

14. Program Assessment

- a. Describe the program's assessment plan, which should include the following elements: serving a distinct student population;
- Multiple performance measures, if necessary, that reflect the uniqueness of the academic program and discipline such as: (1) standardized or other comprehensive examinations; (2) certification/licensure examinations;
 - Feedback from key stakeholders (current students, alumni, employers, graduate schools, etc.); and
 - Evidence of a formal feedback/improvement mechanism, i.e., that the program/unit has a regular review process in place and that the results of this process are used to improve curriculum, instruction, and learning.
 - The program assessment plan should indicate submission of a progress report during the 3rd year of operation and participation in the IBHE's 8-year program review process.

**MEASURES USED TO ASSESS AND IMPROVE STUDENT LEARNING,
CURRICULUM, AND INSTRUCTION**

Measures of student learning will be multiple and linked to state and professional standards, the GSU mission statement, GSU Graduate Studies Competencies, and objectives of the Counselor Education and Supervision program. This data will be collected by the Academic Advisor and Program Coordinator and is submitted every year to the College of Education every year, summary data will be submitted to CACREP (after receiving accreditation) every year, and a more detailed report is submitted to CACREP every four years.

Measures Used to Assess and Improve Student Learning

Using assessments to improve student learning includes actual assessment of the knowledge and skills a student has acquired. In a Counselor Education and Supervision program assessment knowledge would include content-oriented material (e.g. counseling theory, supervision theory, code of ethics, knowledge of human development) and insight into oneself and one's influence on others. Skills would include communication and techniques related to counseling, supervising, teaching, researching, and writing. There are several manners, both quantitative and qualitative, in which this knowledge and skill are assessed:

1. Grades in coursework.
2. Yearly Review Form (notes credit hours accumulated, grades, and any faculty concerns)
3. Doctoral Practicum Evaluation Form
4. Supervisor-In-Training Evaluation Form
5. Doctoral Student Teaching Evaluation Form.
6. Written Comprehensive Exam
7. Oral Defense
8. Doctoral Internship Evaluation Form
9. Capstone project Defense

Measures Used to Assess and Improve Curriculum

The curriculum for the Counselor Education and Supervision doctoral degree is based on the national standards of CACREP, which go through a formal, professional review process every several years with feedback from professionals within the field of counseling. In addition, the Counseling Program will review the curriculum to make sure that it continues to meet standards and meets the needs of students and other stakeholders. An assessment of the curriculum will be done in several ways:

1. Alumni Surveys
2. Review by faculty every 2 years.
3. Review by Advisory Board composed of former students, agency personnel, and faculty from other universities every 2 years.
4. **The Program will apply for CACREP-accreditation. In this process the program will have to do a self-study documenting how standards are met and undergo a review process by CACREP every 8 years. (The initial self-study will coincide with the IBHE 3 year progress report.) In addition, a yearly report will be given to CACREP. The CACREP standards are addressed in the “Goals for Students”, “Student Outcomes Assessment Plan”, and “Program Assessment Plan” sections of this document. A summary of CACREP standards is below:**

Learning experiences beyond the entry-level are required in all of the following content areas:

- a. theories pertaining to the principles and practices of counseling, career development, group work, systems, and consultation;
- b. theories and practices of counselor supervision;
- c. Instructional theory and methods relevant to Counselor Education and Supervision;
- d. competencies required to teach within institutions of higher education;
- e. pedagogy relevant to current social and cultural issues, including social change theory and advocacy action training;
- f. design and implementation of quantitative research and methodology, including univariate, multivariate, and single-subject design;
- g. design and implementation of qualitative research, including grounded theory, ethnographic, and phenomenological methodologies;
- h. models and methods of assessment and use of data;
- i. ethical and legal considerations in Counselor Education and Supervision (e.g., the *ACA Code of Ethics*); and
- j. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, local, regional, national, international perspective, and equity issues in Counselor Education and Supervision programs.

It is expected that doctoral students will have experiences that are designed to:

- a. develop an area of professional counseling expertise;
- b. develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and to the public;
- c. foster participation in professional counseling organizations, including the Association for Counselor Education and Supervision (ACES) and ACA;
- d. meet criteria for appropriate credentials
- e. promote scholarly counseling research; and
- f. enhance technical competence.

5. Doctoral student exit interviews.

Measures Used to Assess Instruction

Measures used to assess faculty instruction include student evaluation instruments (SEI's), Alumni Surveys, Peer Observation Forms, and Doctoral student exit interviews. Evaluation of instruction is mandated by the tenure process and the GSU contract. In addition, students have an

1. Student Evaluation Instruments (SEI's)
2. Alumni Surveys
3. Peer Observation Forms
4. Internship Supervisor Evaluations
5. Site Evaluations
6. Doctoral student exit interviews

b. Identify measures to be used to assess and improve student learning, curriculum, and instruction. Evidence of success may include such specific outcomes as:

- Percent pass rate of graduates on end-of-program certification/licensure examinations;
- Enrollment of graduates in graduate and/or professional programs or other subsequent education;
- Percent of graduates employed in the field;
- Career advancement achieved by program graduates;
- Graduate/employer satisfaction with the program;
- Retention and graduation rates and time-to-degree completion;
- Percent of students involved in faculty research or other projects; and
- Percent of graduate students presenting or publishing papers.

Measures to be used to improve student learning, curriculum, and instruction include the measures described in 14(a). In addition, the following statistics will be collected through university data, alumni surveys, and employer surveys.

1. Graduate employment in the field

2. Employer surveys—satisfaction with graduates and information learned in the program (already send these at the masters level).
3. Admission, retention, and graduation, and time-to-degree completion data
4. Number of students and faculty presenting workshops, presenting at local, state, and national conferences, and publishing together.
5. Five year post-graduation publishing rate of students.
6. Alumni surveys—satisfaction with education (already send these at the masters level).