

New Orleans Baptist Theological Seminary

Counseling Department 2022-2023 MA & MDiv Annual Report

Program Statistics

Enrollment	
Current Enrollment	107
No. of Graduates	18
Retention Rate	83.3%
Completion Rate	72%
Job Placement Rate	100%
Credentialing Pass Rate	100%

Demographics	
American Indian/Native Alaskan	1
Asian	2
African-American	4
Hispanic	2
Unknown/Other	4
White	23

Program Summary

Current Student Survey

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

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	97%
Oral Communication Skills	99%
Written Communication Skills	99%
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	97%

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Motivated & Engaged	98%
Self-Aware of belief systems, values, needs, limitations, and the impact of "self" on client	97%
Clearly defined goals with active plan to achieve goals	100%

Alumni & Employment Information

In the 2022-2023 academic year, the program had 18 graduates. The department sends out a survey to graduates on a 6-year rolling term in which 24 alumni responded. The response from these graduates indicated that 100% of them had job placement at the time of the survey. This excluded one graduate who indicated that she was not seeking employment. The responses also indicated that of the 24 alumni who responded, 18 had taken and passed the NCE. The remaining six had not attempted.

Key Performance Indicators of Student Learning Objective Assessments

CACREP has 8 core areas that every degree program is 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: Professional Counseling, Orientation and Ethical Practice

SLO: Students will increase their ability to evaluate themselves personally and professionally (CACREP 2.F.1.k)

KPI : Over the course of the program, students will develop self-awareness and self-understanding, emotional stability, and self-control.

Using the Counselor Competency Scale (CCS) 2017, students rate themselves on a scale of 1-5 on self-awareness and self-understanding and a second measure on emotional stability. The goal is for 85% of students to score a 4 (meets expectations) or better by the end of Internship 2.

Measure	Mean Score	Benchmark met
Self-Awareness & Understanding	4.8	yes
Emotional Stability	4.9	yes

Core Area 2: Social and Cultural Diversity

SLO: Students will gain multicultural awareness and competency in counseling (CACREP 2.F.2.c)

KPI: Students will increase their multicultural awareness, competencies and demonstrate respect for culture (e.g. race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.)

Using the Multicultural Awareness, Knowledge and Skills Survey (MAKSS) 85% of students will score a 3 (meets expectations) or higher of a scale of 1-4 by the end of their program. Students will also be assessed for multicultural awareness and humility by their supervisor on the CCS 2017 each clinical term. Students will achieve a score of 4 (meets expectations) out of 5 by the end of Internship 2.

Measure	Mean Score	Benchmark met
MAKSS	3.82	yes
CCS	4.6	yes

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Core Area 3: Human Growth and Development

SLO: Students will demonstrate knowledge and self-efficacy related to theories of individual and family development across the lifespan (CACREP 2.F.3.a)

KPI: Students will develop mastery of the core knowledge of human development and self-efficacy in implementing this knowledge in practice.

Using the Human Development Self-Efficacy Instrument 80% of students will score an 80% or better on the instrument by the end of COUN5321 Human Development. 80% of students will also score an 80% or better on Human Development Core Knowledge Assessment by the end of COUN5321 Human Development. A third measure requires students to include an assessment of a client's family and developmental stage on their case conceptualization/presentation in Group Supervision each clinical term.

Measure	Mean Score	Benchmark met
Self-efficacy instrument	80.9	yes
Core Knowledge Assessment	85	yes
Case Conceptualization	100	yes

Core Area 4: Career Development

SLO: Students will learn and develop competency related to theories and models of career development, counseling, and decision-making (CACREP 2.F.4.a)

KPI: Students will develop mastery of the core knowledge of career development, counseling, decision-making, and self-efficacy in implementing this knowledge in practice.

Students are given the Career Counseling Self-Efficacy Scale and the Core Knowledge Test and are 80% of the students expected to score an 80% or better on these assessments by the end of COUN5340 Lifestyle Development & Career Counseling. Students will also rate themselves on their annual self-evaluations on a scale of 1-3 and 80% of students will score themselves with a 2 or 3 in their self-confidence in this area of competence.

Measure	Mean Score	Benchmark met
Self-Efficacy Scale	83.7	yes
Core Knowledge Test	81/4	no
Case Conceptualization	2.3	no

Benchmarks 2 & 3 not met – see Program Considerations and Modifications section

Core Area 5: Counseling and Helping Relationships

SLO: Students will develop case conceptualization skills including treatment plans (CACREP 2.F.5.g)

KPI: Students will demonstrate the ability to develop relevant counseling case conceptualizations and treatment plans during Group Supervision.

Students are assessed in the CCS 2017 by their individual supervisor on a scale of 1-5 (5 = exceeds expectations) and students will score a 4 (meets expectations) or better on their ability to effectively conceptualize a case. Students will also write and present a case conceptualization in Group Supervision each clinical term. 85% Students will achieve a score of 85 or better by the end of Internship 2.

Measure	Mean Score	Benchmark met
CCS 2017 Individual Supervisor Assessment	4.8	yes
Group Supervision Conceptualization	99.2	yes

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Core Area 6: Group Counseling

SLO: Students will develop the characteristics and functions of effective group leaders (CACREP 2.F.6.d)

KPI: Students will develop group leadership skills and increase their core knowledge about group counseling

Students will take the Self-Assessment of Group Leadership Skills in COUN5330 Group Counseling, and 80% of students will meet or exceed a 4 out of 5 or better at the end of the course. Students will repeat this assessment at the end of Internship 2 assessing their skills having led a group for a minimum of 10 weeks and 85% of students will reach or exceed the benchmark of 4 by the end of Internship 2.

Students will also take the Group Leadership Core Knowledge Test where 80% of students will meet or exceed a score of 85 by the end of COUN5330 Group Counseling.

Measure	Mean Score	Benchmark met
Group Leadership Skills (COUN5330)	4.5	yes
Group Leadership Skills (Internship 2)	4.9	yes
Group Leadership Knowledge Test	84.1	no

Benchmark 3 not met - see Program Considerations and Modifications section

Core Area 7: Assessment and Testing

SLO: Students will competently use the procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (CACREP 2.F.7.c)

KPI: Students will demonstrate clear and effective assessment of self-harm and suicide.

Students will role play a suicide assessment using SLAP and DIRT scored on a range of 0-3 in their interview for full acceptance into the program with each student scoring a 2 or better. Students will also role play a suicide assessment in COUN6378 Appraisal of Individuals, in which students will score a 3 by the end of that course.

Measure	Mean Score	Benchmark met
Suicide Assessment – full acceptance interview	2.64	yes
Suicide Assessment – COUN6378	2.92	yes

Core Area 8: Research and Program Evaluation

SLO: Students will be able to execute a program evaluation of their own practice of counseling interventions and skills (CACREP 2.F.8.e)

KPI: Students will increase their knowledge and practice of evaluating counseling interventions and skills that use.

Using the CCS 2017, individual supervisors will evaluate students on their knowledge and use of skills and interventions. Students will also evaluate themselves on the same tool. By the end of Internship 2, students self-evaluation should be within 5 points (+ or -) of the score assigned to them by their individual supervisor. Students will also take a pre- and post-test in COUN6374 Scientific Research and Program Evaluation on their knowledge of Program Evaluation in which students will score an 80 or better.

Measure	Mean Score	Benchmark met
Self-Evaluation at the end of Internship 2	59/55	yes
Program Evaluation Post-test	57	no

Benchmark 2: not met – see Program Considerations and Modifications section

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Specialty Area 1: Clinical Mental Health

SLO: Students will learn about and be encouraged to participate in professional organizations as well as understand the preparation standards and credentials relevant to the practice of clinical mental health counseling (CACREP 5.C.2.k)

KPI: Students will increase their knowledge of the importance of membership in professional organizations relevant to the practice of clinical mental health counseling. Students will join at least one professional organization in the counseling field.

Students will be given a pre- and post-test on professional organizations and the requirements and benefits of joining, in COUN6303 Ethical, Legal & Professional Issues in Counseling, and then given the test again in COUN6331/6332 Professional Issues. Students will achieve a score of 90 or greater which meets or exceeds expectations. Students will also be encouraged to join a professional organization before completing COUN6360 Clinical Mental Health Counseling. 90% or more of students will join a professional organization before the end of COUN6360.

Measure	Mean Score	Benchmark met
Post-test in COUN6331/6332	82%	yes
Group Supervision Conceptualization	99.2	yes

Specialty Area 2: Marriage and Family Counseling

SLO: Students will learn techniques and interventions of marriage, couple and family counseling (CACREP 5.F.3.c)

KPI: Students will increase their knowledge of techniques and interventions to address a variety of issues in the context of marriages, couples, and families.

Students will take the Self-Evaluation of Knowledge and Techniques and Interventions for Working with Couples. 85% of students will increase their knowledge in these areas using a scale of 1 (not skilled or knowledgeable) to 5 (very skilled or knowledgeable). Students will also improve their score on the Graduate Competency Exam (Entrance/Exit) in this particular knowledge and skill area.

Measure	Mean Score	Benchmark met
Self-Evaluation with KTIWC	4.1	yes
Graduate Competency Exam	11.67	yes

Program Considerations and Modifications

Per the student and alumni survey taken in 2023 the following considerations and/or modifications were made:

1. Students commented that there needed to be a better assessment for assessing student wellness during practicum and internship, the supervision handbook is currently in redevelopment and will include more emphasis on supervisee wellness. This will be used in training any new supervisors.
2. Students encouraged the division to work to improve the relationship gap between in-person and online students, the division has instituted three, with a possible fourth, weekend hybrid classes which require in-person attendance to encourage our online students to come to campus multiple times throughout their education. In these weekend hybrid courses, there is more opportunity for on-campus and online students to be in a classroom together, in person and build relationships.

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3. Students expressed a desire to be made more aware of internship sites available in the New Orleans area outside of our own Counseling Center. The Counseling Center will work on an informational piece about the opportunities to complete internships outside of Leeke Magee Counseling Center.
4. Some online students expressed a desire to see more classes offered for the online students only where they could all meet online and not an online/classroom mix in an effort to improve some of the frustrations encountered by technology problems. The division is beginning to offer some classes in this format, with an on-campus section and an online section as well as addressing some of the technology problems by moving our classes into the Luter Student Center for better teaching technology.

In addition, the division made some modifications due to unmet benchmarks and to improve performance on benchmarks that had been met, based on assessment results and survey feedback:

1. Concerning Core Area 2, the division took action on 10/12/2022 to utilize the cultural humility framework in the Multicultural class, to increase the student's conceptualization of culture, awareness of their own culture, and level of cultural comfort. Use The Cultural Humility Enactment Scale, The Multigroup Ethnic Identity Scale, role plays, and feedback from the professor of the course to increase multicultural competence
2. Concerning Core Area 5, KPI measure 2, the division recommended that the instructor review the item analysis of the Career Counseling Core Knowledge results and ensure that the material is covered in instruction to better equip students to take the assessment.
3. Concerning Core Area 6, KPI measure 1, the division took action on 10/22/2022 to monitor the skills test and give clear instructions on what is needed from the students as they assess themselves. If the assessment proves not to be useful, consider the current tool and modify the language or seek another instrument that will better meet our assessment needs.
4. Concerning Core Area 8, measure 2, the division took action on 10/12/22 to make measure 2 part of the graded content of the course in order to encourage students to perform better on the assessment.
5. 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.

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.

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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