (Biblical Change Process):** There is a significant improvement in students' understanding of the biblical change process, with most moving from developing to proficient, but exemplary responses remain rare.
- **Objective 2.1 Assessment (Engaging in Scholarly Discourse):** Interviews revealed that students are deeply committed to scriptural counseling, focusing on heart transformation rather than behavior modification, though some could improve in applying scholarly insights more practically.
- **Objective 2.2 Assessment (Commitment to Sanctification):** Nearly all students demonstrated a strong understanding of sanctification, with 95% scoring proficient or higher, indicating effective integration of theological principles into practical counseling.
- **Objective 3.1 Assessment (Humble Discipleship and Prayer):** There is mixed growth in student prayer habits and discipleship, with some classes showing increases in prayer and discussion of personal struggles, while others reveal a need for more consistent spiritual support.
- **Objective 3.2 Assessment (Dependence on the Holy Spirit):** While many students recognize the importance of prayer, fewer explicitly integrate the Holy Spirit into their counseling process, reflecting an area for growth.

- **Objective 4.1 Assessment (Caring for Spiritual Needs):** Students are praying more for each other, but fewer report feeling ministered to, signaling a potential disconnect in mutual care.
- **Objective 4.2 Assessment (Ministering the Word in Counseling):** Students exhibit strong confidence in applying biblical principles to common counseling issues like depression, marriage, and grief, though confidence drops in specialized areas like reproductive technologies.
- **Objective 5.1 Assessment (Ministering to Hurting People):** Students are growing in their ability to minister using Scripture, with notable improvements in their confidence and application of biblical truths to complex counseling situations.
- **Objective 5.2 Assessment (Equipping Others):** Students are increasingly equipping others through counseling, mentorship, and teaching, reflecting their commitment to multiplying biblical counseling principles in their ministries.
- **Improve Retention and Graduation Rates:** Focus on long-term student engagement by offering more support for time management, financial aid options, and re-enrollment strategies for inactive students.
- **Enhance Alumni Engagement:** Develop additional learning opportunities, expand alumni networking platforms, and provide workshops to maintain continued growth in counseling skills after graduation.
- **Increase Focus on Specialized Counseling Areas:** Enhance student confidence and knowledge in less common but relevant topics, such as reproductive technologies and euthanasia, by integrating these into the curriculum more thoroughly.
- **Emphasize Prayer and Mutual Support:** Encourage students to engage in more consistent prayer and spiritual support for their classmates, addressing the disconnect between prayer habits and the feeling of being ministered to.
- **Promote the Role of the Holy Spirit in Counseling:** Provide more explicit teaching on the Holy Spirit's role in the counseling and sanctification process, ensuring students fully integrate this into their practice.