

# New Orleans Baptist Theological Seminary

## Counseling Department 2023-2024 PhD Annual Report

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### Program Statistics

| Enrollment              |       |
|-------------------------|-------|
| Current Enrollment      | 20    |
| No. of Graduates        | 2     |
| Retention Rate          | 89.7% |
| Completion Rate         | 81%   |
| Job Placement Rate      | 100%  |
| Credentialing Pass Rate | 100%  |

| Demographics                   |    |
|--------------------------------|----|
| American Indian/Native Alaskan | 0  |
| Asian                          | 1  |
| Black/African-American         | 3  |
| Hispanic                       | 2  |
| Unknown/Other                  | 0  |
| White                          | 14 |

### Program Summary

#### Current Student Survey

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The current student Self-Evaluation and Survey is administered every spring. Students are asked to evaluate themselves in core areas of development and skill and the Counseling Division in its efficacy of helping the students meet their goals of becoming a professional counselor. 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 0 (does not meet expectations) to 3 (exceeds expectations).

| Student Annual Review                                                                                                               |     |
|-------------------------------------------------------------------------------------------------------------------------------------|-----|
| Program has helped you synthesize theoretical and empirical knowledge in the field of counseling                                    | 2.6 |
| Program helps to develop the necessary academic and clinical skills to obtain professional licensure                                | 2.7 |
| Program helps to develop a deeper understanding of cultural diversity to enhance counseling skills                                  | 2.6 |
| Program integrates Christian beliefs, faith, and spirituality with the best practices of mental health science in an ethical manner | 2.8 |

#### Professional Dispositions and Behaviors

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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                 | 100% |
| Oral Communication Skills            | 100% |
| Written Communication Skills         | 100% |
| Attendance/Participation             | 100% |
| Completed Work in a Timely Manner    | 98%  |
| Effort/Maximization of Potential     | 98%  |
| Self-Awareness & Emotional Stability | 100% |
| Open to Feedback                     | 100% |
| Ethical/Professional                 | 100% |
| Motivated & Engaged                  | 100% |

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|                                                                                              |      |
|----------------------------------------------------------------------------------------------|------|
| Self-Aware of belief systems, values, needs, limitations, and the impact of “self” on client | 100% |
| Clearly defined goals with active plan to achieve goals                                      | 100% |

### Alumni & Employment Information

In the 2023-2024 academic year, the program had 2 graduates. The department sends out a survey to graduates on a 6-year rolling term in which 12 alumni responded. The response from these graduates indicated that 100% of them had job placement at the time of the survey. The responses also indicated that of the 12 alumni who responded, 12 had taken and passed the NCE.

### Key Performance Indicators of Student Learning Objective Assessments

CACREP has 5 core areas that doctoral programs are required to meet. NOBTS has added two more to cover our specializations of Clinical Mental Health and Marriage and Family Counseling for a total of 10 core areas. Each area has its own Student Learning Objective (SLO) and Key Performance Indicators (KPIs) to measure how these SLOs are being met.

#### Core Area 1: Counseling

SLO: Students will increase their ability to evaluate themselves personally and professionally (CACREP 6.B.1)

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.

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. Students also complete the CCS 2017 throughout their clinical internships. The scores given at the end of their final internship are assessed.

Student scores in the annual review are as follows: (N=12)

| Program Goal: Counseling |    | Benchmark met |
|--------------------------|----|---------------|
| Exceeds expectations     | 11 | yes           |
| Meets expectations       | 1  | yes           |

Student scores for the CCS 2017 were measured for the following areas. Students are expected to score a 4 or better out of 5. The assessment is administered at the beginning of the term and then filled out by the supervisor for the student at the end of the term:

| Students completing Internship 2 | Counseling Skills and Therapeutic Conditions |      | Professional Dispositions |      | Professional Behaviors |      | Percentage Meeting or Exceeding Expectations |
|----------------------------------|----------------------------------------------|------|---------------------------|------|------------------------|------|----------------------------------------------|
| N=5                              | Pre                                          | Post | Pre                       | Post | Pre                    | Post | %                                            |
| 1                                | 5                                            | 5    | 5                         | 5    | 5                      | 5    | 100                                          |
| 2                                | 5                                            | 5    | 5                         | 5    | 5                      | 5    | 100                                          |
| 3                                | 5                                            | 5    | 5                         | 5    | 5                      | 5    | 100                                          |
| 4                                | 4                                            | 4    | 5                         | 5    | 4                      | 4.5  | 100                                          |
| 5                                | 5                                            | 5    | 5                         | 5    | 5                      | 4    | 100                                          |

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### Core Area 2: Supervision

SLO: Students will be able to apply supervision theory and skills to clinical supervision (CACREP 6.B.2)

KPI 2.1: Students will increase knowledge and skills in structuring supervisory sessions, addressing session content, and demonstrating application of theory and practice. Assessments one and two were unable to be administered as this course was not taught this year.

Assessment includes:

1. Evaluation of supervisor's skills and techniques: Pre/post-test in COUN9313 Counseling Supervision Theory & Practice: Item 1: Structuring session; Item 4: Session content; and Item 18: Application of Supervision theory and practice.
2. Knowledge of supervision skills pre- and posttest. Given in COUN9313, it is a 25-item objective test, with a maximum score of 100. Benchmark is that 85% of students will score an 80% or better.
3. Student evaluation of site individual supervisors: Students evaluate their individual and group supervisors each term. Those supervisors who are doctoral students are assessed based on particular items on the evaluation: Item 1: The supervisor provides useful feedback about my skills and interventions; Item 4: The supervisor provides helpful information regarding case conceptualization and diagnosis; Item 9: The supervisor allows me to express my opinions, questions, and concerns about my counseling; and Item 16: The supervisor manages time well between group members. These are measured on a Likert scale as follows: 5 – strongly agree, 4 – agree, 3 – neutral, 2 – disagree, and 1 – strongly disagree.

|               | Item 1 | Item 4 | Item 9 | Item 16 |
|---------------|--------|--------|--------|---------|
| Supervisor 1  | 4.9    | 4.7    | 4.8    | 4.8     |
| Supervisor 2  | 4.5    | 4.5    | 4.8    | 4.3     |
| Supervisor 3* | 4.5    | 4.4    | 4.7    | N/A     |

\*It should be noted that supervisor 3 did not provide group supervision and therefore did not receive a 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 (CACREP 6.B.3)

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 the best methods of presentation delivery.

Assessment includes:

1. Teaching Presentation Rubric: Used in COUN9314 Neuropsychology & Psychopharmacology and COUN9303 Contemporary Approaches to Counseling, the rubric uses a 3-point Likert scale: 3 – well done, 2 – good, 1 – needs improvement and measures the three categories of non-verbal skills, verbal skills, and materials and methods.

Benchmark: 80% of students will improve their rubric scores to  $\geq 2$  by the second assessment\*

\*This assessment was previously administered in another class that no longer has the students teach. Therefore, one of the administrations had to be moved to COUN9303. It has been moved to 9303, but 9314 was not taught in this timeframe.

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| Teaching Presentation Rubric   | Average Score | Average Score Post | Percent Score |
|--------------------------------|---------------|--------------------|---------------|
| Outstanding – 3                |               |                    |               |
| Meets expectations – 2         |               |                    |               |
| Does not meet expectations – 1 |               |                    |               |
| Total (N=13)                   |               |                    |               |

2. Evaluation of Class Lectures Rubric: The rubric measures six categories of a lecture, on a four-point Likert scale: 4 = exemplary, 3 = proficient, 2 = needs improvement, and 1 = unsatisfactory. This assessment is given during COUN9390/91 Internship 1 or 2.  
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 | Average Score Post | Percent that Increased Score |
|-------------------------------------|--------------------------|---------------------------|--------------------|------------------------------|
| Rubric Score                        |                          |                           |                    |                              |
| Essential Content                   |                          |                           |                    |                              |
| Utilization of Effective Resources  |                          |                           |                    |                              |
| Quality of Presentation Delivery    |                          |                           |                    |                              |
| Total (N=)                          |                          |                           |                    |                              |

\*Artifact 1 – Student 1 taught a Master’s-level course and his teaching evaluation is available with the Office of Institutional Effectiveness

\*Artifact 2 – Student 2 taught an Undergraduate course and her teaching evaluation is available with the Office of Institutional Effectiveness

### Core Area 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 (CACREP 6.B.4)

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

Assessment includes:

1. Program Evaluation Knowledge Test: 50 questions of knowledge of program evaluation, 100 points possible. The assessment is given as a pre/post in COUN9375 Program Evaluation and Research Design. ≥ 85% meets or exceeds expectations.

| Program Evaluation Knowledge Test (N= ) | Pretest Score | Posttest Score |
|-----------------------------------------|---------------|----------------|
| Student 1                               |               |                |
| Aggregate Average                       |               |                |

COUN9375 did not occur in this assessment period, therefore there are no scores to report.

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2. Program Evaluation Assignment: The assignment uses a rubric to measure a student's ability to design a program evaluation. The rubric is used on the Program Evaluation Assignment in COUN9375 to determine student skills on the first draft and a second time on the final draft. The rubric uses the following Likert scale: 3 = excellent, 2 = average, 1 = poor

| Program Evaluation Rubric (N= ) | Pre-Rubric | Post-Rubric |
|---------------------------------|------------|-------------|
| Student 1                       |            |             |
| Aggregate Average               |            |             |

COUN9375 did not occur in this assessment period, therefore there are no scores to report.

### Core Area 5: Leadership and Advocacy

SLO: Students will be able to provide leadership and advocacy within the profession and on behalf of its clientele (CACREP 6.B.5)

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

Assessment includes:

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. Students will take the assessment during COUN9310  
Benchmark: 90% of students will achieve a score of 2 or greater on the final presentation rubric.

| Advocacy Competency Self-Assessment | Average Score | Benchmark met? |
|-------------------------------------|---------------|----------------|
|                                     | 103.2         | yes            |

2. Professional Presentation Rubric: Evaluation is completed by either the participants in the conference, or by two 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 one professional presentation during their time in the program.  
Benchmark: 90% of students will achieve a score of 3 or greater on the presentation rubric.

| Presentation Evaluation | Excellent | Good | Fair | Poor |
|-------------------------|-----------|------|------|------|
|                         |           |      |      |      |

\*no doctoral students presented in this timeframe and reported their evaluation

### 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.

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- 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. Two students completed their Oral Examination in the 2023-2024 academic year.

| Oral Exam Rubric 2023-24 | Score | Average (N=2) |
|--------------------------|-------|---------------|
| Student 1                | 4.0   |               |
| Student 2                | 4.0   | Avg. 4.0      |

### 2. Dissertation Evaluation Rubric

Students are required to defend their dissertation before the Counseling faculty. The outside reader 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 = competent, 3 = good, and 4 = excellent. Two students defended their dissertations in this calendar year. The results are as follows:

| 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 an acceptable research question |   |   |   |   | 2 |
| The student applied the principles by...                | Creating an appropriate research design |   |   |   |   | 2 |
|                                                         | Implementing appropriate research       |   |   |   |   | 2 |
|                                                         | Interpreting results                    |   |   |   |   | 2 |
| Communication                                           | In a cogent manner                      |   |   |   |   | 2 |
| The student communicated the results of the research by | Using an appropriate style              |   |   |   |   | 2 |
|                                                         | Adequately defending the results orally |   |   |   |   | 2 |

### Program Considerations and Modifications

#### 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.

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**Recommendation:** The division will rewrite KPI 3.1 and choose new measures to start in the 2023-2024 academic year. The KPI will be reviewed and discussed at the weekly faculty meetings and a new KPI with new measures adopted.

**Resolution or Actions:** The division considered the KPI on 16 May 2023 and determined to remove the Teaching in Higher Ed seminar as a measurement point for the first measure, Teaching Presentation Rubric, and added a second measurement point to COUN9308 Contemporary Approaches. Division added a new measure from the Annual Student Evaluation form. Professional Development assessment and Activities Log for the area of Teaching.

### 1. 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.

**Recommendation 1:** 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. 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:** The Divisional Associate Dean participated in committee meetings related to doctoral fellowships throughout the 22-23 academic year. We anticipate having an eligible applicant for the Piggott Fellowship in Spring 2023. Divisional Associate Dean will nominate the applicant for the Piggott fellowship when applications open.

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

**Resolution or Actions:** Minority recruiting advisory committee members met on several occasions with the Director of Admissions for the institution and reviewed events designed to reach potential minority CES applicants. Two specific events for 22-23 were the SBC Black Church Leaders conference and the 2023 CAPS conference, both attended by members of the committee. The student committee member presented on a topic specific to multicultural interventions with EFT and had contact with minority prospective students at both events.

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