## Assessment: Account Information Four Column

### Degree Program - COE - Counselor Education (PHD)

- **CIP Code:** 13.1101.00
- **Disciplinary Accrediting Body:** CACREP & SACSCOC
- **Next Program Review:** 19-20
- **Degree Program Coordinator:** Bret Hendricks
- **Degree Program Coordinator Email:** bret.hendricks@ttu.edu
- **Degree Program Coordinator Phone:** 834-1744
- **Degree Program Coordinator Mail Stop:** 1071

**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:** Larry Hovey

### Student Learning Outcomes

| Advocacy leadership skills (Phase 1) - Students acquire the basic knowledge and skills on which future counseling courses (Phase 1 & 2) will build. | 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. | 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) | Actions for Improvement: 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 |
| --- | --- | --- | --- |
| **Outcome Status:** Active
**Outcome Type:** Student Learning | **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 | **Actions for Improvement:** | **Actions for Improvement:**

10/09/2019

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### Student Learning Outcomes

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Results</th>
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<tbody>
<tr>
<td>Presentation of CACREP Standards in each course taught.</td>
<td>(09/30/2019)</td>
<td></td>
</tr>
</tbody>
</table>

**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)

<table>
<thead>
<tr>
<th>Assessment Cycle: 2017 - 2018</th>
<th>Result Type: Criterion Met</th>
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<tbody>
<tr>
<td>A&amp;E: n=28, mean = 4.50, SD = 0.5</td>
<td>EOP: n=11, mean = 4.70, SD = 0.30 (10/17/2018)</td>
<td>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)</td>
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**Follow-Up: Evidence of Improvement:** The face-to-face interview allowed the faculty to make informed decisions as to how potential students would...
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<td></td>
<td></td>
<td>interact with both faculty and within the cohort. CACREP Standards were reviewed and syllabi revised. (10/30/2018)</td>
</tr>
</tbody>
</table>

**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)

**Actions for Improvement:**  
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)

**Assessment Cycle:** 2015 - 2016  
**Result Type:** Criterion Met  
A&E: n=57, mean score 4.35, SD 0.73 (06/01/2016)

**Actions for Improvement:**  
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

**Actions for Improvement:**  
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)
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<td></td>
<td>End of Phase</td>
<td></td>
<td>• Enroll in an equivalent course</td>
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<tr>
<td></td>
<td>EPCE 6350 (E) – 0</td>
<td></td>
<td>• Meet with the faculty member and successfully complete additional assignments</td>
</tr>
<tr>
<td></td>
<td>(6350 (D&amp;C) and 6350 (E) were not taught during this time period.)</td>
<td></td>
<td>• Meet with all EPCE faculty to discuss the content of a remediation plan</td>
</tr>
<tr>
<td></td>
<td>The overall mean for the P1 courses was 4.07. (06/06/2015)</td>
<td></td>
<td>Program Action for Improvement</td>
</tr>
<tr>
<td></td>
<td><strong>Related Documents:</strong></td>
<td></td>
<td>• Continue to refine and improve our database.</td>
</tr>
<tr>
<td></td>
<td>PhD TO Scores (Spring 2015).docx</td>
<td></td>
<td>• The data indicated more information/course content is needed in such areas as crisis counseling, techniques, grief/loss, pharmacology, etc.</td>
</tr>
<tr>
<td></td>
<td>PC 2014 End of Year Report.docx</td>
<td></td>
<td>• Added an additional course &quot;Dysfunctional Behavior for Children&quot; to our degree plan.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• 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)</td>
</tr>
</tbody>
</table>

**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:** 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) 

**Actions for Improvement:** 
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 conducted.
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|                           |                    |         | **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)  
**Actions for Improvement:** 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 been changed 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.
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| **Assessment Cycle:** 2016 - 2017  
**Result Type:** Criterion Met  
EOP: n=16, mean = 4.75, SD = 0.28 (07/10/2017) | | | 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:** 2015 - 2016  
**Result Type:** Criterion Met  
EOP: n=4, mean 4.35, SD=0.47 (06/01/2016) | | | Actions for Improvement: CACREP Standards will be reviewed and Syllabi revised to show changes. (09/27/2017) |
| **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) | | | Actions for Improvement: 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

**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

**Actions for Improvement:**  
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...
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<td><strong>Follow-Up: Evidence of Improvement:</strong> CACREP standards have been reviewed and syllabi revised as needed. (09/30/2019)</td>
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**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)  
**Actions for Improvement:** 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)  
**Actions for Improvement:** CACREP Standards will be reviewed and Syllabi revised to show changes. The APEX project
## Student Learning Outcomes

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<td>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)</td>
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**Assessment Cycle:** 2015 - 2016  
**Result Type:** Criterion Met  
A&E: n=42, mean 4.50, SD=0.62 (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)

**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)

**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.

**Actions for Improvement:** 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)

**Actions for Improvement:** 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.
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<td><strong>Result Type:</strong> Criterion Met</td>
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<td>A&amp;E: n=14, mean = 4.50, SD = 0.32</td>
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<td>EOP: n=14, mean = 4.25, SD = 0.50 (10/30/2018)</td>
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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 have been reviewed and syllabi revised as needed. (09/30/2019)

**Actions for Improvement:** 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)
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| Assessment Cycle: 2016 - 2017 |
| Result Type: Criterion Met |
| 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) |
| Actions for Improvement: CACREP Standards will be reviewed and Syllabi revised to show changes. (09/27/2017) |
| Actions for Improvement: Rubrics were reviewed and revised. (06/01/2016) |

| 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) |
| Actions for Improvement: 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 understanding. |

**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

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<td>Follow-Up: Evidence of Improvement: CACREP standards have been reviewed and syllabi revised as needed. (09/30/2019)</td>
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**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)

**Actions for Improvement:** 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.
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| 2016 - 2017      | Criterion Met | A&E: n=49, mean = 4.44, SD = 0.43  
EOP: n=15, mean = 4.64, SD = 0.58 | 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. |
| 2015 - 2016      | Criterion Met | A&E: n=42, mean=4.13, SD=0.66 | 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 program. |
| Action Complete (Prior to 2015-2016) | Criterion Met | Results of A&E and End of Phase Assessments | 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 |

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
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)

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.

Actions for Improvement:  
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 have been reviewed and syllabi revised as needed. (09/30/2019)
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<td>EOP: n=15, mean = 4.64, SD = 0.58 (07/10/2017)</td>
<td>Actions for Improvement: CACREP Standards will be reviewed and Syllabi revised to show changes. (09/27/2017)</td>
</tr>
<tr>
<td>Assessment Cycle: 2015 - 2016</td>
<td>Result Type: Inconclusive</td>
<td>Results are forthcoming. (06/01/2016)</td>
<td></td>
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</table>

**Transformation Intiative** - 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

**Actions for Improvement:**  
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 Improvement:** P1 through P3
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<tr>
<td>Directly related to Objective</td>
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<td></td>
<td>apply and evaluate activities and end of phase assessments were added to all reform syllabi and piloted to determine efficacy. (12/02/2013)</td>
</tr>
</tbody>
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**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

**Qualifying 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  
(03/10/2015)

**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  
(02/05/2015)

**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 program  
**Assessment Cycle:** Action Complete (Prior to 2015-2016)  
**Result Type:** Criterion Met  
(02/17/2015)

**Actions for Improvement:**  
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)

**Actions for Improvement:**  
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)

**Actions for Improvement:**  
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 developing associated assessments. (03/11/2015)
<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
</table>
| **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  
**Actions for Improvement:** 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) |

<table>
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<tr>
<th>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.</th>
</tr>
</thead>
</table>
| **Outcome Status:** Inactive  
**Outcome Type:** Student Learning  
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  
**Actions for Improvement:** 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.) |
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Methods</th>
<th>Results</th>
<th>Actions for Improvement</th>
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<tr>
<td><strong>Phase 3</strong> - 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. <strong>Outcome Status:</strong> Inactive <strong>Outcome Type:</strong> Student Learning</td>
<td>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.</td>
<td><strong>Assessment Cycle:</strong> Action In Progress (Prior to 2015-2016) <strong>Result Type:</strong> 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)</td>
<td><strong>Actions for Improvement:</strong> 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) <strong>Follow-Up:</strong> Evidence of Improvement: All phase 2 courses were reviewed and apply and evaluate activities were added. (02/13/2013)</td>
</tr>
</tbody>
</table>

**Qualifying Exam - PhD Qualifying Exam**  
**Criterion:** 90% of students will pass this exam  
**Assessment Cycle:** Action In Progress (Prior to 2015-2016)  
**Actions for Improvement:** Continue to monitor (08/18/2010)  
**Actions for Improvement:** Continue to monitor (08/20/2009)  

**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**  
**Dissertation - Dissertation**  
**Criterion:** 80% of students will  
**Assessment Cycle:** Action In Progress (Prior to 2015-2016)  
**Result Type:** Criterion Met  
**Actions for Improvement:** Although traditional data were
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<tr>
<td>successfully complete and defend a dissertation</td>
<td>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)</td>
<td>continued to 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)</td>
<td></td>
</tr>
</tbody>
</table>

**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

**Professional Development Activities**

**Assessment Cycle:** Action In Progress (Prior to 2015-2016)

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**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.

Actions for Improvement:
- Continue to monitor (08/18/2010)
- Continue to monitor (08/20/2009)
<table>
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</table>
| dissertation.             | - 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,  
Continue to monitor (08/18/2010)  
Continue to monitor (08/20/2009) |
| Develop professional identity - | 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,  
Continue to monitor (08/18/2010)  
Continue to monitor (08/20/2009) |
| Obtain employment - | 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) | Actions for Improvement:  
Continue to monitor. NOTE: The alumni survey is completed every three years, and new data are added to the results. (08/18/2010) |
| Satisfaction - | 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) | Actions for Improvement:  
Continue to monitor. NOTE: The alumni survey is completed every three years, and new data are added to the results. (08/18/2010) |
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<tr>
<td><strong>Awareness of educational value</strong> - To perceive that counseling classes offered relevant and effective preparation for a doctorate in counseling</td>
<td></td>
<td></td>
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<tr>
<td><strong>Outcome Status:</strong> Inactive</td>
<td><strong>Outcome Type:</strong> Student Learning</td>
<td><strong>Start Date:</strong> 07/01/2006</td>
<td></td>
</tr>
</tbody>
</table>