Table of Contents
Ph.D. in Counselor Education & Supervision - Continuous Assessment Report 2020-2021

Ph.D. in Counselor Education and Supervision 2020-2021
Purpose Statement .................................................................................................................. 2
1 High-Quality Education ...................................................................................................... 2
1.1 Knowledge of Professional Counseling ...................................................................... 2
1.2 Clinical Supervision ....................................................................................................... 4
1.3 Counselor Education ..................................................................................................... 6
1.4 Research Design ............................................................................................................. 8
1.5 Theories and Skills of Leadership .................................................................................. 10
2 Faith Integration ................................................................................................................ 11
2.1 Professional Maturity ................................................................................................... 12
2.2 Explicit and Implicit Spiritual/Religious Counseling .................................................... 13
3 Competent Students ......................................................................................................... 15
3.1 Demonstrate Skills in Multicultural and Pluralistic Society ......................................... 15
3.2 Leadership ..................................................................................................................... 17
3.3 Contribute to the Field ................................................................................................. 19
3.4 Knowledge of Skills and Responsibilities ..................................................................... 22
4 Faculty Supervised Field Placements ................................................................................. 24
4.1 Scholarly Activities ...................................................................................................... 24
4.2 Student Mentoring and Supervision ............................................................................. 25
Purpose Statement
The mission of the Counseling Department is to provide training in professional counseling, leadership, advocacy, and research with the integration of biblical principles consistent with professional standards of practice.

 Goals
1. High-Quality Education
   To deliver the high-quality education required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

1.1 Outcomes/Objectives
Knowledge of Professional Counseling
Students will demonstrate knowledge about professional counseling including examination of theories, integration of relevant counseling theories, conceptualization of clients from multiple theoretical perspectives, evidence-based counseling practices, methods for evaluating effective counseling, and ethical; and culturally relevant counseling in multiple settings.

1.1.1 Assessment
CES Rubric Dimension 1
Students will enroll in CES 626 Advanced Counseling and Theories in the fall of their 2nd year of study. As a requirement in this course, students will complete a theory project and live discussion assignment. This assignment will be assessed utilizing the CES Rubric – Dimension 1. The CES Rubric evaluates student skill and knowledge in counseling, supervision, teaching, and leadership/advocacy.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)
1. CES Rubric – Dimension 1 assesses student’s counseling knowledge. 2. Doctoral students in the CES program enrolled in CES 626 3. Fall semester (2nd year of study)

SOURCE OF EVIDENCE
Rubric Scored Assignments - Academic Direct

1.1.1.1 Targets
90% of students will score 3 or higher on dimension 1 of the CES Rubric. Met
1.1.2 Assessment
Written and Oral Comprehensives
Students are permitted to take the written and oral comprehensive exams after they have completed 13 core classes. This exam assesses students on all areas of the core CACREP doctoral standards.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)
1. Measure student’s application of knowledge of the all core doctoral CACREP standards. 2. Doctoral students in the CES Program who have completed 13 core class. 3. In the spring semester.

SOURCE OF EVIDENCE
Comprehensives - Academic Direct

1.1.2.1 Targets
80% of students will pass the professional orientation questions of the written or oral exam. **Met**

TARGET 80
FINDINGS 83

ANALYSIS OF FINDINGS 83% of students received a passing score on the first attempt of this section of the comprehensive exams. The faculty noted that the evaluation method is transitioning to a comprehensive portfolio. As a result of this change, students will have to fulfill different requirements that will improve how they meet this competency.
1.2 Outcomes/Objectives
Clinical Supervision
Students will demonstrate knowledge about the purposes of clinical supervision, theoretical models of clinical supervision, roles related to clinical supervision, skills of clinical supervision, assessment of supervisee's developmental level, modalities of clinical supervision, administrative responsibilities related to supervision, evaluation/gatekeeping in clinical supervision, legal and ethical issues, and culturally relevant strategies for conducting clinical supervision.

1.2.1 Assessment
CES Rubric Dimension 3
Students will enroll in CES 736 Supervision and Consultation in the fall of their 1st year of study. Students will conduct and record two supervision sessions and complete personal reflection forms based on the sessions as a requirement in this course. This assignment will be assessed utilizing the CES Rubric – Dimension 3. The CES Rubric evaluates student skill and knowledge in counseling, supervision, teaching, and leadership/advocacy.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)
1. CES Rubric – Dimension 3 assess student’s supervision knowledge.
2. Doctoral students in the CES program enrolled in CES 736.
3. Fall semester (1st year of study)

SOURCE OF EVIDENCE
Rubric Scored Assignments - Academic Direct

1.2.1.1 Targets
90% of students will score 3 or higher on dimension 3 of the CES Rubric. Met

TARGET 90
FINDINGS 100
ANALYSIS OF FINDINGS 100% of students receive a 3 or higher on this dimension of the CES Rubric.
1.2.2 **Assessment**  
Written and Oral Comprehensives  
Students are permitted to take the written and oral comprehensive exams after they have completed 13 core classes. This exam assesses students on all areas of the core CACREP doctoral standards.  
OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)  
1. Measure student’s application of knowledge of the all core doctoral CACREP standards. 2. Doctoral students in the CES Program who have completed 13 core class. 3. In the spring semester.  
SOURCE OF EVIDENCE  
Comprehensives - Academic Direct

1.2.2.1 **Targets**  
80% of students will pass the clinical supervision questions of the written or oral exam.  
**TARGET**  
80  
**FINDINGS**  
100  
**ANALYSIS OF FINDINGS**  
100% of students passed the clinical supervision question of the written or oral exam. The faculty noted that the evaluation method is transitioning to a comprehensive portfolio. As a result of this change, students will have to fulfill different requirements that will improve how they meet this competency.

**IMPROVEMENT**  
**TYPE**  
Academic Process Modifications  
**DESCRIPTION**  
Improved Performance
1.3 Outcomes/Objectives
Counselor Education
Students will demonstrate knowledge about the roles and responsibilities related to educating counselors, pedagogy and teaching methods relevant to counselor education, instructional and evaluation methods relevant to counselor education, effective approaches to online instruction, remediation and gatekeeping function relevant to teaching, ethical and cultural relevant strategies used in counselor preparation, and the role of mentoring in counselor education.

Action Plan
A Comprehensive Portfolio has been implemented and replaced the Comprehensive Exam

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1.3.1 Assessment
CES Rubric Dimension 5
Students will enroll in CES 740 Instruction in Counselor Education in the fall of their 1st year of study. As a requirement in this course, students will complete a teaching model and accompanying discussion boards. This assignment will be assessed utilizing the CES Rubric – Dimension 5. The CES Rubric evaluates student skill and knowledge in counseling, supervision, teaching, and leadership/advocacy.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)
1. CES Rubric – Dimension 5 assesses student’s teaching knowledge. 2. Doctoral students in the CES program enrolled in CES 740. 3. Fall semester (1st year of study)

SOURCE OF EVIDENCE
Rubric Scored Assignments - Academic Direct

1.3.1.1 Targets
90% of students will score 3 or higher on dimension 5 of the CES Rubric. Met

TARGET
90

FINDINGS
100

ANALYSIS OF FINDINGS
100% of students receive a 3 or higher on this dimension of the CES Rubric.
1.3.2 Assessment
Written and Oral Comprehensives

Students are permitted to take the written and oral comprehensive exams after they have completed 13 core classes. This exam assesses students on all areas of the core CACREP doctoral standards.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)
1. Measure student’s application of knowledge of the all core doctoral CACREP standards. 2. Doctoral students in the CES Program who have completed 13 core class. 3. In the spring semester.

SOURCE OF EVIDENCE
Comprehensives - Academic Direct

1.3.2.1 Targets
80% of students will pass the counselor education questions of the written or oral exam. [Met]

TARGET 80

FINDINGS 100

ANALYSIS OF FINDINGS
100% of students received a passing score on the first attempt of this section of the comprehensive exams. The faculty noted that the evaluation method is transitioning to a comprehensive portfolio. As a result of this change, students will have to fulfill different requirements that will improve how they meet this competency.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT
1.4 Outcomes/Objectives
Research Design
Students will demonstrate knowledge in research design, univariate and multivariate research/designs, qualitative research/designs, emergent research practices, instrument design, program evaluation, research questions appropriate to the profession, professional writing, professional conference proposals preparation, design of research proposals for human subjects review, sources of funding, and ethical and culturally relevant strategies for conducting research.

1.4.1 Assessment
Written and Oral Comprehensives
Students are permitted to take the written and oral comprehensive exams after they have completed 13 core classes. This exam assesses students on all areas of the core CACREP doctoral standards.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)
1. Measure student’s application of knowledge of all core doctoral CACREP standards. 2. Doctoral students in the CES Program who have completed 13 core class. 3. In the spring semester.

SOURCE OF EVIDENCE
Comprehensives - Academic Direct

1.4.1.1 Targets
80% of students will pass the research design questions of the written or oral exam.

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<th>TARGET</th>
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<th>ANALYSIS OF FINDINGS</th>
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<td>80</td>
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<td>100% of students received a passing score on the first attempt of this section of the comprehensive exams. This is up from 94% last year. The faculty has decided that the goal will be for students to pass this exam the first time beginning in 2021. The faculty noted that the evaluation method is transitioning to a comprehensive portfolio. As a result of this change, students will have to fulfill different requirements that will improve how they meet this competency.</td>
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IMPROVEMENT TYPE
Academic

Regent University Page 8 of 25
1.4.2 Assessment
Dissertation Proposal Form
In the CES program students are required to propose a dissertation study for review and acceptance by the faculty. This proposal comprises the first two chapters toward their dissertation and includes a thorough introduction, purpose statement, literature review, and methodology. The proposal is an opportunity for faculty to assess student skills and knowledge in research design.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)
1. The number of students who successfully pass dissertation proposal. 2. CES students who submit a dissertation proposal to their dissertation committee. 3. In the 3rd – 4th year of study.

SOURCE OF EVIDENCE
Dissertation/Dissertation Defense - Academic Direct

1.4.2.1 Targets
90% of students who propose a dissertation study will receive a pass or pass with revisions decision. Met

<table>
<thead>
<tr>
<th>TARGET</th>
<th>FINDINGS</th>
<th>ANALYSIS OF FINDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>100</td>
<td>100% of students who defended their dissertation proposal passed or passed with minor revisions.</td>
</tr>
</tbody>
</table>

IMPROVEMENT TYPE
Academic

IMPROVEMENT DESCRIPTION
No Improvements Deemed Necessary
1.5 Outcomes/Objectives
Theories and Skills of Leadership
Students will demonstrate knowledge about theories and skills of leadership, leadership in professional organizations, leadership in counselor education programs, accreditation standards and processes, leadership roles for responding to crises and disasters, consultation, current topical and political issues in counseling, leadership in social justice and multicultural issues, and ethical and culturally relevant leadership and advocacy practices.

1.5.1 Assessment
CES Rubric Dimension 7
Students will enroll in CES 760 Program Evaluation in the fall of their 3rd year of study. As a requirement in this course, students will complete a theory project and live discussion assignment. This assignment will be assessed utilizing the CES Rubric – Dimension 7. The CES Rubric evaluates student skill and knowledge in counseling, supervision, teaching, and leadership/advocacy.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)
1. CES Rubric – Dimension 7 assesses student’s leadership and advocacy knowledge.
2. Doctoral students in the CES program enrolled in CES 760
3. Fall semester (3rd year of study)

SOURCE OF EVIDENCE
Rubric Scored Assignments - Academic Direct

1.5.1.1 Targets
90% of students will score 3 or higher on dimension 7 of the CES Rubric.

TARGET
90

FINDINGS

ANALYSIS OF FINDINGS

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary
1.5.2 **Assessment**
Written and Oral Comprehensives

Students are permitted to take the written and oral comprehensive exams after they have completed 13 core classes. This exam assesses students on all areas of the core CACREP doctoral standards.

**OVERVIEW DESCRIPTION OF THIS ASSESSMENT** (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. Measure student's application of knowledge of the all core doctoral CACREP standards. 2. Doctoral students in the CES Program who have completed 13 core class. 3. In the spring semester.

**SOURCE OF EVIDENCE**
Comprehensives - Academic Direct

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1.5.2.1 **Targets**

80% of students will pass the leadership questions of the written or oral exam. **Met**

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<th>TARGET</th>
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<td>FINDINGS</td>
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<td><strong>ANALYSIS OF FINDINGS</strong></td>
<td>94% of students received a passing score on the first attempt of this section of the comprehensive exams. The faculty noted that the evaluation method is transitioning to a comprehensive portfolio. As a result of this change, students will have to fulfill different requirements that will improve how they meet this competency.</td>
</tr>
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</table>

**IMPROVEMENT TYPE**
Academic

**IMPROVEMENT DESCRIPTION**
No Improvements Deemed Necessary

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2 **Goals**

Faith Integration

To provide leadership in the integration of sound and ethical clinical practice, skills and techniques within the context of Biblically-based values.
2.1 **Outcomes/Objectives**

**Professional Maturity**

Students will demonstrate professional maturity and self-awareness to work with faith-based issues that arise in counseling, counselor education, and supervision.

2.1.1 **Assessment**

**Admission’s Interview Rubrics**

Candidate’s level of faith integration is assessed on a rubric during the CES interviews.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. Applicants level of faith integration. 2. CES applicants. 3. During CES On-campus interviews.

SOURCE OF EVIDENCE

Rubric Scored Assignments - Academic Direct

2.1.1.1 **Targets**

80% of students will score 9 or higher on a 12 point scale on the Faith Integration Rubric

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<thead>
<tr>
<th>TARGET</th>
<th>80</th>
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</table>

**FINDINGS**

100% of students scored 9 or higher on a 12 point scale on the Faith Integration Rubric.

**ANALYSIS OF FINDINGS**

The target was met.

**IMPROVEMENT TYPE**

Academic

**IMPROVEMENT DESCRIPTION**

No Improvements Deemed Necessary

2.1.2 **Assessment**

**COUN 789: Spiritual Genogram**

Students create a “spiritual Genogram” by tracing the historical roots of religious and spiritual influences through their family of origin and considering how the family dynamics have influenced how they have come to adhere to their religious and spiritual values. The essence of the assignment is to identify how they have come to the place where they are today, and what influences have God used to direct them in their spiritual journey.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS
BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)
1. Students are measured on professional maturity and self-awareness to work with faith-based issues using the CES Faith Integration Rubric. 2. All counseling students enrolled in CES 789 Capstone - Counseling and Christian Thought. 3. Summer of the 2nd year of study.

SOURCE OF EVIDENCE
Rubric Scored Assignments - Academic Direct

2.1.2.1 Targets
90% of students will score 9 or higher on a 12 point scale on the Faith Integration Rubric.

TARGET
90

FINDINGS

ANALYSIS OF FINDINGS
CES 789 was not held during this reporting period due to an adjustment in the degree plan.

IMPROVEMENT TYPE
Academic

IMPROVEMENT DESCRIPTION
No Improvements Deemed Necessary

2.2 Outcomes/Objectives
Explicit and Implicit Spiritual/Religious Counseling
Students will demonstrate knowledge and skills commensurate with counselor education and supervision to incorporate explicit and implicit spiritual/religious counseling.

2.2.1 Assessment
COUN 763: Supervision of Supervision
Each student will supervise a counseling colleague or counselor in training for a minimum of 7 weeks when enrolled in CES 763 Supervision and Consultation. This experience is intended to provide an experiential/application component of training. Each student is required to attend at least 3 group supervision of supervision sessions during the period of contact with their supervisees. The purpose of the interaction is to address emerging supervision issues. Students will be evaluated on how they process and address any spiritual, faith, or religious concerns as they arise for both the student and supervisee.
OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. Students are measured on professional maturity and self-awareness to work with faith-based issues using the CES Faith Integration Rubric. 2. All counseling students enrolled in CES 763 Supervision and Counseling. 3. Fall of the 1st year of study.

SOURCE OF EVIDENCE
Clinical Evaluations, Reviews - Academic Direct

2.2.1.1 Targets
80% of students will score 9 or higher on a 12 point scale on the Faith Integration Rubric [Met]

TARGET 80
FINDINGS 100

ANALYSIS OF FINDINGS 100% of students received a passing score on the faith integration rubric.

IMPROVEMENT TYPE Academic
IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

2.2.2 Assessment
COUN 789: Individual Professional Creed Statements
The task of this assignment is for each student to develop an individual creed. Each creed is to be anchored in personal understandings of God/faith and professional practice. It is expected that each creed will reflect an understanding of (a) the nature of God, (b) the nature of humankind – both the process of soul wounds and soul healing, (c) the role of faith in the healing process as related to the practice of professional counseling anchored in Christian thought and practice’ (d) the role that a professional care/giver plays in the process of soul healing, (e) the contribution your role as a doctoral-level professional counselor can make in the effort to bring healing to created souls.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. Students are measured on professional maturity and self-awareness to work with faith-
based issues using the CES Faith Integration Rubric. All counseling students enrolled in CES 789 Capstone - Counseling and Christian Thought. 3. Summer of the 2nd year of study.

SOURCE OF EVIDENCE
Rubric Scored Assignments - Academic Direct

### 2.2.2.1 Targets

| TARGET | 90%
|---|---

FINDINGS

CES 789 was not held during this reporting period.

IMPROVEMENT TYPE

Academic

IMPROVEMENT DESCRIPTION

No Improvements Deemed Necessary

### Goals

Competent Students

To graduate students who demonstrate proficient skill in counseling, supervision, teaching, research, scholarship, leadership and advocacy within the context of a multicultural and pluralistic society.

### 3.1 Outcomes/Objectives

Demonstrate Skills in Multicultural and Pluralistic Society

Students will demonstrate skills in counseling, supervision, teaching, research and scholarship, and leadership and advocacy within the context of a multicultural and pluralistic society.

### Action Plan

Evaluation Changes and Implementing Tevera CTM

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### Assessment

**Practicum Supervisor’s Evaluation of Students**

Students will complete a 100-hour practicum. Students will accrue direct and indirect hours by counseling, consultation, and supervision. Additionally, students will demonstrate advanced counseling skills with clients. Student progress will be evaluated by their site supervisors utilizing the practicum supervisor evaluation of student form.

**Overview Description of This Assessment**

1. **WHAT IS BEING MEASURED:** This assessment measures student competency in the delivery of advanced counseling skills.
2. **WHO IS BEING MEASURED:** CES students are assessed at the mid and final point of each semester of internship.
3. **WHEN WILL THIS TAKE PLACE:** Spring

**Source of Evidence**
Clinical Evaluations, Reviews - Academic Direct

### Targets

80% of students will receive only 3 or lower across all scales on the site-supervisors evaluation of practicum student form. (note: 1 is considered the highest score)

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<th>Target</th>
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<tbody>
<tr>
<td>80</td>
<td>100</td>
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**Analysis of Findings**
100% of students receive a 3 or lower across all scales. Faculty determined that the inverted scale needs to be changed. Additionally, in order to ensure appropriate assessment going forward, Tevera will be utilized to collect data.

**Improvement Type**
Academic Process Modifications

**Improvement Description**
Action Plan implemented; will assess next cycle

---

**Revise the CES Internship Evaluations**

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<td>Implement Tevera CTM for data collection in internship and practicum</td>
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3.1.2 Assessment
Doctoral Internship Supervisor’s Evaluation of Students
Students will complete a 600-hour Internship in which they demonstrate counselor educator responsibilities. The Site Supervisor Evaluation of Intern Form allows the site supervisor to assess the competence of counseling interns in the areas of teaching, supervision, clinical skills, leadership and advocacy, research, and professional dispositions.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)
1. This assessment measures CES student’s skill development in teaching, supervision, clinical skills, leadership and advocacy, research, and professional dispositions. 2. CES interns are assessed at the mid and final point of each semester of internship. 3. Fall, spring, and summer

SOURCE OF EVIDENCE
Field Education or Internship reports - Academic Indirect

3.1.2.1 Targets
90% of students will receive only 3 or lower across all scales on the site-supervisors evaluation of intern form. (note: 1 is considered the strongest score, 3 is average performance, and 5 the weakest score.)

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<tr>
<th>TARGET</th>
<th>FINDINGS</th>
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<tbody>
<tr>
<td>90</td>
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ANALYSIS OF FINDINGS
100% of students receive a 3 or lower across all scales. Faculty determined that the inverted scale needs to be changed. Additionally, in order to ensure appropriate assessment going forward, Tevera will be utilized to collect data.

IMPROVEMENT TYPE
Academic Process Modifications

IMPROVEMENT DESCRIPTION
Action Plan implemented; will assess next cycle

3.2 Outcomes/Objectives
Leadership
Students will demonstrate leadership responsibilities as a college and university faculty, advanced practitioners, consultants, researchers & scholarly authors, and administrators within the context of a multicultural and pluralistic society.
### 3.2.1 Assessment
Practicum Supervisor’s Evaluation of Students

Students will complete a 100-hour practicum. Students will accrue direct and indirect hours by counseling, consultation, and supervision. Additionally, students will demonstrate advanced counseling skills with clients. Student progress will be evaluated by their site supervisors utilizing the practicum supervisor evaluation of student form.

**OVERVIEW DESCRIPTION OF THIS ASSESSMENT** (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This assessment measures student competency in the delivery of advanced counseling skills. 2. CES students are assessed at the mid and final point of each semester of internship. 3. Spring

**SOURCE OF EVIDENCE**
Clinical Evaluations, Reviews - Academic Direct

#### 3.2.1.1 Targets

80% of students will receive only 3 or lower across all scales on the site-supervisors evaluation of practicum student form. (note: 1 is considered the strongest score, 3 is average performance, and 5 the weakest score.)

| TARGET | 80%
| FINDINGS | 100%
| ANALYSIS OF FINDINGS | 100% of students receive a 3 or lower across all scales. Faculty determined that the inverted scale needs to be changed. Additionally, in order to ensure appropriate assessment going forward, Tevera will be utilized to collect data.

**IMPROVEMENT TYPE**
Academic

**IMPROVEMENT DESCRIPTION**
Action plan created

#### 3.2.2 Assessment
Doctoral Internship Supervisor’s Evaluation of Students

Students will complete a 600-hour Internship in which they demonstrate counselor educator responsibilities. The Site Supervisor Evaluation of Intern Form allows the site supervisor to assess the competence of counseling interns in the areas of teaching, supervision, clinical skills, leadership and advocacy, research, and professional dispositions.
OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This assessment measures CES student’s skill development in teaching, supervision, clinical skills, leadership and advocacy, research, and professional dispositions. 2. CES interns are assessed at the mid and final point of each semester of internship. 3. Fall, spring, and summer

SOURCE OF EVIDENCE

Field Education or Internship reports - Academic Indirect

3.2.2.1 Targets

90% of students will receive only 3 or lower across all scales on the site-supervisors evaluation of intern form. (note: 1 is considered the strongest score, 3 is average performance, and 5 the weakest score.)

| TARGET | 90 |
| FINDINGS | 100 |

ANALYSIS OF FINDINGS

100% of students receive a 3 or lower across all scales. Faculty determined that the inverted scale needs to be changed. Additionally, in order to ensure appropriate assessment going forward, Tevera will be utilized to collect data.

IMPROVEMENT TYPE

Academic

IMPROVEMENT DESCRIPTION

Action plan created

3.3 Outcomes/Objectives

Contribute to the Field

Students will engage in national, regional, and/or local scholarly activities that contribute to the field of counseling.

Action Plan

Increase Student Scholarship in Counseling journals and conferences

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Action Item 1

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</thead>
<tbody>
<tr>
<td>Faculty will continue to encourage new publishing culture at new intersections with increased intentionality and detailed steps of action for students.</td>
<td>9/27/2021</td>
<td>8/31/2022</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

3.3.1 **Assessment**

**CES Scholarship Activity Form**

To demonstrate their counselor educator identity, CES students are expected to engage in scholarship activities that contribute to the field of counseling. The quantity of student engagement is measured using the CES Scholarship Activity form.

**OVERVIEW DESCRIPTION OF THIS ASSESSMENT** (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. This assessment measures the quantity of student scholarship.
2. CES students after 3 semesters.
3. Fall semester.

**SOURCE OF EVIDENCE**

Count - Academic Direct

3.3.1.1 **Targets**

80% of students will have at least 1 scholarship activity after their first three semesters. **Not Met**

**TARGET** 80%

**FINDINGS** 78%

**ANALYSIS OF FINDINGS**

78% of students reported at least one scholarship activity after their first three semesters. Faculty will outreach students more frequently to increase their consistency in participation in research activities and their submission of the scholarship activity form. Faculty will continue to encourage new publishing culture, starting at Admissions. At residency, students will make contact with their faculty mentor, participate in individual meetings, and engage in strategy sessions to outline the process of scholarship development and set a plan of action to begin the
process. Students will be invited to research teams with faculty. Faculty also recommended having a Cohort Connect meeting focused on scholarship activity.

**Improvement**

**Type**

Academic

**Description**

Action plan created

---

### 3.3.2 Assessment

**CES Scholarship Activity Form**

In order to demonstrate their counselor educator identity, CES students are expected to engage in scholarship activities that contribute to the field of counseling. The quantity of student engagement is measured using the CES Scholarship Activity form.

**Overview Description of This Assessment (1. What is being measured; 2. Who is being measured; 3. When will this take place?)**

1. This assessment measures the quantity of student scholarship.
2. After successful completion of the dissertation proposal.
3. Fall semester.

**Source of Evidence**

Count - Academic Direct

---

### 3.3.2.1 Targets

**90% of students will have at least 3 scholarship activities after dissertation proposal.**

**Not Reported this Period**

**Target**

90

**Findings**

0

**Analysis of Findings**

The current process for collecting this data involves attaining this information from students at residency. Therefore, we did not have this information from students post-proposal to report. The faculty needs to revise the data collection process to ensure this information is obtained for future assessment. The faculty also noted that students need to be encouraged to submit more peer-reviewed articles. Students will be instructed at residency to link with a faculty member to submit a peer-reviewed journal article. Additionally, we will have students fill out the scholarly activity form every residency to better monitor progress around scholarship productivity. Also, faculty need to create a pipeline to encourage students to publish
in counseling journals and present at counseling conferences with faculty.

**Improvement Type:** Academic

**Improvement Description:** Action plan created

### 3.4 Outcomes/Objectives

**Knowledge of Skills and Responsibilities**

Students will demonstrate knowledge and skill of the responsibilities, roles, and functions of counselor educators, supervisors, and researchers in the settings in which they will work.

### 3.4.1 Assessment

**CES Rubric**

Students will enroll in CES 740 Instruction in Counselor Education in the fall of their 1st year of study. As a requirement in this course, students will complete a curriculum vita, professional development plan, and service to a professional organization. These assignments will be assessed utilizing the CES Rubric Dimension 5 & 6. The CES Rubric evaluates student skill and knowledge in counseling, supervision, teaching, and leadership/advocacy.

**Overview Description of This Assessment** (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)

1. CES Rubric evaluates knowledge and skill of the responsibilities, roles, and functions of counselor educators, supervisors, and researchers in the settings in which they will work. 2. Doctoral students in the CES program enrolled in CES 740 3. Fall semester (1st year of study)

**Source of Evidence**

Rubric Scored Assignments - Academic Direct

### 3.4.1.1 Targets

90% of students will receive a total score of 6 or higher on the CES Rubric Dimensions 5 & 6. **Met**

**Target**

90

**Findings**

100

**Analysis of Findings**

100% of students receive a 3 or higher on dimensions 5 & 6 of the CES Rubric.
3.4.2 **Assessment**

**Doctoral Internship Supervisor’s Evaluation of Students**

Students will complete a 600-hour Internship in which they demonstrate counselor educator responsibilities. The Site Supervisor Evaluation of Intern Form allows the site supervisor to assess the competence of counseling interns in the areas of teaching, supervision, clinical skills, leadership and advocacy, research, and professional dispositions.

**OVERVIEW DESCRIPTION OF THIS ASSESSMENT** *(1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)*

1. This assessment measures CES student’s skill development in teaching, supervision, clinical skills, leadership and advocacy, research, and professional dispositions.
2. CES interns are assessed at the mid and final point of each semester of internship.
3. Fall, spring, and summer

**SOURCE OF EVIDENCE**

Field Education or Internship reports - Academic Indirect

3.4.2.1 **Targets**

90% of students will receive only 3 or lower across all scales on the site-supervisors evaluation of intern form. (note: 1 is considered the strongest score, 3 is average performance, and 5 the weakest score.)

| TARGET | 90 |
| FINDINGS | 100 |
| ANALYSIS OF FINDINGS | 100% of students received scores of 1 (highest score possible on inverted scale) across all dimensions of this evaluation. |

**IMPROVEMENT TYPE**

Academic

**IMPROVEMENT DESCRIPTION**

No Improvements Deemed Necessary

**IMPROVEMENT**
Goals
Faculty Supervised Field Placements
To educate, mentor, and provide leadership in the development of the teaching, supervision, research, leadership, and advocacy skills of students.

4.1 Outcomes/Objectives
Scholarly Activities
Faculty will engage in national, regional, and/or local scholarly activities that contribute to the field of counseling.

4.1.1 Assessment
Board Report
Faculty will report recent (prior 6 months) scholarly activities twice a year (September and March) on the report to the Board of Trustees.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)
1. Faculty scholarship Activities. 2. All core faculty in the counseling department. 3. Every 6 months. Once in September and once in March.

SOURCE OF EVIDENCE
Count - Academic Indirect

4.1.1.1 Targets
100% of faculty will report at least 1 scholarly activity on the Board Reports. Met

<table>
<thead>
<tr>
<th>TARGET</th>
<th>FINDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

ANALYSIS OF FINDINGS
Between the fall and spring board reports all faculty reported multiple scholarly endeavors.

IMPROVEMENT TYPE
Academic

IMPROVEMENT DESCRIPTION
No Improvements Deemed Necessary
4.2 Outcomes/Objectives
Student Mentoring and Supervision
Faculty will provide mentoring and supervision of students as they engage in the roles and functions of counselor educators, supervisors, and researchers in the settings in which they will work.

4.2.1 Assessment
Mentorship Meeting
Students in years 1-3 will attend a one on one mentorship meeting during summer residency.

OVERVIEW DESCRIPTION OF THIS ASSESSMENT (1. WHAT IS BEING MEASURED; 2. WHO IS BEING MEASURED; 3. WHEN WILL THIS TAKE PLACE?)
1. Student attendance at 1-1 mentorship meeting with faculty. 2. CES students in yeas 1-3 of the program. 3. During fall residency.

SOURCE OF EVIDENCE
Count - Academic Direct

4.2.1.1 Targets
90% of students will participate in a 1-1 mentorship meeting.  

<table>
<thead>
<tr>
<th>TARGET</th>
<th>90</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINDINGS</td>
<td>90</td>
</tr>
<tr>
<td>ANALYSIS OF FINDINGS</td>
<td>90% of students participated in 1-1 mentorship meetings with faculty during the fall residency.</td>
</tr>
<tr>
<td>IMPROVEMENT TYPE</td>
<td>Academic</td>
</tr>
<tr>
<td>IMPROVEMENT DESCRIPTION</td>
<td>No Improvements Deemed Necessary</td>
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IMPROVEMENT