

Counselor Education Ph.D. Program  
Student Outcomes Assessment Plan  
Spring 2007

**1. How are your stated student learning outcomes appropriate to your mission, programs, and degrees?**

“The mission of the Counselor Education Ph.D. (CE) program is to prepare professionals to function in the roles of educator, supervisor, leader, researcher, advocate and practitioner.” The program takes a developmental approach to learning that is student centered. This is a post master’s program designed to build upon and extend counseling knowledge and professional practice skills. The CE Ph.D. prepares students to enter the world of academia as faculty members, to become administrators and leaders in agency counseling, or to begin private practice as counselors. Graduates will be prepared to enter supervisory, educational, administrative, or direct service positions in universities and college academic departments, mental health agencies, corporate settings, or private practice. Some graduates will be license eligible throughout the United States in either mental health or school counseling. The program is the only program within the state of Indiana offering this degree.

The preparation of professional doctoral level counselor educators for service in academic or practice settings is consistent with the mission of the School of Education “to prepare, promote, and advance educational and human service professionals for a diverse and ever-changing world”.

The mission of the Counselor Education program fits well with several of the strategic planning goals of Indiana State University. First, the Ph.D. in Counselor Education serves to extend advanced knowledge that responds to societal needs, is innovative, and committed to excellence. The program promotes the expansion of knowledge by placing value on student and faculty scholarship. The program specifies transfer of knowledge and expertise to society through service partnerships that focus on the quality of life in Indiana. Finally, the program is committed with ISU to enhancing equal educational opportunity and valuing cultural and ethnic diversity.

The program is flexible enough to allow students to pursue personal career goals through focused electives, independent study, and a variety of training experiences. Through practica, internship, teaching, research, and community and university work experiences students shape their career while obtaining their degree. The individual attention and support provided by faculty allow students to personalize their program to reach individual career goals, interests, and needs.

**2. Please share your stated learning objectives.**

The knowledge and skills necessary for professional counselors and counselor educators have been outlined by a professional organization, the Council for the Accreditation of Counseling and Related Educational programs (CACREP). The student outcome assessment and program enhancement needs are based upon the eight core areas defined by CACREP.

The following six student learning outcomes have been identified by the Counseling area as central to our mission and objectives.

- Students will develop a knowledge base relevant to their profession.

- Students will develop knowledge and skill relevant to scholarly activity research and inquiry.
- Students will develop knowledge of diversity in their academic career at ISU.
- Students will develop appropriate clinical knowledge and skills.
- Students will develop knowledge of professional ethics and standards and apply these ethics and standards.
- Students will develop an appropriate professional identification.

### **3. What evidence do you have that students achieve your stated learning outcomes?**

Even though the Counselor Education Ph.D. is a new program and shares courses with the Mental Health Counseling, School Counseling, and Counseling Psychology programs, core curriculum evaluations demonstrate the program strategies effectively meet the CACREP standards. While the CE Ph.D. is not yet accredited, both the School and Mental Health Counseling Master's programs are. Thus regular review of course content is required for that process.

The program of study was just finalized in the spring 2007 semester. Therefore, many of these assessments are just now being implemented. However, due to the fact that most of the courses were already offered for other CACREP programs, these assessments are already being done for those programs. The tables shown in the appendix outline the specific evidence collected to demonstrate that students are achieving the stated learning outcomes.

### **4. In what ways do you analyze and use evidence of student learning?**

Based upon the points outlined above, a list is presented of assessment tools and methods, data collection methodology and time line, analysis of research and creative activity and proposed use of the results for program enhancements.

#### **Assessment Tools and Methods**

The following is a list of the assessment tools and methods included in the tables above that are being used in the assessment of student learning to evaluate program effectiveness.

- Audio and video tapes and work samples of clinical activities.
- Clinical case notes and time-task logs.
- Faculty and supervisor evaluation of student performance.
- In-class examination, papers, projects and final examinations.
- Membership, attendance, participation, licensure application (if applicable)
- Oral Examination consisting of two parts – Proposal defense and Dissertation defense.
- Practicum and Internship case presentations.
- Skill assessment devices for clinical practice and narrative evaluations of clinical performance.
- Student evaluations of courses, instructional material, teaching and supervision.
- Submission of programs to conferences.
- Written Preliminary Comprehensive Examination.

#### **Data Collection Methodology and Time Line**

The following is a list of the data collection methodology and time line included in the tables above that are being used in the assessment of student learning to evaluate program effectiveness.

- Annual administration and evaluation of Preliminary Comprehensive Examination for students having completed the majority of their course work.
- Annual review of grade distribution for all students.
- Annual review of distribution of student ratings of course material, faculty and supervision.
- Annual review of student performance by Program Committee.
- Oral examination by students' committee upon completion of course work, internship, dissertation proposal and research.
- Mid-semester and end of semester evaluations of student performance are collected from instructor and supervisors in practicum and internship classes.
- Monthly review of time-task logs collected in student file.
- Review of case notes by site supervisor on on-going basis.
- Semester based evaluation of "outliers" in clinical progress by Program committee.
- Semester based faculty evaluations of class work.
- Semester based evaluation of course material, faculty and supervision.

#### **Analysis for Research/Creative Activity**

The following is a list of the analysis methods of student research and creative activity used to determine program effectiveness. Data analysis that focuses on scholarly activity, research and inquiry is collected as part of the Department's assessment of student learning outcomes and program effectiveness.

- Analyzed for the use of theory, research and references to literature.
- Analyzed using 'best practice' in the use of inquiry.
- Analyzed using effective models from the literature.
- Annual review of aggregate student performance relevant to research in diversity.
- Annual review of aggregate student performance relevant to research.
- Annual review of student performance relevant to treatment of diversity in scholarly activity and research by program committee.
- Annual review of student performance relevant to scholarly activity and research by Program Committee.
- Based on effective models from the literature.
- Case analysis reviewed for ethical scholarship.
- Composite of student evaluations reviewed by Program Committee.
- Integration of scholarship, research and inquiry into case presentation.
- Integration of scholarship, research and inquiry into clinical assessment.
- Membership and participation.
- Participation frequency.
- Preliminary Comprehensive Examination reviewed for ethical scholarship.
- References to scholarship in papers on ethics.

- Semester based review of student performance relevant to scholarly activity and research by Program Committee.
- Work analyzed for references to contemporary scholarship.

### **Using the Results for Program Enhancement**

The following is a list of the ways in which assessment information will be used to evaluate program effectiveness. Evaluation information about student learning outcomes will be used to enhance program effectiveness in the following four areas:

#### **Use of Results Annually**

**Course revision.** Course syllabus, readings and assignments will be modified in light of evaluation results of student learning outcomes.

**Pedagogical revision.** Pedagogical methods will be changed to enhance the effectiveness of the student learning experience.

**Curriculum revision.** Program curriculum, the courses required for a degree, will be modified based on the results of these evaluations. *The CE program of study was revised this year based upon information collected.*

**Student Assessment revision.** Changes to the assessments of student learning outcomes will result from this evaluation.

The list below summarizes material from the table above.

- Annual comparisons of ISU student performance with national data when available and previous ISU student groups by Program Committee.
- Annual review of program effectiveness by CACREP Committee and Program Committees.
- Annual reviews of performance data and comparisons with local and national norms by Program Committee.
- Course and socialization enhancement.
- Enhance the content, delivery and perceived quality of the program.
- Enhance student placements and supervision.
- Enhance student time management and skill effectiveness in clinical supervision.
- Enhancing clinical training and experiences.
- Improve supervisory roles.
- Orientation and socialization enhancement.
- Revise course assignments, delivery and participation.

### **5. How do you ensure shared responsibility for assessment of student learning?**

The following is a list of the ways in which we ensure shared responsibility for assessing outcomes and program effectiveness. Responsibility about student learning outcomes will be shared to enhance program effectiveness in the following areas:

- Faculty across program areas share assessment data annually.
- Community stakeholders and constituents (onsite supervisors and administrators) share assessment data each semester.
- Students share input on their own progress each semester.
- Feedback is shared from faculty and supervisors with students each semester.
- Student feedback is shared with faculty, supervisors each semester.
- Student feedback is shared with the program committee annually.
- The student's dissertation committee shares responsibility with the dissertation chair for evaluation of student's written preliminary comprehensive exam.
- The student's committee shares responsibility for evaluation of the student's oral defense of the dissertation proposal and dissertation defense.

**6. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?**

- Grades are a reflection of student achievement.
- Student Evaluation of Course Work and Instructor
  - Instructors often assess both mid-semester and at the end of the semester. Both are used by the instructor to improve teaching methodology and course content. End of semester evaluations are used by the department chair for evaluation of the individual instructors within the program.
- Formative Assessment
  - Includes ongoing evaluation within courses to give corrective feedback.
  - Breaks objectives down into mastery units (e.g., research projects broken into segments like selecting a topic, creating a prospectus, presenting a literature review, etc.).
  - Instructor feedback is incorporated at each stage until student reaches mastery of the stage.
- Summative Assessment
  - Utilized at the end of a unit or at the end of a class to assess student's overall knowledge and mastery.
  - Utilized at the end of program coursework to assess student's overall knowledge over the program content objectives.
  - Utilized at the end of program to assess student's knowledge and skill over research proficiencies.
  - Utilized by the chair in an annual report to the college.
- Program Evaluation
  - This year, the director evaluated the program of study.
  - The director researched both national counselor education programs and Graduate School requirements.
  - The needs of current students were surveyed and included in the research.
  - A program of study revision was discussed within the committee and a consensus reached about the types of changes needed.

- The program of study was revised to meet current and future student needs.
- Feedback will be requested at the end of the next academic year to see if the revised program is meeting needs as anticipated.

## Appendix

<p><b>Students will develop a knowledge base relevant to their profession.</b></p>			
<p>Assessment Methods and Tools</p>	<p>Data Collection Methodology and Time Line</p>	<p>Analysis for Research/Creative Activity</p>	<p>Using the Results for Program Enhancement</p>
<ul style="list-style-type: none"> <li>• In-class examination, papers, projects and final examinations</li> </ul>	<ul style="list-style-type: none"> <li>• Semester based faculty evaluations of class work.</li> <li>• Annual review of student performance by Program committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual review of student performance relevant to scholarly activity and research by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual review of program effectiveness by CACREP Committee and Program Committees.</li> </ul>
<ul style="list-style-type: none"> <li>• Faculty and supervisor evaluation of student performance</li> </ul>	<ul style="list-style-type: none"> <li>• Semester based faculty evaluations of class work.</li> <li>• Annual review of grade distribution for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Semester based review of student performance relevant to scholarly activity and research by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual comparisons of ISU student performance with national data when available and previous ISU student groups by Program Committee.</li> </ul>
<ul style="list-style-type: none"> <li>• Student evaluations of courses, instructional material, teaching and supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Semester based student evaluation of course material, faculty, and supervision.</li> <li>• Annual review of distribution of student ratings of course material, faculty and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Composite of student evaluations reviewed by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance the content, delivery, and perceived quality of the program.</li> <li>• Enhance student placements and supervision.</li> <li>• Revise course assignments, delivery and participation.</li> </ul>
<ul style="list-style-type: none"> <li>• Written Preliminary Comprehensive Examination</li> </ul>	<ul style="list-style-type: none"> <li>• Annual administration and evaluation of Preliminary Examination for students having completed the majority of their course work.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual review of aggregate student performance relevant to research.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual reviews of performance data and comparisons with local and national norms by Program Committee.</li> </ul>
<ul style="list-style-type: none"> <li>• Oral Examination – Two part</li> <li>• Proposal defense, Dissertation defense</li> </ul>	<ul style="list-style-type: none"> <li>• Oral examination by student’s committee upon completion of course work, internship, dissertation proposal and research.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual review of student performance relevant to scholarly activity and research by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual reviews of performance data and comparisons with local and national norms by Program Committee.</li> </ul>

<p><b>Students will develop knowledge and skill relevant to scholarly activity research and inquiry.</b></p>			
<p>Assessment Methods and Tools</p>	<p>Data Collection Methodology and Time Line</p>	<p>Analysis for Research/Creative Activity</p>	<p>Using the Results for Program Enhancement</p>
<ul style="list-style-type: none"> <li>• In-class examination, papers, projects and final examinations</li> </ul>	<ul style="list-style-type: none"> <li>• Semester based faculty evaluations of class work.</li> <li>• Annual review of student performance by Program committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual review of student performance relevant to scholarly activity and research by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual review of program effectiveness by CACREP Committee and Program Committees.</li> </ul>
<ul style="list-style-type: none"> <li>• Faculty and supervisor evaluation of student performance</li> </ul>	<ul style="list-style-type: none"> <li>• Semester based faculty evaluations of class work.</li> <li>• Annual review of grade distribution for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual review of student performance relevant to scholarly activity and research by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual comparisons of ISU student performance with national data when available, and previous ISU student groups by Program Committee.</li> </ul>
<ul style="list-style-type: none"> <li>• Student evaluations of courses, instructional material, teaching and supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Semester based student evaluation of course, material, faculty, and supervision.</li> <li>• Annual review of distribution of student ratings of course material, faculty and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Composite of student evaluations reviewed by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance the content, delivery and perceived quality of the program.</li> <li>• Enhance student placements and supervision.</li> <li>• Revise course assignments, delivery and participation</li> </ul>
<ul style="list-style-type: none"> <li>• Written Preliminary Comprehensive Examination</li> </ul>	<ul style="list-style-type: none"> <li>• Annual administration and evaluation of Preliminary Examination for students having completed the majority of their course work.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual review of aggregate student performance relevant to research.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual reviews of performance data and comparisons with local and national norms by Program Committee.</li> </ul>
<ul style="list-style-type: none"> <li>• Oral Examination – Two part</li> <li>• Proposal defense, Dissertation defense</li> </ul>	<ul style="list-style-type: none"> <li>• Oral examination by student’s committee upon completion of course work, internship, dissertation proposal and research.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual review of student performance relevant to scholarly activity and research by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual reviews of performance data and comparisons with local and national norms by Program Committee.</li> </ul>



<p><b>Students will develop knowledge of diversity in their academic career at ISU.</b></p>			
<p>Assessment Methods and Tools</p>	<p>Data Collection Methodology and Time Line</p>	<p>Analysis for Research/Creative Activity</p>	<p>Using the Results for Program Enhancement</p>
<ul style="list-style-type: none"> <li>In-class examination, papers, projects and final examinations</li> </ul>	<ul style="list-style-type: none"> <li>Semester based faculty evaluations of class work.</li> <li>Annual review of student performance by Program committee.</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of student performance relevant to scholarly activity and research by program committee.</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of Program effectiveness by CACREP committee and Program Committees.</li> </ul>
<ul style="list-style-type: none"> <li>Faculty and supervisor evaluation of student performance</li> </ul>	<ul style="list-style-type: none"> <li>Semester based faculty evaluations of class work.</li> <li>Annual review of grade distribution for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of student performance relevant to scholarly activity and research by program committee.</li> </ul>	<ul style="list-style-type: none"> <li>Annual comparisons of ISU student performance with national data when available, and previous ISU student groups by Program Committee.</li> </ul>
<ul style="list-style-type: none"> <li>Student evaluations of courses, instructional material, teaching and supervision</li> </ul>	<ul style="list-style-type: none"> <li>Semester based student evaluation of course, material, faculty, and supervision.</li> <li>Annual review of distribution of student ratings of course material, faculty and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>Composite of student evaluations reviewed by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Enhance the content, delivery and perceived quality of the program.</li> <li>Enhance student placements and supervision.</li> <li>Revise course assignments, delivery and participation.</li> </ul>
<ul style="list-style-type: none"> <li>Written Preliminary Comprehensive Examination</li> </ul>	<ul style="list-style-type: none"> <li>Annual administration and evaluation of Preliminary Examination for students having completed the majority of their course work.</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of aggregate student performance relevant to research in diversity.</li> </ul>	<ul style="list-style-type: none"> <li>Annual reviews of performance data and comparisons with local and national norms by Program Committee.</li> </ul>
<ul style="list-style-type: none"> <li>Oral Examination – Two part</li> <li>Proposal defense,</li> </ul>	<ul style="list-style-type: none"> <li>Oral examination by student’s committee upon completion of</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of student performance</li> </ul>	<ul style="list-style-type: none"> <li>Annual reviews of performance data and</li> </ul>

Dissertation defense	course work, internship, dissertation proposal and research.	relevant to treatment of diversity in scholarly activity and research by Program Committee.	comparisons with local and national norms by Program Committee.
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<b>Students will develop appropriate clinical knowledge and skills.</b>			
Assessment Methods and Tools	Data Collection Methodology and Time Line	Analysis for Research/Creative Activity	Using the Results for Program Enhancement
<ul style="list-style-type: none"> <li>• Audio and video tapes and work samples of clinical activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-semester and end of semester evaluations of student performance are collected from instructor and supervisors in practicum and internship classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzed for the use of theory, research and references to literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhancing clinical experiences.</li> </ul>
<ul style="list-style-type: none"> <li>• Skill assessment devices for clinical practice and narrative evaluations of clinical performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-semester and end of semester evaluations of student performance are collected from instructor and supervisors in practicum and internship classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzed using 'best practice' in the use of inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhancing clinical experiences.</li> </ul>
<ul style="list-style-type: none"> <li>• Written Preliminary Comprehensive Examination</li> </ul>	<ul style="list-style-type: none"> <li>• Annual administration and evaluation of Preliminary Examination for students having completed the majority of their course work.</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of scholarship, research and inquiry into clinical assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhancing clinical training and experiences.</li> </ul>
<ul style="list-style-type: none"> <li>• Practicum and Internship class case presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-semester and end of semester evaluations of student performance are collected from instructor and supervisors in practicum and internship classes</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of scholarship, research and inquiry into case presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhancing clinical experiences.</li> </ul>
<ul style="list-style-type: none"> <li>• Clinical case notes and time-task logs.</li> </ul>	<ul style="list-style-type: none"> <li>• Review of case notes by site supervisor on on-going basis.</li> <li>• Monthly review of time-task logs collected in student file.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzed using effective models from the literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance clinical experiences.</li> </ul>
<ul style="list-style-type: none"> <li>• Faculty and Supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• Semester based faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Based on</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance student</li> </ul>

evaluation of student performance.	<p>evaluation.</p> <ul style="list-style-type: none"> <li>• Annual review of grade distribution for all students.</li> <li>• Semester based evaluation of “outliers” in clinical progress by Program committee.</li> </ul>	effective models from the literature.	time management and skill effectiveness in clinical supervision.
<ul style="list-style-type: none"> <li>• Student evaluation of courses, instructional material, teaching and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Semester based course, material, faculty and supervision evaluations.</li> <li>• Annual review of distribution of student ratings of course material, faculty and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on effective models from the literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance the content, delivery and perceived quality of the program.</li> <li>• Enhance student placements and supervision.</li> <li>• Improve supervisory roles.</li> </ul>

<b>Students will develop knowledge of professional ethics and standards and apply these ethics and standards.</b>			
Assessment Methods and Tools	Data Collection Methodology and Time Line	Analysis for Research/Creative Activity	Using the Results for Program Enhancement
<ul style="list-style-type: none"> <li>• In-class examinations, papers, projects, ethics case studies and final examinations.</li> </ul>	<ul style="list-style-type: none"> <li>• Semester based faculty evaluations of class work.</li> <li>• Annual review of student performance by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>• References to scholarship in papers on ethics.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual review of program effectiveness by CACREP Committee and Program Committees.</li> </ul>
<ul style="list-style-type: none"> <li>• Audio and video tapes and work samples of clinical activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-semester and end of semester evaluations of student performance are collected from instructor and supervisors in practicum and internship classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Case analysis reviewed for ethical scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhancing clinical experiences.</li> </ul>
<ul style="list-style-type: none"> <li>• Skill assessment devices for clinical practice and narrative evaluations of clinical performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-semester and end of semester evaluations of student performance are collected from instructor and supervisors in practicum and internship classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on effective models from the literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhancing clinical experiences.</li> </ul>
<ul style="list-style-type: none"> <li>• Written Preliminary</li> </ul>	<ul style="list-style-type: none"> <li>• Annual administration</li> </ul>	<ul style="list-style-type: none"> <li>• Examination</li> </ul>	<ul style="list-style-type: none"> <li>• Annual review of</li> </ul>

Comprehensive Examination	and evaluation of Preliminary Examination for students having completed the majority of their course work.	reviewed for ethical scholarship.	program effectiveness by CACREP Committee and Program Committees.
<ul style="list-style-type: none"> <li>• Practicum and Internship class case presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-semester and end of semester evaluations of student performance are collected from instructor and supervisors in practicum and internship classes</li> </ul>	<ul style="list-style-type: none"> <li>• Based on effective models from the literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhancing clinical experiences.</li> </ul>
<ul style="list-style-type: none"> <li>• Faculty and Supervisor evaluation of student performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Semester based faculty evaluation.</li> <li>• Annual review of grade distribution for all students.</li> <li>• Semester based evaluation of “outliers” in clinical progress by Program committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on effective models from the literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance student skill effectiveness in clinical supervision.</li> </ul>
<ul style="list-style-type: none"> <li>• Student evaluation of courses, instructional material, teaching and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Semester based course material, faculty and supervision evaluations.</li> <li>• Annual review of distribution of student ratings of course material, faculty and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on effective models from the literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance the content, delivery and perceived quality of the program.</li> <li>• Enhance student placements and supervision.</li> <li>• Improve supervisory roles.</li> </ul>

<b>Students will develop an appropriate professional identification.</b>			
Assessment Methods and Tools	Data Collection Methodology and Time Line	Analysis for Research/Creative Activity	Using the Results for Program Enhancement
<ul style="list-style-type: none"> <li>• In-class examinations, papers, projects, and final examinations.</li> </ul>	<ul style="list-style-type: none"> <li>• Semester based faculty evaluations of class work.</li> </ul>	<ul style="list-style-type: none"> <li>• Membership and participation.</li> <li>• Participation frequency.</li> <li>• Work analyzed for references to contemporary scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>• Course and socialization enhancement.</li> </ul>
<ul style="list-style-type: none"> <li>• Membership, attendance, participation, licensure application (if applicable).</li> </ul>	<ul style="list-style-type: none"> <li>• Annual review of student performance by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Work analyzed for references to</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation and socialization enhancement.</li> </ul>

		contemporary scholarship.	
<ul style="list-style-type: none"> <li>• Submission of programs to conferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual review of student by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on effective models from the literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Course and socialization enhancement.</li> </ul>
<ul style="list-style-type: none"> <li>• Faculty and Supervisor evaluation of student performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual review of student by Program Committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on effective models from the literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Course and socialization enhancement.</li> </ul>
<ul style="list-style-type: none"> <li>• Student evaluations of courses, instructional material, teaching and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Semester based faculty evaluations of class work.</li> <li>• Annual review of distribution of student ratings of course material, faculty and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on effective models from the literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance the content, delivery and perceived quality of the program.</li> <li>• Enhance placements and supervision.</li> </ul>