

**Doctoral Program in
Counseling and Counselor
Education
Academic Assessment Plan
2012-13**

College of Education
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Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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Academic Assessment Plan for Counseling & Counselor Education Ph.D.

College of Education

A. Mission

The mission of the Counseling and Counselor Education Ph.D. program is to prepare exemplary practitioners and scholars; to generate, use and disseminate knowledge about counseling, mental health, marriage and family dynamics, learning and human development; and to collaborate with others to solve critical educational and human problems in a diverse global community. This mission aligns with the College of Education mission as well as the overall land grant, sea-grant, and space-grant mission of the University of Florida.

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	Candidates will identify and describe professional knowledge in each of the five (CACREP) common core curricular areas (Teaching, Clinical Supervision, Counseling, Research, Professional Leadership) and at least one specialty area within the counselor education context.	Written and oral qualifying examinations, and specialization exam or paper	Campus
Skills	Candidates will apply counseling, supervision, counselor education (teaching), and research associated with counselor preparation and training to their culminating experiences.	Successful completion of Clinical Internship (based on End of Term Report), Counselor Education Internship, and dissertation defense.	Campus
Professional Behavior	Candidates will engage in: (a) professional organizations, including membership benefits, activities, services to members, and current issues; (b) professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; (c) ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	Candidates will seek membership in Professional Associations (e.g. ACA, AAMFT), and/or make satisfactory progress toward becoming National Board Certified counselors or licensed mental health professionals	Campus

C. Research

Students in the Counseling and Counselor Education Ph.D. program will demonstrate knowledge of quantitative and qualitative research designs and data analytic methods; instrument development; program evaluation; and ethical and legal considerations in designing research. As a result, students will demonstrate their ability to delineate an area of proposed research; demonstrate sound knowledge of the research area and its literature; effectively communicate orally and in writing about the proposed research; and demonstrate their ability to complete research in the proposed area. These abilities will be demonstrated by means of the student's successful completion of a dissertation proposal presentation to their supervisory committee (See Assessment 4).

D. Assessment Timeline

Program: Counseling and Counselor Education

College: Education

Assessment	Assessment 1	Assessment 2	Assessment 3
SLOs			
Knowledge			
#1	Written Qualifying Exam (Upon Completion of Coursework)	Oral Qualifying Exam (Upon Completion of Coursework)	Specialization Paper/Exam (Upon Coursework Completion)
Skills			
#2	End of Term Report (Completion of Clinical Internship)	Dissertation Defense (Final Semester in Program)	
Professional Behavior			
#3	Membership in Professional Association and/or Progress toward National Board Certification (determined at annual review by Student Self Report of Progress)		

E. Assessment Cycle

Year	10-11	11-12	12-13	13-14	14-15	15-16
SLOs						
Content Knowledge						
#1			x	x	x	x
Skills						
#2			x	x	x	x
Professional Behavior						
#3			x	x	x	x

F. Measurement Tools

The program uses a combination of measurement tools including; (a) Faculty Annual Evaluation of Student Performance and Progress via completion of course requirements and annual student and faculty evaluations (Appendix 1 and 2), (b) Faculty Evaluation of Doctoral Clinical Internship performance as a counselor, a counseling supervisor, and teacher demonstrated and documented in a student portfolio (Appendix 3), (c) satisfactory completion of written and oral qualifying examinations, and (d) satisfactory completion of dissertation proposal seminar and dissertation defense via the Supervisory Committee Evaluation (Appendix 4).

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Ellen Amatea	Counselor Education, Doctoral Program Coordinator	eamatea@coe.ufl.edu	273-4322
Elayne Colón	Dean's Area	epcolon@coe.ufl.edu	273-4132
Tom Dana	Dean's Area	tdana@coe.ufl.edu	273-4134

Appendix 1. Faculty Annual Evaluation of Doctoral Student Performance and Progress

Student _____ Semester/Year _____

Student's Advisor _____ Reviewer _____

Directions: The ratings provided on this form are intended to guide the student and the Counselor Education Program in evaluating academic performance. Evaluations should be based on performance during the past academic year. For each item, check the box under the number that best describes the student's performance using the following scale:

1-Unsatisfactory

2-Needs Improvement

3-Satisfactory

4-Outstanding

N/O-Not Observed

<i>Academic Performance</i>	1	2	3	4	N/O
1. Performance during course(s)					
2. Mastery of material					
3. Effort					
4. Commitment to excellence					
5. Writing skills					
6. Oral communication skills					
7. Research skills					
8. Knowledge of professional literature					
9. Openness to feedback					
10. Meets deadlines					
11. Comparison to course peers					
12. Overall rating					

Please comment on the student's overall performance and elaborate on any items that rated 1 or 2 so that we may have a more complete understanding of any areas of weakness. Please bring to the (date) faculty meeting. Direct any comments or questions regarding students or this evaluation to Dr. Ellen Amatea by **(date)**. Thank you for providing supervision and/or instruction and for assisting in the professional development of this future counselor educator.

Signature of Reviewer _____ Date _____

Appendix 2. Annual PhD Student Self Report of Progress

As part of the *Annual Review of Student Progress*, please provide information about your educational activities of the past year (May 2011 – present). In Section A record *all* activities that you have completed in the program to date. This information will be used to compile annual accreditation reports for the program and serves as a basis for the annual review meeting with your faculty advisor.

Complete the form and return it to your advisor by February 17, 2012.

Name _____ Date _____

Faculty Advisor _____ Year entered program _____

A. Please check all completed activities and provide a date as indicated:

- | | |
|---|-------------|
| _____ Planned Program of Study Signed | _____ PHD |
| _____ Supervisory Committee Form Filed | _____ PHD |
| _____ Professional Portfolio Requirements | |
| _____ Written Departmental Exams | Date: _____ |
| _____ Written Specialty Exam | Date: _____ |
| _____ Oral Exam of Portfolio or Oral Qualifying Exams | Date: _____ |
| _____ Dissertation Proposal Meeting | Date: _____ |
| _____ Final Dissertation Defense | Date: _____ |
| _____ Internship - Clinical | Date: _____ |
| _____ Internship – Counselor Education | Date: _____ |

- B.** Please list all **Courses** you have taken this year and note any current grades of *incomplete* and a timeline for completing course requirements.
- C.** Describe your **Research Involvement** with faculty and/or research teams and your progress on the specialty paper, prospectus, and dissertation. Specify any written products that are In Press, Submitted, or In Preparation using APA reference format.
- D.** Describe your **Internship Placement and Activities**: Indicate all sites and supervisors as well as a brief description of key activities.
- E.** Describe your **Assistantship Position(s)**: Indicate all positions, supervisors, and time commitments, as well as a brief description of activities.

- F.** Describe any **Other Employment** you have held this year: Indicate positions, supervisors, time commitment, as well as a brief description of activities.
- G.** List all **Conference and Workshop Presentations and Attendance**. Please include local, state, and national conferences, professional workshops and in-services either attended and presentations made. Specify presentations using APA reference format.
- H.** List any **Other Professional Activities, Honors, Awards and Service** to the program, university, profession, schools, or community not specified in the previous categories.
- I.** Identify your **GOALS FOR THE NEXT 12 MONTHS**. Specifically list program requirements, professional experiences and activities you plan to complete including a specific time line.

Appendix 3. Faculty Evaluation of Doctoral Clinical Internships



School of Human Development and Organizational Studies in Education Counselor Education Program Counselor Education Individual Supervisor End-of-Term Report

Instructions:

Complete the following information and obtain required signatures. Print form.
Form cannot be saved. Incomplete forms will be returned.

Student Demographic Information

Name:

UFID:

Supervisor Information

Individual Supervisor:

License No.:

Instructions

For each of the following practices/standards rate the student's performance according to the following scale:

4 Exceptional

The candidate extensively integrates knowledge to be able to meet the standard.

The candidate is prepared to apply this skill in a practical setting.

3 Accomplished

The candidate demonstrates knowledge of how to meet the standard.

The candidate is prepared to apply this skill in a practical setting.

2 Developing

The candidate is acquiring the necessary knowledge to meet the standard.

The candidate is not yet prepared to demonstrate this skill in a practical setting.

1 Unsatisfactory

The candidate demonstrates little knowledge of how to meet the standard.

Rating: 1 Unsatisfactory 2 Developing 3 Accomplished 4 Exceptional

Practice
Standard

CACREP Standards

1 2 3 4

Foundations	1. Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.				
	2. Demonstrates the ability to select models or techniques appropriate to couples' or families' presenting problems.				
Counseling	1. Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.				
	2. Uses systems theory to conceptualize issues in marriage, couple, and family counseling.				
	3. Uses systems theories to implement treatment, planning, and intervention strategies				
	4. Demonstrates the ability to use procedures for assessing and managing suicide risk.				
	5. Adheres to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice				
	6. Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate.				
Diversity/ Advocacy	1. Demonstrates the ability to provide effective services to clients in a multicultural society.				
	2. Maintains information regarding community resources to make appropriate referrals.				
	3. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of couples and families.				

Rating: 1 Unsatisfactory 2 Developing 3 Accomplished 4 Exceptional

Practice
Standard

CACREP Standards

1 2 3 4

Diversity/ Advocacy	4. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families.				
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Assessment	1. Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system's perspective.				
	2. Uses systems assessment models and procedures to evaluate family functioning.				
	3. Determines which members of a family system should be involved in treatment.				

Research/ Evaluation	1. Applies relevant research findings to inform the practice of marriage, couples, and family counseling.				
	2. Develops measurable outcomes for marriage, couples, and family counseling programs, interventions, and treatments.				
	3. Analyzes and uses data to enhance marriage, couples, and family interventions and programs.				

Supervisor Required Signature

Optional additional comments:

Recommended Grade:

Appendix 4. Supervisory Committee Evaluation of Student Performance in Dissertation Proposal Meeting

Name of candidate: _____

Criteria	Needs Improvement	Satisfactory
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- | | | |
|--|--|--|
| 1. Problem Definition: Delineates the area of proposed research. | | |
| 2. Literature: Demonstrates sound knowledge of the research area and its literature. | | |
| 3. Quality of oral communication: Communicates ideas clearly and professionally in oral form. | | |
| 4. Quality of written communication: Communicates ideas clearly and professionally in written form. | | |
| 5. Prepared for research: Demonstrates capability for independent research in the area of study, preparedness in core disciplines relevant to research, and ability to complete research in the proposed area. | | |
| 6. Context: Places the proposed research area into a larger context, and, where appropriate, discusses potential applications. | | |

_____ Passed

_____ Did not pass

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

Related resources are found at <http://www.ua.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				