

**Institutional Effectiveness  
2022-2023**

**Program:** Counseling and Supervision PhD

**College and Department:** College of Education, Department of Counseling and Psychology

**Contact:** Stephanie Kazanas

**Mission:**

The Department of Counseling and Psychology has the primary mission of offering strong academic programs in counseling and psychology that serve the community and public school system. Our Ph.D. program in Counseling and Supervision prepares and enhances students' capacity for skill development and critical thinking as they go on to become clinicians, supervisors, educators, advocates, scholars, leaders, and program evaluators within the counseling profession. Faculty emphasize a dynamic and collaborative learning environment, leading students to actualize their potential through an infusion of scholarship and real-world problem-solving. Through meeting this goal, the program also makes an impact within our region by helping address the mental health and addiction treatment needs in the community.

**Attach Curriculum Map (Educational Programs Only): \*See Appendix 1.**

**SLO 1: EXTEND THE KNOWLEDGE OF THE COUNSELING PROFESSION IN A CLIMATE OF  
SCHOLARLY INQUIRY**

**Define Outcome:**

Promote key stakeholders' confidence in the Doctoral Program's ability to produce graduates that demonstrate professional dispositions of openness, flexibility, cooperativeness with others, willingness to accept and use feedback, awareness of own impact on others, ability to deal with conflict, ability to accept personal responsibility, ability to express feelings effectively and appropriately, attention to ethical and legal considerations, and initiative and motivation.

**Assessment Methods:**

Professional Performance Review

**Criteria for Success (Thresholds for Assessment Methods):**

80% or more of doctoral students will achieve a 4 or more on the Professional Performance Review by professors

**Results and Analysis:**

92% of doctoral students achieved an average of 4 or more on the Professional Performance Review by their instructors in 2022-2023.

**Use of Results to Improve Outcomes:**

We're excited that we've exceeded this criterion in just the first year of data collection and the third year of our doctoral program. We will continue to emphasize these ideals in an effort to promote these professional dispositions.

**SLO 2: PREPARE STUDENTS TO INFORM PROFESSIONAL PRACTICE BY GENERATING NEW KNOWLEDGE IN THE PROFESSION****Define Outcome:**

Promote counselor competence through student achievement in the core domains of counseling, supervision, teaching, research & scholarship, and leadership & advocacy

**Assessment Methods:**

Comprehensive Portfolio Exam

**Criteria for Success (Thresholds for Assessment Methods):**

80% or more of doctoral students will pass the comprehensive portfolio exam

**Results and Analysis:**

Four doctoral students passed the comprehensive portfolio exam. These represent all eligible students at this time.

**Use of Results to Improve Outcomes:**

We're so encouraged by these results and aim to maintain this pace, as it keeps students on-track for graduation in a timely manner. These new counselor educators can then train new counselors to help the local and regional communities.

**SLO 3: SUPPORT FACULTY AND STUDENTS IN PUBLISHING OR PRESENTING THE RESULTS OF SCHOLARLY INQUIRY****Define Outcome:**

Promote opportunities for publishing and presenting on an international, national, state, and/or local level

**Assessment Methods:**

Number of faculty and student publications and presentations

**Criteria for Success (Thresholds for Assessment Methods):**

Number of faculty and student publications and presentations

**Results and Analysis:**

Counseling faculty had 9 publications and 23 presentations, while doctoral students had 1 publication and 8 presentations.

**Use of Results to Improve Outcomes:**

While we haven't established a criterion for success (yet), we're encouraged by this amount of scholarly activity, particularly from the doctoral students, who are with us for just three short years. This level of research engagement highlights the prioritization of scholarly inquiry across counseling faculty and students. These publishing/presenting opportunities guarantee a more informed and engaged set of counselor educators on the job market and in our communities.

**SLO 4: EQUIP STUDENTS TO ASSUME POSITIONS OF LEADERSHIP IN THE PROFESSION AND THEIR AREAS OF SPECIALIZATION****Define Outcome:**

Promote opportunities for leadership in counseling, counselor education, supervision, and mental health profession

**Assessment Methods:**

Number of leadership positions held by doctoral students

**Criteria for Success (Thresholds for Assessment Methods):**

Number of leadership positions held by doctoral students

**Results and Analysis:**

Five leadership positions were held by doctoral students this year. These included TLPCA, CSI, TCA, and local counseling organizations.

**Use of Results to Improve Outcomes:**

While we haven't established a criterion for success, this large number of leadership positions held by our students is exciting--we can anticipate that their influence among their peers can help promote our graduate programs. Their leadership also brings more information and resources to current students. There is also a level of pride in how we've attracted and admitted such talented students, even before our program reached accreditation.

**Summative Evaluation:**

We do not have any specific areas of concern at this point, as we are exceeding each of our criteria for success. In future years, we may establish criteria for success for SLO 3 and SLO 4, though those SLOs may be more challenging to predict/anticipate each year. For example, perhaps it would also be useful to quantify the number of students presenting research, rather than/in addition to quantifying the number of research presentations. We are also anticipating

a CACREP site visit this Fall, and the evaluation team may provide additional recommendations to consider.

**Assessment Plan Changes:**

Appendix 1: Curriculum Map, Counseling & Supervision Ph.D.

**PH.D. / COUNSELING & SUPERVISION**

**Program of Study: Three-Year Plan (full-time; includes summers)**

*Three (3) Credit Hours Per Course*

*Courses align with 2016 CACREP standards for Doctoral Professional Identity.*

**FIRST YEAR**

**Summer / 0-6 credits**

*(prerequisite and/or support courses)*

EDPY6310 Educational Statistics

EDPY6930 Interpreting & Applying Psychological Research

**Fall / 9 credits**

COUN7400 Advanced Counseling Theories & Practicum

COUN7500 Research, Scholarship & Publication

EDPY7310 Advanced Educational Statistics

**Spring / 9 credits**

COUN7370 Counseling Supervision

COUN7730 Qualitative Research Methods in Counseling

COUN7320 Advanced Group Counseling in Addictions & Special Populations

**Summer / 3-9 credits**

COUN7700 Advanced Multicultural Counseling: Leadership & Advocacy

Optional Electives (3-6 credit hours)  
*(e.g. Directed Experience in Counseling Research, Family Systems, Neuroscience, Play Therapy, Child and Adolescent Counseling, Couples Counseling, Trauma, etc.)*

**SECOND YEAR**

**Fall / 9 credits**

COUN7600 Teaching in Counselor Education

*Required Research Elective (select one of the following):*

COUN7740 Advanced Quantitative Inquiry & Research Design

COUN7750 Advanced Qualitative Inquiry & Research Design

COUN7820 Doctoral Internship

**Spring / 9 credits**

COUN7510 Counseling Administration & Program Evaluation

COUN7830 Regional Mental Health & Addictions Services

Doctoral Internship (continued)

**Summer / 0-3 credits**

COUN7970 Directed Research in Counseling Research *(optional elective)*

**THIRD YEAR**

*9 CREDITS MINIMUM*

(9) COUN7990 Dissertation Research