

# New Orleans Baptist Theological Seminary

## Counseling Department 2022-2023 Ph.D. Annual Report

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### Program Statistics

Enrollment	
Current Enrollment	19
No. of Graduates	2
Retention Rate	83.3%
Completion Rate	100%
Job Placement Rate	100%
Credentialing Pass Rate	100%

Demographics	
American Indian/Native Alaskan	0
Asian	1
African-American	2
Hispanic	1
Unknown/Other	
White	15

### Program Summary

#### Current Student Survey

The current student Self-Evaluation and Survey is administered every spring. Students are asked to evaluate themselves in each program goal and how the division is helping them meet those goals. Below are students' aggregate answers to the questions about the Counseling Division and how it meets their expectations. These questions were given on a Likert scale of 1 (does not meet expectations) to 3 (exceeds expectations).

Student Annual Review	
Program Goal 1: Counseling	2.9
Program Goal 2: Supervision	2.9
Program Goal 3: Teaching	2.5
Program Goal 4: Research	2.6
Program Goal 5: Leadership & Advocacy	2.8

#### Professional Dispositions and Behaviors

Student dispositions and behaviors are assessed yearly through the Student Self-Evaluation and Annual Review with the student's faculty advisor. Several indicators were measured on a Likert scale of 0 (does not meet expectations) to 4 (exceeds expectations). The percentages below indicate the percentage of students who meet or exceeded the expectation in each area measured.

Academic Performance	2.9
Oral Communication Skills	2.9
Written Communication Skills	2.4
Attendance/Participation	2.8
Completed Work in a Timely Manner	2.3
Effort/Maximization of Potential	3
Professionalism	2.9
Self-Awareness & Emotional Stability	3
Open to Feedback	3
Ethical/Professional	3
Motivated & Engaged	2.9
Multicultural Competence	2

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### Alumni & Employment Information

In the 2022-2023 academic year, the program had 2 graduates. The Ph.D. CES program surveys graduates on a 6-year term. In 2023, there were 13 graduates to respond to the Ph.D. graduate survey. All 13 had a job in the Counseling field and had passed the NCE. Seven graduates had a faculty or adjunct position in a Higher Education setting and four students were seeking an academic position.

### Key Performance Indicators of Student Learning Objective Assessments

CACREP has 5 program goals that every degree program is required to meet. Each area has its own Student Learning Objective (SLO) and Key Performance Indicators (KPIs) to measure how these SLOs are being met.

#### Program Goal 1: Counseling

SLO: Students will 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: The student will increase in their knowledge of counseling theory and application in practice of that theory, and in their knowledge of case conceptualization.

Using the Counselor Competency Scale (CCS) 2017 (Part 3: D and E), students will demonstrate their knowledge of counseling theory through research of therapeutic intervention strategies that have been supported in the literature and research. Students will then demonstrate knowledge of counseling theory and its application in his or her practice. This will be completed annually by the student and reviewed by the student's faculty supervisor during the annual review. 90% of students will achieve a score of  $\geq 4$  by the end of Internship 2.

3d: Knowledge of Counseling Theory		3e: Application of Counseling Theory	
Pre	Post	Pre	Post
4.3	4.7	4.4	4.7

KPI 2: Case Conceptualization Rubric: Completed by the students at each phase of Clinical Practice, students write a case conceptualization each term they are in Group Supervision. Outstanding = 4; At expected level = 3; Developing competence = 3; Deficits = 1. 90% of students will achieve a score of  $\geq 3$  by the second time of evaluation.

1 <sup>st</sup> Case Conceptualization	2 <sup>nd</sup> Case Conceptualization
3.3	4

#### Core Area 2: Supervision

SLO: Students will be able to apply supervision theory and skills to clinical supervision.

KPI: Students will increase their knowledge and skills in structuring supervisory sessions, addressing session content, and demonstrating the application of theory and practice.

Measure 1: Using an evaluation of supervisor's skills and techniques, a pre- and post-test in COUN9313 Counseling Supervision Theory and Practice, students are assessed in three areas: structuring session; session content; application of supervision theory and practice. The scale on this assessment is as follows: 0 = not observed; 1 = not effective; 2 = effective; 3 = very effective. 90% of students will increase their level of effectiveness in each of the three areas to  $\geq 2$  = effective.

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Evaluation of Supervisor's Skills & Techniques	Pretest	Posttest	Instructor Evaluation
Structure of Sessions	1.875	2.5	.625
Addressing Session Content	1.5	2.625	1.125
Application of Supervision Theory & Practice	1.375	2.5	1.125
Overall Average	1.58	2.54	.98

Measure 2: Using the same assessment, Pre- and Post-test Evaluation of Supervisor's Skills and Techniques in COUN9313 Counseling Supervision Theory and Practice, the students will take the 25-item test with a maximum score of 100 points, based on the book *Essentials of Clinical Supervision* by Jane Campbell. 85% of students will score  $\geq$  85% on the post-test.

Clinical Supervisor Skills and Techniques Test	Frequency	Average Score	Percentage
Pre-test scored at or above 85%	7	87.6	87.5%
Post-test scored at or above 85%	7	92.8	87.5%
Post-test scored at or above 90%	7	95.4	87.5%
Did not meet 85% benchmark	1	84	12.5

Measure 3: Each clinical term students fill out an evaluation of their individual supervisor and group supervisor. These include our Ph.D. CES students. Items chosen were: 1. The supervisor provides useful feedback about my skills and interventions; 4. The supervisor provides helpful information regarding case conceptualization and diagnosis; 9. the supervisor enables me to express opinions, questions, and concerns about my counseling; and 16. The supervisor manages time well between group members. These are reported by the student supervisees using a Likert scale as follows: 5 = strongly agree; 4 = agree; 3 = neutral; 2 = disagree; 1 = strongly disagree. Supervisors who are Ph.D. students will be given a score  $\geq$  to 4 = agree in the areas identified.

	Item 1	Item 2	Item 9	Item 16
Supervisor 1	4.9	4.7	4.8	4.8
Supervisor 2	4.5	4.5	4.8	3.6
Supervisor 3	4.9	4.7	4.4	N/A*

\* It should be noted that supervisor 3 did not lead a group supervision and therefore had no score for Item 16

### Core Area 3: Teaching

SLO: Students will be able to demonstrate course design, delivery, and evaluation methods appropriate to counselor education learning outcomes.

KPI: 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.

Measure 1: Teaching Presentation Rubric: (REDOC9302 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 REDOC9302 and used one more time during COUN9314 during a presentation to a Master's level Counseling class. The course taken first is considered a pre-test.

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80% of students will increase their rubric scores for the items of methodology, preparedness, and eye contact, or finish the second measure with a score of  $\geq 2$  (2 = meets expectations, 3 = exceeds expectations).

Teaching Presentation Rubric	Average Score Pre-	Average Score Post-
N = 5	2.3	2.88

100% of students met the benchmark of  $\geq 2$  at the time of the post-test.

Measure 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 COUN9390/91 Doctoral Internship 1 or 2 in which the student has chosen a teaching area specialization and again near the end of the course. 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.

### Program Goal 4: Research and Scholarship\*

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

Measure 1: Students are given the Program Evaluation Knowledge Test; 50 questions of knowledge of elements of Program Evaluation, 100 possible points. The assessment is given as a pre-/post-test in COUN9375.  $\geq 85$  meets or exceeds expectations. 80% of students will increase knowledge of Research Design and Program Evaluation.

Program Evaluation Knowledge Test	Pre-test score Average	Post-Test Score Average
	76	92.5

Measure 2: Program Evaluation Assignment Rubric: 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 scale: 3 = excellent; 2 = average; 1 = poor. 90% of students will achieve at least an average score  $\geq 2$  on the final grading rubric.

Program Evaluation Assignment	Pre-Assignment	Post-Assignment
	2.5	3

\*The scores for Program Goal 4: Research and Scholarship reflect the scores earned in the 2021-2022 academic year as this course was not taught in the 2022-2023 school year. This is addressed in the Program Considerations and Modifications section.

### Core Area 5: Leadership and Advocacy

SLO: Students will be able to provide leadership and advocacy within the profession and on behalf of his or her clientele.

KPI: Students will increase in their ability to prepare and present for 2 professional meetings during their time in the CES program, and in leadership and advocacy skills.

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Measure 1: Advocacy Competency Self-Assessment 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; Social/Political Advocacy. The survey is scored on the rubric as following: 3=almost always; 2=sometimes; 1=almost never with a final numeric score.

Advocacy Competencies Self-Assessment	Average Score	Benchmark met
	105.2	yes

Measure 2: Professional Presentation Rubric: Evaluation is completed by either the participants in the conference, or 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: 1 = poor to 4 = excellent. All students are required to complete at least 2 professional presentations during their time in the program. 90% of students will achieve a score of excellence or meets expectations on the final presentation rubric.

Presentation Evaluation	Excellent	Good	Fair	Poor
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

### Other Rubrics and Measurements

#### 1. 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 – proficient 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 at least 3 doctoral faculty members, including the student’s chairperson when possible. Students are expected achieve a level of competency (2) or higher (good = 3; excellent = 4) on the oral examination. 3 students completed their Oral Examination in the 2022-2023 academic year.

Oral Exam Rubric 2022-23	Score	Average
Student 1	4.0	
Student 2	4.0	
Student 3	3.8	Average: 3.93

#### 2. Dissertation Evaluation Rubric

Students are required to defend their dissertation before the Counseling faculty. The outside reader of the dissertation is also asked to weigh in on the quality of the document and is invited to the formal defense. The dissertation and its defense is rated on a Likert scale: 0 = inadequate; 1 = basic; 2

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= competent; 3 = good; 4 = excellent. 2 students defended their dissertations in the 2022-2023 academic year.

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

### Program Considerations and Modifications

1. Efforts to secure the Pigott fellowship for a CES doctoral student were successful and the fellowship was awarded to a Latina female student who has entered the CES program this year.
2. Retained from 2021-2022, the program faculty has implemented a stronger plan to attract more diverse Ph.D. applicants. The 2022-2023 academic year admissions cycle saw 3 people of color apply and be accepted to the Ph.D. program. Continued work is necessary to continue and improve on these positive developments.
3. The division took action concerning the employer survey to make the question on the graduate/alumni survey asking where they were employed a required response as to bolster the number of employers who receive the employer survey.
4. Faculty will continue to involve doctoral students in their presentations, refer them for teaching opportunities, and allow them to lecture in classes where appropriate, involve them in supervision where possible, and provide active supervision of their counseling.
5. Concerning Core Area 1: Measure 1, the division took action on 05/16/23 to eliminate the Case Conceptualization Rubric Assessment. The assessment had been used for several years and had proven to be ineffective since not all internship students were interning in the area of counseling. A new measure was added to the Annual Student Self-Evaluation, a Professional Development Assessment and Activities Log for the area of Counseling. Students will also be asked to adopt the SRS and ORS while in group supervision to show progress in COUN9390/91 as well as an annual review measure of their counseling skills.
6. Concerning Core Area 2: Measure 3, the division voted on 05/16/2023 to add the Professional Development Assessment and Activities Log for the area of supervision. The division also voted to change the benchmark to "90% of students will achieve a score of  $\geq 2$  by the second time of evaluation" to match the scale.

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7. Concerning Core Area 3: Measure 1, the division voted on 05/16/2023 to remove the Teaching Presentation Rubric in REDOC9302 as a measurement point, and added a measurement point to COUN9308 Contemporary Approaches. The division also added a new measure from the Annual Student Evaluation form: Professional Development Assessment and Activities Log for the area of Teaching as well as a teaching and presenting log to the Annual Student Review and will ask students to self-evaluate or submit others' evaluations of their teaching/presentations.
8. Concerning Core Area 4, the division changed the language of the KPI to read "Students will increase their knowledge, skill, and application of Research/Scholarship, and Program Evaluation."
9. Concerning Core Area 4: Measure 2, the division voted on 05/16/2023 and removed the Rubric Evaluation Assignment as a measure of the KPI and added a new measure from the Annual Student Evaluation form. Professional Development Assessment and Activities Log for the area of Research and Scholarship.
10. Concerning Core Area 5, the division voted on 05/16/2023 to change the language of the KPI to "at least 1."
11. Concerning Core Area 5: Measure 1, the division voted on 05/16/2023 to retain the Advocacy Competencies Self-Assessment (ACSA) Survey but moving the administration of the survey from the discontinued reading colloquium to the new Reading Seminar in Leadership, Advocacy, and Counselor Identity.
12. Concerning Core Area 5: Measure 2, the division voted on 05/16/2023 to change the note that students are required to do at least 2 professional presentations to at least 1 professional presentation, and added a new measure from the Annual Student Evaluation form in the Professional Development Assessment and Activities Log for the area of Research and Scholarship.

The department took several actions to better define Student Learning Objectives (SLO) and Key Performance Indicators (KPI) for assessing students' progress in the program. The majority were related to better communicating with students the importance of the assessments and determining which assessments need further review as to whether they will serve the program well or if the department needs to utilize another tool to assess our students. The department will continually seek to improve assessment through education and seeking better tools to assess what the students in our program are learning.

Many of our data collecting issues have been resolved through the utilization of Canvas and Tevera as programs for administering assessments as well as storing scores for those assessments. These tools will continue to be refined to better serve the department in reporting the data collected in each administration as we also refine the assessments themselves to supply the data that is needed to track growth in our students in both knowledge and professional skills and identity.

For questions about this report, please email [counselingdivision@nobts.edu](mailto:counselingdivision@nobts.edu).