



NEW ORLEANS
BAPTIST THEOLOGICAL SEMINARY

2021-2022
Counselor Education and
Supervision Program
Annual Report

New Orleans Baptist Theological Seminary
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Table of Contents

Overview

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

Evaluation of Faculty and Supervisors

 Site Supervisor Evaluation

 Group Supervision Evaluation

 NOBTS Course Evaluations

Summary of Recommendations from 2021-2022 Annual Report

**2021-2022 NOBTS Annual Assessment of the
Ph. D. in Counseling Education and Supervision Program**

Conceptual Framework

Institutional Data

Community Assessments

Faculty Assessments

Student Assessment of the Program

Evaluation of Faculty and Supervisors

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 in the 2021-2022 academic year:

2 individuals submitted applications

2 individuals were interviewed

2 individuals were admitted during the 2021-2022 academic year.

2021-2022	Applied	Admitted	%
Male	0	0	0
Female	2	2	100
Totals			100%

African American			
Latino	1	1	50
Asian American			
Caucasian	1	1	50
Biracial			
Totals			100%
Age 26-30	1	1	50
Age 31-35			
Age 36-40			
Age 41-45			
Age 46-50	1	1	50
Age 51-55			
Totals			100%

Current Student Characteristics in the 2021-2022 Academic Year

Student Demographics

Race

Headcount	Column Labels	
	Female	Male
Black or African American		2
Hispanic or Latino		1
White	9	5
Grand Total	10	7

Age

Row Labels	Headcount
24-29	2
30-34	4
35-44	5
45-54	5
55-65	1
Grand Total	17

Assessment: The Program Faculty has implemented a stronger plan to attract more diverse PhD Applicants. The institution as a whole has and has enacted a similar plan. This year, one of the two PhD CES applicants was a person 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 and should graduate in December 2023. 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. The group identified events that could be added to the institutional recruiting calendar to better reach potential minority CES students. In the 21-22 academic year, the committee did not meet formally, but members met separately with the Associate VP of Admissions and planned and implemented several recruiting events targeted for minority applicants.

The institutional recruiting (admissions) office participated in two events specific to minority recruiting in 21-22: SBC Black Church Leaders Week, and a dinner for the seminary Fellowship of Black Seminarians targeted at retention and student matriculation to master's and doctoral studies.

The institution's president and executive vice president made trips in 21-22 to meet with the National African American Fellowship of the SBC to recruit and further the access of doctoral education for Black and other minority scholars.

Persistence and Retention Rates

	Persistence	Retention
PhD	100%	100%

Graduates: 2021-2022

Fall 2021	1
Sp 2022	2

COMMUNITY ASSESSMENTS

Employer/Supervisor Survey of PhD Students/Grads

The employer/supervisor survey was not conducted in 2022. The 2021 results are listed below for reference.

N = 4.

Likert Scale 1-3 (3 = Exceeds Expectations; 2 = Meets Expectations; 1 = Does not Meet Expectations)

2021 Results

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
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. The employer/supervisor survey has been added to the administrative calendar to ensure that it is conducted every January. Early 2023 results are in as of this reporting.

PhD Graduate 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. The survey was not conducted in Spring 2022, so the Spring 2021 and early Spring 2023 responses are combined in the following data. Duplicant respondents were combined so that N=non-duplicating headcount. The survey uses a six-year rolling cohort for data collection.

Ph. D. CES Graduate Survey N=17	
Job in the Counseling Field	17
Passed the NCE	17
Obtained Licensure	17
Job as Faculty or Adjunct in University	7
Was looking for an academic position	8

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

Ph. D. CES Graduate Survey N=17	Average
Counseling	3.9
Supervision	3.2
Teaching	3.5
Research and Scholarship	3.5
Leadership and Advocacy	3.5

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

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

NOBTS CES faculty reviewed the Annual Student Review forms submitted by students in the CES program during the 2021-2022 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:

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

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

- Seeing an average of 20 clients per week, grown in tx planning, grown in hx taking, learned EMDR
- Diagnosis and assessment of clients in clinical settings using DSM-5 and 1915i Medicaid Assessment Form. I have completed hundreds of these assessments for Medicaid reimbursement
- I own a counseling private practice where I provide counseling to individuals and couples. Counseling includes diagnosis, assessment, and case conceptualization.
- Owner/Clinician of New Life Solutions, PLLC specializing in couples struggling with communication issues, conflict management, addiction/affair recovery
- Fully licensed professional counselor.
- LPC practicing at Center for Counseling and Family Relationships.
- Practiced in three clinical setting in the past year

Supervision

Prog Goal 2:Supervision	Frequency	Percent
Exceeds = 3	6	60%
Meets = 2	4	20%
Total	10	100%

- currently supervising 4 students in triadic meetings
- I have supervised social workers toward licensure as a Board Approved Clinical Supervisor and led individual, triadic, and group supervision in multiple settings
- I have experience supervising master's level students at NOBTS. Supervision included individual, triadic, and group.
- Clinical Program Director, training and supervision of clinicians and interns for treatment of clients from pre-screen, intake, treatment services, discharge, and follow-up.
- Mentorship for new counselors in current counseling practice.
- Provided supervision for individual LPC intern.
- Supervising students of LMCCCC
- For supervision I followed the triadic model with my two supervisees. The triadic model uses reflecting which is a great skill in supervision that helps supervisees with communication and encourages questions and processing regarding issues with case conceptualization and professional development.
- Supervises students in clinical group supervision and works as an administrative supervisor to interns in clinical training at the Master's level.
- I had the opportunity to supervise two graduate students for a semester. We met weekly in triadic settings. One student was a practicum student and one was completing her internship requirements. I led one group supervision session.
- Supervised master level students in 2018-2019 group, individual, and Triadic

Teaching

Prog Goal 3: Teaching	Frequency	Percent
Exceeds = 3	6	60%

Meets = 2	4	40%
Total	10	100%

- Teaching – examples include the development/delivery of courses, workshops, psychoeducational groups, etc...
- presentations in seminars, learning principles of feedback and grading as I work as a grader
- I have taught multiple courses including master level social work courses at NOBTS. I have conducted workshops in multiple states on a variety of counseling and social services topics including screening for risky substance use/abuse, ADHD, et al
- During my PhD studies, I taught or co-taught courses at the bachelor's and master's level at NOBTS.
- "Summer adjunct professor for NOBTS providing psychoeducation for clients.
- Working to create training material for staff of Center for Counseling and Family Relationships concerning integration of faith and counseling,
- Taught Human Development and Counseling in Ministry courses
- I have served as a teacher/supervisor for supervisees to improve their counseling skills during my Internship I in the doctoral program.
- Adjunct instructor for undergraduate courses including intro to psychology, marriage and family issues, and theological implications of mental illness.
- I have taught undergraduate online counseling courses at Leavell College. I am teaching Social Problems for this third time this semester. I have taught Abnormal Psychology and I was a flex instructor for a Complex Developmental Trauma course.
- Created a 12 hour training on sexual abuse. Taught over four weeks.

Research

Prog Goal 4: Research	Frequency	Percent
Exceeds = 3	4	40%
Meets = 2	6	60%

Total	10	100%
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- I submitted a manuscript for publication in a peer-reviewed journal but it was not chosen for publication
- I completed my dissertation and plan to submit for publication and/or presentation.
- "Grant Writing for Substance Use Treatment centers
- Tools for Life Marriage Enrichment Program (author and facilitator)
- Prospectus approval for dissertation
- Collaboration with University of Cincinnati Brain Injury ICU for creation of educational program for families of patients. "
- Submitted article to Journal of Pastoral Care.
- "'Counsel for Couples: A Biblical and Practical Guide for Marriage Counseling", Journal for Baptist Theology and Ministry, Fall 2021
- Co-Presenter "Maintaining an Ethical Clinical Practice" New Orleans Baptist Theological Seminary Christian Counseling Conference, 2021
- "The Trauma of The Twisted Text: Identifying Spiritual Abuse and Treatment Implications" Ouachita Baptist University Counseling Conference, 2022
- Co-Presenter "Integrating Cultural Humility Into Christian Counselor Supervision", Empowered: Christian Association of Psychological Studies Conference, 2022
- "Sit Down, Be Humble: Integrating Cultural Humility into Therapeutic Practice", 40th Annual F. E. Woodall Spring Conference for the Helping Professions, 2022
- Manuscript successfully submitted online and is presently being given full consideration for publication in Counselor Education and Supervision.
- Published in a peer-reviewed theology journal, *Journal of Reformed Theology*, with an article about traumatic experience and theological method. I have an article undergoing a second review after minor revisions with the *Journal of Psychology and Christianity*. Written online articles and book reviews for various other venues as well.
- "This year I have completed following conference presentations:
- Keynote, "Brave Girl, Speak," 2022 Heart of the Matter & Tinman Awards 7th Annual Fundraiser Breakfast, February 1, The Carousel Center, Wilmington, NC.
- Workshop, "Brave Girl, Speak: How Advocates Helped Me Find My Voice," 34th Annual Crimes Against Children Conference, August 11, Dallas, TX.
- Workshop, "Brave Girl, Speak: How Advocates Helped Me Find My Voice," 34th Annual Crimes Against Children Conference, August 10, Dallas, TX.

- Workshop, “Brave Girl, Speak: Advocating for Forgotten Victims,” 34th Annual Crimes Against Children Conference, August 9, Dallas, TX.
- Workshop, “Brave Girl, Speak: Advocating for Forgotten Victims,” 34th Annual Crimes Against Children Conference, August 8, Dallas, TX.
- Workshop, “Brave Girl, Speak: How Advocates Can Foster Resilience,” American Professional Society on the Abuse of Children, June 9, New Orleans, LA.
- Workshop, “Empowered to Advocate: Using Your Voice to Make a Difference,” Christian Association for Psychological Studies, March 18-19, Virtual.
- Webinar, “Human Trafficking and Technology,” Eden House Human Trafficking Series, March 2, 2022.”
- Wrote a research paper and submitted it for publication in fall 2021

Leadership and Advocacy

Prog Goal 5: Leadership/Advocacy	Frequency	Percent
Exceeds = 3	5	50%
Meets = 2	5	50%
Total	10	100%

- Domestic Violence Accountability Group, NAACP, Orleans Parish District Attorney Volunteer
- I have active membership in the following professional organizations:
 - Louisiana Counseling Association, Louisiana Association for Spiritual, Religious, And Ethical Values in Counseling, American Association of Christian Counselors, EMDR International Association, Postpartum Support International, International Cultic Studies Association
- AAMFT member and Family Team member towards passing legislature for MFTs
- AACC member
- Brain Injury Association of America member
- Celebrate Recovery Planter and facilitator
- Clinical Program Director for new and expanding programs towards addiction recovery

- Leadership Team for the Central KY Network of Baptists"
- Managing Developer of Assessments for Culture, Faith, and Identity
- Managing Developer of Assessments for Culture, Faith, and Identity for the center for counseling and family relationships; Fort Worth, TX"
- Facilitator for NOLA EFT Externship 2022
- To advocate for better nutrition from the nonprofit organizations such as Feeding America and Atlanta Community Food Bank in the State of GA.
- Bring awareness of the Farm Bill that keeps food supply secure and helps Americans choose from a variety of safe and nutritious food, based on their preferences and needs.
- Advocate for better nutrition from the nonprofit organizations such as Feeding America and Atlanta Community Food Bank in the state of Georgia have participated in the Greater New Orleans Human Trafficking Task Force for 8 years. I continue to advocate for laws that better meet the needs of survivors of childhood sexual abuse in NC.
- Providing trainings through a church on trauma and the brain and how to respond to childhood and sexual abuse. Leading grief share for my community this fall. Planning a survivors of sexual abuse support group for spring.

Other Professional Development Activities

- I completed the facilitator training for Prepare & Enrich Marriage Assessment and Intervention
- I am completing requirements for certifications in perinatal mood and anxiety disorders (P-MADS) and EMDR. I regularly read books about counseling theories and models. I participate in case consultation with other licensed professionals on a regular basis.
- "Featured Speaker/Expert on Addiction "Faith on Frontlines"
- Recovery Scott County Rally: Speaker
- Featured in "No Shame Left" film as Subject Matter Expert
- Creation and facilitation of ""Tools for Life Marriage Enrichment Program""
- participated in training provided by George Washington university institute for spirituality and health.
- Currently seeking EMDR certification.
- Keep taking continuing education credits that will help me as a professional counselor to stay updated as I keep learning and growing in the counseling field.
- In supervision to become a certified emdr practitioner. In supervision towards rpt certification.

Assessment: Students in the CES program are involved in a number of activities in all five areas of focus in the CES program. All students scored at or above benchmarks for performance in the five focus areas.

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 they complete Internship 2. At the time of this reporting period, 6 students have completed Internship 2.

CES Students	1: Counseling Skills and Therapeutic Conditions		2: Professional Dispositions		3: Professional Behaviors		Percentage Meeting or Exceeding Expectations
	Pre	Post	Pre	Post	Pre	Post	
N=6							%
1	5	5	5	5	4	4	100
2	4	5	4	5	4	5	100
3	5	5	5	4	4	4	100
4	5	4	4	4	4	4	100
5	5	5	5	5	5	4	100
6	5	5	4	5	4	4	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 2021-22	Score	Average (n=1)
Student 1	4.0	4.0

Assessment: The student 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=3

Domain	Area of Competency	0	1	2	3	4
Understanding	Relevant principles of research					3
	The student understood					3
		The place of the project in the field				
Application	Forming an acceptable research question					3
	The student applied					3

the principles by...	Implementing necessary research					3
	Interpreting results					3
Communication	In a cogent manner					3
The student communicated results of research	Using appropriate style					3
	By adequately defending the results orally					3

Assessment: Three students defended dissertations in the 21-22 academic year. All three performed very well and received marks of 4: Excellent in all domains measured.

Recommendation: None at this time.

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 and 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 ≥ 4 by the end of Internship 2. For this reporting period, 6 students completed Internship 2.

CES Students	3d: Knowledge of Counseling Theory		3e: Application of Counseling Theory in Practice	
	Pre	Post	Pre	Post
N=6				
1	4	5	5	5
2	4	5	4	5
3	4	5	4	4
4	4	5	4	4
5	4	5	4	5
6	4	5	5	5
Average scores	4	5	4.5	4.8

Assessment: Benchmark met. 100% of students assessed achieved a score ≥ 4 by the end of Internship 2.

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 ≥ 3 by the second time of evaluation.

Case Conceptualization Rubric	1 st Case Conceptualization	2 nd Case Conceptualization	Percentage 2 nd CC
Outstanding = 4	2	6	100%
Expected Level = 3	4	0	
Developing competence = 2	0	0	

Aggregate Score	6	6	100%
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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 Counseling Supervision Theory and Practice . 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 Evaluation of Supervisor’s Skills & Techniques,				Instructor Evaluation
# of Students= 8	Pretest	Posttest		
Structure of Sessions (Item #1)				
Addressing Session Content (Item #4)				

Application of Supv. Theory & Practice (Item #18)				
Overall Avg				

2. Knowledge of Supervision Skills Test: Pre/posttest in COUN9313 Counseling Supervision Theory and Practice . 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%			
Posttest: Scored at or Above 85%			
Posttest: Scored at or Above 90%			
Posttest: Did not meet 85% Benchmark			
Total (N=0)			

Assessment: This course was not taught in the 21-22 academic year.

Recommendations: Add a third measure to supplement the two measures from the seminar. Use the Tevera “Student Evaluation of Site Supervisor” form to evaluate PhD students serving as supervisors.

Action: To accept recommendation: Add a third measure to supplement the two measures from the seminar. Use the Tevera “Student Evaluation of Site Supervisor” form to evaluate PhD students serving as supervisors. Motion: DW Second: KC Adopted unanimously.

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 Teaching Methods and Learning Theory). 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 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 ≥ 3 (Meets Expectations=2; Exceeds Expectations = 3)

Teaching Presentation Rubric	Frequency Pre Evaluation	Average Score	Frequency Post Evaluation	Average Score Post	Percent Score
Outstanding–3					
Meets expectations–2					
Does not meet expectation–1					
Total (N=2)					

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 COUN9390/9391 Doctoral Internship 1 or 2 with Teaching area specialization and again near the end of the course.

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

Evaluation of Class Lectures Rubric	Frequency Pre Evaluation	Frequency Post Evaluation	Avg Score Post	Percent That Increased Score
Rubric Score				
Essential Content				
Utilization of Effective Resources				
Quality of Presentation Delivery				
Total (N=2)				

Artifact 1: Student 1 took REDOC 9302 Teaching Methods and Learning Theory and also taught an undergraduate level course. His teaching evaluation from that course was performed by the Associate Dean of Leavell College and was reviewed in support of KPI 3.1. He received all positive ratings (Agree or Strongly Agree) on a 5-point Likert scale. The evaluation is stored in the student’s PhD file in the Counseling Division.

Artifact 2: Student 2 was the other student who took REDOC 9302 Teaching Methods and Learning Theory in the 21-22 academic year. She serves as a full time instructor of Psychology at a Baptist College and receives regular course evaluations from her students. A representative course evaluation from 21-22 was reviewed in support of KPI 3.1. All ratings on a five-point Likert scale were above 4.5. The evaluation is stored in the student’s PhD file in the Counseling Division.

Assessment: Two students took the course REDOC 9302 Teaching Methods and Learning Theory in the 21-22 academic year. Changes in the academic division responsible for this course have made evaluations from the course faculty difficult to

obtain. Pertinent artifacts supporting the KPI were evaluated. New measures will be proposed for 2022-2023.

Recommendations: Devise new language and measures for KPI 3.1 for implementation in 23-24.

ACTION: Motion to redesign KPI 3.1 and choose two appropriate measures. This task will be implemented by a working group consisting of Garrett, Nave, and Steele.

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. ≥ 85 meets or exceeds expectations.

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

Program Evaluation Knowledge Test (N=4)	Pre Score	Post Score
Student 1		
Student 2		
Student 3		
Student 4		
Aggregate Average		

Assessment: This course was not taught in the 21-22 academic year and thus, KPI 4.1 cannot be assessed for this report.

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		
Student 2		
Student 3		
Student 4		
Aggregate Average		

Assessment: This course was not taught in the 21-22 academic year and thus, KPI 4.1 cannot be assessed for this report.

Recommendations: No recommendations at this time.

Applicant Rubric for Acceptance to Counseling Education and Supervision Program

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.

Applicant	GPA	Likert	GRE Verbal	Likert	GRE Writing	Likert	Paper Likert	Interview Likert	Total
1	3.92	+2	145	-2	3	-2	0	0	-1
2	4.0	+2	160	+1	4	0	+1	+1	+4

Assessment: The division recommended both applicants for admission and both were admitted to the program by the Research Doctoral Admissions Committee.

Recommendations: None at this time.

Action: Motion to adapt the assessment and measurement for applicants for future academic years based on the new interview rubric as adopted by the Research Doctoral Program. Motion JN, Second KC

Action: The division will review the new interview rubric and alter it as needed to meet counseling division goals.

PhD 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=12	
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Job Rate in the Counseling Field	12 / 100%
Passed the NCE	12 / 100%
Not Taken the NCE Yet	0
Obtained Licensure or Provisional Licensure	12 / 100%

Assessment: 12 current students (100%) have taken and passed the NCE.

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

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

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

Ph. D. CES Graduate Survey N=17	Average
Counseling	3.9
Supervision	3.2
Teaching	3.5
Research and Scholarship	3.5

Leadership and Advocacy	3.5
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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 2022

Academic Performance

GPA	Frequency	Percent
Exceeds ≥ 3.5	9	100%
Meets	1	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%
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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
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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%
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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 2021-22

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. For this reporting period, 6 students completed Internship 2.

CES Students	2b: Professionalism		2c: Self Awareness		2e: Motivation		2f: Respectful of Cultural Differences	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
N=6								
1	5	5	5	5	5	5	5	5
2	5	5	5	5	5	5	4	5
3	5	5	5	5	4	5	5	5
4	5	5	4	4	4	4	4	4
5	5	5	5	5	5	5	4	5
6	5	5	5	5	5	5	5	5
Average scores	5	5	4.8	4.8	4.8	4.8	4.8	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 2021-2022, 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 on 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 ≥ 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

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.

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 PhD 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 2021-22, four PhD-level counseling courses were available for assessment. All four 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.

One response scored as negative on two surveys, 44. *The professor promoted student involvement in outreach and endeavors of the local church and NOBTS.* It is likely that this answer was recorded by the same student, as the two courses occurred in the same semester and the number of responses was so small. There were no notable trends in this year’s responses.

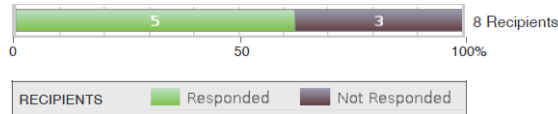
Survey Results for ReDoc Course Evaluation

Included Response Periods: Fall 2021
Compare Results By: Course
Course/Organizations Included: Counseling Supervision Theory and Practice

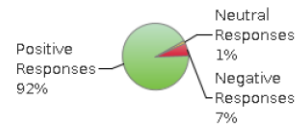
Overall Summary

Total Survey Recipients: 8

Response Rate for Fall 2021



Question Response Summary



Survey Results for ReDoc Course Evaluation

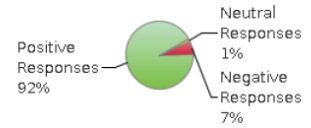
Included Response Periods: Fall 2021
Compare Results By: Course
Course/Organizations Included: Counseling Supervision Theory and Practice

Overall Summary

Total Survey Recipients: 8



Question Response Summary

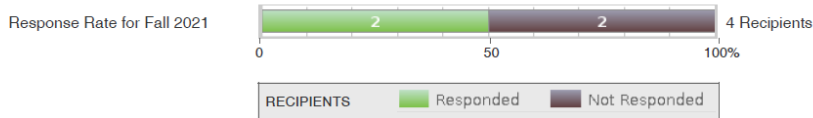


Survey Results for ReDoc Course Evaluation

Included Response Periods: Fall 2021
Compare Results By: Course
Course/Organizations Included: Doctoral Internship 1

Overall Summary

Total Survey Recipients: 4



Question Response Summary



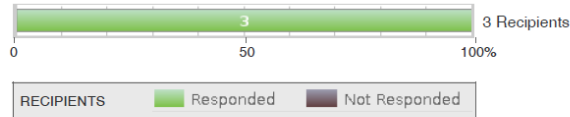
Survey Results for ReDoc Course Evaluation

Included Response Periods: Fall 2021
Compare Results By: Course
Course/Organizations Included: Doctoral Internship 2

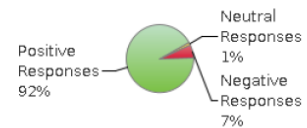
Overall Summary

Total Survey Recipients: 3

Response Rate for Fall 2021



Question Response Summary



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

Recommendations: None at this time.

Recommendations based on the 2021-2022 Data

1. Revision of KPI 3.1 and its associated measures.

Assessment: KPI 3.1 currently states, 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.

The KPI 3.1 measures were dependent on the course, REDOC 9302 Teaching Methods and Learning Theory, which measured students in all of the KPI areas as part of a teaching assessment rubric. The measure was attractive because all doctoral students take the course and were measured over time by subject matter experts in higher education teaching. The course, housed and taught outside the Counseling Division, has changed such that the data is no longer collected in the same way and data is no longer available to the counseling faculty for evaluation.

Recommendation: The division will rewrite KPI 3.1 and choose new measures to start in the 2022-2023 academic year. The KPI will be reviewed and discussed at the weekly faculty meetings and a new KPI with new measures adopted.

2. Applicant and Student Diversity

Assessment: *This recommendation is retained from the 2021-2022 academic year recommendations.* The Program Faculty has implemented a stronger plan to attract more diverse PhD Applicants and has added a contract faculty member who is African American. The 22-23 academic year admissions cycle saw one person of color apply and be accepted to the PhD program. Continued work is necessary to continue and improve on these positive developments.

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 and should graduate in either December 2023 or May 2024, freeing the fellowship for assignment to a new student. 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 Pigott 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. This committee will meet more often and ensure that the institutional recruiting plan includes attention to minority counseling applicants.

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

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."

Resolution or Actions: This fellowship is not yet available but should be available in the 222-23 academic year. This recommendation is continued.

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.

Resolution or Actions: The division continued its efforts to recruit and retain minority doctoral students and cooperated with the larger efforts of the institution to this end.

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.

Action: In the 2021-22 Annual Report review meeting, the faculty determined that sufficient progress had been made in this area.

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.

Resolution of the Recommendation: The division addressed this need in several ways throughout the academic year. After the CACREP site visit concluded, the division faculty reviewed all assessments, reviewed and trained on using Tevera and Canvas to implement them, and created a calendar of assessment activities. Increased attention has been given to explaining assessment items to students in doctoral courses. All students entering the program are exposed to material about assessment in the current Teaching in Higher Education course. The division is in conversation with the provost about having a division-specific Teaching in Higher Education class.