Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

Over the past four years one student did not successfully pass the comprehensive exam. Faculty reviewed the comprehensive process and attempted to determine if changes in student preparation need to be made. A review found that five students passed the comprehensive exam with one failing. The student failing the exam passed on the second attempt. Faculty will monitor student success on passing the comprehensive exam.

Mission / Purpose

The primary mission of the Department of Educational Studies in Psychology, Research Methodology, & Counseling is to offer quality graduate programs. Consistent with this mission is the preparation of practitioners so that they acquire skills and knowledge of learning (learning principles) and evaluation/research (skills in evaluating effects and outcomes). The preparation of research and evaluation skills are focused on research-based effective practice. Additionally, our mission is to prepare students who have the skills and knowledge to make effective moral and ethical decisions and who are sensitive and responsive to diversity. The Department offers M.A., Ed.S. and Ed.D./Ph.D. degrees in Counselor Education; a Ph.D. in Educational Research; a Ph.D./Ed.D. in School Psychology; the M.A. in Educational Psychology; the M.A. in Educational Psychology with an emphasis in school psychometry; the M.A. in Educational Psychology; the Ed.S. in Educational Psychology and the Ph.D./Ed.D. in Educational Psychology.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge

Students demonstrate an advanced understanding of counseling theories through critique and evaluation.

Related Measures

M 1: Personal Theory/Philosophy of Counseling Paper
Complete a personal theory/philosophy of counseling paper, BCE 618, with a score of 80 percent or better. 100 percent of students achieve an 80 percent or better on paper based on scoring rubrics.
Source of Evidence: Written assignment(s), usually scored by a rubric.

M 2: Powerpoint Presentation of Counseling Theory
Complete a powerpoint presentation of counseling theory, BCE 618 with a score of 80 percent or better. 100 percent achieve an 80 or better percent on counseling theory presentation based on scoring rubrics.
Source of Evidence: Presentation, either individual or group.

SLO 2: Skills/Abilities

Graduates demonstrate graduate-level writing proficiency.

Related Measures

M 3: Comprehensive Exams
Successful completion of comprehensive exams, 80 percent pass rate.
Source of Evidence: Comprehensive/end-of-program subject matter exam.

M 4: Dissertations-Successful Defense of Dissertation
Successful completion of doctoral dissertations, 100 percent pass rate.
Source of Evidence: Academic direct measure of learning - other.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 3: Recognized Quality

The program will improve and sustain a high level of recognized quality through national accreditation. The program is accredited through CACREP through 2014.

Related Measures

M 5: Council for Accreditation of Counseling and Related Educational Programs
The doctoral program in Counselor Education is accredited nationally by CACREP, the Council for Accreditation of Counseling and Related Educational Programs. the program is accredited through 2014. Maintain national accreditation.
Source of Evidence: Academic indirect indicator of learning - other.

M 6: Annual Review
A review of the annual program evaluation data and compare results to previous years

Source of Evidence: Academic indirect indicator of learning - other

**OthOtcn 4: Optimal Level**
The program will build and sustain an optimal level of annual program enrollments and degree completion

**Related Measures**

**M 7: Graduate Students to Meet ACHE Viability Standards, Minimum Requirements for Viability**
Graduate students to meet ACHE viability standards, minimum requirements for viability

Source of Evidence: Academic indirect indicator of learning - other

**M 8: Maintain Current Enrollments Through New Admits and Retention of Students**
Maintain current enrollments through new admits and retention of students. Currently there are seven students in the program

Source of Evidence: Academic indirect indicator of learning - other

**OthOtcn 5: Program Value**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

**M 9: Graduates Make Significant Contributions to their Fields through Journal Publications and Conference Presentations**
Graduates make significant contributions to their fields through journal publications and conference presentations, two publications/presentations for the program

Source of Evidence: Academic indirect indicator of learning - other

**M 10: A Review of ISI Web of Knowledge for Publications and Citations of Graduates of the Programs in Counselor Education**
A review of ISI Web of knowledge and Google Scholar for publications and citations of graduates in counselor education

Source of Evidence: Academic indirect indicator of learning - other

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**CACREP review results**
The counseling programs went through reaccreditation from the Council On Counseling and Related Educational Programs this past year. The goal was to achieve reaccreditation and reaccreditation was received. The program did receive reaccreditation with several recommendations/requirements. One requirement concerned full implementation of counselor education assessment plan which is called "Total Counseling," which is designed to assess student progress throughout the program

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Implementation Description: Counselor Education faculty discuss CACREP report in faculty meeting and implement "Total Counseling" plan across all counseling courses during AY 2011-2012

Responsible Person/Group: Program Coordinator and program faculty

Additional Resources: None

**Discussion of program viability**
Program faculty discussed not meeting ACHE viability standards and determined to change the program to come under Educational Psychology CIP code.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Implementation Description: Complete changes to Counselor Education program for moving program under educational psychology and CIP code for educational psychology. Specifically a substantive change will be submitted with the Counselor Education program being under the umbrella of Educational Psychology

Responsible Person/Group: Program Coordinator and Department Head

Additional Resources: None

**Review approach to student publications and presentations**
Program faculty discuss approaches to increase student publications and presentations at annual faculty retreat, September 2012

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Implementation Description: Implementation is focused on work during annual faculty retreat

Responsible Person/Group: Program coordinator and program faculty

**Review outcome**
Program faculty will discuss outcome measure of citations in ISI Web of Knowledge.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Implementation Description: Faculty discussion of outcome at annual faculty retreat.

Responsible Person/Group: Program Coordinator and faculty

**Determine if an intervention needs to be implemented for comprehensive exam success**
**Program faculty will review and monitor students success on comprehensive exams over the next two years.** The pass rate this year was 75 percent which was below the target of 80 percent.

- **Established in Cycle:** 2012-2013
- **Implementation Status:** Planned
- **Priority:** High
- **Implementation Description:** Counselor education program will review and monitor success rates of comprehensive exams and determine if any intervention needs to be implemented
- **Projected Completion Date:** 09/2014
- **Responsible Person/Group:** Counselor education program faculty
- **Additional Resources:** None

**Increase number of graduates to meet ACHE minimum of 2.5 a year**

Program faculty will develop a plan to increase enrollments and this will require a long range plan. Students typically take five plus years to complete the degree and increase in enrollments and graduation will be a long term goal.

- **Established in Cycle:** 2012-2013
- **Implementation Status:** Planned
- **Priority:** High
- **Implementation Description:** Counselor education faculty will discuss and develop a plan to increase enrollment and increase graduation rates over the long term. success will be determined in the short term by increases in enrollment
- **Projected Completion Date:** 07/2015
- **Responsible Person/Group:** Counselor education faculty
- **Additional Resources:** None
Mission / Purpose

The primary mission of the Department of Educational Studies in Psychology, Research Methodology, & Counseling is to offer quality graduate programs. Consistent with this mission is the preparation of practitioners so that they acquire skills and knowledge of learning (learning principles) and evaluation/research (skills in evaluating effects and outcomes). The preparation of research and evaluation skills are focused on research-based effective practice. Additionally, our mission is to prepare students who have the skills and knowledge to make effective moral and ethical decisions and who are sensitive and responsive to diversity. The Department offers M.A., Ed.S. and Ed.D./Ph.D. degrees in Counselor Education; a Ph.D. in Educational Research; a Ph.D./Ed.D. in School Psychology; the M.A. in Educational Psychology; the M.A. in Educational Psychology with an emphasis in school psychometry; the M.A. in Educational Psychology; the Ed.S. in Educational Psychology and the Ph.D./Ed.D. in Educational Psychology.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge
(Discipline Knowledge) Students demonstrate an advanced understanding of counseling theories through critique and evaluation

Connected Document
PhD Counselor Ed Curriculum Maps

Related Measures

M 1: Personal theory/philosophy of counseling paper,
Complete a personal theory/philosophy of counseling paper, BCE 618, with a score of 80 percent or better, 100 percent of students achieve an 80 percent or better on paper based on scoring rubrics

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Target is 100 percent of those attempting personal theories paper score an 80 percent or better on scoring rubrics

Finding (2012-2013) - Target: Not Reported This Cycle
BCE 618 is offered every other year and the course will be offered again in Spring 2014.

M 2: Powerpoint presentation of counseling theory
Complete a powerpoint presentation of counseling theory, BCE 618 with a score of 80 percent or better, 100 percent achieve an 80 or better percent on counseling theory presentation based on scoring rubrics

Source of Evidence: Presentation, either individual or group

Target:
Target is that 100 percent of those attempting counseling theory presentation will score an 80 percent or greater on scoring rubrics

Finding (2012-2013) - Target: Not Reported This Cycle
BCE 618 is offered every other year. The next offering of BCE 618 will be Spring 2014.

SLO 2: Skills/Abilities
(Skills/Abilities) Graduates demonstrate graduate-level writing proficiency

Connected Document
PhD Counselor Ed Curriculum Maps

Related Measures

M 3: Comprehensive Exams
Successful completion of comprehensive exams, 80 percent pass rate

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
Target is that 80 percent of those attempting the comprehensive exam pass the exams

Finding (2012-2013) - Target: Partially Met
Four students took the comprehensive exam this past academic year. Three students passed the exam and one student failed the exam.

Finding (2012-2013) - Target: Partially Met
Four students took the comprehensive exam this past academic year. Three students passed the exam and one student failed the exam.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Determine if an intervention needs to be implemented for comprehensive exam success
Established in Cycle: 2012-2013
Program faculty will review and monitor students success on comprehensive exams over the next two years.
The pass rate this year...
M 4: Dissertations-successful defense of dissertation
Successful completion of doctoral dissertations, 100 percent pass rate
Source of Evidence: Academic direct measure of learning - other

Target:
Target is that 100 percent of those attempting the dissertation defense pass the defense and complete the dissertation successfully

Finding (2012-2013) - Target: Met
Two students defended their doctoral dissertations and both successfully passed (target met)

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 3: Recognized quality
The program will improve and sustain a high level of recognized quality through national accreditation. The program is accredited through CACREP through 2014

Connected Document
PhD Counselor Ed Curriculum Maps

Related Measures

M 5: Council for Accreditation of Counseling and Related Educational Programs
The doctoral program in Counselor Education is accredited nationally by CACREP, the Council for Accreditation of Counseling and Related Educational Programs. The program is accredited through 2014. Maintain national accreditation

Source of Evidence: Academic indirect indicator of learning - other

Target:
Target is the maintenance of CACREP accreditation

Finding (2012-2013) - Target: Met
The doctoral program is nationally accredited by CACREP (Counseling and counseling related educational programs). The program was reviewed for renewal in 2012 and received a two year renewal. Accreditation is continued.

Related Action Plans (by Established cycle, then alpha):
CACREP review results
Established in Cycle: 2011-2012
The counseling programs went through reaccreditation from the Council On Counseling and Related Educational Programs this past...
For full information, see the Details of Action Plans section of this report.

M 6: Annual review
A review of the annual program evaluation data and compare results to previous years

Source of Evidence: Academic indirect indicator of learning - other

Target:
Target is to compare graduate and employer survey results based on CACREP assessment process.

Finding (2012-2013) - Target: Not Reported This Cycle
Graduate and employer survey are completed annually. Data was just collected and faculty are organizing the data and it will be available for next year’s report. Similar to last year the report is made public on the Department website in January.

OthOtcm 4: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completion

Connected Document
PhD Counselor Ed Curriculum Maps

Related Measures

M 7: Graduate students to meet ACHE viability standards, minimum requirements for viability
Graduate students to meet ACHE viability standards, minimum requirements for viability

Source of Evidence: Academic indirect indicator of learning - other

Target:
ACHE guidelines for doctoral program viability is 2.5 graduates per year. Target is 2.5 graduates per year.

Finding (2012-2013) - Target: Not Met
The past three years review of doctoral graduates shows one, one and two graduates. This does not meet ACHE viability standards. Faculty are developing strategies to increase enrollments. Increasing enrollments will take time and moving students through to dissertation and graduation is a four or five year process.

Related Action Plans (by Established cycle, then alpha):
Discussion of program viability
Established in Cycle: 2011-2012
Program faculty discussed not meeting ACHE viability standards and determined to change the program to come under Educational ...

Increase number of graduates to meet ACHE minimum of 2.5 a year
Established in Cycle: 2012-2013
Program faculty will develop a plan to increase enrollments and this will require a long range plan. Students typically take flv...
For full information, see the Details of Action Plans section of this report.
M 8: Maintain current enrollments through new admits and retention of students
Maintain current enrollments through new admits and retention of students. Currently there are seven students in the program.
Source of Evidence: Academic indirect indicator of learning - other

Target:
Target is maintain current enrollments. During academic year 2011-2012 there were 7 doctoral students. Target is 7 or more students in the program.

Finding (2012-2013) - Target: Met
There were 8 students in the Counselor Education doctoral program the previous year. This past year there were 11 students, an increase of three students. We are making progress in increasing doctoral numbers but need to continue increasing enrollments to reach ACHE viability requirements.

OthOtcn 5: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves.

Connected Document
PhD Counselor Ed Curriculum Maps

Related Measures

M 9: Graduates make significant contributions to their fields through journal publications and conference presentations, two publicat
Graduates make significant contributions to their fields through journal publications and conference presentations, two publications/presentations for the program.
Source of Evidence: Academic indirect indicator of learning - other

Target:
Target is two publications or presentation by students in the program.

Finding (2012-2013) - Target: Met
Two counselor education students completed a presentation this past academic year. The target was met this past academic year.

Related Action Plans (by Established cycle, then alpha):
Review approach to student publications and presentations
Established in Cycle: 2011-2012
Program faculty discuss approaches to increase student publications and presentations at annual faculty retreat, September 201...

For full information, see the Details of Action Plans section of this report.

M 10: A review of ISI Web of knowledge for publications and citations of graduates of the programs in counselor education
A review of ISI Web of knowledge and Google Scholar for publications and citations of graduates in counselor education.
Source of Evidence: Academic indirect indicator of learning - other

Target:
Target is the identification of publications and citations in ISI Web of Knowledge and Google Scholar. Specific target has not been established and we need to identify an outcome based on a longer assessment period.

Finding (2012-2013) - Target: Met
A review of ISI and google scholar found three publications by graduates of the program. The publications were in national professional journals.

Related Action Plans (by Established cycle, then alpha):
Review outcome
Established in Cycle: 2011-2012
Program faculty will discuss outcome measure of citations in ISI Web of Knowledge.

For full information, see the Details of Action Plans section of this report.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

CACREP review results
The counseling programs went through reaccreditation from the Council On Counseling and Related Educational Programs this past year. The goal was to achieve reaccreditation and reaccreditation was received. The program did receive reaccreditation with several recommendations/requirements. One requirement concerned full implementation of counselor education assessment plan which is called "Total Counseling," which is designed to assess student progress throughout the program.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Council for Accreditation of Counseling and Related Educational Programs. |
Outcome/Objective: Recognized quality

Implementation Description: Counselor Education faculty discuss CACREP report in faculty meeting and implement "Total Counseling" plan across all counseling courses during AY 2011-2012

Responsible Person/Group: Program Coordinator and program faculty
Additional Resources: None

Discussion of program viability
Program faculty discussed not meeting ACHE viability standards and determined to change the program to come under Educational Psychology CIP code.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Graduate students to meet ACHE viability standards, minimum requirements for viability  
- **Outcome/Objective:** Optimal level

**Implementation Description:** Complete changes to Counselor Education program for moving program under educational psychology and CIP code for educational psychology. Specifically a substantive change will be submitted with the Counselor Education program being under the umbrella of Educational Psychology  
**Responsible Person/Group:** Program Coordinator and Department Head  
**Additional Resources:** None

**Review approach to student publications and presentations**  
Program faculty discuss approaches to increase student publications and presentations at annual faculty retreat, September 2012

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Graduates make significant contributions to their fields through journal publications and conference presentations, two publications  
- **Outcome/Objective:** Program Value

**Implementation Description:** Implementation is focused on work during annual faculty retreat  
**Responsible Person/Group:** Program coordinator and program faculty

**Determine if an intervention needs to be implemented for comprehensie exam success**  
Program faculty will review and monitor students success on comprehensive exams over the next two years. The pass rate this year was 75 percent which was below the target of 80 percent.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Comprehensive Exams  
- **Outcome/Objective:** Skills/Abilities

**Implementation Description:** Counselor education program will review and monitor success rates of comprehensive exams and determine if any intervention needs to be implemented  
**Projected Completion Date:** 09/2014  
**Responsible Person/Group:** Counselor education program faculty  
**Additional Resources:** None

**Increase number of graduates to meet ACHE minimum of 2.5 a year**  
Program faculty will develop a plan to increase enrollments and this will require a long range plan. Students typically take five plus years to complete the degree and increase in enrollments and graduation will be a long term goal

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Graduate students to meet ACHE viability standards, minimum requirements for viability  
- **Outcome/Objective:** Optimal level

**Implementation Description:** Counselor education faculty will discuss and develop a plan to increase enrollment and increase graduation rates over the long term. success will be determined in the short term by increases in enrollment  
**Projected Completion Date:** 07/2015  
**Responsible Person/Group:** Counselor education faculty  
**Additional Resources:** None
Mission / Purpose

The primary mission of the Department of Educational Studies in Psychology, Research Methodology, & Counseling is to offer quality graduate programs. Consistent with this mission is the preparation of practitioners so that they acquire skills and knowledge of learning (learning principles) and evaluation/research (skills in evaluating effects and outcomes). The preparation of research and evaluation skills are focused on research-based effective practice. Additionally, our mission is to prepare students who have the skills and knowledge to make effective moral and ethical decisions and who are sensitive and responsive to diversity. The Department offers M.A., Ed.S. and Ed.D/Ph.D. degrees in Counselor Education; a Ph.D. in Educational Research; a Ph.D./Ed.D. in School Psychology; the M.A. in Educational Psychology; the M.A. in Educational Psychology with an emphasis in school psychometry; the M.A. in Educational Psychology; the Ed.S. in Educational Psychology and the Ph.D./Ed.D. in Educational Psychology.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge
(Discipline Knowledge) Students demonstrate an advanced understanding of counseling theories through critique and evaluation

Connected Document
PhD Counselor Ed Curriculum Maps

Related Measures

M 1: Personal theory/philosophy of counseling paper,
Complete a personal theory/philosophy of counseling paper, BCE 618, with a score of 80 percent or better, 100 percent of students achieve an 80 percent or better on paper

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Target is 100 percent of those attempting personal theories paper score an 80 percent or better on scoring rubrics

Finding (2011-2012) - Target: Met
Two students attempted the counseling theories paper and both scored an 80 percent or greater on scoring rubrics. Target met

M 2: Powerpoint presentation of counseling theory
Complete a powerpoint presentation of counseling theory, BCE 618 with a score of 80 percent or better, 100 percent achieve an 80 or better percent on counseling theory presentation

Source of Evidence: Presentation, either individual or group

Target:
Target is that 100 percent of those attempting counseling theory presentation will score an 80 percent or greater on scoring rubrics

Finding (2011-2012) - Target: Met
Two students attempted the counseling presentation and both scored an 80 percent or greater on scoring rubrics

SLO 2: Skills/Abilities
(Skills/Abilities) Graduates demonstrate graduate-level writing proficiency

Connected Document
PhD Counselor Ed Curriculum Maps

Related Measures

M 3: Comprehensive Exams
Successful completion of comprehensive exams, 100 percent pass rate

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
Target is that 100 percent of those attempting the comprehensive exam pass the exams

Finding (2011-2012) - Target: Met
One student attempted the comprehensive exams and the student passed the exam. Target met

M 4: Dissertations
Successful completion of doctoral dissertations, 100 percent pass rate

Source of Evidence: Academic direct measure of learning - other

Target:
Target is that 100 percent of those attempting the dissertation defense pass the defense and complete the dissertation successfully

Finding (2011-2012) - Target: Met
One student attempted completion of dissertation and successfully defended the dissertation and completed the dissertation successfully
Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

**OthOtcm 3: Recognized quality**
The program will improve and sustain a high level of recognized quality

**Connected Document**
PhD Counselor Ed Curriculum Maps

**Related Measures**

**M 5:** Council for Accreditation of Counseling and Related Educational Programs.
The doctoral program in Counselor Education is accredited nationally by CACREP, the Council for Accreditation of Counseling and Related Educational Programs. The last accreditation was 2005 and the program is currently going through a self study and the next site review is 2011. Maintenance of this national accreditation is the outcome measure. A campus visit and review by CACREP took place this past April 2012.

**Source of Evidence:** Academic indirect indicator of learning - other

**Target:**
Target is the maintenance of CACREP accreditation

**Finding (2011-2012) - Target: Met**
The Counselor Education program completed a site review for reaccreditation April 2012. The final report was received July 2012. Reaccreditation was received for a two year period. One recommendation was to monitor new implementation of assessment plan. The counseling program is using an electronic platform "Total Counseling" to assess student progress throughout the program. This assessment plan is new and needs to be implemented.

**Related Action Plans (by Established cycle, then alpha):**

**CACREP review results**

*Established in Cycle: 2011-2012*
The counseling programs went through reaccreditation from the Council On Counseling and Related Educational Programs this past...

For full information, see the *Details of Action Plans* section of this report.

**M 6:** Annual review
A review of the annual program evaluation data and compare results to previous years

**Source of Evidence:** Academic indirect indicator of learning - other

**Target:**
Target is to compare graduate and employer survey results based on CACREP assessment process. The assessment process is completed biannually so no comparison data is due this year.

**Finding (2011-2012) - Target: Not Reported This Cycle**
Comparison data for graduates and employers is completed biannually. The graduate and employer survey will be completed next year and compared to previous five years.

**OthOtcm 4: Optimal level**
The program will build and sustain an optimal level of annual program enrollments and degree completion

**Connected Document**
PhD Counselor Ed Curriculum Maps

**Related Measures**

**M 7:** Graduate students to meet ACHE viability standards, minimum requirements for viability
Graduate students to meet ACHE viability standards, minimum requirements for viability

**Source of Evidence:** Academic indirect indicator of learning - other

**Target:**
ACHE guidelines for doctoral program viability is 2.5 graduates per year. Target is 2.5 graduates per year.

**Finding (2011-2012) - Target: Not Met**
Target not met. There was one graduate in the Counselor Education doctoral program for 2011. There were two graduates for 2010.

**Related Action Plans (by Established cycle, then alpha):**

**Discussion of program viability**

*Established in Cycle: 2011-2012*
Program faculty discussed not meeting ACHE viability standards and determined to change the program to come under Educational ...

For full information, see the *Details of Action Plans* section of this report.

**M 8:** Maintain current enrollments through new admits and retention of students
Maintain current enrollments through new admits and retention of students

**Source of Evidence:** Academic indirect indicator of learning - other

**Target:**
Target is maintain current enrollments. During academic year 2010 there were eight doctoral students. Target is eight or more students in the program

**Finding (2011-2012) - Target: Met**
Target met. There were eight students in the doctoral counselor education program during academic year 2011.


**OthOtcm 5: Program Value**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Connected Document**
PhD Counselor Ed Curriculum Maps

**Related Measures**

**M 9:** Graduates make significant contributions to their fields through journal publications and conference presentations, two publications
Graduates make significant contributions to their fields through journal publications and conference presentations, two publications/presentations for the program
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Target is two publications or presentation by students in the program.

**Finding (2011-2012) - Target: Not Met**
No counselor education doctoral students reported completing presentations or publications during academic year 2011.

**Related Action Plans (by Established cycle, then alpha):**

**Review approach to student publications and presentations**
Established in Cycle: 2011-2012
Program faculty discuss approaches to increase student publications and presentations at annual faculty retreat, September 201...

For full information, see the Details of Action Plans section of this report.

**M 10: A review of ISI Web of knowledge for publications and citations of graduates of the programs in counselor education**
A review of ISI Web of knowledge for publications and citations of graduates of the programs in counselor education
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Target is the identification of publications and citations in ISI Web of Knowledge. Specific target has not been established and we need to identify an outcome based on a longer assessment period.

**Finding (2011-2012) - Target: Not Reported This Cycle**
We are still collecting data on using ISI Web of Knowledge as outcome for program value. Reporting citations in ISI Web of Knowledge is low frequency. Faculty need to determine if this outcome is how to identify program value.

**Related Action Plans (by Established cycle, then alpha):**

**Review outcome**
Established in Cycle: 2011-2012
Program faculty will discuss outcome measure of citations in ISI Web of Knowledge.

For full information, see the Details of Action Plans section of this report.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**CACREP review results**
The counseling programs went through reaccreditation from the Council On Counseling and Related Educational Programs this past year. The goal was to achieve reaccreditation and reaccreditation was received. The program did receive reaccreditation with several recommendations/requirements. One requirement concerned full implementation of counselor education assessment plan which is called "Total Counseling," which is designed to assess student progress throughout the program

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Council for Accreditation of Counseling and Related Educational Programs. |
Outcome/Objective: Recognized quality

Implementation Description: Counselor Education faculty discuss CACREP report in faculty meeting and implement "Total Counseling" plan across all counseling courses during AY 2011-2012

**Responsible Person/Group:** Program Coordinator and program faculty

**Additional Resources:** None

**Discussion of program viability**
Program faculty discussed not meeting ACHE viability standards and determined to change the program to come under Educational Psychology CIP code.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Graduate students to meet ACHE viability standards, minimum requirements for viability |
Outcome/Objective: Optimal level

Implementation Description: Complete changes to Counselor Education program for moving program under educational psychology and CIP code for educational psychology. Specifically a substantive change will be submitted with the Counselor Education program being under the umbrella of Educational Psychology

**Responsible Person/Group:** Program Coordinator and Department Head
**Review approach to student publications and presentations**

Program faculty discuss approaches to increase student publications and presentations at annual faculty retreat, September 2012

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Graduates make significant contributions to their fields through journal publications and conference presentations, two publications  
- **Outcome/Objective:** Program Value

**Implementation Description:** Implementation is focused on work during annual faculty retreat  
**Responsible Person/Group:** Program coordinator and program faculty

**Review outcome**

Program faculty will discuss outcome measure of citations in ISI Web of Knowledge.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** A review of ISI Web of knowledge for publications and citations of graduates of the programs in counselor education  
- **Outcome/Objective:** Program Value

**Implementation Description:** Faculty discussion of outcome at annual faculty retreat.  
**Responsible Person/Group:** Program Coordinator and faculty
## Curriculum Maps #1 (In which courses or in what activities or assignments are Student Learning Outcomes Addressed)

<table>
<thead>
<tr>
<th>Student Learning Outcome 1 (Discipline Knowledge)</th>
<th>Student Learning Outcome 2 (Skills/Abilities)</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
</tr>
</thead>
<tbody>
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<td>Students demonstrate an advanced understanding of counseling theories through critique and evaluation</td>
<td>Graduates demonstrate graduate-level writing proficiency</td>
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</tbody>
</table>

**Course 1**  
Complete a personal theory/philosophy of counseling paper, BCE 618  
Students demonstrate an advanced understanding of counseling theories through critique and evaluation

**Course 2**  

**Course 3**  
Required Experience  
Successful completion of comprehensive exams  
Graduates demonstrate graduate-level writing proficiency

Common Experience  
Successful completion of doctoral dissertation  
Graduates demonstrate graduate-level writing proficiency

**Required Task**

**Common Assignment**  
Complete a powerpoint presentation of counseling theory, BCE 618  
Students demonstrate an advanced understanding of counseling theories through critique and evaluation

**Activity 1**

**Activity 2**

**Activity 3**

**Activity 4**
## Curriculum Map II  (What assessment measures will be employed in which courses/activities/assignments for each Student learning Outcome)

<table>
<thead>
<tr>
<th>Course 1</th>
<th>BCE 618</th>
<th>Student Learning Outcome 1  (Discipline Knowledge)</th>
<th>Student Learning Outcome 2  (Skills/Abilities)</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
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| Course 2 | BCE 618 | Complete a personal theory/philosophy of counseling paper with a grade of B or better, 100 percent of students |                          |                          |                          |                          |

| Course 3 | Optional Additional Narrative: Use this space to provide any additional detail concerning the 2011-12 Department Assessment Plan |                          |                          |                          |                          |                          |

| Required Experience | Doctoral dissertation | 100 percent of students defending dissertation pass |                          |                          |                          |                          |
| Common Experience   | Comprehensive exam    | 100 percent of students taking comprehensive exam pass exam |                          |                          |                          |                          |
| Required Task       |                          |                          |                          |                          |                          |                          |
| Common Assignment   | Activity 1             |                          |                          |                          |                          |                          |
|                     | Activity 2             |                          |                          |                          |                          |                          |
|                     | Activity 3             |                          |                          |                          |                          |                          |
|                     | Activity 4             |                          |                          |                          |                          |                          |