Texas Tech University Annual Assessment Report

TEXAS TECH UNIVERSITY
Office of the Provost
Office *of* Planning & Assessment™

Degree Program - COE - Counselor Education (PHD)

CIP Code: 13.1101.00
Disciplinary Accrediting Body: CACREP
Next Accrediting Agency Review: 2023
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Program Purpose Statement: The Ph.D. program in Counselor Education prepares students to develop and implement advocacy and social justice leadership activities that impact the needs of institutions of higher education, communities, schools (P-12), and the counseling profession.
Assessment Coordinator (exact title): LJ Gould, Gilbert Castillo
Modality: Face-to-Face

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
Advocacy leadership skills (Phase 1) - Students acquire the basic knowledge and skills on which future counseling courses (Phase 1 &2) will build. **Outcome Status:** Active **Outcome Type:** Student Learning	**Course Level Assessment -** Each of the P1 courses (EPCE 6335 and 6336 are assessed via an A&E rubric. EPCE 6337 is assessed via an End-of-Phase rubric. **Criterion:** A score of 3 or higher on a 5 point scale. **Related Documents:** COE Assessment Overview.docx P1 Rubric Ethics 6350.docx PHD Scope & Sequence.docx PHD Assessment Plan 2.docx	**Assessment Cycle:** 2020 - 2021 **Result Type:** Criterion Met A&E: n=33 mean=4.4015 SD=0.28828 NOTE: This is a professional training program which requires students to master skills as outlined in the CACREP Standards and in the Texas Administrative Code (681.83) as mandated by the Texas Behavioral Health Executive Council (BHEC) governing counseling licensure. Grading is based on performance and according to our professional code, remediation must be implemented at the first indication of problems. Therefore, variation in grading is low, and failure rarely occurs. (09/29/2021)	**Analysis of Result Data:** Monitor students' dispositions (core values, attitudes, behaviors, beliefs, etc.) that are needed to become a competent and effective counselor, and encourage professional identity development. Continue to monitor learning objectives regarding social justice and advanced counseling skills and knowledge. Continue to monitor course syllabi and teaching to be sure that CACREP Standards and State requirements are met (ongoing requirement for

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
			improvement). (09/29/2021)
		Assessment Cycle: 2019 - 2020 **Result Type:** Criterion Met A&E: n = 39 mean = 4.47436 SD = 0.02498 NOTE: This is a professional training program which requires students to master skills as outllined in the CACREP Standards and in the Texas Administrative Code (681.83) as mandated by the Texas Behavioral Health Executive Council (BHEC) governing counseling licensure. Grading is based on performance and according to our professional code, remediation must be implemented at the first indication of problems. Therefore, variation in grading is low, and failure rarely occures. (09/17/2020)	**Analysis of Result Data:** Monitor learning objectives regarding social justice and advanced counseling knowledge required by PhD level students and encourage professional identity development at the doctoral level. Continue to monitor course syllabi and teaching to be sure that CACREP Standards and State requirements are met (ongoing requirement for improvement). (09/17/2020) **Follow-Up: Evidence of Improvement:** Social justice and advanced counseling knowledge learning objectives were monitored. Professional identity development was encouraged and reviewed. Syllabi and teaching of CACREP Standards and State requirements were monitored (ongoing requirement). (09/29/2021)
		Assessment Cycle: 2018 - 2019 **Result Type:** Criterion Met A&E: n = 31, mean = 4.75 (SD = 0) EOP: n = 17, mean = 4.75 (SD = 0) (09/30/2019)	**Analysis of Result Data:** Research courses are being reviewed to determine if students are acquiring the research skills required to conduct PhD-level research projects. Specific research courses have been added to the course requirements. CACREP Standards and course syllabi continue to be reviewed as required. A survey is in the process of being prepared for each course asking students to

rate their understanding of the CACREP Standards presented in each specific course. Faculty will be asked to rate their presentation of CACREP Standards in each course taught. (09/30/2019)

Follow-Up: Evidence of Improvement: Review of research courses has begun with courses available in the past year, as not all courses are offered once a year. Specific courses have been added to the research requirements (EPSY 5381, EPSY 5382, and EPSY 6320). Additionally, the foundation courses have been changed to reflect a need in more research-based courses (EPSY 5380 and EPSY 6379). CACREP Standards are continually reviewed in all classes. (09/17/2020)

Follow-Up: Evidence of Improvement: Beginning PhD students have shown some improvement in writing skills due to the added writing course. The changes in the foundation courses have also added to the students' skill sets. CACREP standards have been reviewed and syllabi revised as needed. (09/30/2019)

Assessment Cycle: 2017 - 2018
Result Type: Criterion Met
A&E: n=28, mean = 4.50, SD = 0.5
EOP: n=11, mean = 4.70, SD = 0.30 (10/17/2018)

Analysis of Result Data: For students in the Fall 2018 Cohort, EPCE 6350 (Introduction to Scholastic Writing) has been added to increase students' writing ability. Also, the courses

listed as foundations have changed. Course syllabi will be revised to show specific CACREP Standards for each course. A survey will be prepared for each course asking students to rate their learning in each course according to the CACREP Standards specific to the course. Faculty will also rate their performance as to presenting the CACREP Standards in each course. The data provided will determine changes needed to better student learning. (10/19/2018)

Follow-Up: Evidence of Improvement: The face-to-face interview allowed the faculty to make informed decisions as to how potential students would interact with both faculty and within the cohort. CACREP Standards were reviewed and syllabi revised. (10/30/2018)

Assessment Cycle: 2016 - 2017
Result Type: Criterion Met
A&E: n=24, mean = 4.30, SD = 0.47
EOP: n=16, mean = 4.75, SD = 0.28 (07/10/2017)

Analysis of Result Data: For the Fall 2017 doctoral cohort, applicants will be required to take part in a face-to-face interview with the faculty. This is expected to help faculty assess the "fit" of potential students to the program. Additionally, it gives the potential students some understanding of the program's TO and advocacy.CACREP Standards will be reviewed and Syllabi revised to show changes.

(09/27/2017)

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
		Assessment Cycle: 2015 - 2016 **Result Type:** Criterion Met A&E: n=57, mean score 4.35, SD 0.73 (06/01/2016)	**Analysis of Result Data:** EPCE 6355 (Scholastic Writing and Teaching) was changed to be offered during Spring semester with EPCE 6094 (Counseling Internship II) in order to help students complete the Application Research Project. (06/01/2016)
		Assessment Cycle: Action Complete (Prior to 2015-2016) **Result Type:** Criterion Met Results of A&E and End of Phase Assessments Means were acquired from scores of individual students enrolled in the P1 courses over the past three semesters with the following results: EPCE 6335 – 4.07 EPCE 6350 (D&C) – 0 End of Phase EPCE 6350 (E) – 0 (6350 (D&C) and 6350 (E) were not taught during this time period.) The overall mean for the P1 courses was 4.07. (06/06/2015) **Related Documents:** PhD TO Scores (Spring 2015).docx PC 2014 End of Year Report.docx	**Analysis of Result Data:** Student Action for Improvement A remediation plan is developed for students who do not achieve mastery of the objectives. The plan is individualized and may include one or a combination of the following: • Repeat the course(s) • Repeat specific components of the course(s) • Enroll in an equivalent course • Meet with the faculty member and successfully complete additional assignments • Meet with all EPCE faculty to discuss the content of a remediation plan Program Action for Improvement • Continue to refine and improve our database. • The data indicated more information/course content is needed in such areas as crisis counseling, techniques, grief/loss, pharmacology, etc. • Added an additional course "Dysfunctional Behavior for Children" to our degree plan.

			• Identified problematic issues that were evident in student professionalism, such as students' use of technology in the classroom and students not presenting themselves in a professional manner. (06/06/2015)
	Course Level Assessment - The End-of-Phase course for P1 is EPCE 6350 Advanced Ethics. Assessment is by the Ethics Rubric. **Criterion:** A score of 3 or more on a 5 point scale.	**Assessment Cycle:** 2020 - 2021 **Result Type:** Criterion Met EOP: n=8 mean=4.5000 SD=0.000 NOTE: This is a professional training program which requires students to master skills as outlined in the CACREP Standards and in the Texas Administrative Code (681.83) as mandated by the Texas Behavioral Health Executive Council (BHEC) governing counseling licensure. Grading is based on performance and according to our professional code, remediation must be implemented at the first indication of problems. Therefore, variation in grading is low, and failure rarely occurs. (09/29/2021)	**Analysis of Result Data:** Monitor students' dispositions (core values, attitudes, behaviors, beliefs, etc.) that are needed to become a competent and effective counselor, and encourage professional identity development. Continue to monitor learning objectives regarding social justice and advanced counseling skills and knowledge. Continue to monitor course syllabi and teaching to be sure that CACREP Standards and State requirements are met (ongoing requirement for improvement). (09/29/2021)
		Assessment Cycle: 2019 - 2020 **Result Type:** Criterion Met EOP: n = 12 mean = 4.50 SD = 0.0 NOTE: This is a professional training program which requires students to master skills as outlined in the CACREP Standards and in the Texas Administrative Code (681.83) as mandated by the Texas Behavioral Health Executive Council (BHEC) governing counseling licensure. Grading is based on performance and according to our professional code, remediation must be implemented at the first indication of problems. Therefore, variation in grading is low, and failure rarely occurs. (09/17/2020) (09/29/2020)	**Analysis of Result Data:** Monitor learning objectives regarding social justice and advanced counseling knowledge required by PhD level students and encourage professional identity development at the doctoral level. Continue to monitor course syllabi and teaching to be sure that CACREP Standards and State requirements are met (ongoing requirement for improvement). (09/29/2021) **Follow-Up: Evidence of**

| | | | **Improvement:** Social justice and advanced counseling knowledge learning objectives were monitored. Professional identity development was encouraged and reviewed. Syllabi and teaching of CACREP Standards and State requirements were monitored (ongoing requirement). (09/29/2021) |
| | | **Assessment Cycle:** 2018 - 2019
Result Type: Criterion Met
A&E: n=31, mean =4.75 (SD=0)
EOP: n=17, mean=4.75 (SD=0) (09/30/2019) | **Analysis of Result Data:** Research courses are being reviewed to determine if students are acquiring the research skills required to conduct PhD-level research projects. Specific research courses have been added to the course requirements. CACREP Standards and course syllabi continue to be reviewed as required. A survey is in the process of being prepared for each course asking students to rate their understanding of the CACREP Standards presented in each specific course. Faculty will be asked to rate their presentation of CACREP Standards in each course taught. (09/30/2019)

Follow-Up: Evidence of Improvement: Beginning PhD students have shown some improvement in writing skills due to the added writing course. The changes in the foundation courses have also added to the students' skill sets. CACREP standards have been reviewed and syllabi revised |

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
			as needed. (09/30/2019)
		Assessment Cycle: 2017 - 2018 **Result Type:** Criterion Met A&E: n=28, mean = 4.50, SD = 0.5 EOP: n=11, mean = 4.70, SD = 0.30 (10/30/2018)	**Analysis of Result Data:** For students in the Fall 2018 Cohort, EPCE 6350 (Introduction to Scholastic Writing) has been added to increase students' writing ability. Also, the courses listed as foundations haCourse syllabi will be revised to show specific CACREP Standards for each course. A survey will be prepared for each course asking students to rate their learning in each course according to the CACREP Standards specific to the course. Faculty will also rate their performance as to presenting the CACREP Standards in each course. The data provided will determine changes needed to better student learning.ve been changed to include EPSY 5380 and 5385 to help students build skills in research. (10/30/2018) **Follow-Up: Evidence of Improvement:** The face-to-face interview allowed the faculty to make informed decisions as to how potential students would interact with both faculty and within the cohort. CACREP Standards were reviewed and syllabi revised. (10/30/2018) (10/30/2018)
		Assessment Cycle: 2016 - 2017 **Result Type:** Criterion Met EOP: n=16, mean = 4.75, SD = 0.28 (07/10/2017)	**Analysis of Result Data:** CACREP Standards will be reviewed and Syllabi revised to show changes. (09/27/2017)

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
		Assessment Cycle: 2015 - 2016 **Result Type:** Criterion Met EOP: n=4, mean 4.35, SD=0.47 (06/01/2016)	**Analysis of Result Data:** EPCE 6350 (Seminar in Counseling: Research) was changed to be offered during Fall semester to accommodate the Application Research Project. (06/01/2016)

Impact (Phase 2) - Create, implement and evaluate the impact of an Advocacy and Social Justice Leadership activity that positively influences institutions of higher education, communities, schools (P-12), and the counseling profession.

Students will implement counseling skills and techniques inside the classroom under the direct supervision of faculty.
Outcome Status: Active
Outcome Type: Student Learning

Course Level Assessment - Each of the P2 courses (EPCE 6355, Scholastic Writing and Teaching and 6354, Advanced Group Counseling) are assessed via an A&E Rubric. EPCE 6355 is also assessed via an EOP rubric.

Criterion: A score of 3 or higher on a 5 point scale.
Related Documents:
P2 Rubric Grant Writing.docx

Assessment Cycle: 2020 - 2021
Result Type: Criterion Met
A&E: n=11   mean=4.500   SD=0.0000

NOTE: This is a professional training program which requires students to master skills as outlined in the CACREP Standards and in the Texas Administrative Code (681.83) as mandated by the Texas Behavioral Health Executive Council (BHEC) governing counseling licensure. Grading is based on performance and according to our professional code, remediation must be implemented at the first indication of problems. Therefore, variation in grading is low, and failure rarely occurs. (09/29/2021)

Analysis of Result Data: Monitor students' dispositions (core values, attitudes, behaviors, beliefs, etc.) that are needed to become a competent and effective counselor, and encourage professional identity development. Monitor students' involvement in social justice advocacy, and continue to monitor students' advanced counseling skills and knowledge. Continue to monitor course syllabi and teaching to be sure that CACREP Standards and State requirements are met (ongoing requirement for improvement). (09/29/2021)

Assessment Cycle: 2019 - 2020
Result Type: Criterion Met
A&E: n = 19   mean = 4.44737   SD = 0.04986

NOTE: This is a professional training program which requires students to master skills as outlined in the CACREP Standards and in the Texas Administrative Code (681.83) as mandated by the Texas Behavioral Health Executive Council (BHEC) governing counseling licensure. Grading is based on performance, and according to our professional code, remediation must be implemented at the first indication of problems. Therefore, variation in grading is low, and failure rarely occurs. (09/17/2020)

Analysis of Result Data: Monitor PhD students' research and professional writing skills required for both professional writing (publishing and presenting) and dissertation studies.
Continue to monitor course syllabi and teaching to be sure CACREP Standards and State requirements are met in all courses (on-going requirement for improvement). (09/17/2020)

Follow-Up: Evidence of

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
			Improvement: An additional course in professional writing has been added to the requirements to aid students in acquiring professional writing skills. Syllabi and teaching of CACREP Standards and State requirements were monitored (ongoing requirement). (09/29/2021)
		Assessment Cycle: 2018 - 2019 **Result Type:** Criterion Met A&E: n = 14; mean = 4.75 (SD = 0) EOP: n = 9; mean = 4.75 (SD = 0) (09/26/2019)	**Analysis of Result Data:** Research courses are being reviewed to determine if students are acquiring the research skills required to conduct PhD-level research projects. Specific research courses have been added to the course requirements. CACREP Standards and course syllabi continue to be reviewed as required. A survey is in the process of being prepared for each course asking students to rate their understanding of the CACREP Standards presented in each specific course. Faculty will be asked to rate their presentation of CACREP Standards in each course taught. (09/26/2019) **Follow-Up: Evidence of Improvement:** Review of research courses has begun and specific research courses have been added as described under Phase 1 above. CACREP standards and course syllabi are reviewed yearly to revise and improve adherence to accreditation standards. Faculty review of classroom presentation

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
			of CACREP Standards is continuing. (09/17/2020) (09/17/2020) **Follow-Up: Evidence of Improvement:** CACREP standards have been reviewed and syllabi revised as needed. (09/30/2019)
		Assessment Cycle: 2017 - 2018 **Result Type:** Criterion Met A&E: n=14, mean = 4.50, SD = 0.32 EOP: n=14, mean = 4.25, SD = 0.50 (10/19/2018)	**Analysis of Result Data:** Course syllabi will be revised to show specific CACREP Standards for each course. A survey will be prepared for each course asking students to rate their learning in each course according to the CACREP Standards specific to the course. Faculty will also rate their performance as to presenting the CACREP Standards in each course. The data provided will determine changes needed to better student learning. (10/19/2018) **Follow-Up: Evidence of Improvement:** CACREP Standards were reviewed and Syllabi revised to show changes. The APEX project was tied to EPCE 6350 Research which helped students learn research protocols and ensured that such protocols were included. (10/30/2018)
		Assessment Cycle: 2016 - 2017 **Result Type:** Criterion Met A&E: n=15, mean = 4.50, SD = 0.67 EOP: n=15, mean = 4.33, SD = 0.73 (07/10/2017)	**Analysis of Result Data:** CACREP Standards will be reviewed and Syllabi revised to show changes. The APEX project will be primarily tied to EPCE 6350 Research as this will help students learn research protocols and ensure that such protocols are included.

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
			(09/27/2017)
		Assessment Cycle: 2015 - 2016 **Result Type:** Criterion Met A&E: n=42, mean 4.50, SD=0.62 (06/01/2016)	**Analysis of Result Data:** Three courses (EPCE 6336, 6337, 6355) were approved and given course numbers by the GAAC Committee. Previously, these courses had been offered as EPCE 6350 (Seminar in Counseling). (06/01/2016)
		Assessment Cycle: Action Complete (Prior to 2015-2016) **Result Type:** Criterion Met Results of A&E and End of Phase Assessments Means were acquired from scores of individual students enrolled in the P2 courses over the past three semesters with the following results: EPCE 6354 – 3.81 End of Phase EPCE 6350 (SW) – 0 (6350 (SW) was not taught during this time period.) The overall mean for the P2 courses is 3.81. (06/06/2015)	**Analysis of Result Data:** Action for Improvement • developed a 10-item rubric on classroom professionalism and citizenship • data to inform teaching and learning that CACREP and other accrediting bodies now require (06/06/2015) **Follow-Up: Evidence of Improvement:** Make the Trademark Outcome (TO) more distinct on our website. (07/06/2015)
	Course Level Assessment - The End-of-Phase course for P2 is EPCE 6350, Scholastic Writing and Teaching is assess by the Grant Writing Rubric. **Criterion:** A score of 3 or higher on a 5 point scale for the end of phase assessment.	**Assessment Cycle:** 2020 - 2021 **Result Type:** Criterion Met EOP: n=7 mean=4.500 SD=0.000 NOTE: This is a professional training program which requires students to master skills as outlined in the CACREP Standards and in the Texas Administrative Code (681.83) as mandated by the Texas Behavioral Health Executive Council (BHEC) governing counseling licensure. Grading is based on performance and according to our professional code, remediation must be implemented at the first indication of problems. Therefore, variation in grading is low, and failure rarely occurs. (09/29/2021)	**Analysis of Result Data:** Monitor students' dispositions (core values, attitudes, behaviors, beliefs, etc.) that are needed to become a competent and effective counselor, and encourage professional identity development. Monitor students' involvement in social justice advocacy, and continue to monitor students' advanced counseling skills and knowledge. Continue to monitor course syllabi

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
			and teaching to be sure that CACREP Standards and State requirements are met (ongoing requirement for improvement). (09/29/2021)

Assessment Cycle: 2019 - 2020
Result Type: Criterion Met
EOP: n = 12   mean = 4.50   SD = 0.0

NOTE: This is a professional training program which requires students to master skills as outlined in the CACREP Standards and in the Texas Administrative Code (681.83) as mandated by the Texas Behavioral Health Executive Council (BHEC) governing counseling licensure. Grading is based on performance, and according to our professional code, remediation must be implemented at the first indication of problems. Therefore, variation in grading is low, and failure rarely occurs. (09/29/2020)

Assessment Cycle: 2018 - 2019
Result Type: Criterion Met
A&E: n = 14; mean = 4.75 (SD = 0)
EOP: n = 9; mean = 4.75 (SD = 0)
 (09/30/2019)

Analysis of Result Data: Research courses are being reviewed to determine if students are acquiring the research skills required to conduct PhD-level research projects. Specific research courses have been added to the course requirements. CACREP Standards and course syllabi continue to be reviewed as required. A survey is in the process of being prepared for each course asking students to rate their understanding of the CACREP Standards presented in each specific course. Faculty will be asked to rate their presentation of CACREP Standards in each course taught. (09/30/2019)

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
			Follow-Up: Evidence of Improvement: CACREP standards have been reviewed and syllabi revised as needed. (09/30/2019)
		Assessment Cycle: 2017 - 2018 **Result Type:** Criterion Met A&E: n=14, mean = 4.50, SD = 0.32 EOP: n=14, mean = 4.25, SD = 0.50 (10/30/2018)	**Analysis of Result Data:** Course syllabi will be revised to show specific CACREP Standards for each course. A survey will be prepared for each course asking students to rate their learning in each course according to the CACREP Standards specific to the course. Faculty will also rate their performance as to presenting the CACREP Standards in each course. The data provided will determine changes needed to better student learning. (10/30/2018) **Follow-Up: Evidence of Improvement:** CACREP Standards were reviewed and Syllabi revised to show changes. The APEX project was tied to EPCE 6350 Research which helped students learn research protocols and ensured that such protocols were included (10/30/2018)
		Assessment Cycle: 2016 - 2017 **Result Type:** Criterion Met EOP: n=15, mean = 4.33, SD 0.73 (07/10/2017)	**Analysis of Result Data:** CACREP Standards will be reviewed and Syllabi revised to show changes. The APEX project will be primarily tied to EPCE 6350 Research as this will help students learn research protocols and ensure that such protocols are included. (09/27/2017)
		Assessment Cycle: 2016 - 2017 **Result Type:** Criterion Met	

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
		EOP: n=15, mean =4.33, SD 0.73 (07/10/2017)	
		Assessment Cycle: 2015 - 2016 **Result Type:** Criterion Met End of Phase: n=20, mean=4.42, SD=1.21 (06/01/2016)	**Analysis of Result Data:** CACREP Standards will be reviewed and Syllabi revised to show changes. (09/27/2017)
			Analysis of Result Data: Rubrics were reviewed and revised. (06/01/2016)
Needs assessment (Phase 3) - Conducts needs assessments (e.g., focus groups) with the target population (including client/student/agency/government/institution) to identify external barriers that impair their quality of life. **Outcome Status:** Active **Outcome Type:** Student Learning	**Course Level Assessment -** Each of the P3 courses (EPCE 6360, Advanced Practicum, 6366, Advanced Supervision, and 6094, Advanced Internships 1 are assessed with A&E Rubrics. EPCE 6094 (Advanced Internship 2) is assessed with an EOP rubric. **Criterion:** A score of 3 or higher on the A&E rubric. **Related Documents:** P3 Needs Assessment Rubric.docx P3 Rubric Leadership Skills.docx CACREP Report Excerpts.docx	**Assessment Cycle:** 2020 - 2021 **Result Type:** Criterion Met A&E: n=25 mean=4.860 SD= 0.22449 NOTE: This is a professional training program which requires students to master skills as outlined in the CACREP Standards and in the Texas Administrative Code (681.83) as mandated by the Texas Behavioral Health Executive Council (BHEC) governing counseling licensure. Grading is based on performance and according to our professional code, remediation must be implemented at the first indication of problems. Therefore, variation in grading is low, and failure rarely occurs. (09/29/2021)	**Analysis of Result Data:** Monitor students' dispositions (core values, attitudes, behaviors, beliefs, etc.) that are needed to become a competent and effective counselor, and encourage professional identity development. Monitor students' clinical coursework to ensure success in all aspects of PhD-level practice (counseling, supervision, consultation, teaching, etc.). Course syllabi and teaching is monitored to determine that CACREP Standards and State requirements are met (ongoing requirement). (09/29/2021)
		Assessment Cycle: 2019 - 2020 **Result Type:** Criterion Met A&E: n = 45 mean = 4.40 SD = 0.66332 NOTE: This is a professional training program which requires students to master skills as outlined in the CACREP Standards and in the Texas Administrative Code (681.83) as mandated by the Texas Behavioral Health Executive Council (BHEC) governing counseling licensure. Grading is based on performance, and according to our professional code, remediation must be implemented at the first indication of problems. Therefore, variation in grading is low, and failure	**Analysis of Result Data:** Clinical coursework is monitored to ensure PhD students gain experience in counseling, supervision, consultation, teaching, and other areas in which they will be required to show competence as a PhD-level practitioner. Students are encouraged and supported in professional writing for publication and presentations at

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
		rarely occurs. (09/17/2020)	conferences. Continue to monitor course syllabi and teaching to be sure CACREP Standards and State requirements are met in all courses (ongoing requirement for improvement). (09/17/2020) **Follow-Up: Evidence of Improvement:** The clinical coursework, including all areas in which PhD-level practitioners must show competence, was monitored by both faculty and site supervisors. Students were supported in both presenting at conferences and submitting articles for publication. Course syllabi and teaching was monitored to see that CACREP Standards and State requirements are met (ongoing requirement). (09/29/2021)
	Assessment Cycle: 2018 - 2019 **Result Type:** Criterion Met A&E: n = 34; mean = 4.75 (SD = 0) EOP: n = 8; mean = 4.75 (SD = 0) (09/30/2019)		**Analysis of Result Data:** Research courses are being reviewed to determine if students are acquiring the research skills required to conduct PhD-level research projects. Specific research courses have been added to the course requirements. CACREP Standards and course syllabi continue to be reviewed as required. A survey is in the process of being prepared for each course asking students to rate their understanding of the CACREP Standards presented in each specific course. Faculty will be asked to rate their

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
			presentation of CACREP Standards in each course taught. (09/30/2019) **Follow-Up: Evidence of Improvement:** Review of research courses is in progress and specific courses added to program. Faculty rating on CACREP standards is in progress, as is updating CACREP Standards and requirements in syllabi. Continuous review of program objectives continues to improve training for students. (09/17/2020) (09/17/2020) **Follow-Up: Evidence of Improvement:** CACREP standards have been reviewed and syllabi revised as needed. (09/30/2019)
		Assessment Cycle: 2017 - 2018 **Result Type:** Criterion Met A&E: n=35, mean = 4.25, SD = 0.49 EOP: n=11, mean = 4.75, SD = 0.20 (10/19/2018)	**Analysis of Result Data:** Course syllabi will be revised to show specific CACREP Standards for each course. A survey will be prepared for each course asking students to rate their learning in each course according to the CACREP Standards specific to the course. Faculty will also rate their performance as to presenting the CACREP Standards in each course. The data provided will determine changes needed to better student learning. (10/19/2018) **Follow-Up: Evidence of Improvement:** CACREP Standards were reviewed and Syllabi revised to show changes. Students in EPCE 6094 (Doctoral Internship) taught comprehensive examination

			preparation to the master's students in EPCE 5094 (Master's Internship) which helped the master's students study for the examination. The qualifying examination format change has allowed students to present relevant counseling experience in presentations, publications, and teaching experience; it also allowed discussion of dissertation topics and research required. (10/30/2018)
		Assessment Cycle: 2016 - 2017 **Result Type:** Criterion Met A&E: n=49, mean = 4.44, SD = 0.43 EOP: n=15, mean = 4.64, SD = 0.58 (07/10/2017)	**Analysis of Result Data:** CACREP Standards will be reviewed and Syllabi revised to show changes. Students in EPCE 6094 (Doctoral Internship) are teaching comprehensive examination preparation to the master's students in EPCE 5094 (Master's Internship). Qualifying Examination format has been changed to a presentation format covering areas including: conference presentations, journal articles authored or co-authored, dissertation topic and research, and service. (09/27/2017)
		Assessment Cycle: 2015 - 2016 **Result Type:** Criterion Met A&E: n=42, mean=4.13, SD=0.66 (06/01/2016)	**Analysis of Result Data:** Application Research Project will be introduced in EPCE 6360 (Advanced Practicum). This change will allow the Project to begin one semester earlier than in 2015-2016. Mandatory Orientation for all new PhD students entering the

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
			program. (06/01/2016)
		Assessment Cycle: Action Complete (Prior to 2015-2016) **Result Type:** Criterion Met Results of A&E and End of Phase Assessments Means were acquired from scores of individual students enrolled in the P3 courses over the past three semesters with the following results: EPCE 6360 – 0 EPCE 6366 – 0 EPCE 6094 – 4.37 End of Phase EPCE 6094 – 4.81 (6360 and 6366 were not taught during this time period.) The overall mean for the P3 courses was 4.59. Means are determined for each standard covered in each course. An example of one semester of CACREP Standards can be found here. (LINK) (06/06/2015) **Related Documents:** CACREP Standards Fall 2014 - Summer 2015.xlsx	**Analysis of Result Data:** Program Actions for Improvement • Expand and advertise our Trademark Outcomes (TOs) to site supervisors, advisory board members, and prospective employers so all understand the distinctive nature of our graduates. • Review and discuss feedback from data and surveys making changes as appropriate. (06/06/2015)
	Course Level Assessment - The End-of-Phase course for P3 is EPCE 6394, Advanced Internship 2, and is assessed with the Advocacy Leadership Skills Evaluation and the Evaluation of Needs Assessment and Service Implementation Rubrics. **Criterion:** A score of 3 or more on a 5 point scale.	**Assessment Cycle:** 2020 - 2021 **Result Type:** Criterion Met EOP: n=8 mean=4.500 SD=0.000 NOTE: This is a professional training program which requires students to master skills as outlined in the CACREP Standards and in the Texas Administrative Code (681.83) as mandated by the Texas Behavioral Health Executive Council (BHEC) governing counseling licensure. Grading is based on performance and according to our professional code, remediation must be implemented at the first indication of problems. Therefore, variation in grading is low, and failure rarely occurs. (09/29/2021)	**Analysis of Result Data:** Monitor students' dispositions (core values, attitudes, behaviors, beliefs, etc.) that are needed to become a competent and effective counselor, and encourage professional identity development. Monitor students' clinical coursework to ensure success in all aspects of PhD-level practice (counseling, supervision, consultation, teaching, etc.). Course syllabi and teaching is monitored to determine that

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
			CACREP Standards and State requirements are met (ongoing requirement). (09/29/2021)
		Assessment Cycle: 2019 - 2020 **Result Type:** Criterion Met EOP: n = 12 mean = 4.50 SD = 0.0 NOTE: This is a professional training program which requires students to master skills as outlined in the CACREP Standards and in the Texas Administrative Code (681.83) as mandated by the Texas Behavioral Health Executive Council (BHEC) governing counseling licensure. Grading is based on performance, and according to our professional code, remediation must be implemented at the first indication of problems. Therefore, variation in grading is low, and failure rarely occurs. (09/29/2020)	
		Assessment Cycle: 2018 - 2019 **Result Type:** Criterion Met A&E: n = 34; mean = 4.75 (SD = 0) EOP: n = 8; mean = 4.75 (SD = 0) (09/30/2019)	**Analysis of Result Data:** Research courses are being reviewed to determine if students are acquiring the research skills required to conduct PhD-level research projects. Specific research courses have been added to the course requirements. CACREP Standards and course syllabi continue to be reviewed as required. A survey is in the process of being prepared for each course asking students to rate their understanding of the CACREP Standards presented in each specific course. Faculty will be asked to rate their presentation of CACREP Standards in each course taught. (09/30/2019) **Follow-Up: Evidence of Improvement:** CACREP standards

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
			have been reviewed and syllabi revised as needed. (09/30/2019)
		Assessment Cycle: 2017 - 2018 **Result Type:** Criterion Met Course syllabi will be revised to show specific CACREP Standards for each course. A survey will be prepared for each course asking students to rate their learning in each course according to the CACREP Standards specific to the course. Faculty will also rate their performance as to presenting the CACREP Standards in each course. The data provided will determine changes needed to better student learning. (10/30/2018)	
		Assessment Cycle: 2016 - 2017 **Result Type:** Criterion Met EOP: n=15, mean = 4.64, SD = 0.58 (07/10/2017)	**Analysis of Result Data:** CACREP Standards will be reviewed and Syllabi revised to show changes. (09/27/2017)
		Assessment Cycle: 2015 - 2016 **Result Type:** Inconclusive Results are forthcoming. (06/01/2016)	
Transformation Intitative - The College of Education is currently undergoing a college-wide transformation. **Outcome Status:** Inactive **Outcome Type:** Program	**Directly related to Objective**	**Assessment Cycle:** Action In Progress (Prior to 2015-2016) **Result Type:** Inconclusive Program assessment results are pending due to major overall of all college assessment activities beginning FY 2012. Initial reforms focused on developing higher order trademark outcomes (program purposes), student learning outcomes, assessments, and criteria for success. Results will become available as students move into each phase of the program. (11/13/2013) **Related Documents:** 2012-2013 SLO Narrative.docx	**Analysis of Result Data:** The program was organized into three Phases. Phase One (P1) emphasizing the foundation knowledge and skills required in the discipline. Phase Two (P2) incorporating the knowledge and skills from P1 and assimilating them into practice in guided and hypothetical settings, such as case studies. Phase Three (P3) integrating the knowledge and skills from Phase 1 with the simulated application from Phase 2, and employing them in authentic real world settings. (11/04/2013) **Follow-Up: Evidence of**

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
	Directly related to Objective		**Improvement:** P1 through P3 apply and evaluate activities and end of phase assessments were added to all reform syllabi and piloted to determine efficacy. (12/02/2013)
Transition Assessments - Beginning in 2011 the college and program engaged in major curricular and assessment reforms. During that time many results under the reformed processes were not available. However, faculty continued to monitor results from earlier student learning outcomes (SLO), focusing on qualifying exams, dissertations, and student scholarly activity. **Outcome Status:** Inactive **Outcome Type:** Student Learning **Start Date:** 05/12/2010 **End Date:** 04/06/2015	**Master's Comprehensive Exam -** Qualifying Exam pass rate. **Criterion:** 90% of students will pass the exam	**Assessment Cycle:** Action Complete (Prior to 2015-2016) **Result Type:** Criterion Met 2010=6, 2011=4, 2012=3, 2013=7, 2014=15, 2015=4 (03/10/2015)	**Analysis of Result Data:** Continue to monitor and discuss these data, but focus on the reform initiatives. (04/01/2015) **Follow-Up: Evidence of Improvement:** Reform initiatives are advanced: e.g., developing trademark outcomes, organizing curriculum into three phases, and developing associated assessments. (05/07/2015)
	Dissertation - Count completed dissertations. **Criterion:** 80% of students will successfully complete and defend a dissertation	**Assessment Cycle:** Action Complete (Prior to 2015-2016) **Result Type:** Criterion Met 2010=4, 2011=3, 2012=2, 2013=7, 2014=3, 2015=2 (02/05/2015)	**Analysis of Result Data:** Continue to monitor and discuss these data, but focus on the reform initiatives. (03/10/2015) **Follow-Up: Evidence of Improvement:** Reform initiatives are advanced: e.g., developing trademark outcomes, organizing curriculum into three phases, and developing associated assessments. (04/08/2015)
	Student Projects - Students will present a program or poster session at a state, regional, or national conference **Criterion:** 75% of the students will present a program or poster session at a state, regional, or national conference either during or within two years of completing the	**Assessment Cycle:** Action Complete (Prior to 2015-2016) **Result Type:** Criterion Met 2010=9, 2011=3, 2012=5, 2013=4, 2014=10 (02/17/2015)	**Analysis of Result Data:** Continue to monitor and discuss these data, but focus on the reform initiatives. (03/11/2015) **Follow-Up: Evidence of Improvement:** Reform initiatives are advanced: e.g., developing trademark outcomes, organizing curriculum into three phases, and

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
	program		developing associated assessments. (05/08/2015)
Phase 1 - Students will develop the knowledge base and cognitive understanding needed to acquire advanced counseling skills, including but not limited to skills in counseling theory, counseling practice, and sound ethical behaviors. Students will be able to integrate knowledge and develop an Advocacy and Social Justice Leadership Plan that impacts the needs of institutions of higher education, communities, Pre-kindergarten-12th grade (P-12) schools, and the counseling profession. **Outcome Status:** Inactive **Outcome Type:** Student Learning	**Performance -** Satisfactory completion multiple choice exams and/or presentation of papers/projects to be given in the courses of Advanced Theories, Advanced Ethics, and Advanced Diversity and Consultation.	**Assessment Cycle:** Action In Progress (Prior to 2015-2016) **Result Type:** Inconclusive Program assessment results are pending due to major overall of all college assessment activities beginning FY 2012. Initial reforms focused on developing higher order trademark outcomes (program purposes), student learning outcomes, assessments, and criteria for success. Results will become available as students move into each phase of the program. (11/20/2012) **Related Documents:** [PC 2014 End of Year Report.docx](#)	**Analysis of Result Data:** Faculty worked to develop a trademark outcome: A distinctive product and skill set separating graduates in that program from individuals in similar fields—thus providing a differential advantage for COE graduates. Future employers were surveyed, professional literature and standards were reviewed, and intense discussions occurred. (11/20/2012) **Follow-Up: Evidence of Improvement:** A trademark outcome was developed: The Ph.D. program in Counselor Education prepares students to develop an Advocacy and Social Justice Leadership Plan that impacts the needs of institutions of higher education, communities, schools (P-12), and the counseling profession. (01/15/2013)
Phase 2 - Students will apply the knowledge and skills previously developed and begin to integrate and apply reasoning principles associated with leadership within the advocacy and school justice arena. Students will be able to integrate advanced counseling theory, advocacy techniques, and social justice principles into basic leadership principles. **Outcome Status:** Inactive	Assessment of student learning will occur through role-playing, case conceptualization, and class presentations using case studies.	**Assessment Cycle:** Action In Progress (Prior to 2015-2016) **Result Type:** Inconclusive Program assessment results are pending due to major overall of all college assessment activities beginning FY 2012. Initial reforms focused on developing higher order trademark outcomes (program purposes), student learning outcomes, assessments, and criteria for success. Results will become available as students move into each phase of the program. (11/20/2012) **Related Documents:** [PhD-Assessment Plan.docx](#)	**Analysis of Result Data:** Program faculty members have followed a rigorous schedule to further program reforms, culminating in a presentation to the Dean's Executive Council. Feedback was received and incorporating into the reform process. Such presentations are available for review as a "Related Document." (An end of year presentation document is attached for review.)

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
Outcome Type: Student Learning			(11/23/2012) **Follow-Up: Evidence of Improvement:** All phase 2 courses were reviewed and apply and evaluate activities were added. (02/13/2013)
Phase 3 - Students will apply the advanced knowledge, skills, and reasoning previously developed to create and implement the Advocacy and Social Justice Leadership Plan. Students will be able to design and implement the Advocacy and Social Justice Leadership Plan that impacts the needs of institutions of higher education, communities, schools, and the counseling profession. **Outcome Status:** Inactive **Outcome Type:** Student Learning	Assessment will occur through a needs assessment evaluation; an advocacy leadership skills evaluation; a grant writing skills evaluation; a counselor-in-training feedback form; a student internship evaluation form; and qualifying examinations.	**Assessment Cycle:** Action In Progress (Prior to 2015-2016) **Result Type:** Inconclusive Program assessment results are pending due to major overall of all college assessment activities beginning FY 2012. Initial reforms focused on developing higher order trademark outcomes (program purposes), student learning outcomes, assessments, and criteria for success. Results will become available as students move into each phase of the program. (11/20/2012)	**Analysis of Result Data:** The program was organized into three Phases. Phase One (P1) emphasizing the foundational knowledge and skills required in the discipline. Phase Two (P2) incorporating the knowledge and skills from P1 and assimilating them into practice in guided and hypothetical settings, such as case studies. Phase Three (P3) integrating the knowledge and skills from Phase 1 with the simulated application from Phase 2, and employing them in authentic real world settings. (03/19/2013) **Follow-Up: Evidence of Improvement:** All phase 3 courses were revised to include A&E activities and end of phase assessments for Phases 1 through 3 were established. (05/09/2013)
Demonstrate knowledge of counseling - To demonstrate knowledge of counseling theory; counseling interventions, processes, dynamics, and applications; group counseling; supervision theory and practice; multicultural counseling; pedagogy; diversity, social justice and	**Master's Comprehensive Exam -** PhD Qualifying Exam **Criterion:** 90% of students will pass this exam	**Assessment Cycle:** Action In Progress (Prior to 2015-2016) **Result Type:** Criterion Met Qualifying Exam Pass rate: 100% (2006=2, 2007=1, 2008=1, 2009=3, 2010=6, 2011=4, 2012=3, 2013=7, 2014=15, 2015=4) (06/02/2009)	**Analysis of Result Data:** Continue to monitor (08/18/2010) **Analysis of Result Data:** Continue to monitor (08/20/2009)
	Dissertation - Dissertation **Criterion:** 80% of students will	**Assessment Cycle:** Action In Progress (Prior to 2015-2016) **Result Type:** Criterion Met	**Analysis of Result Data:** Although traditional data were continued to

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
advocacy; major roles of counselor educators, and research methodology; **Outcome Status:** Inactive **Outcome Type:** Student Learning **Start Date:** 07/01/2006	successfully complete and defend a dissertation	Dissertations completed and graduated: 2006=2, 2007=1, 2008=1, 2009=1, 2010=4, 2011=3, 2012=2, 2013=7, 2014=3, 2015=2 (06/02/2009)	be collected and discussed, beginning in 2011 faculty began to focus on activities and assessments associated with the reform agenda of the college. These include developing a trademark outcome, organizing the curriculum into three phases with associated end-of-phase assessment, developing a scope and sequence, and developing several assessment rubrics. (07/24/2015) **Follow-Up: Evidence of Improvement:** Between 2011 and 2015 major curricular and assessment advancements occurred as described in various documents related (linked) into this program assessment plan. Some of which include: PC End of Year Report, PHD Scope & Sequence, PHD Assessment Plan 2, P2 Rubric Grant Writing, P3 Needs Assessment Rubric, and CACREP Report Excerpts. (07/24/2015) **Analysis of Result Data:** Continue to monitor (08/18/2010) **Analysis of Result Data:** Continue to monitor (08/20/2009)
Conduct and Summarize research - To demonstrate an understanding of and the ability to conduct and summarize research; and to demonstrate writing skills at the level needed to publish in journals and books and to successfully defend a	**Dissertation -** Dissertation **Criterion:** One or two students will successfully defend a PhD dissertation annually; 80% of students will successfully complete and defend a dissertation.	**Assessment Cycle:** Action In Progress (Prior to 2015-2016) **Result Type:** Criterion Met Dissertations: 2006=2, 2007=1, 2008=1, 2009=1, 2010=4, 2011=3, 2012=2, 2013=7, 2014=3, 2015=2. (06/02/2009)	**Analysis of Result Data:** Continue to monitor (08/18/2010) **Analysis of Result Data:** Continue to monitor (08/20/2009)
	Professional Development Activities	**Assessment Cycle:** Action In Progress (Prior to 2015-2016)	

Student Learning Outcomes	Assessment Methods	Results Data	Analysis of Result Data
dissertation. **Outcome Status:** Inactive **Start Date:** 07/01/2006	- Count number of student presentations, submissions, publications	**Result Type:** Criterion Met Student publications: 2007=2, 2008=5, 2009=1, 2010=2; Student presentations: 2006=3, 2007=7, 2008=33, 2009=16, 2010=9, 2011=3, 2012=5, 2013=4, 2014=10. (06/02/2009)	**Analysis of Result Data:** Continue to monitor (08/18/2010) **Analysis of Result Data:** Continue to monitor (08/20/2009)
Develop professional identity - To develop a professional identity through involvement in professional associations including attendance at conferences and making presentations at conferences. To become an active member of professional counseling associations (e.g., ACA, ACA divisions, TCA, and WTCA). **Outcome Status:** Inactive **Outcome Type:** Student Learning **Start Date:** 07/01/2006	**Professional Development Activities -** Students will present a program or poster session at a state, regional, or national conference **Criterion:** 75% of the students will present a program or poster session at a state, regional, or national conference either during or within two years of completing the program	**Assessment Cycle:** Action In Progress (Prior to 2015-2016) **Result Type:** Criterion Met Student Publications: 2007=2, 2008=5, 2009=1, 2010=1; Student Presentations: 2006=3, 2007=7, 2008=33, 2009=16, 2010=9, 2011=3, 2012=5, 2013=4, 2014=10. (06/02/2009)	**Analysis of Result Data:** Continue to monitor (08/18/2010) **Analysis of Result Data:** Continue to monitor (08/20/2009)
	Professional Development Activities - Students will join at least one professional association **Criterion:** 90% of the PhD students will join at least one professional association	**Assessment Cycle:** Action In Progress (Prior to 2015-2016) **Result Type:** Criterion Met Student membership in ACA, 100% (n=9) (06/02/2009)	**Analysis of Result Data:** Continue to monitor (08/18/2010) **Analysis of Result Data:** Continue to monitor (08/20/2009)
Obtain employment - To obtain employment in an academic, educational, agency, private practice, or other professional settings related to counseling **Outcome Status:** Inactive **Outcome Type:** Student Learning **Start Date:** 07/01/2006	**Survey - Alumni -** Alumni survey of graduates **Criterion:** 90% or more of our graduates will find employment that reflects the level of their training.	**Assessment Cycle:** Action In Progress (Prior to 2015-2016) **Result Type:** Inconclusive2 Cohort #1: 100% (n=12); Cohort #2: 78% (n=9); Cohort #3: 43% (n=7). Note: Cohort #2 has not completed dissertation and Cohort #3 has not completed coursework at this time. (08/18/2010)	**Analysis of Result Data:** Continue to monitor. NOTE: The alumni survey is completed every three years, and new data are added to the results. (08/18/2010) **Analysis of Result Data:** Continue to monitor (08/20/2009)
Satisfaction - To demonstrate pride and satisfaction in the program that provided training for the doctorate degree **Outcome Status:** Inactive **Outcome Type:** Student Learning **Start Date:** 07/01/2006	**Survey - Student -** Counselor Education Survey **Criterion:** Current students and graduates of the EPCE Doctoral Program will rate their Counselor Education Program on the Survey at a mean level of 7 or higher on a 10-	**Assessment Cycle:** Action In Progress (Prior to 2015-2016) **Result Type:** Criterion Met General aspects: 9.38 (n=9); Knowledge-base: 8.95 (n=9); Skill-base: 8.94 (n=9) (06/02/2009)	**Analysis of Result Data:** Continue to monitor. NOTE: The alumni survey is completed every three years, and new data are added to the results. (08/18/2010)

	point Likert Scale where 1 is low/poor and 10 is high/very good.		
Awareness of eduational value - To perceive that counseling classes offered relevant and effective preparation for a doctorate in counseling **Outcome Status:** Inactive **Outcome Type:** Student Learning **Start Date:** 07/01/2006			