



Student Learning Outcome Assessment Plan & Report 2024

College: Cato College of Education
 Department: Counseling
 Degree Program: Doctor of Philosophy in Counselor Education and Supervision (PhD)

Reflection on the Continuous Improvement of Student Learning

1. List the changes and improvements your program planned to implement as a result of last year's student learning outcomes assessment data.
2. Were all of the changes implemented? If not, please explain.
3. What impact did the changes have on student learning?

Based upon the Assessment Report, the Doctoral Program in Counselor Education & Supervision in the Department of Counseling met all performance outcomes and showed a positive impact on candidate learning based on 2024 CACREP standards.

Student Learning Outcome 1
 (CACREP 2024-Standard 6.B.4.g)

SLO 1: Doctoral Professional Identity: Research and Scholarship. Doctoral students demonstrate knowledge of research questions or hypotheses appropriate for professional research and publication (CACREP 2024-6.B.4.g)

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

Since the last submission no changes have been made to the Student Learning Outcomes aligned with the 2024 CACREP Standards. The CACREP Self-Study remains under review as part of the program's reaffirmation process.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome **and** explain how it assesses the desired knowledge, skill or ability.

1. In first semester of Doctoral Internship- Research (CSLG 8443) the Progress Paper rubric assesses student's research question development, "Research questions or hypotheses is appropriate for professional research and publication." (Spring Semester)
2. In Prospectus Design (CSLG 8998) the Final Paper Rubric has five items that focus specifically on the development and statement of a working proposal. The first dimension on the rubric specifically addresses the students' ability to identify a "research problem and research question that is clear, articulated, and significant." (Spring Semester)

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated, the process the department will use to collect, analyze and disseminate the assessment data to program faculty, and how changes/improvements will be made based on the assessment data.

1. In the Doctoral Internship- Research (CSLG 8443) students work with a research mentor to create and conduct a research project over the course of three semesters. In the first semester, students develop a research focus, literature review, and research question(s) for their project. The students provide a description of the project and their progress on the research project, including their research question(s). The question is assessed by the course instructor at the end of the semester, utilizing the Progress Paper Rubric. The rubric uses a 3-point Likert scale with the anchors: (0) does not meet expectations, (1) meets expectations, and (2) exceeds expectations. The faculty member enters the collected scores using a data management system, TaskStream.
2. The purpose of Prospectus Design (CSLG 8998) is to help students understand the components of a dissertation proposal through writing a three-chapter working proposal. The first chapter provides a brief overview of the need and background for the study and how it will contribute to the advancement of knowledge, describes the research problem and purpose of the study, identifies the variables under investigation, the research hypotheses, objectives, and/or questions, and describes limitations and delimitations of the research. The second chapter presents literature to justify

the study. The third chapter presents a clear, detailed description of the method proposed to address the research problem. Human subjects' assurances, data collection instruments, a timeline for your progression through completion of the project, and other materials are included in appendices. In class 13 of the class, the first draft of their working proposal is due. Students receive feedback from the instructor and their peers. Based on this feedback students submit a final draft of their proposal in week 16 of class. The paper is evaluated using the first question of the Prospectus Design SLO Rubric that states "A research problem and research question that is clear, articulated, and significant. The rubric uses a 3-point Likert scale with the anchors: (0) does not meet expectations, (1) meets expectations, and (2) exceeds expectations. The faculty member enters the collected scores using a data management system, TaskStream.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected.

1. The program expects at least 80% of doctoral students assessed will achieve a score of 1 or higher on the item that assesses "The research question or hypotheses are appropriate for professional research and publication." [Final Paper: Doctoral Internship-Research (CSLG 8443) Progress Paper Rubric]
2. The program expects at least 80% of doctoral students assessed will achieve a score of 1 or higher on the item that assesses "A research problem and research question that is clear, articulated, and significant." [Final Paper: Prospectus Design (CSLG 8998) Rubric]

Measures	Meas 1-CSLG 8443	Meas 2 – CSLG 8998		
Semester	Spring 2024	Spring 2024		
Total Number	8	6		
Met Expectations	8	5		
Percentage	100%	83.33%		
Mean	1.625	1.41		

Changes to be implemented in 2025: Based upon the assessment data included in this 2023-2024 report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

Based upon the Assessment Report, the Doctoral Program in Counselor Education & Supervision in the Department of Counseling met all performance outcomes and showed a positive impact on candidate learning based on 2024 CACREP standards

Student Learning Outcome 2 (CACREP 2024-Standard 6.B.1.b)

SLO 2: Doctoral Professional Identity: Counseling. Doctoral students will be able to demonstrate integration of theories relevant to counseling (CACREP 2024 6.B.1.b)

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

Since the last submission no changes have been made to the Student Learning Outcomes aligned with the 2024 CACREP Standards. The CACREP Self-Study remains under review as part of the program's reaffirmation process.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability.

1. Doctoral Practicum in Counseling (CSLG 8431) – The outcome measure is Case Conceptualization Rubric. (Spring Semester)
2. Doctoral Comprehensive Exam – The outcome measure is the score on the item, integration of theories relevant to counseling, on the Comprehensive Examination Rubric for Counseling Theories. (January, May, August)

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated, the process the department will use to collect, analyze and disseminate the assessment data to program faculty, and how changes/improvements will be made based on the assessment data.

1. In CSLG 8431, students will present a 10-minute segment of a counseling session during the case presentation. For this case presentation, students complete the Case Presentation for Group Supervision. Based on students' written report, content of their taped segment, and discussion about their segment relative to their theory, the faculty member assesses students' (1) ability to describe work with client using the language from the theory from which you are working, (b) ability to demonstrate work with client from a stated theoretical perspective, and (3) ability to generate future hypotheses concerning possible counseling approaches or interventions from a stated theoretical perspective. These three (3) dimensions are assessed on a 3-point Likert scale with the anchors: (1) does not meet expectations, (2) meets expectations, and (3) exceeds expectations. The faculty member enters the collected scores using a data management system, TaskStream.
2. The comprehensive exam in the theories assesses the ability to demonstrate integration of theories relevant to counseling (CACREP 2024; Section 6.B.1.b). Each of the 7 dimensions on the rubric is assessed using a 3-point Likert scale with the anchors: (1) does not meet expectations, (2) meets expectations, and (3) exceeds expectations. A score of 14 is required to "pass" each question. The responses are blindly reviewed by three different faculty members and scored using the Comprehensive Examination Rubric for Research. The director of the doctoral program enters the collected scores using a data management system, TaskStream.

Scores are collected using the data management system TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the College of Education. The data is discussed during a final faculty meeting and next steps are determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the Cato College of Education are housed on a secure website which is accessible to all faculty members within the college.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected.

1. The program expects at least 80% of doctoral students assessed will achieve a score of 6 or higher on the Case Conceptualization Rubric.
2. The program expects at least 80% of doctoral students assessed will achieve a passing score on the Comprehensive Exam Theories question.

2024 Assessment Data					
Measures	Measure 1-CSLG 8431	Measure 2-Comp Theory	Measure 2- Comp Theory	Measure 2- Comp Theory	Comp Theory Exam Total
Semester	Spring 2024	Jan-2024	May 2024	Aug 2024	
Total Number	9	0	4	2	
Met Expectations	9	0	4	2	
Percentage	100%		100%	100%	
Mean	7.67		15.89	14.82	

Plans for 2025: Based upon the 2024 assessment data included in this annual report, what changes /improvements will the program implement during the next academic year to improve performance on this student learning outcome?

Based upon the Assessment Report, the Doctoral Program in Counselor Education & Supervision in the Department of Counseling met all performance outcomes and showed a positive impact on candidate learning based on 2024 CACREP standards.

Student Learning Outcome 3
(CACREP 2024 Standard 6.B.3.d)

SLO: 3 Doctoral Professional Identity: Teaching. Doctoral students demonstrate knowledge of roles and responsibilities related to educating counselors (CACREP 2024 6.B.3.d)

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

Since the last submission no changes have been made to the Student Learning Outcomes aligned with the 2024 CACREP Standards. The CACREP Self-Study remains under review as part of the program's reaffirmation process.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability.

1. In Instructional Theory in Counselor Education (CSLG 8203) the outcome measure is a passing score on the Doctoral Teaching SLO Rubric #1. (Fall Semester)
2. In Doctoral Internship: Teaching (CSLG 8445), the outcome measure is a passing score on the Doctoral Teaching SLO Rubric #2. (Fall Semester)

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated, the process the department will use to collect, analyze and disseminate the assessment data to program faculty, and how changes/improvements will be made based on the assessment data.

1. In CSLG 8203, students were evaluated on Rubric #1 at the end of the semester based on their journals covering the readings. In these journals, students were asked to assess the readings in terms of roles and responsibilities related to educating counselors. The journal entries were evaluated on a rubric that addressed these issues.
2. For the CSLG 8445 Doctoral Internship: Teaching course, the Doctoral Teaching SLO #2 rubric is used to assess students in 3 areas to determine sufficient knowledge in the content area described in the CACREP standard (6.B.3.d). The first area is "Provides content that is well structured and sequenced; visuals or handouts help make content clear." The second area is "Emphasizes key concepts using multiple strategies (verbal examples, overheads, slides)." The third area is "Monitors student understanding and responses throughout the lesson." Each item is scored on a 3-point scale. Minimum passing score is a 6 with no scores of 1 or 0. This assessment is conducted at the end of the spring and fall semesters after the course is completed.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected.

1. The program expects at least 80% of doctoral students assessed will achieve a score of 4 or higher on the Doctoral Teaching SLO Rubric #1 used in 8203.
2. The program expects at least 80% of doctoral students assessed will achieve a score of 6 or higher on the Doctoral Teaching SLO Rubric #2 used in 8445.

2024 Assessment Data				
Measures	Measure 1 - 8203	Measure 2 - 8445		
Semester	Fall 2024	Fall 2024		
Total Number	6	5		
Met Expectations	6	5		
Percentage	100%	100%		
Mean	6	5.2		

Plans for 2025: Based upon the 2024 assessment data included in this annual report, what changes /improvements will the program implement during the next academic year to improve performance on this student learning outcome?

Based upon the Assessment Report, the Doctoral Program in Counselor Education & Supervision in the Department of Counseling met all performance outcomes and showed a positive impact on candidate learning based on 2024 CACREP standards.

Student Learning Outcome 4
Supervision (CACREP 2024-Standard 6.B.2.b)

SLO 4: Doctoral Professional Identify: Supervision. Doctoral students demonstrate knowledge of theoretical frameworks and models of clinical supervision (CACREP 2024 6.B.2.b).

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

Since the last submission no changes have been made to the Student Learning Outcomes aligned with the 2024 CACREP Standards. The CACREP Self-Study remains under review as part of the program's reaffirmation process.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome **and** explain how it assesses the desired knowledge, skill or ability

1. In Clinical Supervision in Counseling (CSLG 8110), the outcome measure is a passing score on the Doctoral Supervision SLO Rubric. (Fall Semester)
2. The Comprehensive Exam specifically covers the standard, "demonstrate knowledge of theoretical frameworks and models of clinical supervision" [Comprehensive Exam Rubric for Supervision]. (January, May, August)

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated, the process the department will use to collect, analyze and disseminate the assessment data to program faculty, and how changes/improvements will be made based on the assessment data.

1. In CSLG 8110 Clinical Supervision in Counseling, the Doctoral Supervision SLO Rubric is used to assess students in 2 areas to determine sufficient knowledge in the content area described in the CACREP standard (6.B.2.b). The first is student "ability to identify theoretical frameworks and models of clinical supervision." The second assessment area is "articulate theoretical frameworks and models of clinical supervision." Each item is scored on a 4 point scale (0-3), with a highest possible total score of 6 (sum of two items). Minimum passing total score is 4 with no scores of 1 or 0. This assessment is conducted at the end of the fall semester after the course is completed.
2. Students may take the doctoral Comprehensive Exams in January, May, and August. The main objective of the Comprehensive Exam is to ensure that students demonstrate an in-depth understanding of the counseling professions by exhibiting adequate preparation to write a dissertation and to be counselor educators. Examinees must be able to analyze and synthesize information obtained from coursework and research within a multicultural counseling context. The responses are blindly reviewed by three different faculty members and scored using the Comprehensive Examination Rubric for Supervision.

The comprehensive exam in the supervision area assesses knowledge of theoretical frameworks and models of clinical supervision (CACREP 2024; Section 6.B.2.b). Each of the 7 dimensions on the rubric is assessed using a 3-point Likert scale with the anchors: (1) does not meet expectations, (2) meets expectations, and (3) exceeds expectations. A score of 14 is required to "pass" each question. The responses are blindly reviewed by three different faculty members and scored using the Comprehensive Examination Rubric for Research. The director of the doctoral program enters the collected scores using a data management system, TaskStream.

Scores are collected using a data management system, TaskStream, and are analyzed at the college and program level. Simple descriptive statistics are used to analyze the scores, and disaggregated findings are reported by semester at three levels (College, Program and Licensure Area). Once a year results from all assessments administered by the programs are disseminated to the faculty in the Cato College of Education. The data is discussed during a final faculty meeting and the next steps are determined to address any needs identified. All strategies determined during this closing the loop discussion are implemented during the next academic year. All data reports created by the college are housed on a secure website which is accessible to all faculty members within the college.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected.

1. The program expects at least 80% of doctoral students assessed will achieve a passing score, on the Doctoral Supervision SLO Rubric in the CSLG 8110 Clinical Supervision in Counseling course.
2. The program expects at least 80% of doctoral students assessed will achieve a passing score on the Comprehensive Exam Supervision question.

2024 Assessment Data					
Measures	Measure 1-CSLG 8110	Measure 2-Comp Supervision	Measure 2-Comp Supervision	Measure 2-Comp Supervision	Supervision Exam Total
Semester	Fall 2024	Jan-2024	May 2024	Aug 2024	
Total Number	7	0	4	2	
Met Expectations	7	0	4	2	
Percentage	100%		100%	100%	
Mean	4		16.99	15.15	

Plans for 2025: Based upon the 2024 assessment data included in this annual report, what changes /improvements will the program implement during the next academic year to improve performance on this student learning outcome?

Based upon the Assessment Report, the Doctoral Program in Counselor Education & Supervision in the Department of Counseling met all performance outcomes and showed a positive impact on candidate learning based on 2024 CACREP standards.

Student Learning Outcome 5 Leadership & Advocacy (CACREP Standard 6.B.5.i)

SLO 5: Doctoral Professional Identify: Leadership and Advocacy. Doctoral students demonstrate models and competencies for counselors and counselor educators advocating on behalf of the profession and professional counselor identity (CACREP 2024-6.B.5.i).

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

Since the last submission no changes have been made to the Student Learning Outcomes aligned with the 2024 CACREP Standards. The CACREP Self-Study remains under review as part of the program's reaffirmation process.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability.

1. In the Doctoral Seminar (CSLG 8105) the outcome measure is the final grade on the Professional Development Plan assignment. (Fall Semester)
2. In Applied Multicultural Counseling (CSLG 8346) the outcome measure is the final grade on the MSJCC Integration Project. (Spring Semester)

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated, the process the department will use to collect, analyze and disseminate the assessment data to program faculty, and how changes/improvements will be made based on the assessment data.

1. In Doctoral Seminar (CSLG 8105) students complete a narrative paper reflecting on the content of the course and how they envision the content applying to their professional career. The goal for the assignment is to provide students the opportunity to reflect on their professional goals (e.g. begin thinking about where you see yourself in 5 years) and develop a plan for working toward those goals. This assignment is meant to be a jumping off point and a working document that can be updated throughout their programs. One component of the assignment is to assess their ability to reflect on their role in advocating for the profession and to process their views of leadership in the profession. This is

assessed on the third question of the Professional Development Action Plan Paper Grading Rubric assesses “A statement of your identity as a counseling leader/ advocate” on a 2-point scale-

2. In Applied Multicultural (CSLG 8346) students complete an advocacy project where they are expected to demonstrate their role as a counselor in advocating on behalf of the profession and professional identity. The course is taught during the spring term and the project is evaluated by a rubric. The data are collected in Taskstream.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected.

1. The program expects at least 80% of doctoral students assessed will achieve a score of 1 or higher final grade on the Professional Development Plan assignment.
2. The program expects at least 80% of doctoral students assessed will achieve a score of 3 or higher on the rubric using CACREP 6.B.5.i as one of the measures on the MSJCC Integration Project.

2024 Assessment Data				
Measures	Measure 1 - 8105	Measure 2 - 8346		
Semester	Fall 2024	Spring 2024		
Total Number	6	9		
Met Expectations	6	7		
Percentage	100%	100%		
Mean	2	2.75		

Plans for 2025: Based upon the 2024 assessment data included in this annual report, what changes /improvements will the program implement during the next academic year to improve performance on this student learning outcome?

Based upon the Assessment Report, the Doctoral Program in Counselor Education & Supervision in the Department of Counseling met all performance outcomes and showed a positive impact on candidate learning based on 2024 CACREP standards.

Student Learning Outcome 6 Multicultural (CACREP-Standard 6. B.5.k)

SLO 6: Doctoral Professional Identify: Multicultural and Socially Just Practice. Doctoral students demonstrate strategies of leadership in relation to diversity, equity, inclusion, and social justice issues (CACREP 2024-6.B.5.k).

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

Since the last submission no changes have been made to the Student Learning Outcomes aligned with the 2024 CACREP Standards. The CACREP Self-Study remains under review as part of the program's reaffirmation process.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability.

1. In Applied Multicultural Counseling (CSLG 8346) the outcome measure is the final grade on the Counselor Educator Interview Project. (Spring Semester)
2. Doctoral Comprehensive Exam: The outcome measure is the score on Multicultural section on the Comprehensive Rubric for Multicultural. (January, May, and August)

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated, the process the department will use to collect, analyze and disseminate the assessment data to program faculty, and how changes/improvements will be made based on the assessment data.

1. Applied Multicultural Counseling (CSLG 8346) students submit a 7-10 page based on an interview conducted with a Counselor Educator or a PhD level practitioner. The interview helps students attain practical knowledge about leadership and leadership development by exploring interviewee perceptions of their leadership style, leadership positions, cultural factors that impacted their leadership development, most important skills for effective leadership, challenges encountered, how leadership impacts advocacy, future goals as a leader and advice for effective leadership development. The 7-10 page paper created from the interview is evaluated using rubric with the following categories: organization, content, grammar, leadership assessment, and knowledge integration.
2. Students take the doctoral Comprehensive Exams in January, May, or August. The main objective of the Comprehensive Exam is to ensure that students demonstrate an in-depth understanding of the counseling professions by exhibiting adequate preparation to write a dissertation and to be counselor educators. Examinees must be able to analyze and synthesize information obtained from coursework and research within a multicultural counseling context. With advice and consent of the students' Doctoral Program Advisor, students choose when to take the Comprehensive Examination. Students will meet with their Doctoral Program Advisors near the end of the semester in which they will have accrued at least 35 hours of doctoral course credit to verify their eligibility to take the exam and discuss the questions they may have about the exam.

The comprehensive exam in research assesses the knowledge of research questions appropriate for professional research and publication (CACREP 2024; Section 6.B.5.k). Each of the 7 dimensions on the rubric is assessed using a 3-point Likert scale with the anchors: (1) does not meet expectations, (2) meets expectations, and (3) exceeds expectations. A score of 14 is required to "pass" each question. The responses are blindly reviewed by three faculty members and scored using the Comprehensive Examination Rubric for Research. The director of the doctoral program enters the collected scores using a data management system, TaskStream.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected.

1. The program expects 80% of doctoral students will achieve a score of 12 or higher on the Applied Multicultural Counseling Counselor Educator Interview Project.
2. The program expects 80% of doctoral students will achieve a passing score on the Comprehensive Multicultural Exam question.

2024 Assessment Data					
Measures	Measure 1-CSLG 8346	Measure 2-Comp Multicultural	Measure 2-Comp Multicultural	Measure 2-Comp Multicultural	
Semester	Spring 2024	Jan-2024	May 2024	Aug 2024	
Total Number	8	0	4	2	
Met Expectations	7	0	4	2	
	87.50%		100%	100%	
	12.86		15	14.2	

Plans for 2025: Based upon the 2024 assessment data included in this annual report, what changes /improvements will the program implement during the next academic year to improve performance on this student learning outcome?

Based upon the Assessment Report, the Doctoral Program in Counselor Education & Supervision in the Department of Counseling met all performance outcomes and showed a positive impact on candidate learning based on 2024 CACREP standards.