CED has developed a new draft assessment plan that will assess each course and related standard every four years, thus, twice in the CACREP 8-year cycle. The new assessment plan is included below.

**MA Level Courses**

|  |  |  |  |
| --- | --- | --- | --- |
| **Years 1/5** | **Year s2/6** | **Years 3/7** | **Years 4/8** |
| 5910 Orientation  | 5050 Assessment | 5965 Family | 5631 College Services |
| 5962 Group Process | 5963 Group | 5966 Adv. Skills | 5632 College Dev. |
| 5950 Skills | 5975 Career | 5501 SA | 5944 School |
| 5980 Practicum | 5989 Supervision | 5502 SA | 5915 Multicultural |
| 5985,6,7 Internship | 5972 CMH | 5503 SA | 5925 Human Dev. |
| 5952 Theories | 5979 DSM | 5504 SA | 5944 Child & Adol. |
|  |  | 5997 Research |  |

**PhD Level Courses**

|  |  |  |  |
| --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 |
| 7957 Trauma Foundations | 7930 Qualitative Methods | 7989 Supervision  | Internship Professional 7985 |
| 7963 Group/Consultation | 7936 Qualitative Data Analysis | Internship Teaching 7986 | Dissertation 8001 |
| Leadership/Advocacy 7976 | 7980 Practicum | Trauma Assessment 7961 |  |
| 7631 College Student Develop. | 7952Theories | Psychopharmacology (PsyD) |  |
| 7915 Social Cultural | 7959 Sexuality |  |  |
|  | 6330 Quantitative Methods |  |  |
|  | 6340 Advanced Quantitative |  |  |

CED collected extensive narrative feedback through student interviews, faculty meetings, student self-reflections, for corrections. For example, CED moved the qualitative research courses from the summers to the first two semesters to foster a research environment and to acquaint students with qualitative counseling research tools, as most students had little or no knowledge of qualitative methods. Another example was the restructuring of CED 7975 to have a greater focus on leadership than on career development and to move the course to summer where opportunities to visit sites and to interview leaders were more available.

2020-2021

Academic Program Assessment Plan & Report

**Please complete “PART I: Assessment PLAN” by October 31, 2020. “PART II: Assessment REPORT” is due by June 30, 2021. Please use the** [Academic Program Assessment and Report Rubric](https://kean0-my.sharepoint.com/%3Aw%3A/g/personal/macharya_kean_edu/EfywsLac1DtLryQC2gWaMlEBqf4aeNh6EKFTJIAZ4IKglQ) **as a guide.**

**College: NWGC Program Name: CED Counselor Education**

Academic Year: **2020-2021** Report Author(S): Click or tap here to enter the author(s).

# **PART I: Assessment PLAN**

# I.I Student Learning Outcomes (Enter all but check only the SLOs being assessed this cycle):

SLO1: Explain the nature and needs of individuals across the lifespan.

SLO2: Describe the impact of sociological, economic, multicultural factors, and social justice advocacy on counseling.

SLO3: Apply individual and group counseling theories/approaches to facilitate individual and group counseling.

SLO4: Interpret and utilize professional research and existing data.

SLO5: Administer appraisal and assessment instruments in counseling and appropriately diagnose.

SLO6: Apply professional, legal and ethical standards in counseling; Identify their own limitations, seek supervision and participate in professional development

**I.II** [**Measures (Direct and Indirect):**](https://kean0-my.sharepoint.com/%3Aw%3A/g/personal/macharya_kean_edu/EWQSMaWKM_dHgtgDx6fytwEBCiS4GtdWrKi5TtYCMjSHzA?e=C56ShT)

1. ***INTERNSHIP CASE PRESENTATION (SLO 1, 2, 3, 4, 5, 6)***

The Counselor Education Department (CED) has two capstone courses: Internship I (**CED 5985**) and Internship II (**CED 5986**). Students write and present a Case Presentation (CP) (delineating clinical information regarding a counseling client). The CP Rubric assesses students across the six departmental SLOs. The presentation rubric includes fifteen (15) items across six (6) domains, and instructors rate students on a 1-3 scale (1= Does not meet standard, 2=Minimally meets standard, 3=Meets and exceeds standard).

1. ***COUNSELOR EDUCATION COMPREHENSIVE EXAMINATION (SLO 1, 2, 3, 4, 5, 6)***

In 2017 the CED piloted an alternative comprehensive exam (from Pearson the Counselor Preparation Comprehensive Examination (CPCE). The Counselor Education Comprehensive Examination (CECE) was developed by a consortium of counselor education programs. The CECE provides a total score from assessment of candidate knowledge across eight core knowledge areas (delineated by CACREP) as does the CPCE & CECE

• Assessment and Testing

• Career Development

• Counseling and Helping Relationships

• Group Counseling and Group Work

• Human Growth and Development

• Professional Counseling Orientation and Ethical Practice

• Research and Program Evaluation

• Social and Cultural Diversity

Through Spring 2019, the CED were happy with the examinations results and communication with the creators of the exam. However, the Fall 2019 examination offered a much more difficult assessment with more “hard” questions versus an array of difficulty questions, with no response from the CECE creators to our inquiries. Faculty found the examination challenging; our students overall did not fare as well as on previous attempts between 2017-1019. The CED decided to create our own comprehensive examination starting with the Spring 2020. Drs Webber and Kitzinger worked with the CED doctoral candidates to field/test questions submitted by the faculty to create the examination, with alternative questions if necessary. The faculty created comprehensive examination has been used now for three administrations: Spring 2020, Fall 2020, and Spring 2021. Results are reported below.

**PART II: Assessment REPORT**

**II.I Data Collection and Results:** Please summarize the data and results for each assessed SLO separately in this section and attach detailed evidence (data) to this report as a separate file (Ex: CBPM\_2019-2020\_Finance\_BS\_Academic\_Report\_Supporting\_Data).

|  |  |  |
| --- | --- | --- |
| **Semester** | **Course & Section Number** | **Number of Students** |
| Fall 2019 | CED 5985 and 5986 | 61 |
| Spring 2020 | CED 5985 and 5986 | 77 |
| Summer 2020 | CED 5985 and 5986 | 25 |
| Fall 2020 | CED 5985 and 5986 | 54 |
| Spring 2021 | CED 5985 and 5986 | 72 |

II.I. I Overall Scores:

**Semester(s):** Academic Year 2019-2020 Total

**Number of students:** *138*

|  |  |  |
| --- | --- | --- |
| **Category/Criterion** | **Mean** |  |
| Lifespan (SLO 1) | 2.90 | 2.5-3 |
| Multicultural (SLO 2) | 2.94 | 2.5-3 |
| Counseling (SLO 3) | 2.92 | 2.5-3 |
| Research (SLO 4) | 2.90 | 2.0-3 |
| Appraisal (SLO 5) | 2.83 | 2.5-3 |
| Ethics (SLO 6) | 2.89 | 2.5-3 |
| **Total Mean** | **2.89** |  |

**Semester(s):** Academic Year 2020-2021 Total

**Number of students:** *151*

|  |  |  |
| --- | --- | --- |
| **Category/Criterion** | **Mean** | **Range** |
| Lifespan (SLO 1) | 2.95 | 2.5-3 |
| Multicultural (SLO 2) | 2.95 | 2.5-3 |
| Counseling (SLO 3) | 2.94 | 2.5-3 |
| Research (SLO 4) | 2.93 | 2.5-3 |
| Appraisal (SLO 5) | 2.85 | 2.5-3 |
| Ethics (SLO 6) | 2.93 | 2.5-3 |
| **Total Mean** | **2.92** |  |

II.I. I CED Comprehensive Examination Scores

Fall 2019 – no data available – last use of CECE

Spring 2020 – Fall 2020 – Spring 2021

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Spring 2020 |  | Fall 2020 |  | Spring 2021 |
| # Pass | 112 |  |  |  |  |
| # Fall | 3 |  |  |  |  |
| # Pass |  |  | 36 |  |  |
| # Fall |  |  | 5 |  |  |
| # Pass |  |  |  |  | 26 |
| # Fall |  |  |  |  | 3 |

II.I.III Discussion of Findings:

**SLO 1: *Explain the nature and needs of individuals across the lifespan.***

For the capstone course CED 5985/5986 *Internship Case Presentation*, the Mean score for students (n=138) in AY 2019-2020 sections was **2.90.** For AY 2020-2021 the Mean score for students (n=151) was **2.95**. In both years student scores of 2 or higher indicate that students met or exceeded the target score of 2.80.

**SLO2: *Describe the impact of sociological, economic, multicultural factors, and social justice advocacy on counseling.***

For the capstone course CED 5985/5986 *Internship Case Presentation*, the mean score for students (n=138) in AY 2019-2020 sections was **2.94.**  For AY 2020-2021 the Mean score for students (n=151) was **2.95**. In both years student scores of 2 or higher indicate that students met or exceeded the target score of 2.80.

**SLO3: *Apply individual and group counseling theories/approaches to facilitate individual and group counseling.***

For the capstone course CED 5985/5986 *Internship Case Presentation*, the mean score for students (n=138) in AY 2019-2020 sections was **2.92.** In this AY 2020-2021 (n=151) students Mean score improved to **2.94**. In both years students’ scores exceeded the target Mean score of 2.80.

**SLO4: *Interpret and utilize professional research and existing data.***

For the capstone course CED 5985/5986 *Internship Case Presentation*, the mean score (n=138) in AY 2019-2020 sections was **2.90.**  For AY 2020-2021 the Mean score for students (n=151) was **2.93.**  In both years student scores of 2 or higher indicate that students met or exceeded the target score of 2.80.

**SLO5: *Administer appraisal and assessment instruments in counseling and appropriately diagnose.***

For the capstone course CED 5985/5986 *Internship Case Presentation*, the mean score for students (n=138) in AY 2019-2020 sections was **2.83.** For AY 2020-2021 the Mean score for students (n=151) was **2.85**. In both years student scores of 2 or higher indicate that students met or exceeded the target score of 2.80.

**SLO6: *Apply professional, legal and ethical standards in counseling.***

For the capstone course CED 5985/5986 *Internship Case Presentation*, the mean score for students (n=116) in AY 2019-2020 sections was **2.89.** For AY 2020-2021 the Mean score for students (n=151) was **2.93**. In both years student scores of 2 or higher indicate that students met or exceeded the target score of 2.80.

**Comprehensive Examination**

After each administration of the examination, Dr. Webber reviews the test questions with the doctoral students, and adjusts as appropriate. The students who fail to reach the “pass” mark, students are offered an opportunity to re-take the examination, and if one does not pass on the second attempt, they are given a “alternate” written examination with questions focused on the unsuccessful “core areas.” Some students wait a semester to do additional preparation. Of the 11 students who failed the exam since the Spring 2020 semester, nine passed the exam on their second attempt, two others will be taking an alternate written examinations in August 2021.

**KEAN UNIVERSITY**

**Ph.D. in Counseling and Supervision**

**Program Assessment**

**Data Collection and Results 2020-2021**

1. **Course SLOs**

*SLO 2: Supervision*

*Assessment 1: Supervisor Evaluation of video recorded supervision session CED 7989*

*Target: 87.5% of the students achieve a score of 3.*

*N=5*

*Spring 2021*

*Cohort 2*

|  |  |  |  |
| --- | --- | --- | --- |
| Criterion | Program SLO | CourseSLO | Mean |
| Supervision Theory and Practice | 5 | a,c,e | 3.0 |
| Supervision Skills (including with technology) | 5 | a,b | 2.74 |
| Supervisor Roles, Dispositions, & Personal Style | 5, 4 | a,c,d | 2.74 |
| Teaching Supervision including virtually | 2 | c | 3.0 |
| Diversity, Social Justice, and Advocacy | 1, 7 | b | 3.0 |
| Counselor Identity | 4 | b | 3.0 |
| Counselor Ethics/Adherence to ACA Code | 4 | n, e | 3.0 |
| Research | 6 | e | 3.0 |
| Mean |  |  | 2.95 |

Note: None of the students completed a MA level clinical supervision

Course. Two students hold the ACS and one student holds the CCA**.***SLO 2*

*Assessment 2: Clinical supervision final examination CED 7989*

*Target: 87.5% of the students achieve a score of 3 (90% or higher).*

*N=5*

*Spring 2021*

*Cohort 2*

|  |  |  |  |
| --- | --- | --- | --- |
| Criterion | ProgramSLO | CourseSLO | Mean |
| Supervision Theory and Practice  | 5 | a,c | 2.8 |
| Supervision Skills | 5 | b | 3.0 |
| Supervisor Roles, Dispositions | 5,4 | a,c,d | 3.0 |
| Trauma Informed Supervision | 5,3 | e | 3.0 |
| Scholarly Writing, Research, Technology | 6,7 | e | 2.8 |
| Counselor Ethics/Adherence to ACA Code | 4 | b | 3.0 |
| Diversity, Social Justice, Advocacy | 1,7 | b | 3.0 |
| Counselor Identity | 4 | a | 3.0 |
| Mean |  |  | 2.94 |

*SLO 3. Teaching*

*Assessment 1: Video-recorded teaching session self-critique and lesson plan CED 7986*

*Target: 87.5% of the students achieve a score of 3 (90% or higher).*

*N=10*

*Cohort 1 and 2*

*Fall 2020 and Spring 2021*

|  |  |  |  |
| --- | --- | --- | --- |
| Criterion | ProgramSLO | CourseSLO | Mean |
| Presentation of Theory, Models | 2,3 | a,d | 2.9 |
| Presentation of counseling/supervision skills | 2, 5 | a | 2.7 |
| Student engagement and feedback | 2 | d | 3.0 |
| Teaching Methods and Dispositions | 2 | d | 3.0 |
| Integration of Research into Lesson | 6 | b | 3.0 |
| Lesson Plan | 2 | a | 3.0 |
| Counselor ethics/Adherence to ACA/ASCA Code | 4 | b | 3.0 |
| Counselor identity | 4 | b | 3.0 |
| Counselor Integrity | 4,2 | b, c | 3.0 |
| Continuous growth & self-care |  | c | 3.0 |
|  Diversity, Social Justice, Advocacy | 7,1 | g | 3.0 |
| Leadership | 2,7 | d,g | 3.0 |
| Mean |  |  | 2.97 |

*SLO 3 Teaching*

*Assessment 2: Supervisor evaluation of Co-teaching video recorded lesson CED 7989*

*Target: 87.5% of the students achieve a score of 3.*

*N=5*

 *Spring 2021*

*Cohort 1, 2*

|  |  |  |  |
| --- | --- | --- | --- |
| Criterion | ProgramSLOs | Course SpecificSLOs | Mean |
| Supervision Theory and Models | 2,3 | a,e | 3.0 |
| Presentation of Counselor/Supervision Skills | 1,5 | a,d | 2.74 |
| Teaching Methods and Disposition | 2 | b, g | 3.0 |
| Student Engagement & Feedback | 1,2 | b,g | 2.97 |
| Integration of Research into Teaching | 6 | e | 3.0 |
| Lesson Plan | 2 | g | 3.0 |
| Counselor Ethics/Adherence to ACA Code | 4 | b | 3.0 |
| Counselor Identity | 4 | c | 3.0 |
| Counselor integrity | 4 | c | 3.0 |
| Diversity, Social Justice, Advocacy | 1,7 | b,e,g | 3.0 |
| Leadership | 4,7 |  c | 3.0 |
| Mean |  |  | 2.97 |

Comment: None of the five students completed an MA level clinical supervision

Course. Two students hold the ACS and one student holds the CCA**.**

*SLO 4*

*Assessment 1: Research Day poster presentation CED 7957 (also CED 7952), CED 7959, CED*

*Target: 100% of the students achieve a score of 3*

*N=19*

*Fall 2020. Spring 2021*

*Cohort 1, 2, and 3*

|  |  |  |  |
| --- | --- | --- | --- |
| Criterion | ProgramSLO | Course SpecificSLO | Mean |
| Trauma Informed | 3 | a,e | 3.00 |
| Counselor Professional Identity | 4 | b, e | 3.00 |
| Counselor Ethics/Adherence to ACA Code | 4 | b  | 3.00 |
| Research Methodology | 6 | d | 2.63 |
| Advances counseling knowledge, practice, and efficacy | 7 | c,e | 3.00 |
| Doctoral Scholarship/Writing  | 4 | d | 2.76 |
| Diversity, Social Justice, Advocacy | 1,7 | a,e | 3.00 |
| Mean |  |  | 2.91 |

*SLO 6*

*Assessment 1: Trauma research paper CED 7957*

*Target: 87.5% of the students achieve a score of 3.*

*N=7*

*Fall 2020*

*Cohort 3*

|  |  |  |  |
| --- | --- | --- | --- |
| Criterion | ProgramSLOs | CourseSLOs | Mean |
| Trauma Informed Counseling Skills | 1 | a,e | 3.0 |
| Trauma Knowledge and Theory | 3 | a,e | 2.86 |
| Disaster Counseling Skills  | 3 | b,e | 3.0 |
| Counselor Ethics/Adherence to ACA Code | 4 | c | 3.0 |
| Doctoral Scholarship/Writing /Research | 6 | d | 2.62 |
| Diversity, Social Justice, Advocacy | 1,7 | e | 3.0 |
| Counselor Identity | 4 | b | 3.0 |
| Mean  |  |  | 2.89 |

*SLO 6*

*Assessment 1: Site and university supervisor evaluations: Advanced Internship: Professional CED 7985*

*Target: 87.5% of the students achieve a score of 3.*

*N=5*

*Spring 2021 and Summer 1 2021*

*Cohort 1 and 2*

*Note: Students working full time needed Summer 1 to complete their hours.*

|  |  |  |  |
| --- | --- | --- | --- |
| Criterion | ProgramSLO | Course SpecificSLO | Mean |
| Collaboration | 7 | a | 3.0 |
| Service contribution | 7 | f | 3.0 |
| Clients of Diverse Values, Orientations, Cultures, & Needs | 1,7 | f | 3.00 |
| Counselor Roles and Dispositions | 7 | f,g | 3.0 |
| Professional Writing/Research | 6 | g | 2.75 |
| Counselor Ethics/Adherence to ACA Code | 4 | b  | 3.00 |
| Counselor Identity | 4 | b | 3.00 |
| Leadership | 4, 7 | d,f | 3.00 |
| Mean |  |  | 2.95 |

*SLO 7*

*Assessment 1: Leadership Service Reflection Paper/Report CED 7985*

*Target: 87.5% of the students achieve a score of 3.*

*N=4*

*Fall 2020, Spring 2021, Summer 1 2021*

*Cohort 1 and 2*

|  |  |  |  |
| --- | --- | --- | --- |
| Criterion | ProgramSLO | Course Specific SLO | Mean |
|  |  |  |  |
| Counselor Integrity | 4 | b | 3.00 |
| Counselor Ethics/Adherence to ACA Code | 4 | b | 2.91 |
| Doctoral Scholarship/Writing  | 6 | g | 2.72 |
| Diversity, Social Justice, Advocacy | 1,7 | b,f | 3.00 |
| Leadership Roles and Dispositions | 7 | d,f | 2.84 |
| Professional Service to Organizations/Global Community | 7 | g | 3.00 |
| Collaboration | 7 | a,d | 3.00 |
| Counselor Identity | 4 | d | 3.00 |
| Mean |  |  | 2.89 |

**II. Program Recommendations for Modifications/Changes**

**After Review of Data**

1. **Leadership and Advocacy in Counseling CED 7976**: The redesigned course CED 7976 Leadership and Advocacy in Counseling was submitted for approval. The purpose is to increase percentage of time dedicated to leadership models and skills in counseling. A faculty member with a specialization in counseling leadership models would strengthen this course.

**2. Qualitative Research Sequence: CED 7930 and CED 7936:** The shift of the qualitative sequence to year 1 was initiated two years ago and will commence in fall 2021 with Cohort 4. CED 7930 has been moved to fall 2021 semester 1 and 7936 has been moved to spring 2022 semester 2. Thus, students will complete the qualitative research sequence in the first year. Nearly all the students have little or no prior training in qualitative research. The longer fall and spring semesters will allow for a complete pilot research mini study rather than just the proposal and strengthen research knowledge and skills before the dissertation.

3. **Strengthen CED 7915 Social and Cultural Perspectives**: To better focus on intersectionality and systems theory and interventions, CED 7959 content will be integrated into CED 7915 Social and Cultural Perspectives.

4. **Advanced Internship: Professional will be divided into two 1.5 credit courses CED 7983 and CED 7984**. This change will divide the 300 hours into two parts of 150 hours each. Students working in full time jobs generally cannot complete 300 hours in a semester. The division of hours facilitates placements and reduces paperwork and the need for incomplete grades.

**5. Doctoral Writing Skills Improvement**

5a. **Professional and Scholarly Writing Practice**: Continue to integrate graded writing practices into classes offered in the first two years. Hybrid class times can be used for individual and small group writing feedback sessions.

5b. **Expanded 1 credit Professional Seminars**: The 3 credits that were required for

CED 7959 will be divided into three more Professional Seminars, CED 7911, C ED 7912, and CED 7913, one seminar in fall and spring of the first 2 years. The purpose is for specific instruction and practice in scholarly writing, research design, grant-writing, professional and career tools (CV, letter of application), APA practice, and manuscript writing.

5c. **Develop a formal Writing Competency Assessment with a Developmental Writing Plan.** This will formalize current successful writing coaching and advisement elements.

5d. **Common Writing Rubric.** Integrate a common doctoral detailed writing rubric across all courses. Provide training for all faculty. This recommendation was made after cohort 1. The pandemic and virtual meetings complicated the implementation.

5e. **Require a longer writing sample during the applicant interview visit**.

This recommendation will help to assess the student’s writing skills.

5f. **Require a recent graded or evaluated paper, publication, or report** as part of the application for admission,

5g. **Require a 1-credit or non-credit writer’s workshop** the summer before fall admission for some or all new students who need writing improvement.

5h. **Provide regular writer’s workshop events** to focus on APA 7, journal articles writing, and research reports.

5i. **Conduct a faculty workshop** or retreat each semester on writing feedback techniques and integrating writing skills into lessons. CED could collaborate with other doctoral programs on the workshop.

5j. **Expand peer writing and co-writing feedback activities** into classes.

6. **Counseling Skills Improvement:** Professional writing, grammar, and organization continues to be an area needing improvement for several doctoral students. Several recommendations follow:

 6a **Counseling Skills Sample**. Require a recorded mock counseling session during the applicant interview visit. This recommendation was made after cohort 1. The pandemic and virtual interviews complicated its implementation.

6b. **Increase the number of video-recorded counseling sessions required** in Advanced Practicum CED 7980 and Advanced Internship: Professional: CED 7985.

This recommendation is based on the documented need for counseling skill improvement by some members of each cohort. Competency in counseling is a core need for counselor educators, supervisors, and counselors.6c.

Increase group supervision class time focused on reviewing counseling techniques and readings, and viewing professional counseling demonstration recordings in Advanced Practicum: CED 7980, Advanced Internship: Professional: CDED 7985, and Advanced Theory and Practice CED 7952.

6c. **Improve hybrid class assignments with structured video recordings of master counseling sessions** and student self-reflections.

This recommendation will increase opportunities to view longer model counseling sessions and to improve counseling skills.

6d. **Require that doctoral students counsel 1 to 2 clients each semester in the PhD in Counseling Wellness and Counseling Center as a requirement for Professional Seminars CED 7910, 7911, 7912, 7913.**

This class requirement will establish a regular sequence of counseling and individual and group supervision practices and provide greater support for the Center as the doctoral program advocacy initiative.

7. **Increase the number of faculty with the majority of their time dedicated to doctoral program** individual and group supervision, advisement, and teaching**.**

This recommendation reflects student and faculty feedback especially regarding the availability of faculty time for co-teaching assignments, research mentoring, advisement, and for individual support and assistance, writing feedback, and research.

7a Students are required to **participate on a faculty member’s or student’s research team**. Faculty members need to have a **reduced course load** and time to conduct research, lead research teams, and train students.

7b. **Full- time clinical faculty director and full-time counselor (potentially a licensed doctoral student).** The demand for counselors in the PhD in Counseling Wellness and Counseling Center has grown rapidly and the Center needs a full-time clinical faculty and director and one full-time counselor with the ACS or similar supervision credential to supervise the doctoral counselors and LACs and to supervisor doctoral supervisors as required by CACREP standards.

The Center is the core of the advocacy activities of the program.

7c. The center also needs a **dedicated physical space**.

7d. Assistance is needed to get **doctoral students access to the Titanium records** software. The subscription has been paid for and students cannot access it.

8. Maintain the six- student cohort The doctoral program has had a very low attrition rate and thus a very high retention rate.  Doctoral programs generally experience a 40% to 50% dropout rate prior to dissertation. With only 4 students, should one student drop-out or take a leave of absence, the remaining 3 would not be a large enough number to provide for a group cohort with diversity of experience and ideas that would be in a cohort of 6.

Reducing the doctoral cohort to 4 students has no impact on faculty in Fall 2021-22, Fall 2022-23, Fall 2023-24, and a negligible effect in 2024-25. It has no impact on the number of classes run, as all classes must run whether the class size is 4 or 6.

Reducing the size of the cohort to 4 students has serious negative impacts including the following:

* The number of doctoral students in the cohort is reduced by 1/3 with no similar reduction in the number of MA students.
* Should one student miss class (e.g., become ill, be absent, have a family emergency, take a leave of absence or drop out), the class structure and pedagogy are seriously affected.
* The cohort model is reduced to a triad or dyad–essentially a tutorial.
* Four admits seriously limit the diversity of the cohort and access.
* Classes will not have a sufficient number of students for dynamic and diverse interactions.
* Doctoral student involvement and management of the free clinic is greatly reduced.
* Cohort information provided to prospective and current applicants at Graduate Open Houses, Information Sessions, and in literature conveyed a cohort size of 6 students, affecting potential applicants’ trust in the program’s future viability and the accuracy of information provided.
* The decrease raises accreditation questions about sustainability and the commitment to the program.
* After careful monitoring and annual program evaluation, the size of the cohort had already been reduced from 8 to 7 students for Year 2, and from 7 to 6 students in Year 3 well before the annual application cycle began.

***PhD in Counseling and Supervision***

***Data Collection and Results 2019-2020***

*SLO 1*

*Assessment 1: Counseling theory and evidence-based practice examination CED 7952*

*Target: 87.5% of the students achieve a score of 3 (90% or higher).*

*N=17*

*Spring 2019, Spring 2020*

*Cohort 1 and 2*

|  |  |  |  |
| --- | --- | --- | --- |
| Criterion | ProgramSLO | Course Specific SLO | Mean |
| Advanced Counseling Skills-Evidence Based  | 1 | a | 2.86 |
| Doctoral Scholarship/Research/Writing  | 6 | d | 2.41 |
| Counselor Integrity | 4 | b | 3.0 |
| **Mean** |  |  | **2.79** |

*SLO 1*

*Assessment 2: Scholarly research paper related to group counseling CED 7963*

*Target: 87.5% of the students achieve a score of 3*

*N=17*

*Fall 2018, Fall 2019*

*Cohort 1 and 2*

|  |  |  |
| --- | --- | --- |
| Criterion | SLO | Mean |
| Advanced Counseling Skills  | 1a | 2.82 |
| Clients of Diverse Values, Orientations, Cultures, & Needs | 1b | 3 |
| Counselor Integrity | 4b | 3 |
| Counselor Ethics/Adherence to ACA Code | 4c | 3 |
| Doctoral Scholarship/Writing  | 6d | 2.82 |
| Mean |  | **2.93** |

*SLO 1*

*Assessment 3: Instructor’s evaluation: Co-leadership of Master’s-level CED students in group counseling, lecture/presentation on group counseling topics CED 7963*

*Target: 87.5% of the students achieve a score of 3.*

*N=17*

*Fall 2018, Fall 2019*

*Cohort 1 and 2*

|  |  |  |
| --- | --- | --- |
| Criterion | SLO | Mean |
| Advanced Group Counseling Skills  | 1a | 2.65 |
| Clients of Diverse Values, Orientations, Cultures, & Needs | 1b | 3 |
| Co-Leadership Skills | 1e | 2.82 |
| Counselor Ethics/Adherence to ACA Code | 4c | 3 |
| Mean |  | **2.87** |

*SLO 2*

*Assessment 1: Supervisor Evaluation: Co-teaching video recorded lesson CED 7986*

*Target: 87.5% of the students achieve a score of 3.*

*N=7*

*Spring 2019, Spring 2020*

*Cohort 1 and 2*

|  |  |  |
| --- | --- | --- |
| Criterion | SLO | Mean |
| Advanced Teaching Methods | 2a | 2.71 |
| Counseling Teaching Dispositions | 2b | 3.0 |
| Counselor Professional Identity | 4a | 3.0 |
| Counselor Integrity | 4b | 3.0 |
| Counselor Ethics/Adherence to ACA Code | 4c | 3.0 |
| **Mean** |  | **2.94** |

*SLO 3*

*Assessment 1: Trauma research paper CED 7957*

*Target: 87.5% of the students achieve a score of 3.*

*N=17*

*Fall 2018, Fall 2019*

*Cohort 1 and 2*

|  |  |  |
| --- | --- | --- |
| Criterion | SLO | Mean |
| Advanced Counseling Skills | 1a | 2.82 |
| Trauma Knowledge and Assessment | 3a | 2.82 |
| Crisis and Trauma Practices  | 3b | 3.0 |
| Counselor Integrity | 4b | 3.0 |
| Counselor Ethics/Adherence to ACA Code | 4c | 3.0 |
| Doctoral Scholarship/Writing  | 6d | 2.65 |
| Diversity, Social Justice, Advocacy | 7a | 3.0 |
| **Mean**  |  | **2.91** |

*SLO 4*

*Assessment 1: Site and university supervisor evaluations: Counseling practicum CED 7980*

*Target: 87.5% of the students achieve a score of 3.*

*N=14*

*Note: Due to the COVID 19 pandemic,3 students did not complete practicum and*

*have incomplete grades and are not included in the total.*

*Spring 2019, Summer 2019, Spring 2020*

*Cohort 1 and 2*

|  |  |  |
| --- | --- | --- |
| Criterion | SLO | Mean |
| Advanced Counseling Skills | 1a | 2.52 |
| Clients of Diverse Values, Orientations, Cultures, & Needs | 1b | 3.00 |
| Trauma Informed | 3 | 2.71 |
| Counselor Ethics/Adherence to ACA Code | 4c | 3.00 |
| **Mean** |  | **2.80** |

*SLO 5*

*Assessment 1: Clinical supervision final examination/paper CED 7989*

*Target: 87.5% of the students achieve a score of 3 (90% or higher).*

*N=8*

*Spring 2020*

*Cohort 1*

|  |  |  |
| --- | --- | --- |
| Criterion | SLO | Mean |
| Supervision Methods  | 5a | 3.0 |
| Supervision Dispositions | 5b | 3.0 |
| Developmental Level of Supervisee | 5c | 3.0 |
| Trauma Informed | 3 | 3.0 |
| Counselor Ethics/Adherence to ACA Code | 4c | 3.0 |
| Diversity, Social Justice, Advocacy | 7a | 3.0 |
| Mean |  | 3.0 |

*SLO 6*

*Assessment 1: Qualitative research proposal CED 7930*

*Target: 87.5% of the students achieve a score of 3.*

*N=12*

*Note: Due to the COVID 19 pandemic,3 students did not complete practicum and have incomplete grades and are not included in the total.*

*Summer 1 2019, Summer 1 2020*

*Cohorts 1 and 2*

|  |  |  |
| --- | --- | --- |
| Criterion | SLO | Mean |
| Counselor Integrity | 4b |  3 |
| Counselor Ethics/Adherence to ACA Code | 4c |  3 |
| Research Design | 6a | 2.75 |
| Research Methodology | 6b | 2.75 |
| Advances counseling knowledge, practice, and Efficacy | 6c |  3 |
| Doctoral Scholarship/Writing  | 6d | 2.75 |
| Diversity, Social Justice, Advocacy | 7a | 3 |
| Mean |  | **2.89** |

*SLO 6*

*Assessment 3: Research Day poster presentation CED 7957, CED 7959*

*Target: 100% of the students achieve a score of 3*

*N=17*

*Spring 2019, Spring 2020*

*Cohort 1 and 2*

|  |  |  |
| --- | --- | --- |
| Criterion | SLO | Mean |
| Trauma Informed | 3 | 3.00 |
| Counselor Professional Identity | 4a | 3.00 |
| Counselor Ethics/Adherence to ACA Code | 4c | 3.00 |
| Research Methodology | 6b | 2.81 |
| Advances counseling knowledge, practice, & Efficacy | 6c | 3.00 |
| Doctoral Scholarship/Writing  | 6d | 2.81 |
| Diversity, Social Justice, Advocacy | 7a | 3.00 |
| **Mean** |  | **2.97** |

*SLO 6*

*Assessment 4: Introduction to Statistical Methods EDD 6330*

*Target: 87.5% of the students achieve a score of 3 (90%)*

*N=16*

*Fall 2019, Fall 2020*

*Cohorts 1 and 2*

|  |  |  |
| --- | --- | --- |
| Criterion | SLO | Mean |
| Counselor Integrity | 4b | 3.00 |
| Counselor Ethics/Adherence to ACA Code | 4c | 3.00 |
| Research Methodology | 6b | 2.87 |
| Statistics Knowledge and Application  | 6e | 2.79 |
| **Mean** |  | **2.90** |

*SLO 7-Fall 2019*

*Assessment 1: Leadership/advocacy journal manuscript and presentation CED 7975*

*Target: 87.5% of the students achieve a score of 3.*

*N=4*

*Fall 2019*

*Cohort 1 and 2*

|  |  |  |
| --- | --- | --- |
| Criterion | SLO | Mean |
| Counselor Integrity | 4b | 3.00 |
| Counselor Ethics/Adherence to ACA Code | 4c | 2.91 |
| Doctoral Scholarship/Writing  | 6d | 2.72 |
| Diversity, Social Justice, Advocacy | 7a | 3.00 |
| Leadership/Advocacy Theory or Styles | 7b | 2.50 |
| Professional Organizations/Global Community | 7c | 2.91 |
| **Mean** |  | **2.84** |

*SLO 7-Fall 2019*

*Assessment 2: Leadership/Advocacy/Career Development examination CED 7975*

*Target: 87.5% of the students achieve a score of 3 (90% or higher).*

*N=4*

*Fall 2019*

*Cohort 1 and 2*

|  |  |  |
| --- | --- | --- |
| Criterion | SLO | Mean |
| Counselor Integrity | 4b | 2.75 |
| Counselor Ethics/Adherence to ACA Code | 4c | 2.75 |
| Advances counseling knowledge, practice, & Efficacy | 6c | 3.0 |
| Doctoral Scholarship/Writing  | 6d | 2.50 |
| Diversity, Social Justice, Advocacy | 7a | 3.00 |
| Leadership/Advocacy Theory or Styles | 7b | 2.50 |
| Professional Organizations | 7c | 3.00 |
| Global Community  | 7d | 3.00 |
| **Mean** |  | **2.81** |

*SLO 4*

*Assessment 1: Program Plan and Goals 7910*

*Target: 100% of the students achieve a score of 3.*

*N=17*

*Fall 2018, Fall 2019*

*Cohort 1 and 2*

|  |  |  |
| --- | --- | --- |
| Criterion | SLO | Mean |
| Trauma Informed | 3 | 3.0 |
| Counselor Professional Identity | 4a | 3.0 |
| Counselor Integrity | 4b | 3.0 |
| Counselor Ethics/Adherence to ACA Code | 4c | 3.0 |
| Diversity, Social Justice, Advocacy | 7a | 3.0 |
| **Mean** |  | **3.0** |

***Program Recommendation for Modifications or Changes After Review of Data***

1. **Increase percentage of time dedicated to leadership and advocacy in CED 7975.**

Student feedback and faculty observations confirmed the Course Outline contained too much content to be covered in one semester. The analysis of scores indicated that the Course Outline needed to be revised to focus on leadership and advocacy in counseling. This modification would result in adequate class time to address CACREP Standards. The course title and weekly schedule were revised and submitted for approval. The revised course syllabus was used in Summer 1, 2020. Students reported that with a clearer focus and greater emphasis on leadership and advocacy, they could dig deeper into the literature and give greater attention to leadership and advocacy in class meetings. One-fifth of the course content remained on professional career development. With this course revision, the data was not aggregated for the Fall 2019 and Summer 2 2020 classes.

2. **Consider moving CED 7930 and 7036 to fall or spring** **or to and eight or ten-week schedule in the summer.**

This change would provide a longer period of time to learn new content and practice new skills. Nearly all the students have little or no prior training in qualitative research and reported they needed a longer semester than Summer 1 provides. As a contrast, the two quantitative research courses are taught in 15-week semesters, rather than the 5-week intensive summer session. An additional factor is the lack of time in the condensed summer schedule. About 80% of the students work full time. They found doing the reading and assignments in 5 weeks was challenging and several students took incompletes. Further, summer 1 2020 was in the midst of COVID 19 creating serious distress. A beloved faculty member and chair of the Counselor Education Department died in May from COVID 19, and some bereaved students did not take the summer course recognizing the intensity of the work required in the shorter schedule. The Doctoral Committee is examining ways the doctoral course schedule could be revised to move one or both of the qualitative research courses to the fall or spring 15-week semesters.

3. **Integrate more writing practice into classes** **offered in the first two years**.

The majority of students are midcareer professionals. Students completed their master’s degrees between 2 and 27 years ago and many had not written scholarly papers for a long time. One student said they were “in shock” when faced with faculty feedback about their writing performance. Data analysis indicated significantly lower scores on assessments of scholarly writing:

2.41: SLO 1, Assessment 1

2.65: SLO 3, Assessment 1

2.50: SLO 7, Assessment 1

Some were very concerned that they were underprepared and considered dropping out of the program. They requested more assignments on organizing and writing research papers and on using APA 7 style before being required to write a research paper. Faculty recognized that the shift to scholarly writing was challenging for many students and they modified the weekly schedule to provide mini lessons in scholarly writing related to the course content. In addition, the process of writing the research paper was broken in “chunks” to provide time for individual help sessions and to show students how to manage writing a research paper in several smaller tasks.

**4. a.** **Provide additional preparation for and concurrent learning with Advanced Practicum in Counseling**

**4. b. Require a video-recorded or live mini counseling session with a volunteer who role plays a client**.

**4. c. Integrate a review of basic counseling skills into courses.**

**4. d. Require an MA level Advanced Counseling Skills course for otherwise qualified candidates for doctoral admission.**

Considerable variation was identified in the assessment of student basic counseling and advanced counseling skills and knowledge of skills. The following data indicated needs for modification in the program

2.52 SLO 4, Assessment 1, Advanced Counseling Skills

2.52 SLO 7, Assessment 2 Counseling knowledge, practice, & efficacy

2.86 SLO 1, Assessment 1 Advanced Counseling Skills-Evidence Based

Several factors were also identified in the evaluation process: (a) length of time since formal counseling skills training, (b) quality of individual supervision on the job, (c) lack of continuing education, (d) shift from counseling to administrative or supervisory work, (e) lack of professional development focused on counseling skills, (f) lack of video- or audio-recording of sessions for feedback on the job, and lack of individual or group supervision focused on counseling skills. Some students with extensive experience reported that they had never video or audio-recorded themselves in counseling sessions. Others reported they had little or no clinical supervision on the job. One student in their self-evaluation described their counseling skills training as “poor” or non-existent, and was very grateful for individual supervision that addressed basic counseling skills.

In Advanced Practicum in Counseling, students received individual supervision by a site supervisor, as well as a university supervisor. Students reported that the supervision feedback was very helpful. While readings in counseling skills were required, there was insufficient time to address them in the group supervision sessions.

5d. **Increase number of faculty with the majority of their time dedicated to doctoral program individual and group supervision, advisement, and teaching.**

This recommendation reflects student and faculty feedback especially regarding the availability of faculty time for co-teaching assignments, research mentoring, advisement, and for individual support and assistance.