



2019-2020

Counselor Education and  
Supervision Program

Annual Report

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

## Table of Contents

[Conceptual Framework](#)

[Institutional Data](#)

Evaluation of the Program

[Community Assessments](#)

Employer Survey

Graduate PhD CES Survey

[Faculty Assessment of Program](#)

[Annual Student Review: Program Goals](#)

[Counselor Competency Survey 2017 \(CCS 2017\)](#)

[Oral Exam Rubric](#)

[Dissertation Evaluation Rubric](#)

[Faculty Meeting Minutes](#)

[Key Performance Indicators \(Signature Assignments\)](#)

Faculty [Assessment of](#) Students

Evaluation of Applicants (Rubric)

PhD Current Student Survey

[Annual Student Review: Student Scores](#)

[Development of Professional Dispositions](#)

[Annual Student Review](#)

[CCS 2017](#)

IV [Evaluation of Faculty and Supervisors](#)

[Site Supervisor Evaluation](#)

[Group Supervision Evaluation](#)

[NOBTS Course Evaluations](#)

[NOBTS Adult Student Priorities Survey](#)

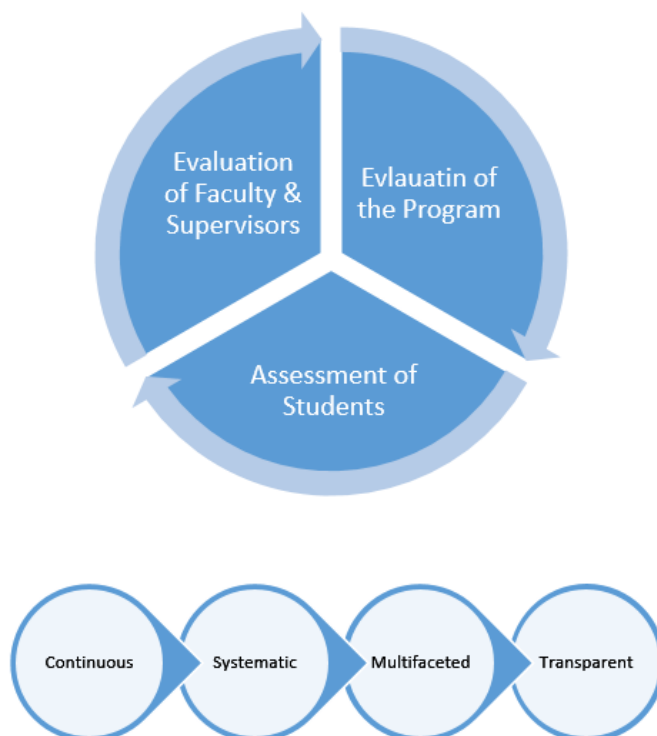
**Summary of Recommendations from 2019-2020 Annual Report Ph. D. in Counselor Education and Supervision**

**2019-2020 NOBTS Annual Assessment of the  
Ph. D. in Counseling Education and Supervision Program**

**Conceptual Framework**

The Counselor Education and Supervision program is assessed in a continuous manner as students move through the program. The assessment is pre-planned and intentional. Assessment of each component of the CES program uses multiple measures. The outcomes and processes are accessible to faculty, staff, students, and the community.

At the Annual Counselor Education and Supervision Program assessment, recommendations are considered, adjusted and approved to improve the program.



## Evaluation of CES Program

### Institutional Data

Applicant characteristics for applicants in the 2019-2020 academic year:

3 individuals submitted applications

3 individuals were interviewed

3 individuals were admitted during the 2019-2020 academic year.

Applicants 2019-2020	Doctoral Applied	Doctoral Admitted	%
Male	1	1	34%
Female	2	2	67%
<b>Totals</b>			<b>100%</b>
African American	1	1	34%
Latino			%
Asian American			%
Caucasian	2	2	66%
Biracial			%
<b>Totals</b>			<b>100%</b>
Age 26-30	2	2	66%
Age 31-35	1	1	34%
Age 36-40			%
Age 41-45			%
Age 46-50			%
Age 51-55			%
Age 56-60			%

### Current Students

#### Characteristics of Current Students: Student Demographics

##### Age

Ages	Frequency
55-65	2
45-54	4
35-44	6
30-34	7
24-29	0

## Race

Race	Female	Male
Asian	1	
Black		2
Caucasian	12	4
Totals	13	6

**Assessment:** The Program Faculty will develop a stronger plan to attract more diverse PhD Applicants.

**Recommendation:** The Charles Ray Pigott Doctoral Fellowship for Minority Students was awarded to one of the CES applicants. The student was notified on April 22, Spring 2019, and began the program in Fall 2019. The Counseling Faculty has initiated an Advisory Committee to involve African American PhD students in developing an initiative to increase recruiting in minority populations. The Advisory Committee, including one or two current students, one or more faculty members, and one person from the Recruiting/Admissions office will be started.

## Persistence and Retention Rates

	Persistence	Retention
PhD	100%	67%

## Graduation Rates

Fall 2019	3	100%
Sp 2020	0	0

[Back to Contents](#)

## Community Assessments

**Employer Survey PhD Students/Grads N = 4.** Likert Scale 1-3 (3 = Exceeds Expectations; 2 =



Employer\_Supervisor of NOBTS Ph.D. Students

Meets Expectations; 1 = Does not Meet Expectations)

Knowledge/Skill	Aggregate Score
Oral Communication	3
Written Communication	3
Attendance/Participation	2.5
Completes work in a timely manner	2.3
Effort/Demonstrates Initiative	3
Professionalism	3
Emotionally Stable	3

Open to Feedback	2.5
Ethical Behavior/Honest/Trustworthy	3
Motivated and Engaged	3
Multicultural Competence	2.8
Self Awareness/Self Understanding	2.8
Case Conceptualization	3
Able to Supervise with skill	3
Effective methods to present/teach	3
Able to produce reports to disseminate findings to others	2.3
Involved in Advocacy for others	3

**Assessment:** All employers scored NOBTS Counseling graduates working at their agency or institution with no lower than a 2 (Meets Expectations).

**Recommendations:** None at this time.

#### **Comments from Employers:**

- Prepared to creatively lead our organization in a new direction during a season of unparalleled change while increasing our spiritual focus.
- They are excellent employees!
- The student is very professional and competent in the field.

#### **Graduate PhD CES Survey**

Each spring the CES graduates are sent a survey to gather data concerning their job rate, pass rate for the NCE, licensure rate, and comments regarding the NOBTS CES Program.



PhD Grad Survey -  
Google Forms.pdf

Ph. D. CES Graduate Survey N=8	
Job Rate in the Counseling Field	8
Passed the NCE	8
Obtained Licensure	8
Job as Faculty or Adjunct in University	5
Was looking for an academic position	3

The Graduate Survey also asks the respondents to rate on a Likert scale of 1 to 4 (Very Well Prepared) how prepared they felt in each of the areas of the CES Program Objectives:

Ph. D. CES Graduate Survey N=8	Average
Counseling	3.9
Supervision	3.4
Teaching	3.4
Research and Scholarship	3.4
Leadership and Advocacy	3.3

**Assessment:** 100% of the Graduates scored above 3 (Well Prepared).


**Recommendations:** No recommendations at this time.

**Program Modifications:** No program modifications at this time.

[Back to Contents](#)

## Faculty Assessments (Evaluation of the Program)

### Annual Student Review: Program Goals

In the spring of 2020 NOBTS CES faculty reviewed the Annual Student Review forms submitted by students in the CES program during the 2019-2020 academic year.  PhDAnnualStudReviewStudSelfEval.pdf During these evaluations, faculty advisors provided additional analysis of the reviews submitted by students, pointing out areas of significance. During the CES Annual Assessment Meeting, the faculty gave further input with the following results for Program Goals Evaluation:

Prog. Goal 1 Counseling	Frequency	Percent
Exceeds = 3	5	50%
Meets = 2	5	50%
Total	10	100%

### Professional Activities Log in the Student Self-Evaluation

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

#### Counseling

- Frequent use of BDI-II, TSI, GAD-7, ACEs and Y-BOCS for assessing client symptomology.
- Provide crisis counseling to individuals and families at the Orleans Parish Coroner's Office. Assess clients physical, emotional, and overall well-being to determine if hospitalization is required.

- Currently seeing 8 clients per week- mix of individual and couples at Leeke Magee. Diagnosing and treatment planning accordingly.
- Diagnosis, assessment, and treatment of clients in residential treatment center for substance use disorders. Diagnosis, assessment and treatment of clients in residential treatment center for acquired brain injuries.
- Diagnosis and assessment of clients through a non-profit organization and in a clinical setting

Prog Goal 2:Supervision	Frequency	Percent
Exceeds = 3	6	60%
Meets = 2	2	20%
Not Supervising Yet	2	20%
Total	10	100%

### Supervision

- I provide clinical supervision for ten mental health counselors on an individual and group basis. Supervised a counseling intern practicing at residential substance use treatment center.
- I am an approved Texas LPC Supervisor where I provide supervision to LPC-interns. I have also provided supervision for masters level students at NOBTS, Ambertin University, and Liberty University.
- Supervised intern counseling practicing at residential substance use treatment center.
- Supervising 2 groups (practicum and internship). Supervised 11 students this semester individual and triadic.

Prog Goal 3: Teaching	Frequency	Percent
Exceeds = 3	3	30%
Meets = 2	4	40%
Have not taught yet	3	30%
Total	10	100%

### Teaching

- Taught Introduction to Psychology course at Visible Music College and developed course content and lectures. Currently preparing to teach an online Lifestyle Development and Career Counseling summer course with NOBTS.
- I regularly provide workshops and presentations for mental health professionals. I have done mock teaching for course requirements in multiple courses.
- Filled in for Multicultural Counseling. Provided a psychoeducation training for the New Orleans Police Department on mental illness. Provided a psychoeducation training for the New Orleans Coroner's Office on mental health.
- I have had an opportunity to co-teach at Dallas Baptist University in their counseling program. I have also taught multiple workshops for various groups in the DFW area as



well as speaking engagements at the national Association of Biblical Counselors conference the last several years.

- Co-taught undergraduate course Organizational Psychology.
- Taught a workshop at a local church on how to effectively address problem behaviors using principles from TBRI. Incorporated CBT principles and Satir ice-burg model into training.

Prog Goal 4: Research	Frequency	Percent
Exceeds = 3	6	60%
Meets = 2	3	30%
Not done research yet	1	10%
Total	10	100%

### Research

- Attended AACC in the Fall of 2019. Earned 21 CEU's. Received 9 hours of teletherapy training in March 2020. Presented at the first annual mental health conference for the Orleans Parish Coroner's Office in January 2020.
- Attended: American Association of Christian Counselors, Marriage and Family Therapists Association and Brain Injury Association of America Research and Grant writing for Cincinnati Hospital ICU designing program for families of those with brain injuries.
- Presentations: registered to facilitate others to become certified in Prepare/Enrich program; marriage enrichment presentations;

Prog Goal 5: Leadership/Advocacy	Frequency	Percent
Exceeds = 3	4	40%
Meets = 2	4	40%
Not yet	2	20%
Total	10	100%

### Leadership and Advocacy

- Committee work; COVID action group; Tele-Mental Health innovations to push leadership/advocacy work.
- Training process group leaders
- Selected to be on the Ethics Board Committee Representative for the downtown location of Kardia Collective counseling agency.
- Volunteer as a mental health advisor to the New Orleans Police Department 1st District - available for police officers to call 24/7 in the event of a mental health emergency.
- Member of AACC, CAPS, and now ACA including ACES. Sees some clients pro-bono. Volunteered for student services event to speak about anxiety for seminary students.
- Grant writing and program evaluation committee for Nile-Addiction Recovery Treatment
- Research and writing for Families of Traumatic Brain Injuries Grant Project
- Researched and produced Intensive Outpatient Program for local Addiction center
- I have been volunteering at a crisis pregnancy center from May 2019 to present.

### Other Professional Development Activities

- Attended Level on Theraplay Training. Currently taking a Sandtray training
- I have participated in professional development for clinical supervision and supervisor ethics.

**Assessment:** Students in the CES program are involved in a number of activities in all five areas of focus in the CES program. The CES faculty are excited to see all the ways the students are involved.

**Recommendation:** None at this time.

[Back to Contents](#)

### Counselor Competency Survey (2017)

The CCS 2017 has three sections of measurement: Counseling Skill and Therapeutic Conditions (12 items); Professional Dispositions (10 items); and Professional Behaviors (10 items). The CCS is completed by the Individual Supervisor at the end of each of the Clinical Practice components. The CCS uses a 5 point Likert scale: 5 = Exceeds Expectations; 4 = Meets Expectations; 3 = Near Expectations; 2 = Below Expectations; 1 = Harmful. It is expected that 95% of students will exceed or meet expectations across each rubric by the time the complete Internship 2.

Section (N = 3)	Score at Practicum	Score at end of Internship 2	Percentage meeting or exceeding expectations.
Counseling Skill and Therapeutic Conditions	4.4	4.8	100%
Professional Dispositions	4.5	5	100%
Professional Behaviors	4.5	4.9	100%

Assessment: All students exceeded or met the expectations by the completion of Internship 2.

[Back to Contents](#)

### Oral Exam Rubric

The Oral Exam Rubric is designed to assess students regarding the Ph. D. CES program objectives.

- PO 1: Counseling—Mastery of a body of knowledge related to counseling.
- PO 2: Supervision-- Mastery of a body of knowledge related to supervision
- PO 3: Teaching—proficiently in communication skills when imparting knowledge
- PO 4: Research and Scholarship-- Mastery of a body of knowledge related to research and scholarship in discussing past research during the program.
- PO 5: Leadership and Advocacy-- Mastery of a body of knowledge related to Leadership and Advocacy

The student's academic competence is evaluated by a minimum of three doctoral faculty members, including the student's Chairperson where possible. Students are expected to achieve a level of Competency (2) or higher (Good = 3; Excellent = 4) on the Oral Examination.

\*No Oral Exams were given in 2019-2020

[Back to Contents](#)

## **Dissertation Evaluation Rubric**

Number of students that achieved each level is recorded under the levels of competency.

0=Inadequate; 1=Basic; 2=Competent; 3=Good; 4=Excellent

N = 3.

		Level of Competency				
Domain	Area of Competency	0	1	2	3	4
Understanding The student understood	Relevant principles of research				2	1
	The field of study					3
	The place of the project in the field					3
Application The student applied the principles by...	Forming an acceptable research question			1	1	1
	Creating an appropriate research design				2	1
	Implementing necessary research					3
Communication The student communicated results of research	Interpreting results				2	1
	In a cogent manner				2	1
	Using appropriate style				2	1
	By adequately defending the results orally					3

**Assessment:** All students scored within the Good or Excellent level

**Recommendation:** None at this time.

## **Faculty Meeting Minutes**

September 4, 2019

**Motion: Timing of Qualifying Exam** (Nave/Steele) The Qualifying Exam should be taken after 3 of 4 core counseling courses and two Colloquium are completed. Approved.

February 12, 2020

**Motion: NOBTS Exit Exam:** (Steele/Nave) Remove the requirement of the NOBTS Exit Exam as part of the process for admission to the PhD program. Approved

July 1, 2020

**Assessment:** The Program Faculty will develop a stronger plan to attract more diverse PhD Applicants.

**Motion: Diversity Advisory Committee:** (Steele/Garrett) That the Counseling Faculty initiate an Advisory Committee to involve African American PhD students in developing an initiative to increase recruiting in minority populations. The Advisory Committee, including one or two current students, one or more faculty members, and one person from the Recruiting/Admissions office will be started. Approved.

## **Signature Assignments: Key Performance Indicators**

- **Program Goal 1: Counseling:** Be able to critically analyze, evaluate, and synthesize a broad range of counseling theories, with an advanced understanding of psychopathology, to inform case conceptualization and deliver and evaluate evidence-based interventions across diverse populations and settings.

**KPI 1.1** The student will increase in their knowledge of counseling theory and application in practice of that theory, and in their knowledge of case conceptualization.

### **Measures:**

1. **CCS 2017 Part 3: D., E.** D: Knowledge of Counseling Theory--Researches therapeutic intervention strategies that have been supported in the literature and research. E: Application--Demonstrates knowledge of counseling theory and its application in his or her practice. Completed by the student at the beginning of the program; during each

clinical practice course; reviewed by the Faculty during the Annual Review. Likert Scale of 1-5. 3= Near Expectations; 4 = Meets Expectations; 5 = Exceeds Expectations.



**Benchmark:** 90% of students will achieve a score  $\geq 4$  by the end of Internship 2.

CCS 3:D and E Scores N=5	Beginning Practicum	Internship 1 or 2
D: Knowledge of Counseling Theory	4.4	5
E: Application of Counseling Theory in Practice	4.2	4.7

\*5 students completed Internship 2 during 2019-2020. Assessment: Benchmark met. 100% of students achieved a score  $\geq 4$  by the end of their Internship 1 or 2.

**Assessment:** Students met or exceeded the benchmarks.

**2. Case Conceptualization Rubric** Completed by the student at each phase of Clinical Practice (COUN9380, COUN9390, COUN9391). Students write a case conceptualization each term they are in Group Supervision. Outstanding = 4; At Expected level = 3;

Developing competence = 2; Deficits = 1.



**Benchmark:** 90% of students will achieve a score  $\geq 3$  by the second time of evaluation.

Case Conceptualization Rubric	1 <sup>st</sup> Case Conceptualization	2 <sup>nd</sup> Case Conceptualization	Percentage 2 <sup>nd</sup> CC
Outstanding = 4	3	5	100%
Expected Level = 3	2	0	
Developing competence = 2	0	0	
Aggregate Score	3	4	

**Assessment:** Benchmark met. 100% of students achieved a score = 3 by the second time of evaluation.

**Recommendations:** No recommendations at this time.

- **Program Goal 2: Supervision:** Be able to apply supervision theory and skills to clinical supervision.

**KPI 2.1:** Students will increase knowledge and skills in structuring supervisory sessions, addressing session content, and demonstrating application of theory & practice

**Measures:**

1. Evaluation of Supervisor's Skills and Techniques: Pre/posttest in COUN9313. Item 1 Structuring session; 4-Session content; 18-application of supervision theory and

practice. Scale: 0: Not Observed; 1: Not effective; 2: Effective; 3: Very effective



**Benchmark:** 90% of students will increase their level of effectiveness in each of the three areas to a 2 (Effective).

Student's Self-Evaluation of Supervisor's Skills & Techniques,			Instructor Evaluation
# of Students= 0	Pretest	Posttest	
Structure of Sessions (Item #1)	0		
Addressing Session Content (Item #4)	0		
Application of Supv. Theory & Practice (Item #18)	0		
Overall Avg	0		

**Assessment:** This course was not taught during 2019-2020, so no scores are available.

**Recommendation:** No recommendations needed at this time.

2. Knowledge of Supervision Skills Test: Pre/posttest in COUN9313. A 25 item objective test, with a maximum score of 100 points, based on the book Essentials of Clinical

Supervision by Jane Campbell. 

**Benchmark:** 85% of students will score  $\geq 85$  on the posttest

Scores on Clinical Supervisor Skills and Techniques Test	Avg Score	Frequency	Percentage
Pretest: Scored $\geq 85\%$	0		
Posttest: Scored at or Above 85%	0		
Posttest: Scored at or Above 90%	0		
Posttest: Did not meet 85% Benchmark	0		
Total (N=0)	0		

**Assessment:** This course was not taught during 2019-2020, so no scores are available.

**Recommendations:** No recommendations needed at this time.

- **Program Goal 3: Teaching:** Be able to demonstrate course design, delivery, and evaluation methods appropriate to counselor education learning outcomes.  
**KPI 3.1:** Students will increase their skills and knowledge in teaching methodology, use of visual aids, vocal skills, ability to select essential content, utilize effective resources, and utilize the best methods of presentation delivery.

**Measures:**

1. Teaching Presentation Rubric (REDOC 9302). This rubric uses a 3-point Likert scale: 3= Well done; 2= Good; 1= Needs improvement; and measures three categories of non-verbal skills, vocal skills, and materials and methods. The assessment is used during RDOC9302 Teaching Higher Education, and assessment one more time in COUN9314 during a presentation presented as to Master's level counseling class. The

course taken first is considered the PreTest. 

**Benchmark:** 80% of students will increase their rubric scores for the items of methodology, preparedness, and eye contact, or finish the second measure with a score of  $\geq 3$  (Meets Expectations=2; Exceeds Expectations = 3)

Teaching Presentation Rubric	Frequency Pre Evaluation	Avg Score Pre Eval	Frequency Post Evaluation	Avg Score Post	Percent Score
Outstanding = 3	1		3	3	75%
Meets Expectation = 2	2		1	1	25%
Does not meet expectation = 1	1				0%
Total (N=4)		2.3		2.9	100%

**Assessment:** The benchmark was met with 100% scoring a 2 or above.

2. Evaluation of Class Lectures Rubric: The rubric measures 6 categories of a lecture, on a 4 point Likert scale 4= Exemplary; 3= Proficient; 2= Needs Improvement; 1= Unsatisfactory. The assessment is given at the beginning of a Teaching internship class

and again near the end of the course.



**Benchmark:** 80% of students will increase on their rubric scores for the selection of essential content, utilization of effective resources, and the quality of the presentation delivery.

N = 3

Evaluation of Class Lectures Rubric	Frequency Pre Evaluation			Avg Score Pre Eval	Frequency Post Evaluation			Avg Score Post	Percent That Increased Score
Rubric Score	4	3	2		4	3	2		
Essential Content	1	2	0		3	0	0		
Utilization of Effective Resources	1	2	0		3	0	0		
Quality of Presentation Delivery	1	2	0		3	0	0		
Total (N=3)				3.2				4	100%

**Assessment:** Benchmark met.


**Recommendations:** No recommendations at this time.

**Program Goal 4: Research and Scholarship:** Be able to critically analyze and evaluate scholarly research, develop and implement research designs, and produce scholarly reports that disseminate findings to the profession of counseling.

**KPI 4.1:** Students will increase in their knowledge of models of Program Evaluation and in their ability (skill) to design a program evaluation.

**Measures:**

1. Program Evaluation Knowledge Test: 50 questions of knowledge of elements of Program Evaluation, 100 possible points. The assessment is given as a pre/posttest in

COUN9375.   $\geq 85$  meets or exceeds expectations.

**Benchmark:** 80% of students will increase knowledge of Research Design and Program Evaluation

	Pre	Post
Program Evaluation Knowledge Test (N=4)	Score	
Student 1	67	99
Student 2	77	91
Student 3	83	81
Student 4	77	99
Aggregate Average	76	92.5

**Assessment:** Benchmark was not met. 75% of the students increased their knowledge of Research Design and Program Evaluation. Overall the aggregate average moved from a level of not meeting expectations to a level of meeting expectations.

**Recommendation:** None at this time.

2. Rubric of Program Evaluation Assignment: The rubric measures a student's ability to design a program evaluation. The assessment is used to evaluate the Program Evaluation Assignment in COUN9375 on the first draft, and then used again to evaluate the final

product at the end of the course.  The Rubric uses the following Likert scores:

3= Excellent; 2= Average; 1= Poor

**Benchmark:** 90% of students will achieve at least an average score of 2 on the Rubric or greater on the final grading rubric.

Program Evaluation Assignment (N=4)	Pre-Rubric	Post-Rubric
Student 1	2.8	3
Student 2	2	3
Student 3	2.6	3
Student 4	2.6	3
Aggregate Average	2.5	3

**Assessment:** The benchmark was met, with 100% of the students scoring 2 or greater on the Program Evaluation Assignment Rubric

**Recommendation:** None at this time.

- **Program Goal 5: Leadership and Advocacy:** Be able to provide leadership and advocacy within the profession and on behalf of its clientele.

**KPI 5.1:** Increase in ability to prepare and present for 2 professional meetings during the CES program, and in leadership and advocacy skills.

**Measures:**

1. Advocacy Competencies Self-Assessment (ACSA) Survey: a 30 question survey that measures strengths or growth areas in six advocacy domains: Client/Student

Empowerment; Community Collaboration; Public Information; Client/Student Advocacy; Systems Advocacy; and Social/Political Advocacy. The survey is scored on a rubric of



Advocacy  
acsa\_survey.pdf

3=Almost Always; 2=Sometimes; and 1=Almost Never.

**Benchmark:** 90% of students will achieve an average score of 2 or greater on the final presentation rubric.

**Assessment:** This measure was not in place for the 2019-2020 academic year. It will be utilized beginning Spring 2021.

2. Professional Presentation Rubric: Evaluation is completed by either the participants in the conference, or by 2 attendees who are qualified to evaluate the presentation. The evaluation contains nine questions, with four of the questions directly related to the quality of the presentation, using a Likert scale of 1=poor to 4=excellent. All students are required to complete at least 2 professional presentations during their time in the

program.



Presentation  
evaluation.pdf

**Benchmark:** 90% of students will achieve a score of excellence or meets expectations on the final presentation rubric.

Presentation Evaluation N=1 Student 1 1 <sup>st</sup> presentation	Strongly Agree %	Agree %	Neutral %	Disagree %
Effective in achieving stated goals	88.02	11.98	0	0
Presentation style effective	85.68	14.14	0	0
Utilized appropriate audio/visual aids	83.68	15.26	.53	.53

**Assessment:** One student reported a professional presentation during the academic year of 2019-2020. The student achieved a score of excellence or meets expectations on the rubric.

**Recommendations:** No recommendations at this time.

## Faculty Assessment of Students

### Applicant Rubric for Acceptance to Counseling Education and Supervision Program



PhD Applicant  
EvaluationRev.docx

The Applicant Evaluation contains the following elements:

- Master's Level GPA
- GRE Verbal
- GRE Writing Assessment
- Entrance Examination
- Division Interview
- Master's Level Research Paper



Each component is assigned a Likert score of -2 to +2 for each item. The CES faculty along with the Division faculty decide whether to recommend the applicant for admission to the Doctoral Admissions Committee.

2019-2020 N=3

Applicant	GPA	Likert	GRE Verbal	Likert	GRE Writing	Likert	Paper Likert	Interview Likert	Total
1	3.44	0	141	-2	3.5	-1	0	0	-3
2	3.72	1	143	-2	3.5	-1	1	2	2
3	3.66	1	157	1	4.5	1	1	2	6
Average	3.6	.7	147	-1	3.8	-.33	.7	1.33	5

**Assessment:** All applicants were recommended for acceptance into the program, and were accepted into program by the Doctoral Admissions Committee.

**Recommendations:** None at this time.

### **Ph.D. Current Student Survey**

Each spring the CES current students are sent a survey to gather data concerning their job rate, pass rate for the NCE, licensure rate, and comments regarding the NOBTS CES Program.

Ph.D. Current Student Survey - Google Form

Ph. D. CES Current Student Survey N=13	
Job Rate in the Counseling Field	13
Passed the NCE	11
Not Taken the NCE Yet	2
Obtained Licensure or Provisional Licensure	13

**Assessment:** 11 Current CES students have passed the NCE. Two have not yet taken the exam.

The Graduate Survey also asks the respondents to rate on a Likert scale of 1 to 4 (Very Well Prepared) how prepared they feel at this time in each of the areas of the CES Program Objectives.

Benchmark: 85% of Graduates will score 3 or higher on the rubric.

Ph. D. CES Graduate Survey N=9	Average
Counseling	3.8
Supervision	3.5
Teaching	3.3
Research and Scholarship	3.2
Leadership and Advocacy	3.6

**Assessment:** 100% of the Graduates scored above 3: Well Prepared.

**Recommendations:** No recommendations at this time.

**Program Modifications:** No program modifications at this time.

**Annual Student Review: Student Scores (Aggregates) Spring 2020**

Academic Performance

GPA	Frequency	Percent
Exceeds $\geq 3.5$	9	90%
Meets	1	10%
Did not meet	0	0%
Total	10	100%

Oral Communication Skills	Frequency	Percent
Exceeds = 3	6	60%
Meets = 2	4	40%
Total	10	100%

Written Communication Skills	Frequency	Percent
Exceeds = 3	4	40%
Meets = 2	6	60%
Total	10	100%

Attendance/Participation	Frequency	Percent
Exceeds = 3	8	80%
Meets = 2	2	20%
Total	10	100%

Completes Work in Timely Manner	Frequency	Percent
Exceeds = 3	3	30%
Meets = 2	6	60%

Does not Meet =1	1	10%
Total	10	100%

Effort/Maximization of Potential	Frequency	Percent
Exceeds = 3	6	60%
Meets = 2	4	40%
Total	10	100%

Professionalism	Frequency	Percent
Exceeds = 3	7	70%
Meets = 2	3	30%
Total	10	100%

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

**Recommendation:** None at this time.

### **Development of Professional Dispositions**

#### **Annual Review 2019-2020**

Emotionally Stable	Frequency	Percent
Exceeds = 3	8	80%
Meets = 2	2	20%
Total	10	100%

Open to Feedback	Frequency	Percent
Exceeds = 3	9	90%
Meets = 2	1	10%
Total	10	100%

Ethical/Professional	Frequency	Percent
Exceeds = 3	8	80%

Meets = 2	2	20%
Total	10	100%

Motivated/Engaged	Frequency	Percent
Exceeds = 3	5	50%
Meets = 2	5	50%
Total	10	100%

Multicultural Competence	Frequency	Percent
Exceeds = 3	7	70%
Meets = 2	3	30%
Total	10	100%

### **CCS (2017) Professional Dispositions**

Part 2 of the CCS 2017 measures Professional Dispositions. The CCS is completed by the Individual Supervisor at the end of each of the Clinical Practice components. The CCS uses a 5 point Likert scale: 5 = Exceeds Expectations; 4 = Meets Expectations; 3 = Near Expectations; 2 = Below Expectations; 1 = Harmful.

It is expected that 95% of students will exceed or meet expectations across each rubric by the time the complete Internship 2.

CES Students	2B Professionalism		2C Self Awareness		2E Motivation		2F Respectful of Cultural Differences	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	4	5	4	5	4	5	4	5
2	4	5	4	5	4	5	4	5
3	4	5	4	5	4	5	4	5
4	5	5	5	5	5	5	4	5
5	5	5	5	5	5	5	5	4
Aggregate Scores	4.1	5	4.3	5	4	5	4.1	4.8

Assessment: 100% of students met or exceeded the expectations by the end of Internship 2.

Recommendations: None at this time.

### **Evaluation of Faculty and Supervisors**

During the 2019-2020 Academic year, 8 students were enrolled in either a Practicum or Internship in the CES Program.

### **Individual Site Supervisor Evaluation**

Student counselors are required to complete a site supervisor survey at the end of each supervision term. 10 questions. The Evaluation is scored with the following Likert Scale: 4= Very Effective; 3= Effective; 2= Uncertain; 1= Ineffective.

In the year 2019-2020, with 4 supervisors working with students, the average scores on their evaluations was 4= Very Effective.

Student Evaluation of Site Supervisor	Average
The supervisor:	
Demonstrated respect while supporting therapist identity, providing encouragement & challenges.	4
Available and one time	4
Operated with high ethical/professional standards; provided ethical guidance	4
Provided equipping in conceptualization	4
Assisted with treatment plans and therapeutically relevant goals for client	4
Helped me ethically integrate spirituality into my counseling	4
Helped me develop skills that encouraged building community/support network for clients	4
Assisted counselor to be able to conduct effective counseling	4
Helped with development of models and techniques	4

**Assessment:** The Counseling Program had 4 supervisors working with students in 2019-2020, with all averages on their evaluations  $\geq 4$  = Very Effective.

**Recommendation:** No recommendations at this time.

### Evaluation of Group Supervision

Student counselors are required to complete an evaluation of their group supervision at the end of each supervision term. 19 questions; the Evaluation is scored with the following Likert Scale:

1= Strongly Disagree; 2= Disagree; 3=Neutral; 4=Agree; 5= Strongly Agree

Student Evaluation of Site Supervisor	Average
The Group Supervision group and supervisor:	5
Provided useful feedback about my skills and interventions	5
Provided helpful suggestions/information related to treatment interventions	5
Facilitates constructive exploration of ideas/techniques for working with clients	5
Provides helpful information regarding case conceptualization and diagnosis	5
Helps me comprehend and formulate clients' central issues	5
Created a safe environment for group supervision	5
Encourages trainee self-exploration appropriately	5
Enables me to express opinions, questions, concerns about my counseling	5
Is attentive to group dynamics	5
Effectively sets limits, and establishes norms and boundaries for the group	5
Provides helpful leadership for the group	5
Encourages supervisees to provide each other feedback	5
Redirects the discussion when appropriate	5
Manages time well between all group members	5
Provides enough structure in the group supervision.	5
Encouraged the group to apply a distinctly Christian worldview in understanding, interpreting, and integrating Christianity into counseling theories.	5

Encourages sensitivity to a client's spiritual welfare	5
Is able to help the group to identify where God is working in the group	5

**Assessment:** The Counseling Program had 1 supervision group, with no more than 12 attendees each meeting in 2019-2020. All areas achieved a score of  $\geq 5$  (Very Effective).

**Recommendation:** No recommendations at this time.

### **NOBTS Student Course Evaluations**

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

consideration for tenure, step increases, and promotion in rank.



**Assessment:** No Course Evaluations were received indicating negative scores.

**Recommendations:** No recommendations at this time.

### **NOBTS Course Evaluation Questions**

1. Program/Course	
2. How many courses are you taking this semester?	One Two
3. How are you taking this course?	Credit/Audit
4. Did you attend any class sessions through SYNC?	Yes / No
5. If yes, how many?	
6. What is your gender?	M/F
7. Are you a citizen of the United States?	Yes/No
8. What is your native language?	English/Korean/French/Spanish/Other
9. During this semester in the program, where did you live?	On campus/1-15 miles away/16-50 miles away/51-100 miles away/over 100 miles away
10. For this course, how frequently were you on campus?	1-2 days a week/3-5 days a week/weekly/ every other week/4 times semester/ 3 times semester
11. During this semester, how much time did you spend in study, research, and writing for this course in an average week?	0-5 hours/8-10 hours/11-15 hours/16-20 hours/more than 20 hours
Please rate your professor and course	0-100
12. Relevance of course work to meet doctoral requirements.	0-100
13. Evaluation procedures used in course (e.g. grades, papers)	
14. Teaching methods used in course	0-100
15. Accessibility of professor students	0-100

16. Depth of subject matter in course	0-100
17. Constructive faculty criticism of your course participation	0-100
18. Faculty helpfulness in preparing course assignments	0-100
To what extent do you agree with the following statement about your course	0-100
19. The professor was interested in my welfare.	0-100
20. The professor was interested in my professional development.	0-100
21. The professor provided ample time for individual guidance.	0-100
22. Different scholarly points of view were respected.	0-100
23. Study of different scholarly points of view was encouraged.	0-100
24. Course members respected the professor	0-100
25. The professor respected the course members.	0-100
26. Course members were treated as colleagues by the professor	0-100
27. Male and female students were treated with equal respect. (Mark "not applicable" for no diversity)	0-100
28. The course content was at a higher level than my master's work.	0-100
29. This course methodology was appropriate.	0-100
30. The knowledge/training I gained met my expectations.	0-100
31. There was a spirit of collegially among the student.	0-100
32. Cultural/ethnic diversity was respected by the professor and students. (Mark "Not applicable" for no diversity).	0-100
33. The course fostered the concept of the Ph.D. program as a community of scholars.	0-100
34. The atmosphere was intellectually stimulating.	0-100
35. Participation in the course encouraged a commitment to the vocation of theological scholarship.	0-100
36. Participation to the course enhanced my research skills.	0-100
37. There was opportunity for faculty-student interaction outside the course setting.	0-100
38. Students were prepared adequately for course sessions.	0-100
39. Library holdings for the course were adequate.	0-100
40. The content and organization of the course provided opportunities for spiritual growth.	0-100
41. The professor gave evidence of ongoing scholarship and research.	0-100
42. The professor promoted a deepened sense of spiritual vitality.	0-100
43. The professor promoted the Bible as the Word of God and taught in a way that was consistent with the "Baptist Faith and Message."	0-100

44. The professor promoted student involvement in outreach and endeavors of the local church and NOBTS.	0-100
45. The professor modeled servant leadership through nurture and encouragement.	0-100
46. The professor encouraged students to excel in their mastery of the subject.	0-100
47. Add additional comments in the space provided.	0-100

Data are provided for questions 12 to 46

Fall 2019: Average Agreement with Statement

Course Number	N =	Q12	Q13	Q14	15	16	17	18	19
<b>COSR 9301</b>	4 of 8	100%	100%	83%	100%	100%	100%	100%	100%
20	21	22	23	24	25	26	27	28	29
100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
30	31	32	33	34	35	36	37	38	39
100%	100%	100%	100%	100%	100%	100%	92%	100%	100%
40	41	42	43	44	45	46	47	Positive Responses	Negative Responses
100%	89%	100%	100%	100%	100%	100%	100%	93%	5%

Course Number	N =	Q12	Q13	Q14	15	16	17	18	19
<b>COUN 9312</b>	8	94%	94%	94%	94%	94%	94%	94%	94%
20	21	22	23	24	25	26	27	28	29
94%	94%	94%	94%	94%	100%	100%	100%	100%	100%
30	31	32	33	34	35	36	37	38	39
100%	100%	100%	100%	100%	100%	100%	100%	100%	94%
40	41	42	43	44	45	46		Positive Responses	Negative Responses
89%	100%	100%	100%	100%	100%	100%		92%	7%
<b>Spring 2020</b>									
Course Number	N =	Q12	Q13	Q14	15	16	17	18	19
<b>COUN 9305</b>	5 of 6	93%	100%	100%	100%	93%	93%	100%	100%
20	21	22	23	24	25	26	27	28	29
100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
30	31	32	33	34	35	36	37	38	39
93%	100%	100%	100%	100%	100%	100%	80%	83%	93%
40	41	42	43	44	45	46		Positive Responses	Negative Responses
89%	87%	100%	93%	100%	93%	100%		91%	5%



Course Number	N =16	Q12	Q13	Q14	15	16	17	18	19
<b>COUN 9314</b>		100%	100%	100%	100%	100%	93%	100%	100%
20	21	22	23	24	25	26	27	28	29
100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
30	31	32	33	34	35	36	37	38	39
100%	100%	100%	100%	100%	100%	93%	93%	100%	89%
40	41	42	43	44	45	46		Positive Responses	Neutral Responses
100%	100%	93%	100%	100%	100%	100%		99%	1%

### RDOC Courses

#### Summer 2019 RDOC 9300 Introduction to Doctoral Research and Writing

Course Number	N =32	Q12	Q13	Q14	15	16	17	18	19
<b>RDOC 9300</b>	32*	97%	96%	96%	100%	96%	98%	98%	100%
20	21	22	23	24	25	26	27	28	29
100%	94%	100%	97%	100%	100%	100%	100%	98%	90%
30	31	32	33	34	35	36	37	38	39
96%	96%	96%	98%	100%	90%	98%	96%	98%	100%
40	41	42	43	44	45	46		Positive Responses	Negative Responses
91%	90%	98%	98%	100%	95%	100%		94%	6%

\* N= students from various majors. The averages are from two professors

#### Summer 2019 RDOC 9302 Teaching in Higher Education

Course Number	N =12	Q12	Q13	Q14	15	16	17	18	19
<b>RDOC 9302</b>	12	82%	83%	87%	87%	80%	87%	70%	80%
20	21	22	23	24	25	26	27	28	29
87%	93%	87%	93%	93%	93%	90%	87%	100%	90%
30	31	32	33	34	35	36	37	38	39
90%	90%	93%	93%	90%	87%	83%	87%	83%	93%
40	41	42	43	44	45	46		Positive Responses	Negative Responses
92%	87%	90%	87%	100%	92%	83%		92%	8%

N = students from various majors. The averages are from two professors.

#### Summer 2019 RDOC 9303 Prospectus Development

Course Number	N =18	Q12	Q13	Q14	15	16	17	18	19
<b>RDOC 9303</b>	18	97%	96%	96%	100%	96%	100%	96%	100%
20	21	22	23	24	25	26	27	28	29
96%	100%	100%	96%	100%	96%	90%	96%	100%	100%
30	31	32	33	34	35	36	37	38	39
96%	96%	96%	100%	100%	100%	96%	96%	96%	96%
40	41	42	43	44	45	46		Positive Responses	Negative Responses
96%	96%	100%	96%	96%	100%	96%		92%	8%

N = students from various majors. The averages are from two professors.

**Assessment:** all scores were in the Exceeds or Meets Expectations range. However, it is noted that the students perceive the holdings in the library should be enhanced.

**Recommendations:** Each professor will assess the library holdings for the courses they teach to see if new additions need to be ordered.

#### NOBTS Adult Student Priorities Survey (Noel Levitz)

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

New Orleans Baptist Theological Seminary -  
ASPS Comparison Group Codes - 05/2020

Adult Student Priorities Survey

#### **Institutional Summary** **Scales: In Order of Importance**

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

**Assessment:** Ph. D. students overall indicated they were “Satisfied” in all areas measured. There is not a capacity to single out the rates of counseling program students.

**Recommendations:** No recommendations at this time.

## **Summary of Recommendations from 2019-2020 Annual Report**

### **Ph. D. in Counselor Education and Supervision**

#### **Diversity Demographics**

**Assessment:** The Program Faculty will develop a stronger plan to attract more diverse PhD Applicants.

**Recommendation:** The Charles Ray Pigott Doctoral Fellowship for Minority Students was awarded to one of the CES applicants. The student was notified on April 22, Spring 2019, and began the program in Fall 2019. The Counseling Faculty will seek to involve African American PhD students in developing an initiative to increase recruiting in minority populations. An Advisory Committee, including one or two current students, one or more faculty members, and one person from the Recruiting/Admissions office.

#### **Student Course Evaluations**

**Assessment:** all scores were in the Exceeds or Meets Expectations range. However, it is noted that the students perceive the holdings in the library should be enhanced.

**Recommendations:** Each professor will assess the library holdings for the courses they teach to see if new additions need to be ordered.

## **Summary of Recommendations from 2018-2019 Annual Report**

### **Ph. D. in Counselor Education and Supervision**

#### **Demographics**

##### **Race**

Race	Female	Male
Asian	1	0

Black		1
Caucasian	11	7
Totals	12	8

**Assessment:** The Program Faculty will develop a stronger plan to attract more diverse PhD Applicants.

**Recommendation:** The Charles Ray Pigott Doctoral Fellowship for Minority Students was awarded to one of the CES applicants. The student was notified on April 22, Spring 2019, and began the program in Fall 2019. The Counseling Faculty will seek to involve African American PhD students in developing an initiative to increase recruiting in minority populations. No later than June 30, 2020, an Advisory Committee will be named including the current African American students and one faculty member

**Program Goal 4: Research and Scholarship:** Be able to critically analyze and evaluate scholarly research, develop and implement research designs, and produce scholarly reports that disseminate findings to the profession of counseling.

**KPI 4.1:** Students will increase in their knowledge of models of Program Evaluation and in their ability (skill) to design a program evaluation.

#### Measures

- Program Evaluation Knowledge Test **Completed**
  - **Assessment:** Benchmark was not met. Only 2 of 4 students completed the pretest and the posttest.
  - **Recommendation:** After evaluating the test, it is believed the test did not accurately match the text being used. A new test will be constructed when the course is offered the next time. The faculty member will develop a method to be sure all students in the course complete the pre and posttest.
- 2. Rubric of Program Evaluation Assignment
  - **Assessment:** The benchmark was met, with 100% of the students scoring a 95% or greater on the Program Evaluation. However, When COUN9375 was offered in 2018, there was not a plan to compare the draft and the final product. This course is being taught in the Summer of 2020, and the measure will be used.
  - **Recommendation:** Add a Rubric evaluation of the Draft Program Evaluation. **Completed**

**Program Goal 5: Leadership and Advocacy:** Be able to provide leadership and advocacy within the profession and on behalf of its clientele.

**KPI 5.1:** Increase in ability to prepare and present for 2 professional meetings during the CES program, and in leadership and advocacy skills.

#### Measures:

##### 1. Advocacy Competencies Self-Assessment (ACSA) Survey:

**Assessment:** The measure for this was not in place during 2019-2020.

**Recommendation:** Students will be measured beginning in the 2020-2021 Academic year.

