

Ph.D. in Counseling Psychology Academic Assessment Plan

College of Liberal Arts and Sciences
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Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

Table of Contents

Academic Assessment Plan for Ph.D. in Counseling Psychology	3
A. Mission	3
B. Student Learning Outcomes and Assessment Measures	3
C. Research.....	4
D. Assessment Timeline.....	5
E. Assessment Cycle	5
F. Measurement Tools.....	6
G. Assessment Oversight.....	7
Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric.....	8
University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued.....	9

Academic Assessment Plan for Ph.D. in Counseling Psychology

College of Liberal Arts and Sciences

Instructions: Use this template to prepare your Academic Assessment Plan. Some of the information has been pre-loaded into the template for you. Refer to pages 1-5 of the instructions for descriptions of each section.

A. Mission

The Counseling Psychology Program at the University of Florida is dedicated to advancing psychological science and practice that are informed by each other, emphasize human strengths, and utilize and value individual, developmental, contextual, and multicultural perspectives, and to promoting scholarly inquiry, advancing the field of counseling psychology, and improving the quality of people's lives. This mission aligns with the College of Liberal Arts and Sciences' principle mission of leading the academic quest to understand our place in the universe and to help shape our society and environment. Similarly, this corresponds to the University's mission of teaching, research, and service.

Student Learning Outcomes and Assessment

B. Student Learning Outcomes and Assessment Measures

We have pre-loaded the SLO's on file for your program at <http://assessment.aa.ufl.edu/slo-resources>. If these are NOT the SLOs you are currently using, or if you wish to revise them, please submit the changes for review by the Academic Assessment Committee. The procedure for updating your SLOs is found at <http://approval.ufl.edu/> > Graduate.

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	Students will describe, identify, and examine subject matter in psychology and counseling psychology, including knowledge of diversity issues and multicultural perspectives.	Students will pass an oral and written qualifying examination evaluated by their supervisory committee that covers counseling psychology concentration.	Campus
Knowledge	Students will define and identify ethical principles applicable to the field of psychology.	Students will pass an oral and written qualifying examination evaluated by their supervisory committee that covers ethical principles.	Campus

Skills	Students will apply research and statistical skills relevant to their area of concentration.	Students will conduct a master's thesis research study (or equivalent) and a dissertation research study that is evaluated by a faculty supervisory committee.	Campus
Skills	Students will apply counseling and therapy skills in the delivery of counseling and therapy services.	Students' clinical competencies are assessed through evaluation from their practicum supervisors.	Campus
Skills	Students will teach and transmit psychological knowledge in the classroom	Students will receive feedback from their faculty supervisor and from student evaluations.	Campus
Professional Behavior	Students will engage in clinical service delivery and in disseminating research through publications and presentations.	Students' professional behavior is assessed through evaluation from their practicum supervisors and core faculty members.	Campus

C. Research

The Counseling Psychology program expects its Ph.D. students and graduates to be active, independent researchers generating psychological research in counseling psychology. This research activity is reflected in a number of ways. First, we expect students to be actively involved in research during their entire time in the program. Second, we require students to produce an original and independent research study through the completion of a master's thesis or its equivalent. Third, after passing their qualifying examinations, we require students to complete an original dissertation project in their area of specialization. Fourth, we expect students to publish their research in academic journals and present their findings at academic conferences.

To prepare students to become researchers, we assign them a faculty mentor in their area of specialization and convene a graduate supervisory committee. Students become actively involved in research from their first semester. The activities can involve an ongoing research project and/or developing an original research project. As students progress through the program, they assume more responsibility for developing their research projects.

The counseling program and the psychology department offer numerous classes and seminars in the students' area of specialization that provide the conceptual and empirical foundations to conduct significant and meaningful research. In addition to courses in

psychology, we require that students take a three-semester sequence in statistical analysis. Finally, the department provides financial support for travel to academic conferences.

D. Assessment Timeline

Use this Assessment Timeline template for your plan. Add or delete rows and columns to accommodate your SLOs and assessments.

Program Ph.D. in Counseling Psychology

College of Liberal Arts and Sciences

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3	Enter more as needed
Knowledge				
Theory and Empirical Research	Written and Oral Qualifying Exam	Annual Letters of Evaluation		
Ethical Principles	Written and Oral Qualifying Exam	Annual Letters of Evaluations		
Skills				
Research Design and Statistical Analysis	Masters Thesis Proposal	Thesis Defense	Dissertation Proposal	Dissertation Defense
Delivery of counseling and therapy services	Evaluations of Practicum Supervisors			
Teaching	Faculty Evaluations	Undergraduate Student Evaluations		
Professional Behavior				
Professional Service and Research	Evaluations of Practicum Supervisors	Annual letters of evaluation		

E. Assessment Cycle

Use this Assessment Cycle template for your plan. Add or delete rows as needed to accommodate your SLOs.

Assessment Cycle for:

Program Ph.D. in Counseling Psychology College of Liberal Arts and Sciences

Analysis and Interpretation:

May-June

Program Modifications:

Completed by 8/31

Dissemination:

Completed by 9/30

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
Theory and Empirical Research					x	x	x
Ethical Principles					X	X	x
Skills							
Research Design and Statistical Analysis					x	x	x

Delivery of counseling and therapy services				X	X	X
Teaching				X	X	X
Professional Behavior						
Professional Service				X	X	X

Note: Assessments will begin in the 2013-2014 academic year due to the development of SLOs this year.

F. Measurement Tools

The measurement tools used to evaluate the SLOs involve a combination of both direct and indirect methods. We assess students' mastery of the **psychology and counseling knowledge SLOs** through annual evaluations from the students' faculty advisor and/or area/training director in which students' performance in their classes is reviewed. In these annual evaluations, we provide feedback to students regarding whether they are making satisfactory or unsatisfactory progress in their course work. To formally assess their mastery of the core knowledge of counseling psychology, including its practice, students take a written and oral qualifying examination, typically during their third year. The Counseling Psychology Area administers the exam and the Ph.D. supervisory committee conducts the final evaluation. Successful completion of this examination is measured by "pass", "conditional pass" (requiring rewriting part of the exam or other training experience to address areas of weakness), or "unsatisfactory". Similarly, the **knowledge of ethical principles SLO** is also assessed through the qualifying examination.

We assess the students' **research and statistical skill SLO** through annual evaluations by the faculty in the counseling area, in consultation with the faculty mentor, by evaluating the student's progress in their program of research. Students are rated as making "satisfactory progress", "needs improvement", or "unsatisfactory progress" in conducting their masters or dissertation research. More formally, faculty supervisory committees evaluate students' masters and dissertation research proposals. The rubric for evaluating the dissertation proposal is attached at the end of this document. Further, the supervisory committee assesses the final thesis and dissertation during oral defense meetings. The faculty committee rates the final thesis and dissertation, including the oral defense, as "pass", "conditional pass", or "unsatisfactory."

We assess the **delivery of counseling and therapy services SLO** through feedback by the student's practicum supervisors.

The **teaching skill SLO** is evaluated by the faculty supervisor during each semester that the student serves as a TA. When students are instructors responsible for a class, faculty supervisors evaluate teaching effectiveness and provide feedback regarding presentation skills, organizational structure, and student assessments. Undergraduate student evaluations are also used to assess teaching skills. This overall evaluation is included in annual letters of evaluations from the students' faculty advisor and/or area/training director.

We assess the student's **professional behavior SLO** involving activities such as clinical practice and service through evaluation from their practicum supervisors and counseling psychology faculty. Further, research activity is assessed through annual letters of evaluation from the faculty

advisor and/or area/training director, in consultation with the area faculty, assessing students' participation in conference presentations and publication of research in peer-reviewed journals.

G. Assessment Oversight

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

Name	Department Affiliation	Email Address	Phone Number
Jeff Farrar	Psychology	farrar@ufl.edu	273-2140
Bonnie Moradi	Psychology	moradib@ufl.edu	273-2159
Neil Rowland	Psychology	nrowland@ufl.edu	273-2127

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.aa.assessment.edu>

Program:		Year:			
Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				

**University of Florida
Counseling Psychology Program
Ph.D. Dissertation Research Proposal
Rubric Evaluation**

Student Name: _____

Chair of Evaluation Committee: _____

Proposal Title _____ Date _____

Attributes Rating Scale	Does Not Meet Expectations 1	Meets Expectations 3	Exceeds Expectations 5	Rating
Knowledge of Psychological Science				
Research Questions	poorly defined	clear	well defined	1 2 3 4 5
Hypotheses	poorly justified	supported	well justified	1 2 3 4 5
Subject matter & prior literature	poor understanding	demonstrates understanding	exceptional	1 2 3 4 5
Understanding of theoretical concepts	poor understanding	demonstrates understanding	exceptional	1 2 3 4 5
Originality	limited	demonstrates originality	exceptional	1 2 3 4 5
Research design				
Study's Design	inappropriate for questions	appropriate for questions	highly appropriate	1 2 3 4 5
Statistical Analysis	inappropriate	appropriate	highly appropriate	1 2 3 4 5
Theoretical or Applied Significance	limited significance	significance	exceptional significance	1 2 3 4 5
Publication Potential	limited potential	reasonable potential	exceptional potential	1 2 3 4 5
Quality of Writing				
Writing	weak	adequate	publication quality	1 2 3 4 5
Grammatical and spelling errors	numerous errors	few errors	no errors	1 2 3 4 5
Organization	poor	logical	excellent	1 2 3 4 5
Citations/references	poor	adequate	excellent	1 2 3 4 5
Overall Assessment				
Dissertation Proposal	does not meet expectations	meets expectations	exceeds expectations	1 2 3 4 5

Comments (may continue on back or second page):