



*Department of Counselor Education*  
*PhD Counselor Education and Supervision*  
*PhD Assessment Plan*

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*Adams State University*  
*Department of Counselor Education*  
*Ph.D. Counselor Education and Supervision*

*PhD Assessment Plan*

**Evaluation of PhD Program (4.A)**

This plan includes an assessment on each student throughout the PhD program and is based on academic performance, personal development, and professional development. This plan documents the empirically based plan for systematically evaluating the program goals including student learning deemed vital in reaching the program mission:

**Mission Statement:** The Doctorate of Philosophy in Counselor Education and Supervision at Adams State University prepares graduates to work as counselor educators, supervisors, researchers, and practitioners in diverse academic and clinical settings. Graduates are prepared to extend the knowledge base of the counseling profession as leaders for a climate of scholarly inquiry.

**Program Goals:** The assessment plan evaluates the program goals. These program goals are:

1. To prepare and graduate skilled, knowledgeable, self-aware, and self-reflective counselor educators and supervisors who are academically prepared to seek positions in diverse academic and clinical settings.
2. To continually evaluate the program curricula, practices, and requirements to promote an advanced comprehensive theoretical knowledge base.
3. To promote professional identity and extended the knowledge base of the counseling profession through involvement in professional organizations, attaining leadership positions, and presenting at the national, regional, and state conferences.
4. To prepare professional practitioners with the necessary personal and professional dispositions to work with diverse populations in academic and clinical settings.

**Program Goals**

The Department has formulated four program goals that assist in meeting its overall mission as it relates to the PhD program in Counselor Education and Supervision. Each goal is assessed below in a table that highlights how each program goal is measured using multiple measures over a period of time.

**Program Goals Measuring Department Mission Statement  
Counselor Education Assessment Plan  
Adams State University**

**The program goals assess the departmental mission identified below:**

**Mission Statement:** The Doctorate of Philosophy in Counselor Education and Supervision at Adams State University prepares graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. Graduates are prepared to extend the knowledge base of the counseling profession as leaders in a climate of scholarly inquiry.

<b>Program Goals:</b>	<b>Measured by:</b>	<b>Documentation:</b>
1. To prepare and graduate skilled, knowledgeable, self-aware, and self-reflective counselor educators and supervisors who are academically prepared to seek positions in academic and clinical settings.	1. Comprehensive Exam-Taken during the third year of program	1. Aggregated Student Statistics
	2. Alumni Surveys-Sent out annually after 1 <sup>st</sup> graduating cohort	2. Data from surveys
	3. Employer/Supervisor Surveys- Sent out annually after 1 <sup>st</sup> graduating cohort	3. Data from surveys
2. To continually evaluate the program curricula, practices, and requirements to promote an advanced comprehensive theoretical knowledge base.	1. Student Aggregate Course Data-Key Performance Indicator data gathered throughout program of study	1. Aggregated Student Learning Outcome Data
	2. Expert Representatives in Counselor Education Invited to Speak to Classes-Information gathered annually from instructor of record	2. Faculty logs
	3. Comprehensive Exams- Taken during the third year of program	3. Aggregated Student Statistics
3. To promote professional identity and extended the knowledge base of the counseling profession through involvement in	1. Membership in Professional Organizations- Information gathered annually from student annual survey	1. Student Annual Survey

professional organizations, attaining leadership positions, and presenting at the national, regional, and state conferences.	2. Presentations at Annual Professional Conferences- Information gathered annually from instructor of record	2. Student Annual Survey & Curriculum Vitae
	3. Service to Profession- Information gathered annually from instructor of record	3. Student Annual Survey & Curriculum Vitae
4. To prepare professional practitioners with the necessary personal and professional dispositions to work with diverse populations in academic and clinical settings.	1. Personal and Professional Dispositions completed by faculty- data gathered throughout program of study	1. Practicum and Internship Midterm and Final Evaluations

#### **Assessment of Students (4.F. & 4.G.)**

The program faculty systematically assesses student’s progress throughout the program by examining student learning in relation to a combination of knowledge and skills which also meet the aforementioned program goals. Student assessment includes: **(1)** key performance indicators of student learning in each of the five doctoral core areas, **(2)** measurement of student learning conducted via multiple measures over multiple points in time, **(3)** key personal and professional dispositions, **(4)** measurement of student personal and professional dispositions over multiple points in time. This data is reviewed and analyzed by program faculty and outlined in the, “ASU PhD Annual Analysis and Report” made available at [counselored.adams.edu](http://counselored.adams.edu)

**(1) & (2). Key performance indicators of student learning in the five doctoral core areas. Measurement of student learning conducted via multiple measures over multiple points in time.**

Below are the identified key performance indicators of student learning in each of the five doctoral core areas as well as the assessment of student learning conducted via multiple measures over multiple points of the student’s academic program. Key performance indicators and student learning outcomes require students demonstrate both knowledge and skill. Student learning outcomes are assessed using assessment assignment rubrics for each student. Individual and aggregate data is collected, accessible and reviewed via Blackboard Outcomes by program faculty.

**Key Performance Indicators of Student Learning in Doctoral Core Areas**

<b>Doctoral Core Area and Key Performance Indicator</b>	<b>Measured at:</b>	<b>Measured By:</b>	<b>Program Goal Met:</b>
<b>1. Counseling</b> 6.B.1.b. - Integration of theories relevant to counseling	COUN 705 Advanced Theories and Career	Theory Integration Paper	1
	COUN 726 Advanced Practicum in	Personal Philosophy of Counseling Paper	1 & 4
		Practicum Final Evaluation	
<b>2. Supervision</b> 6. B.2.e. - Opportunities for developing a personal style of supervision	COUN 710 Supervision and Consultation	Theory Integration Paper	1 & 4
	COUN 737 Internship I-Supervision, COUN 739 Internship III-Supervision, COUN 742 Internship VI-Supervision	Final Evaluation(s)	1 & 4
<b>3. Teaching</b> 6.B.3.d. - Instructional and curriculum design, delivery, and evaluation methods	COUN 717 Instructional Theory in Counselor Education	Personal Philosophy of Teaching Paper	1, 2, 3, & 4
	COUN 738 Internship II Teaching	Midterm and Final Evaluation of Teaching	1 & 4
<b>4. Research and Scholarship</b> 6. B.4.h. – Professional	COUN 708 Quantitative Research Methodology	Journal Manuscript	1, 3, & 4
	COUN 712 Qualitative Research		

writing for journal and newsletter publication	Methodology		2 & 3
	COUN 734 Advanced Research and Publication		1, 3, & 4
<b>5. Leadership and Advocacy</b> 6.B.5.e. – Leadership, management, and administration in counseling organizations and other institutions	COUN 728 Seminar: Leadership, Advocacy and Ethics	Leadership Research Paper	1, 3, & 4
	COUN 740 Internship IV-Core	Doctoral Core Emphasis Portfolio (evidence of professional involvement)	1, 3, & 4

**4. G.**

**(3) & (4). Key performance indicators of student personal and professional dispositions. Measurement of student personal and professional dispositions conducted via multiple measures over multiple points in time.**

The following table identifies four key performance indicators for student’s personal and professional dispositions. These personal and professional dispositions are measured during the admissions process and throughout the student’s program of study. Program faculty can however evaluate and remediate using the “Notice of Professional Concern” and “Student Personal and Professional Disposition” forms found in the Student Handbook at anytime during the student’s progression through the program.

### Key Performance Indicators of Student Personal and Professional Dispositions

The following are key performance indicators of student personal and professional dispositions:

1. The student relates to peers, professors, students, supervisees, and others in an appropriate professional manner,
2. The student complies with legal, ethical, and programmatic standards,
3. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, supervisors, students, and supervisees and
4. The student demonstrates a willingness to self-explore, grow, and compensate for deficiencies

Key Performance Indicators	Measured at:	Measured by:	Program Goal Met:
1. The student relates to peers, professors, students, supervisees, and others in an appropriate professional manner.	Admissions Process	Interview Committee Rubric	1, 2, 3, & 4
	COUN 737-Internship I-Supervision; COUN 726- Advanced Practicum in Counseling; COUN 738 Internship II-Teaching COUN 739- Internship III-Supervision; COUN 740-Internship IV-Core; and COUN 741-Internship V- Teaching	Midterm and Final Evaluations	COUN 740: 1, 3, & 4  COUN 737, 726, 738, 739, 741: 1 & 4
2. The student complies with legal, ethical, and programmatic standards.	COUN 737-Internship I-Supervision; COUN 726- Advanced Practicum in Counseling; COUN 738 Internship II-Teaching COUN 739- Internship III-Supervision; COUN 740-Internship IV-Core; and COUN 741-Internship V- Teaching	Midterm and Final Evaluations	COUN 740: 1, 3, & 4  COUN 737, 726, 738, 739, 741: 1 & 4
3. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, supervisors, students, and supervisees.	COUN 737-Internship I-Supervision; COUN 726- Advanced Practicum in Counseling; COUN 738 Internship II-Teaching COUN 739- Internship III-Supervision; COUN 740-Internship IV-Core; and COUN 741-Internship V- Teaching	Midterm and Final Evaluations	COUN 740: 1, 3, 4  COUN 737, 738, 739, 741: 1 & 4



4. The student demonstrates a willingness to self-explore, grow, and compensate for deficiencies.	COUN 737-Internship I-Supervision; COUN 726- Advanced Practicum in Counseling; COUN 738 Internship II-Teaching COUN 739- Internship III-Supervision; COUN 740-Internship IV-Core; and COUN 741-Internship V- Teaching	Midterm and Final Evaluations	COUN 740: 1, 3, & 4  COUN 737, 726, 738, 739, 741: 1 & 4
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Besides these formal assessment points, faculty and advisors are encouraged to meet informally with students who are having difficulties in the program with either their academic performance or personal and professional dispositions to assist the students. If attempts to correct such behaviors and performance do not help the student progress in their coursework, the student will be asked to meet with faculty members formally to develop a remediation plan.

Department faculty members meet weekly for departmental meetings to discuss, among other business, students' progress and/or student concerns. While students are not evaluated weekly during such meetings and discussions, these discussions do include monitoring academic progress as well as professional and personal dispositions of students who may need additional support within the program.

### **Systematic Data Review and Evaluation**

The Department has shifted to a new assessment management system within the last academic year (2015-2016), called Blackboard Outcomes. Blackboard Outcomes integrates more simply with Blackboard Learn (institutional learning management system). This system assists faculty in tracking student development, patterns over time, student learning outcomes and data needed as part of the aforementioned assessment plan. Blackboard Outcomes is intended to improve students' experience, manage assessment data in one central location and allow faculty to more effectively manage student data as it is integrated into all courses. Data is housed within each respective course when the course is offered. Dr. Jared Thiemann, Assessment Coordinator for Counselor Education retrieves course data annually as it pertains to the assessment plan. This data is then reviewed using the appropriate statistical analysis to assess student learning outcomes, key performance indicators and program goals. The results of the data analysis conducted are reviewed by program faculty to determine if program goals are being met as well as key performance indicators. Based on these findings and discussions programmatic and/or curricular changes are made to enhance student learning and meet program goals.