



2020-2021  
Counselor Education and  
Supervision Program  
Annual Report

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

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

### **2020-2021 NOBTS Annual Assessment of the Ph. D. in Counseling Education and Supervision Program**

#### **Conceptual Framework**

[Institutional Data](#)

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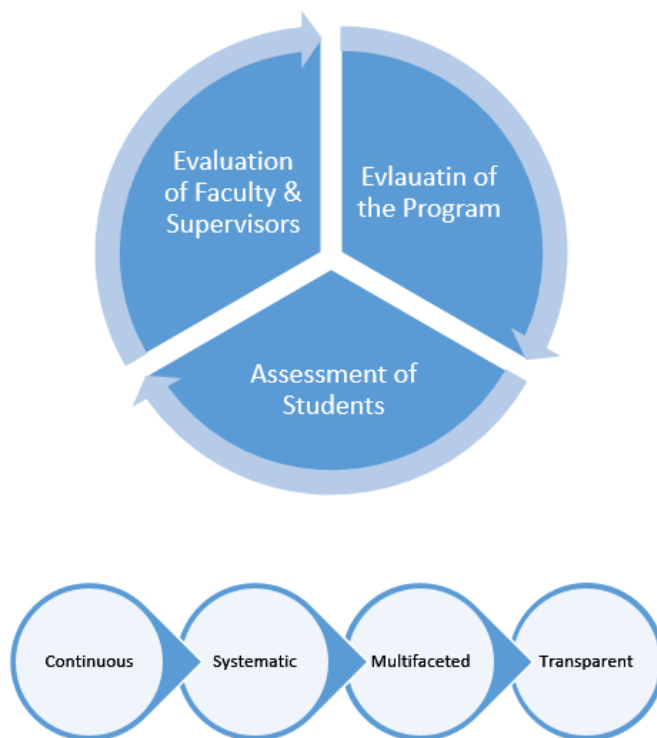
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The Counselor Education and Supervision program is assessed in a continuous manner as students move through the program. The assessment is pre-planned and intentional. Assessment of each component of the CES program uses multiple measures. The outcomes 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:

2 individuals submitted applications

2 individuals were interviewed

2 individuals were admitted during the 2020-2021 academic year.

<b>Applicants 2020-2021</b>	<b>Doctoral Applied</b>	<b>Doctoral Admitted</b>	<b>%</b>
Male	2	2	33%
Female	3	3	67%
<b>Totals</b>			<b>100%</b>
African American			
Latino	1	1	25%
Asian American			
Caucasian	4	4	75%
Biracial			
<b>Totals</b>			<b>100%</b>
Age 26-30	2	2	%
Age 31-35	1	1	%
Age 36-40			%
Age 41-45	1	1	%
Age 46-50	1	1	%
Age 51-55			

### Current Students

#### Characteristics of Current Students: Student Demographics

##### Race

Row Labels	Female	Male
Black or African American		2
White	12	5
<b>Grand Total</b>	<b>12</b>	<b>7</b>

##### Age

Row Labels	Frequency
24-29	2
30-34	6
35-44	6
45-54	4
55-65	1
<b>Grand Total</b>	<b>19</b>

**Assessment:** The Program Faculty has implemented a stronger plan to attract more diverse PhD Applicants, but this year, neither of the two applicants were persons of color.

**Recommendations:** The Charles Ray Pigott Doctoral Fellowship for Minority Students was awarded to one of our CES applicants from 2019. The student began the program in Fall 2019. While there is no guarantee that this institutional fellowship will be awarded to a CES student in the future, the department will continue to recruit and lobby the administration to award this fellowship to one of our minority applicants when it becomes available.

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 current student, one faculty member, and the Associate VP for Admissions began its work in 2020 and has met twice. The group identified events that could be added to the institutional recruiting calendar to better reach potential minority CES students.

### Persistence and Retention Rates

	Persistence	Retention
PhD	100%	100%

### Graduation Rates

Fall 2020	0	
Sp 2021	1	100

### 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	

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).

**Comments from Employers:**

- I have graduate students that work with me that are dedicated and loyal along with exceptional in everything they do. I have had other graduates that are exceptional in some areas, but have not worked through their own stories. This impacted their ability to function well within the working environment. They are excellent employees!
- I have employed multiple NOBTS students/ graduates in the last 16 years. In fact, the majority of hires have been counselors who graduated from NOBTS. I have never had a bad experience with any of those hires. I believe that NOBTS students/ graduates have a rich experience of counseling theories along with practical application. They are also able to integrate their faith in a meaningful way into their counseling practices.
- She is absolutely fantastic. So glad to have her.
- The students I have worked with have a narrow population experience. I would encourage the program to encourage the students to broaden their experiences. On that same note, I would encourage the program to teach the students to value gaining experience along with gaining knowledge. I have noted an expectation within some of the graduates I have worked with to be placed in higher positions within organizations due to education alone. Experience and the wisdom that comes from that experience are valuable.

**Recommendations:** Faculty advisors will encourage their advisee PhD CES students to work in cross-cultural or with more broad populations wherever possible.

**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=11	
Job Rate in the Counseling Field	11
Passed the NCE	11
Obtained Licensure	11
Job as Faculty or Adjunct in University	7
Was looking for an academic position	4

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	3.9
Research and Scholarship	3.2
Leadership and Advocacy	3.5

**Assessment:** 100% of the Graduates scored above 3 (Well Prepared). A slight improvement in the Leadership and Advocacy score is noted.

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

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

### **Faculty Assessments (Evaluation of the Program)**

#### **Annual Student Review: Program Goals**

Note: While annual review data is complete for 2020 and for 2022, the data for 2021 is limited. This is likely due to a transition in reporting procedures and some transitions in department staff and faculty. Data reported below is not as clearly representative as in the prior and following years.

NOBTS CES faculty reviewed the Annual Student Review forms submitted by students in the



PhDAnnualStudRevie  
wStudSelfEval.pdf

CES program during the 2020-2021 academic year. 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	4	80%
Meets = 2	1	20%
Total	5	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 evaluate 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

- Counsels a wide range of clients from different socioeconomic and cultural backgrounds.
- Provides crisis counseling services to people experiencing homelessness, struggling with addiction, and exiting trafficking situations
- Maintaining a professional private practice serving adolescents, individuals, and couples.
- Providing assessment and diagnosis to those I serve, while also creating treatments plans and following those plans for the sake of the clients I serve
- In January of 2020, I began my own private practice. I see clients with a variety of issues such as generalized anxiety disorder, major depressive disorder, trauma, PTSD, OCD, and perinatal mood disorders.
- Diagnosis and treat clients both in a busy recovery setting as well as in private practice with couples.

Prog Goal 2:Supervision	Frequency	Percent
Exceeds = 3	3	60%
Meets = 2	1	20%
Not Supervising Yet	1	20%
Total	5	100%

#### Supervision

- Actively supervising clinicians, targeted case managers, peer support staff, as well as intern students in the clinical department where I work as Clinical Program Director
- For the spring semester of 2021, I am supervising NOBTS students in individual, triadic, and group settings

- I am currently licensed by the state of Texas as a LPC-Supervisor and provide ongoing supervision to both LPC-Associates and master level students in my practice.

Prog Goal 3: Teaching	Frequency	Percent
Exceeds = 3	3	60%
Meets = 2	1	20%
Have not taught yet	1	20%
Total	10	100%

### Teaching

- Taught Introduction to Psychology course at Visible
- Grader for Dr. Garrett
- Taught 1-hr lecture on depression for Counseling in Ministry on 2/2/21
- Created a syllabus for Teaching in Higher Education
- 15-minute micro-teach assignment for Teaching in Higher Education
- Teaching every summer for the masters level counseling students at NOBTS
- I have had the opportunity to teach in the church to various groups on mental health issues.

Prog Goal 4: Research	Frequency	Percent
Exceeds = 3	3	60%
Meets = 2	2	30%
Not done research yet	0	
Total	10	100%

- Guest lecturer at Tarleton State University
- Assistant professor at Dallas Baptist University, taught Intro to Church Counseling
- Speaker at the Association of Biblical Counselors annual conference.
- Plan to co-present with a professor at conference in Fall 2021
- 

### Research

- Speaker at the Association of Biblical Counselors annual conferences for several years since 2017.
- Presentation to local churches on mental health issues.
- Collaborating with a neurologist in Cincinnati to develop material for families of those suffering from brain injury. Also, working on my PhD prospectus towards my project.
- I am working on the prospectus for my dissertation on the topic of spiritual abuse, which I hope to submit for presentation. I attended the March 2021 Law and Ethics Conference (University of Holy Cross).

Prog Goal 5: Leadership/Advocacy	Frequency	Percent
Exceeds = 3	3	60%

Meets = 2	2	30%
Not yet	0	
Total	10	100%

### Leadership and Advocacy

- Serving on the board of the Association of Biblical Counselors
- Providing supervision to LPC-Associates
- Connecting with churches to provide consultation about mental health struggles in their congregations and how to meet those needs
- Currently serving on the Executive Board for Revive Life House, a long term recovery center for men. Advocacy includes actively seeking grants, participating in community events, creating volunteer and internship opportunities, and expanding services into new levels of care.
- Serving on the board of the Association of Biblical Counselors
- Providing supervision to LPC-Associates
- Connecting with churches to provide consultation about mental health struggles in their congregations and how to meet those needs.
- Regularly advocates for legal protections for victims of abuse

### 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.
- Completed Federal Bureau of Investigation Citizen's Academy
- Active participant in Greater New Orleans Human Trafficking Task Force

**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.

### **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.

### **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.

Oral Exam Rubric 2020-21	Score	Average (n=4)
Student 1	4.0	
Student 2	3.0	
Student 3	3.8	
Student 4	4.0	
		3.7

Assessment: All students scored at least 3.0 on a 4.0 scale and met expectations.

Recommendation: none at this time

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

Assessment:

Recommendation: None at this time.

## Faculty Meeting Minutes

### 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	End Internship 1 or 2
D: Knowledge of Counseling Theory E: Application of Counseling Theory in Practice	4.56

\*5 students completed Internship 2 during 2020-2021. 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;



Case

Developing competence = 2; Deficits = 1. Conceptualization Rubric

**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	1	4	100%
Expected Level = 3	4	1	
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= 8	Pretest	Posttest	
Structure of Sessions (Item #1)	1.875	2.5	.625
Addressing Session Content (Item #4)	1.5	2.625	1.125
Application of Supv. Theory & Practice (Item #18)	1.375	2.5	1.125
Overall Avg	1.58	2.54	.98

**Assessment:** The benchmark was met.

**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%	87.6	7	97%
Posttest: Scored at or Above 85%	92.8	7	97%
Posttest: Scored at or Above 90%	95.4	7	97%
Posttest: Did not meet 85% Benchmark	84	1	12.5%
Total (N=0)		8	

**Assessment:** The benchmark was met.

**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.



**Assessment:** Not assessed for 20-21. COVID displacement interrupted this measurement.  
**Recommendations:** No recommendations at this time. Continue measure for future years.

**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



Program Evaluation  
Pre.Post Test.pdf

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 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 3=Almost Always; 2=Sometimes; and 1=Almost Never with a final numeric score.



Advocacy  
acsa\_survey.pdf

Advocacy Competencies Self Assessment		
Student	Score	Benchmark Met
Student 1	114	Yes
Student 2	102	Yes
Student 3	104	Yes
Student 4	104	Yes
Student 5	102	Yes

**Benchmark:** 90% of students will achieve an average score of 100 or greater on the final presentation rubric.

**Assessment:** All students achieved a score of 100 or better. This was the first presentation of the instrument due to COVID interruptions to this assessment point.

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.



**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.

2020-2021 N=1

Applicant	GPA	Likert	GRE Verbal	Likert	GRE Writing	Likert	Paper Likert	Interview Likert	Total
1	3.86	+2	157	+1	4.0	0	+1	+2	+6

**Assessment:** The applicant was recommended for acceptance into the program, and was 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. CES Current Student Survey N=14	
Job Rate in the Counseling Field	14
Passed the NCE	11
Not Taken the NCE Yet	3
Obtained Licensure or Provisional Licensure	14

**Assessment:** 11 Current CES students have passed the NCE. Three 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 2021**

#### Academic Performance

GPA	Frequency	Percent
Exceeds $\geq 3.5$	10	100%
Meets	0	0%
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	5	50%
Meets = 2	5	50%
Total	10	100%

Attendance/Participation	Frequency	Percent
Exceeds = 3	9	90%
Meets = 2	1	10%
Total	10	100%

Completes Work in Timely Manner	Frequency	Percent
Exceeds = 3	3	30%
Meets = 2	7	70%
Does not Meet =1	1	10%
Total	10	100%

Effort/Maximization of Potential	Frequency	Percent
Exceeds = 3	7	70%
Meets = 2	3	30%
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.

**Recommendation:** None at this time.

### **Development of Professional Dispositions**

#### **Annual Review 2020-21**

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

Open to Feedback	Frequency	Percent
Exceeds = 3	8	80%
Meets = 2	2	20%
Total	10	100%

Ethical/Professional	Frequency	Percent
Exceeds = 3	7	70%
Meets = 2	3	30%
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%
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### **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	4	4	4	4	4	4	4
2	5	5	4	4	4	4	4	4
3	5	5	5	5	5	5	5	5
4	5	5	4	5	4	5	4	5
5	5	5	5	5	5	5	5	5
6	5	5	4	4	4	4	4	4
7	5	5	4	5	4	5	4	5
8	5		5		5		4	
9	5	5	4	5	4	5	4	5
10	4	5	4	5	3	5	4	5
11	5	5	5	5	5	5	4	5
12	4	5	4	5	4	5	4	4
13	5	5	5	5	5	5	5	5
14	5		5		5		4	
15	5	5	5	5	5	5	5	4
Aggregate Scores	5	5	4	5	4	5	4	4.6

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 2020-2021, 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 Group Supervisor	Average
The Group Supervision group and supervisor:	
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	4.8
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	4.8
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	4.8
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.	4.8
Encourages sensitivity to a client's spiritual welfare	4.6
Is able to help the group to identify where God is working in the group	4.8

**Assessment:** The Counseling Program had 1 supervision group, with no more than 12 attendees each meeting in 2020-2021. All areas achieved a score of  $\geq 4.6$  (4 = 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.



CourseInstrucEval.pdf

**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

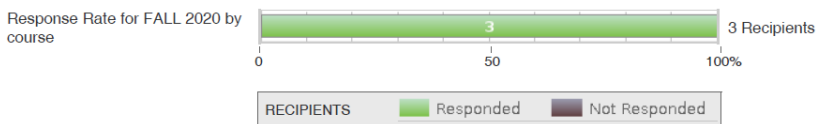
For 2020-21, three PhD-level counseling courses were available for assessment. The fourth had no responses to the survey. All three surveys found positive responses above 90%. It may be noted that the most common negative response was not truly “negative,” but reflected an unorthodox question design in which the greatest commuting distance from the campus was listed as a negative response, meaning the results were more positive than indicated by the percentages below. There were no notable trends in this year’s responses.

### Survey Results for ReDoc Course Evaluation (Old)

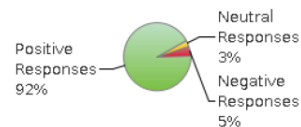
Included Response Periods:	FALL 2020 by course
Compare Results By:	Course
Course/Organizations Included:	Spirituality in Counseling

#### Overall Summary

Total Survey Recipients: 3



#### Question Response Summary



### Survey Results for ReDoc Course Evaluation (Old)

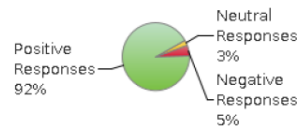
Included Response Periods:	FALL 2020 by course
Compare Results By:	Course
Course/Organizations Included:	Biblical and Theological Foundations of Counseling

#### Overall Summary

Total Survey Recipients: 10



#### Question Response Summary



## Survey Results for ReDoc Course Evaluation

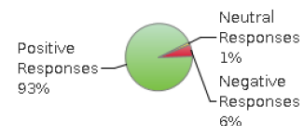
Included Response Periods:	Spring 2021
Compare Results By:	Course
Course/Organizations Included:	Contemporary Approaches in Counseling

### Overall Summary

Total Survey Recipients: 8



### Question Response Summary



**Assessment:** all scores were in the Exceeds or Meets Expectations range.

**Recommendations:** None at this time.

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

The NOBTS Adult Student Priorities Survey (Noel Levitz) was discontinued as an assessment tool by the institution. The counseling division will consider adding an institution-wide assessment of satisfaction measure again if the institution adopts a new tool.

## Summary of Recommendations from the 2020-2021 Annual Report PhD in Counselor Education and Supervision

### 1. Applicant and Student Diversity

**Assessment:** The Program Faculty has implemented a stronger plan to attract more diverse PhD Applicants, but this year, neither of the two applicants were persons of color.

**Recommendations:** The Charles Ray Pigott Doctoral Fellowship for Minority Students was awarded to one of our CES applicants from 2019. The student began the program in Fall 2019. While there is no guarantee that this institutional fellowship will be awarded to a CES student in the future, the department will continue to recruit and lobby the administration to award this fellowship to one of our minority applicants when it becomes available.

- Recommendation 1: Work to ensure that future recipients of the Piggott Fellowship are in the area of counselor education and supervision. The Divisional Associate Dean will maintain contact with the Vice President for Institutional Advancement and President to keep promising minority master's students "on their radar."

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 current student, one faculty member, and the Associate VP for Admissions began its work in 2020 and has met twice. The group identified events that could be added to the institutional recruiting calendar to better reach potential minority CES students.

- Recommendation 2: Continue regular meetings of this committee and begin to track institutional participation in minority-focused recruiting events.

## 2. Broadening the diversity of Client Populations

**Assessment:** The 2020-2021 Employer Survey contained a comment that our PhD grads sometimes lacked exposure to particularly diverse populations. The department reviewed this comment for actionable items. It was noted that our PhD graduates work in various practicum and internship settings and that many serve quite diverse populations. They also come from master's programs where they may or may not have exposure to diverse populations, though the NOBTS master's grads who practiced at the LMCCC serve a very diverse population. Additionally, the comment was isolated among the employer respondents.

**Recommendation:** The department accepted a motion that PhD student advisors will encourage their PhD students to work with more diverse populations wherever possible.

## 3. Improve assessment procedures and training for faculty who advise PhD students.

**Assessment:** On review of the 2020-2021 Current Student Survey, it was noted that a student commented that they would appreciate more training from their faculty advisor on maintaining assessment-related documentation. Upon discussion, the faculty noted that the best way to accomplish this might be to institute additional training for faculty.

**Recommendation:** The department accepted a motion that the Division Chair will make effort over the next year to make sure all faculty are well versed in assessment of PhD students. All faculty will receive additional training, and a calendar of assessment activities will be maintained.

**Recommendation:** Division Chair will schedule an online PhD CES meeting for informational purposes to help students better understand the processes that are used for assessment. This may be better addressed by having a Teaching in Higher Education class that is division specific. This

has already been approved by the Research Doctoral office, and work will continue in this area over the coming assessment year..

## **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.

**Resolution:** *This goal was reassessed in the review of the 2020-2021 annual report, and the department goals related to minority recruitment were updated. See the Summary of Recommendations from the 2020-2021 Annual Report above.*

#### **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.

**Resolution:** *This goal is acknowledged, but few organized steps were taken in 2020-2021 to address it. Library resources are generally more than sufficient, especially with the extensive online holdings and availability of e-books, journals, interlibrary loan, etc.*