**Texas Tech University**

**College of Education**

**Educational Psychology, Leadership, & Counseling Department**

**Counselor Education Program**

**Comprehensive Program Evaluation Plan**

**Spring 2023**

To ensure the Texas Tech University Counselor Education Program comprehensively, and systematically evaluates the overall program effectiveness in accordance with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 Standards, this Evaluation Plan outlines the assessment of students’ knowledge, skills, and professional dispositions. This evaluation plan is designed to help program faculty reflect on aspects of the program that work well and aspects that need improvement. This evaluation plan is designed to inform programmatic and curricular decisions.

This program evaluation addresses the following areas:

1. **Program Objectives**
2. **Aggregate Student Assessment Data addressing student knowledge, skills, and professional dispositions**
3. **Demographic and other characteristics of Applicants, Students, and Graduates**
4. **Data from Systematic Follow-Up Studies of Graduates, Site Supervisors, and Employers of Program Graduates**
5. **Faculty Student Ratio**
6. **Number of Graduates for the Past Academic Year**
7. **Pass Rates on Credentialing Examinations**
8. **Completion Rates**
9. **Job Placement Rates**
10. **Key Performance Indicators of Student Learning in Eight Core Areas, Clinical Mental Health Counseling, School Counseling, and the Five Doctoral Core Areas**
11. **Student Dispositions**
12. **Program Modifications**
13. **Substantial Program Changes**

In each of the following sections, **(1) the data that will be collected, and (2) a procedure for how and when data will be collected** will be included.

**Program Objectives**

**Overall Counselor Education Program Objectives Systematic Report**

The Counselor Education Program faculty at Texas Tech University developed an assessment model whereby the program assessment and data collection were designed to address the following major questions:

1. Is the Counselor Education Program successful in educating its students to be competent, successful counselors?
2. Based on assessment data, what are the ways to improve the program?

The program objectives are systematically evaluated through the following reports:

1. Overall Counselor Education Program Objectives Systematic Report

2. The Clinical Mental Health Counseling Program Objectives Systematic Report

3. The School Counseling Program Objectives Systematic Report

4. The Counselor Education Doctoral Program Objectives Systematic Report

Each of these reports covers the program objectives listed below; the reports use the measures listed under each objective.

1. **To support students in establishing a firm professional counseling/counselor education identity, the following measures were used:**

* Overall National Counseling Exam Pass Rate
* Overall Master’s Comprehensive Exam Scores
* Applicable Areas from Surveys of Doctoral Students including assessment of knowledge and skill development on leadership for advocacy/professional organizations, and
* Qualifying Exam Rubric
* Scores on Assignments in Theories of Counseling, Introduction to Career Counseling, Practicum in Counseling, Internship in Counseling, Doctoral Practicum in Counseling, Doctoral Internship in Counseling, and Scholastic Writing and Teaching

1. **To foster professional and personal growth in counseling students, the following measures were used:**

* Overall National Counseling Exam Pass Rate
* Overall Master’s Comprehensive Exam Scores
* Ratings on Dispositions Rubrics by Semester
* Scores on Assignments in Ethical and Legal Issues in Counseling, Theories of Counseling, Group Counseling, Advanced Group Counseling, Introduction to Career Counseling, Techniques in Counseling I, Techniques in Counseling II, and Counseling Diverse Populations

1. **To create ethically responsible counselors, the following measures were used:**

* Master’s Comprehensive Exam Scores on Professional Orientation and Ethical Practice
* Applicable areas from surveys of current Master’s students on knowledge and skill development of ethical and legal matters
* Applicable areas from surveys of program master’s graduates on knowledge and skill development of ethical and legal matters
* Applicable areas from surveys of site supervisor’s ratings of current master’s student’s ethical awareness and conduct
* Applicable areas from surveys of current doctoral students on knowledge and skill development of ethical and legal matters
* Applicable areas from surveys of program doctoral graduates on knowledge and skill development of ethical and legal matters
* Applicable areas from surveys of site supervisor’s ratings of current doctoral students’ ethical awareness and conduct
* Applicable areas from surveys of employer’s perceptions of graduate’s attributes on professional/legal/ethical behavior
* Applicable areas from surveys of advisory board members’ perceptions of student’s assessment of knowledge and skill development on ethical and legal matters
* Applicable areas from surveys of advisory board members’ perceptions of student’s attributes on professionalism of the employee
* Scores on assignments in Ethical and Legal Issues in Counseling, Advanced Ethics, and Ethics II

1. **To encourage counselors-in-training to contribute to the profession in a unique and specialized manner, the following measures were used:**

* Program Evaluation Results of Program Graduates Mean Salary
* Applicable areas from surveys of current master’s student’s evaluation of general program attributes on imparting skills, values, and expertise highly valued in the workplace
* Applicable areas from surveys of site supervisor’s overall mean ratings of current master’s students
* Applicable areas from surveys of site supervisor’s overall mean ratings of graduated master’s students
* Applicable areas from surveys of site supervisor’s overall mean ratings of current doctoral students
* Applicable areas from surveys of number of doctoral graduates who submitted a manuscript for publication
* Applicable areas from surveys of EPCE Advisory Board member’s ratings of EPCE students as employees on employee’s readiness for duties and responsibilities
* Applicable areas from surveys of EPCE Advisory Board member’s ratings of EPCE students as employees on distinctiveness of the employee’s skills
* Applicable areas from surveys of Advisory Board member’s ratings of EPCE students as employees on overall mean ratings of the employee
* Scores on assignments in Theories of Counseling, Counseling Supervision, and Advanced Theories

1. **To embody advocacy and social justice approaches and develop counselors-in-training who advocate for their clients and communities, the following measures were used:**
   * Master’s Comprehensive Exam Scores on Professional Orientation and Ethical Practice
   * Applicable areas from surveys of current master’s students’ assessment of knowledge and skill development on advocacy
   * Applicable areas from surveys of current master’s program graduate’s assessment of knowledge and skill development on advocacy
   * Applicable areas from surveys of site supervisors’ ratings of current master’s students on interaction with clients-is sensitive to issues of multicultural counseling
   * Applicable areas from surveys of site supervisors’ ratings of current master’s students on interaction with clients-is sensitive to issues of diversity
   * Applicable areas from surveys of site supervisors’ ratings of graduated master’s students on interaction with clients-is sensitive to issues of multicultural counseling
   * Applicable areas from surveys of site supervisors’ ratings of graduated master’s students on interaction with clients-is sensitive to issues of diversity
   * Applicable areas from surveys of site supervisors’ ratings of current doctoral students on interaction with clients-is sensitive to issues of multicultural counseling
   * Applicable areas from surveys of site supervisors’ ratings of current doctoral students on interaction with clients-is sensitive to issues of diversity
   * Applicable areas from surveys of site supervisors’ ratings of graduated doctoral students on interaction with clients-is sensitive to issues of multicultural counseling
   * Applicable areas from surveys of site supervisors’ ratings of graduated doctoral students on interaction with clients-is sensitive to issues of diversity
   * Applicable areas from surveys of current doctoral students’ assessment of knowledge and skill development on social justice and advocacy
   * Applicable areas from surveys of graduate’s assessment of knowledge and skill development on social justice and advocacy
   * Applicable areas from surveys of advisory board member’s perceptions of students’ assessment of knowledge and skill development on social justice and advocacy
   * Scores on assignments in Counseling Diverse Populations and Advanced Consultation and Multicultural Social Justice

The following areas of the Program Objectives data are collected annually:

* Overall National Counseling Exam Pass Rate
* Overall Master’s Comprehensive Exam Scores

The following areas of the Program Objectives data are collected every 3 years:

* Surveys of current master’s students, current doctoral students, master’s graduates, doctoral graduates, site supervisors, employers, advisory board members

The following areas are collected each semester:

* Disposition Rubric Ratings for Each Course
* Scores on Assignments

**Aggregate Student Assessment Data**

**addressing student knowledge, skills, and professional disposition**

In addition to the Key Performance Indicator data that will be addressed in a future section, to address students’ knowledges, skills, and professional dispositions, the following data are collected:

* Master’s students’ performance on the comprehensive exam (EPCE)
* Graduates’ performance on the National Counseling Exam (NCE)
* Graduates’ performance on the TExES 262 Exam for School Counseling
* Surveys of Current Master’s Students’ self-reported knowledge and skill development in various counseling areas
* Surveys of Master’s Program Graduates’ self-reported knowledge and skill development in various counseling areas
* Surveys of Site Supervisors’ Ratings of Current and Graduated Master’s level Students and Doctoral Students in areas of basic work requirements, ethical awareness and conduct, knowledge and learning response to supervision, work products, interaction with clients, and interactions with coworkers
* Surveys of Current Doctoral Students’ self-reported knowledge and skill development in various counseling areas
* Surveys of Doctoral Program Graduates’ self-reported knowledge and skill development in various counseling areas
* Surveys of Advisory Board members’ perceptions of knowledge and skill development in various counseling areas
* Qualifying Examination Rubric Ratings
* Student Disposition Rubrics from Each Faculty Member on Each Student at the End of the Semester

The following areas of the Aggregated Student Assessment Data are collected annually:

* Overall National Counseling Exam Pass Rate
* Overall Master’s Comprehensive Exam Scores
* Overall TExES 262 Exam for School Counseling scores
* Qualifying Examination Rubric Ratings

The following areas of the Program Objectives data are collected every 3 years:

* Surveys of current master’s students, current doctoral students, master’s graduates, doctoral graduates, site supervisors, employers, advisory board members

The following areas are collected each semester:

* Disposition Rubric Ratings for Each Course

**Demographic and other characteristics of Applicants, Students, and Graduates**

The following characteristic data is collected of applicants:

* Major
* Semester Admitted
* Gender
* Ethnicity
* Age
* Location

The following characteristic data is collected of students:

* Gender
* Race
* Location
* Disability Status

The following characteristic data is collected of graduates:

* Age
* Gender
* Race

The characteristic data regarding applicants, students, and graduates are collected annually.

**Data from Systematic Follow-Up Studies of Graduates, Site Supervisors, and Employers of Program Graduates**

Through surveys of program graduates, the following data is collected from respondents:

* Gender
* Ethnicity
* Major
* Graduation month
* Graduation year
* Current job title
* Initial Post-Graduation Starting Salary
* Current Salary
* Professional Certifications and Licensures
* Graduates Knowledge and Skill Development in Various Counseling Areas
* Graduates Evaluation of General Program Attributes
* Perceptions of the strengths of the counselor education program
* Perceptions of weaknesses of the counselor education program

The survey data of program graduates are collected every 3 years.

Through surveys of site supervisors, the following data is collected from respondents:

* Site Supervisors Evaluation of Students basic work requirements, ethical awareness and conduct, knowledge and learning, response to supervision, work products, interaction with clients, interaction with coworkers, and overall scores.
* Site Supervisors Evaluation of students’ strengths and areas for improvement

The survey data of site supervisors is collected every 3 years.

Through surveys of employers of program graduates, the following data are collected from respondents:

* Primary clientele served in agency/institution
* Number of graduates employed at agency
* Employers’ ratings of program graduates’ knowledge and skill development in various counseling areas
* Employer ratings of program graduates’ attributes
* Employers ratings of the program in counseling

The survey data of employers of program graduates are every 3 years.

**Number of Graduates for the Past Academic Year**

The Counselor Education program collects data on the number of graduates for each academic year annually during the spring semester.

**Pass Rates on Credentialing Examinations**

The Counselor Education program collects data on the pass rates on credentialing examinations annually during the spring semester.

**Completion Rates**

The Counselor Education program collects data on completion rates annually during the spring semester.

**Job Placement Rates**

The Counselor Education program collects data on completion rates annually during the spring and summer semesters.

**Key Performance Indicators of Student Learning in Eight Core Areas, Clinical Mental Health Counseling, School Counseling, and the Five Doctoral Core Areas**

Each of the current KPIs assess both Knowledge and Skills, and each KPI is assessed at least twice. The following data collection is designed for continuous and systematic evaluation from measures throughout the Counselor Education program and includes Program Objectives, KPIs, CACREP standards, and assessment measures that are used to evaluate each KPI.

The following table illustrates the KPIs collected for each student from the eight core areas:

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Performance Indicators**  **for the**  **Eight Core Areas** | | | |
| **Overall Indicator for the Eight Core Areas** | | | |
| **Program Objective** | **Key Performance Indicators** | **CACREP Standards** | **Assessment Measures** |
| **Objective 1:** To support students in establishing a firm professional counseling/ counselor education identity. | KPI 1.1. Knowledge  Students will demonstrate strategies for personal and professional self-evaluation and implications for practice.  KPI 1.2. Skills:  Students will demonstrate their understanding of strategies for personal and professional self-evaluation and implications for practice in  their work at counseling sites. | **2.F.1.k.** Strategies for personal and professional self-evaluation and implications for practice. | **Student Dispositions** collected for each individual student during each course by each faculty member. |
| **1. Professional Counseling Orientation and Ethical Practice** | | | |
| **Program Objective** | **Key Performance Indicators** | **CACREP Standards** | **Assessment Measures** |
| **Objective 3:** To create ethically responsible counselors. | KPI 1.1. Knowledge:  Students will describe their knowledge of ethical and legal issues in counseling.  KPI 1.2. Skills:  Students will demonstrate their understanding of ethical and legal issues in counseling through applying ethical and legal decisions in their work at counseling sites. | 2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies,  and applications of ethical and legal considerations in professional counseling. | Knowledge  **Course: EPCE 5370 Ethical and Legal Issues in Counseling**  **Assignment:** Case Study Evaluation Rubric.  Skills  **Course: EPCE 5094 Internship II in Counseling:** Student Intern Evaluation on the Overall Score on Ethical Awareness and Conduct. |
| **2. Social and Cultural Diversity** | | | |
| **Program Objective** | **Key Performance Indicators** | **CACREP Standards** | **Assessment Measures** |
| **Objective 5:** To embody advocacy and social justice approaches and develop counselors-in-training who advocate for their clients and communities. | KPI 1.1. Knowledge:  Students will describe theories and models of multicultural counseling, advocacy, and social justice approaches.  KPI 1.2. Skills:  Students will demonstrate theories and models of multicultural counseling, advocacy, and social justice approaches  in their work at counseling sites. | 2.F.2.b. theories and models of multicultural counseling, cultural identity development, and  social justice and advocacy. | Knowledge  **Course: EPCE 5371 Counseling Diverse Populations:** Autobiographic Experience Evaluation Rubric.  Skills  **Course: EPCE 5094 Internship II in Counseling:** Student Intern Evaluation on the areas of sensitivity to issues of multicultural counseling and sensitivity to issues of diversity including but not limited to race/ethnic group, age, gender, physical challenges, SES. |
| **3. Human Growth and Development** | | | |
| **Program Objective** | **Key Performance Indicators** | **CACREP Standards** | **Assessment Measures** |
| **Objective 1:** To support students in establishing a firm professional counseling/ counselor education identity. | KPI 1.1. Knowledge:  Students will understand theories of individual and family development across the lifespan.  KPI 1.2. Skills:  Students will demonstrate theories of individual and family development across the lifespan  in their work at counseling sites. | 2.F.3.a. Theories of individual and family development across the lifespan. | Knowledge  **Course: EPCE 5364 Theories of Counseling:** Final Multiple-Choice Exam.  Skills  **Course: EPCE 5094 Internship II in Counseling:** Student Intern Evaluation on the areas of exhibiting understanding of counseling concepts, theories, and skills and exhibiting knowledge about the client population. |
| **4. Career Development** | | | |
| **Program Objective** | **Key Performance Indicators** | **CACREP Standards** | **Assessment Measures** |
| **Objective 4:** To encourage counselors-in-training to contribute to the profession in a unique and specialized manner. | KPI 1.1. Knowledge:  Students will describe strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.  KPI 1.2. Skills:  Students will demonstrate strategies for assessing abilities, interests, values, personality and other factors that contribute to career development  in their work at counseling sites. | 2.F.4.e. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development. | Knowledge  **Course: EPCE 5355 Introduction to Career Counseling:** Career Autobiography Rubric.  Skills  **Course: EPCE 5094 Internship II in Counseling:** Student Intern Evaluation on the areas of awareness of areas that need improvement and willingness to explore personal strengths and weaknesses. |
| **5. Counseling and Helping Relationships** | | | |
| **Program Objective** | **Key Performance Indicators** | **CACREP Standards** | **Assessment Measures** |
| **Objective 2:** To foster professional and personal growth in counseling students. | KPI 1.1. Knowledge:  Students will understand theories and models of counseling.  KPI 1.2. Skills:  Students will demonstrate understanding of theories and models of counseling  in their work at counseling sites. | 2.F.5.a. theories and models of counseling | Knowledge  **Course: EPCE 5364 Theories of Counseling:** Final Multiple-Choice Exam.  Skills  **Course: EPCE 5094 Internship II in Counseling:** Student Intern Evaluation on the area exhibiting understanding of counseling concepts, theories, and skills. |
| **6. Group Counseling and Group Work** | | | |
| **Program Objective** | **Key Performance Indicators** | **CACREP Standards** | **Assessment Measures** |
| **Objective 4:** To encourage counselors-in-training to contribute to the profession in a unique and specialized manner. | KPI 1.1. Knowledge:  Students will describe theoretical foundations of group counseling and group work.  KPI 1.2. Skills:  Students will demonstrate understanding of theoretical foundations of group counseling and group work in their work at counseling sites. | 2.F.6.a. theoretical foundations of group counseling and group work. | Knowledge  **Course: EPCE 5354 Group Counseling:** Scores on Rubric on Leading Group Exercise/Group Demonstration.  Skills  **Course: EPCE 5094 Internship II in Counseling:** Student Intern Evaluation on the area exhibiting understanding of counseling concepts, theories, and skills. |
| **7. Assessment and Testing** | | | |
| **Program Objective** | **Key Performance Indicators** | **CACREP Standards** | **Assessment Measures** |
| **Objective 3:** To create ethically responsible counselors. | KPI 1.1. Knowledge:  Students will understand methods of effectively preparing for and conducting initial assessment meetings.  KPI 1.2. Skills:  Students will demonstrate understanding of methods of effectively preparing for and conducting initial assessment meetings in their work at counseling sites. | 2.F.7.b. Methods of effectively preparing for and conducting initial assessment meetings. | Knowledge  **Course: EPCE 5364 Theories of Counseling:** Final Multiple-Choice Exam.  Skills  **Course: EPCE 5094 Internship II in Counseling:** Student Intern Evaluation on the area exhibiting understanding of counseling concepts, theories, and skills and exhibiting ability to apply new information in clinical/school settings. |
| **8. Research and Program Evaluation** | | | |
| **Program Objective** | **Key Performance Indicators** | **CACREP Standards** | **Assessment Measures** |
| **Objective 3:** To create ethically responsible counselors. | KPI 1.1. Knowledge:  Students will understand identification of evidence-based counseling practices.  KPI 1.2. Skills:  Students will demonstrate understanding of identification of evidence-based counseling practices in their work at counseling sites. | 2.F.8.b. Identification of evidence-based counseling practices. | Knowledge  **Course: EPCE 5364 Theories of Counseling:** Final Multiple-Choice Exam.  Skills  **Course: EPCE 5094 Internship II in Counseling:** Student Intern Evaluation on the areas exhibiting ability to learn and understand new information, exhibiting understanding of counseling concepts, theories, and skills and exhibiting knowledge of treatment setting and approach. |

The following table illustrates the KPIs collected for each student from the Clinical Mental Health Counseling area:

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Performance Indicators**  **for**  **Clinical Mental Health Counseling** | | | |
| **Program Objective** | **Key Performance Indicators** | **CACREP Standards** | **Assessment Measures** |
| **Objective 1:** To support students in establishing a firm professional counseling/ counselor education identity. | KPI 1.1. Knowledge:  Students will understand theories and models related to clinical mental health counseling.  KPI 1.2. Skills:  Students will demonstrate understanding of theories and models related to clinical mental health counseling in their work at counseling sites. | 5.C.1.b. theories and models related to clinical mental health counseling. | Knowledge  **Course: EPCE 5364 Theories of Counseling:** Final Multiple-Choice Exam.  Skills  **Course: EPCE 5094 Internship II in Counseling:** Student Intern Evaluation on the areas exhibiting understanding of counseling concepts, theories, and skills and exhibiting knowledge of different treatment settings and approaches. |

Additionally, to assess the Clinical Mental Health Counseling Program, the following assessment measures will be collected:

|  |  |  |
| --- | --- | --- |
| *ACE Assignments by Course for Clinical Mental Health Counseling* | | |
| **Phase** | **Course** | **ACE Assignment** |
| 1 | EPCE 5353 | Create a dream mental health agency |
|  | EPCE 5355 | Career assessment autobiography paper |
|  | EPCE 5362 (Currently EPCE 5369) | Multiple Choice exams |
|  | EPCE 5364 | Multiple-choice exams on Counseling Theories |
|  | EPCE 5366 | Case study diagnosis |
|  | EPCE 5367 | Family Counseling Case Study |
|  | EPCE 5370 | Ethical decision-making case study |
|  | EPCE 5371 | Autobiographic diversity experience paper |
|  | EPCE 5372 | Wellness project |
|  | EPCE 5376 | Comprehensive assessment case study |
|  | EPCE 5377 | Referral project case study |
|  |  |  |
|  | **EPCE 5357** | **End of Phase: *Individual Counseling Competencies Rubric*** |
|  |  |  |
| 2 | EPCE 5354 | Interview professional counselors in field |
|  | EPCE 5374 | Counseling Competencies Role Play |
|  | EPCE 5382 (Currently EPCE 5369) | Case Study |
|  |  |  |
|  | **EPCE 5354** | **End of Phase: *Group Counseling Competencies Rubric*** |
|  | **EPCE 5374** | **End of Phase: *Individual Counseling Competencies Rubric*** |
|  |  |  |
| 3 | EPCE 5360 | Successfully complete counseling work at a practicum site |
|  | EPCE 5094 I and II | Successfully complete counseling work at an internship site |
|  |  |  |
|  | **EPCE 5094** | **End of Phase: *Counselor-in Training Rubric and Treatment Planning Rubric*** |

The following table illustrates the KPIs collected for each student from the School Counseling area:

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Performance Indicators**  **for**  **School Counseling** | | | |
| **Program Objective** | **Key Performance Indicators** | **CACREP Standards** | **Assessment Measures** |
| **Objective 4:** To encourage counselors-in-training to contribute to the profession in a unique and specialized manner. | KPI 1.1. Knowledge:  Students will understand school counselor roles in relation to college and career readiness.  KPI 1.2. Skills:  Students will demonstrate understanding of school counselor roles in relation to college and career readiness in their work at counseling sites. | 5.G.2.c. School counselor roles in relation to college and career readiness. | Knowledge  **Course: EPCE 5355 Introduction to Career Counseling:** Career Autobiography Rubric.  Skills  **Course: EPCE 5094 Internship II in Counseling:** Student Intern Evaluation on the areas demonstrating to show increased achievement, improved behavior, and other documented needs in a K-12 setting and exhibiting knowledge of all components of the ASCA model. |

Additionally, to assess the School Counseling Program, the following assessment measures will be collected:

|  |  |  |
| --- | --- | --- |
| *ACE Assignments by Course for School Counseling* | | |
| **Phase** | **Course** | **ACE Assignment** |
| 1 | EPCE 5355 | Career assessment autobiography paper |
|  | EPCE 5357 | Counseling competencies role play |
|  | EPCE 5358 | Create School Counselor Core Curriculum lesson |
|  | EPCE 5364 | Multiple-choice exams on Counseling Theories |
|  | EPCE 5367 | Family Case Study |
|  | EPCE 5370 | Ethical decision-making case study |
|  | EPCE 5371 | Autobiographic diversity experience paper |
|  | EPCE 5376 | Comprehensive assessment case study |
|  |  |  |
|  | **EPCE 5357** | **End of Phase: *Counseling Competencies Role Play*** |
|  |  |  |
| 2 | EPCE 5352 | Develop content for school counseling website |
|  | EPCE 5354 | Participate in interpersonal growth group |
|  |  |  |
|  | **EPCE 5354** | **End of Phase: *Group Counseling Competencies Rubric*** |
|  |  |  |
| 3 | EPCE 5360 | Successfully complete counseling work at a practicum site |
|  | EPCE 5094 | Successfully complete counseling work at an internship site and rubrics |
|  |  |  |
|  | **EPCE 5094** | **End of Phase: *Maintains Focus Rubric*** |

The following table illustrates the KPIs collected for each student from the five doctoral core areas:

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Performance Indicators**  **for**  **Doctoral Professional Identity** | | | |
| **1. Counseling** | | | |
| **Program Objective** | **Key Performance Indicators** | **CACREP Standards** | **Assessment Measures** |
| **Objective 1:** To support students in establishing a firm professional counseling/ counselor education identity. | KPI 1.1. Knowledge:  Students will engage in scholarly examination of theories relevant to counseling.  KPI 1.2. Skills:  Students will demonstrate understanding of scholarly examination of theories relevant to counseling in their work at counseling sites. | 6.B.1.a. Scholarly examination of theories relevant to counseling. | Knowledge  **Course: EPCE 6355 Advanced Theories:**  Final Paper.  Skills  **Course: EPCE 6094 Internship II in Counseling:** Student Intern Evaluation on the areas exhibiting understanding of counseling concepts, theories, and skills and exhibiting knowledge of different treatment settings, and approaches. |
| **2. Supervision** |  |  |  |
| **Program Objective** | **Key Performance Indicators** | **CACREP Standards** | **Assessment Measures** |
| **Objective 1:** To support students in establishing a firm professional counseling/ counselor education identity. | KPI 1.1. Knowledge:  Students will describe theoretical frameworks and models of clinical supervision.  KPI 1.2. Skills:  Students will demonstrate understanding of theoretical frameworks and models of clinical supervision in their work at counseling sites. | 6.B.2.b. Theoretical frameworks and models of clinical supervision. | Knowledge  **Course: EPCE 6366 Counseling Supervision:** Overall Score in Course.  Skills  **Course: EPCE 6094 Internship II in Counseling:** Successful Completion of Supervision Hours and passing the course. |
| **3. Teaching** | | | |
| **Program Objective** | **Key Performance Indicators** | **CACREP Standards** | **Assessment Measures** |
| **Objective 1:** To support students in establishing a firm professional counseling/counselor education identity. | KPI 1.1. Knowledge:  Students will describe roles and responsibilities related to educating counselors.  KPI 1.2. Skills:  Students will demonstrate understanding of roles and responsibilities related to educating counselors  in their work at counseling sites. | 6.B.4.l. Ethical and culturally relevant strategies for conducting research. | Knowledge  **Course: EPCE 6354 Advanced Group Counseling:** Scores on Rubric on Leading Group Exercise/Group Demonstration.  Skills  **Course: EPCE 6094 Internship II in Counseling:** Successful Completion of Teaching Hours and passing the course. |
| **4. Research and Scholarship** | | | |
| **Program Objective** | **Key Performance Indicators** | **CACREP Standards** | **Assessment Measures** |
| **Objective 1:** To support students in establishing a firm professional counseling/counselor education identity. | KPI 1.1. Knowledge:  Students will describe ethical and culturally relevant strategies for conducting research.  KPI 1.2. Skills:  Students will demonstrate understanding of ethical and culturally relevant strategies for conducting research at their work at counseling sites. | 6.B.4.l. Ethical and culturally relevant strategies for conducting research. | Knowledge  **Course: EPCE 6336 Advanced Consultation and Multicultural Social Justice:** Scores on Diversity Social Justice Dialogue Rubrics.  Skills  **Course: EPCE 6094 Internship II in Counseling:** Successful Completion of Research Hours and passing the course. |
| **5. Leadership and Advocacy** | | | |
| **Program Objective** | **Key Performance Indicators** | **CACREP Standards** | **Assessment Measures** |
| **Objective 1:** To support students in establishing a firm professional counseling/counselor education identity. | KPI 1.1. Knowledge:  Students will engage in leadership in counselor education programs.  KPI 1.2. Skills:  Students will demonstrate understanding of leadership in counselor education programs through their work at counseling sites. | 6.B.4.l. Leadership in counselor education programs. | Knowledge  **Course: EPCE 6336 Advanced Consultation and Multicultural Social Justice:** Scores on Diversity Social Justice Dialogue Rubrics.  Skills  **Course: EPCE 6094 Internship II in Counseling:** Successful Completion of Leadership Hours and passing the course. |

Additionally, to assess the PhD in Counselor Education Program, the following assessment measures will be collected:

|  |  |  |
| --- | --- | --- |
| *ACE Assignments by Course for PhD in Counselor Education* | | |
| **Phase** | **Course** | **ACE Assignment** |
| 1 | EPCE 6335 | Summarize, present and critique counseling theories |
|  | EPCE 6336 | Design, organize and implement a mini-conference on social justice issues |
|  | EPCE 6350 | Produce a scholarly paper. |
|  |  |  |
|  | EPCE 6337 | End of phase: *Ethics Case Study Rubric* |
|  |  |  |
| 2 | EPCE 6354 | Lead and participate in interpersonal growth group |
|  | EPCE 6355 | Write and submit a scholarly publication to a professional journal and rubric |
|  |  |  |
|  | EPCE 6355 | End of Phase: *Grant Writing Skills Evaluation Rubric* |
|  |  |  |
| 3 | EPCE 6360 | Successful completion of counseling work at a practicum site |
|  | EPCE 6366 | Successful completion of counselor supervision |
|  | EPCE 6094 | Successful completion of counseling work at an internship site and successful score on the rubrics |
|  |  |  |
|  | EPCE 6094 | End of Phase: *Advocacy and Leadership Skills Rubric; Needs Assessments Rubric* |

The data collection for each of the above listed Key Performance Indicators (KPIs) is collected each semester and is reviewed and analyzed annually for each student by program faculty during a counselor education faculty meeting in the fall. The overall mean scores of data are also analyzed by the Counselor Education Advisory Board during the annual Advisory Board Meeting. The deidentified Key Performance Indicator data will be included in this program evaluation.

**Student Dispositions**

All instructors of Counselor Education (EPCE) courses rate each student individually on the Student Disposition rubric. The average from each course will be included in the Program Evaluation annually.

Below details **the (3) method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement.**

For every area of the above Evaluation Plan, the data from the Evaluation Plan is sent to all EPCE faculty for their individual review. Following at least a 2 week period for the faculty to individually review the data, the core Counselor Education faculty extensively discusses the data during a Counselor Education Faculty meeting. The Counselor Education faculty reviews the data for aspects of the data that indicate lower performances or areas that need to be addressed and revised to improve student knowledge, skill development and professional disposition. The faculty also considers areas of the data that indicate successful acquisition of knowledge and skill development. Also, the faculty reflects on professional dispositions of the students and graduates indicated as evidenced by the data. Further, the faculty considers any recent program or curriculum changes that may need to occur based on the review of the data. The faculty vote on the program and curriculum changes. The faculty sends the results of the Annual Program Evaluation data to students, graduates, non-core faculty, administrators, site supervisors, advisory board members, and employers. The faculty again reviews the data with the advisory board during the annual advisory board meeting in the fall. During the annual advisory board meeting, the faculty share the current curriculum and program changes and seek feedback from the advisory board members on these changes.

**Program Modifications**

Based on data collected throughout the annual Program Evaluation Plan, a list of the program modifications from the previous year will be included at the end of the year evaluation report. These modifications will be based on the review of the data and extensive discussion among faculty members. Further these modifications will be covered in the annual advisory board meeting to ensure that advisor board members agree with these modifications and curriculum changes. Additionally, a list of program modifications and substantial program changes is updated and maintained on the Counselor Education program website.

**Substantial Program Changes**

Based on data collected throughout the annual Program Evaluation Plan, any substantial program changes from the previous year will be included at the end of the evaluation report. These substantial program changes will be based on the review of the data and extensive discussion among faculty members. Further these substantial program changes will be covered in the annual advisory board meeting to ensure that advisor board members agree with these substantial program changes. Additionally, a list of program modifications and substantial program changes is updated and maintained on the Counselor Education program website.