

**Doctoral Learning Outcomes
Program Evaluation
Based on the Assessment Plan
Ph.D. in Counseling and Personnel Student Services – Gwinnett Campus
The University of Georgia**

The Ph.D. in Counseling and Student Personnel Services offered at The University of Georgia Gwinnett Campus is a part-time program designed to meet CACREP requirements for accreditation. The program has the specific purpose of preparing graduates to be counselor educators and/or to assume positions of leadership in P-16 educational settings. The primary areas of specialization beyond the counseling core are school counseling and college counseling. This program has an emphasis on social justice, focusing on the ways that counseling professionals may make systemic changes in the settings in which they work. The intent of the program is to provide a vehicle for advanced graduate study to individuals holding master's degrees in counseling or college student development who have post-master's experience and are currently employed at least one-half time in a P-12 school or in a college or university setting.

The program seeks to prepare scholar-practitioner-advocates for the professional specialty of counselor education and supervision. Assessment of content knowledge and skill development occurs in individual courses through a variety of methods including examinations, research papers and projects, group activities, tape and peer review, observations, and class presentations. The anchored points of assessment across the program occur at admissions; through periodic student reviews as part of faculty meetings; through written and oral preliminary examinations prior to admission to candidacy; through clinical experiences in counseling, university teaching, and supervision; and in research processes associated with a three-course research sequence as well as the completion of a dissertation.

The current Program Evaluation is based upon the Assessment Plan as applied to our first cohort of 16 doctoral students who were admitted in 2008 with the potential for completion of degree requirements and graduation in May 2011. Fifteen students were admitted to candidacy based on successfully completing coursework and preliminary written and oral examinations. As of the end of summer session 2011, 12 students had completed the prospectus defense, obtained IRB approval, conducted research and successfully defended their dissertations. Ten graduated in May 2011, two graduated in August 2011, one graduated in Fall 2013, one in Spring 2014, and one is still in process (ABD). Specifically, the following responses address knowledge and skills related to supervision, teaching, research and scholarship, counseling, and leadership and advocacy. The responses are indicated in blocked sections of the Assessment Plan.

CACREP Standards

From the CACREP Standards, the Program assesses student outcomes related to supervision, teaching, research and scholarship, counseling, and leadership and advocacy. When appropriate within the review, the following terms were used in evaluation:

- *Satisfactory* or *successful* completion of the requirement or experience indicates meeting the appropriate level/quality of knowledge and/or skills expected for doctoral level study.
- *Outstanding* is used to describe a level of quality that exceeds expectations regarding the requirements related to knowledge and/or skills for the doctoral level of study.
- *Exemplary* is used to describe those outcomes reflecting a level of quality that significantly exceeds expectations regarding the requirements related to knowledge and/or skills for the doctoral level of study.

Supervision Knowledge

- Doctoral students are required to complete a two-course sequence focused on the process of counseling supervision. The first is a didactic class on theoretical frameworks and models of clinical supervision. The content of this first course also includes the roles, relationships, legal & ethical issues, and multicultural issues associated with counseling supervision. During this course, students are required to complete a midterm written examination to demonstrate understanding of the concepts, models, theories, and general content knowledge.

Ten of the 16 students in the first cohort of doctoral students successfully completed the first content course in supervision. Program faculty waived this requirement for six students based on the students having successfully completed the course as part of an Education Specialist's degree. The ten students successfully demonstrated satisfactory to exemplary understanding of the concepts, models, theories, and general content on a written examination.

Skills

- During the second half of the semester in this first course, students are required to participate in a peer supervision process with a colleague in the class. Three of the nine peer sessions are observed by the course instructor. The other sessions are conducted independently including site visits, case study reviews, and tape critiques. Students complete a case study of their supervisee, a log of their sessions, and a reflection on their own supervisory experience, style, and role.
- Students are also required to complete a practicum in supervision in which they provide clinical supervision to a master's student in counseling or to a more novice counselor in their work setting. As part of this course, they participate in supervision of supervision group sessions for three hours every other week. They are required to submit a tape of their supervision to the class instructor for review as well as a tape for critique by their group. The students also submit a case study of their supervisee, a log of supervisory sessions, and a reflection their supervision experiences. Students are evaluated by the person they supervised as well.

Ten of the first cohort successfully completed a peer supervision process as part of the first supervision course.

All students satisfactorily completed a practicum in supervision, providing clinical supervision to a master's student in counseling or a more novice counselor at their site. Evaluations from supervisees were extremely positive with many indicating outstanding to exemplary performance and support. These supervisee evaluations were supported by tape reviews by the university supervisors and the faculty of record. Self evaluations by practicum supervisors indicated a positive experience and personal understanding of their supervisory style, strengths, and professional development needs.

Teaching Knowledge

- Students participate in two seminar courses focused on counselor education and supervision: Orientation to Counselor Education and Supervision and Seminar in Counselor Education and Supervision. These courses provide grounding in the priorities of the program as well as professional associations and legal and ethical standards.
- Students are required to complete as a minimum one internship in teaching. This course requires students to demonstrate content knowledge concerning university teaching through a reaction paper to a required text and participation in a workshop on university teaching.

All students satisfactorily completed two seminars in counselor education and supervision and one teaching internship demonstrating content knowledge in class discussions and a text reaction paper.

Skills

- As part of the teaching internship, students are required to demonstrate skill by involvement in the delivery of three courses in the master's and/or Ed.S. Programs in the department. Students also complete a reflection paper on their teaching experience. Master's and Ed.S. students provide feedback concerning doctoral student contributions which are incorporated in faculty feedback.
- Students planning to apply for positions as counselor educators typically complete additional internships or teaching experiences.

All students satisfactorily completed a teaching internship contributing to three courses.

The majority of students contributed to courses more frequently and substantively than the internship required.

Feedback from master's students, education specialist's students, and supervising faculty ranged from satisfactory to exemplary.

Research and Scholarship

Knowledge

- Students are required to complete a four-course sequence in research and program evaluation. The courses include Research Methods, Qualitative Research, Quantitative Research, and Program Evaluation and Assessment.
- As part of their research sequence, students write both a quantitative and a qualitative research study demonstrating their knowledge of multiple methodologies.
- Students design and conduct a program evaluation and assessment at a p-16 site.

All students demonstrated satisfactory to strong understanding of research within course work in the research sequence including designing studies using quantitative and qualitative methodologies. Students also demonstrated a satisfactory to strong understanding of program evaluation through their P-16 assessment projects.

Skills

- Submission of a program proposal for a regional or national conference is required as part of the Orientation to Counselor Education course.
- In the Qualitative Research class, the students work on a qualitative study and manuscript preparation in order to learn the research and writing processes involved in qualitative research. Students identify a research topic, research theory, qualitative research tradition in order to guide their data collection/analysis, and writing in order to produce a qualitative manuscript by the end of their course.
- Students conduct and write a review of literature related to specific research questions
- One of the three questions included in written preliminary examinations focuses on demonstrated knowledge and skills related to research.
- Doctoral students are also required to complete a prospectus, the related IRB, and their dissertation. This process serves as the culminating demonstration of knowledge and skills related to research.

All students submitted a program proposal for a regional or national conference and successfully completed the projects associated with the research sequence. Many of these proposals were accepted, and students conducted these presentations at a range of state, regional, and national conferences.

Fifteen students successfully completed preliminary examinations and were recommended for candidacy.

Fourteen students successfully completed a prospectus, had the IRB application approved, conducted the research, and defended their dissertations.

Counseling

Knowledge

- Students are required to complete an Advanced Theories of Counseling course as well as a Practicum in Counseling. In Advanced Counseling Theories course, students work on a Social Justice Project and Presentation where they identify both the systemic and

individuals levels of impact of this social justice issue (e.g., the “personal is political”) while grounding the assignment in counseling and psychological theories (or theories from other disciplines such as sociology and anthropology) that require a thorough review of pertinent literature. In addition, they work on take-home midterm and final examinations to demonstrate their knowledge of how counseling theories, research, and advocacy intervention, prevention, and remediation intersect with one another.

- As another example, in the Advanced Career class, students are required to prepare a 10-12 page research paper on a major career development model/theory and related to a P-16 issue. The paper must include key components and theoretical constructs related to the model; published research on the theory or model; potential for generalizability to diverse populations; application within a P-16 approach to work; and practical applications including assessment instruments and implications for practice.

All students demonstrated satisfactory to outstanding understanding of counseling theories in the counseling sequence and related projects, presentations, and papers.

Skills

- One of the three questions included in written preliminary examinations focuses on theories of counseling.
- Students demonstrate knowledge of counseling theories in their clinical work in practicum, internship, and supervision.

All students demonstrated satisfactory to exemplary knowledge in their clinical work based on feedback from site supervisors and university supervisors.

Fifteen students successfully completed preliminary examinations and were recommended for candidacy.

Leadership and Advocacy

Knowledge

- Social justice advocacy and leadership are prominent themes in the program and are infused in all courses. Specifically students are required to complete a course in Social Justice and Advocacy. For instance, in this course students work on a “Social Justice Quilt” project and presentation, where they make specific connections between their personal experiences of advocacy, privilege, and oppression and the ways they have benefited from others’ advocacy in social justice movements. In another assignment, students write a social justice paper called “Understanding Myself as an Advocate” – the purpose of which is for students to specifically reflect on the reasons you have decided to undertake the challenge of becoming an advocate, in addition to applying social justice theoretical constructs to their understanding of themselves. Finally, students work on an advocacy project in small groups to design a presentation on a social justice issue that can be used in their own P-16 settings, including an experiential social justice activity and resources for future social change and action on this social justice issue.
- As an example of infused content and skills, students in the Advanced Groups class are required to work as part of a task group on addressing a social justice issue related to P-

16 educational access and equity. They are required to design interventions to address the issue or need of a particular population and conduct an in-class presentation of their plan.

- Students also complete a comprehensive social justice assessment during their final semester in the program.

All students satisfactorily completed the projects related to social justice and advocacy across the program and completed a Social Justice Assessment upon graduation.

Skills

- One of the three questions in preliminary examinations is focused on social justice in P-16 educational settings.
- The culminating experience in the Internship in Counselor Education and Supervision is the planning and delivery of a regional conference on Social Justice in Counseling. This provides an opportunity for students to demonstrate their ability to organize, assume leadership, work effectively as a team, and advocate for both the profession and marginalized groups within society.

Fifteen students successfully completed preliminary examinations and were recommended for candidacy.

All students participated in a variety of roles in the planning and delivery of a regional conference on Social Justice in Counseling, demonstrating their ability to organize, assume leadership, work effectively as a team, and advocate for both the profession and marginalized groups within society.

Graduating students completed a Social Justice Assessment and an Exit Survey. The data for these is listed below.

Summary of Social Justice Assessment

In May of 2011, graduating students were asked to complete a social justice assessment. Nine of the 10 graduates completed the assessment. The results of the qualitative analysis are provided in the sections that follow.

How do you define Social Justice?	Common Themes	<ul style="list-style-type: none"> • equality/equity • marginalization • empowerment • access • advocacy • recognition
	Variant Themes	None identified
When I engage in social justice and advocacy work I feel...	Common Themes	<ul style="list-style-type: none"> • empowered • excitement • passion • proud
	Variant Themes	<ul style="list-style-type: none"> • alone • overwhelmed • fearful • inadequate
Please describe the strengths that you bring to social justice and advocacy work.	Common Themes	<ul style="list-style-type: none"> • knowledge • understanding • open-mindedness • willingness
	Variant Themes	None identified
Please describe the growth areas and/or challenges you might face in social justice and advocacy work.	Common Themes	<ul style="list-style-type: none"> • limited resources • isolation • lack of understanding
	Variant Themes	None identified

Most respondents defined social justice as a process that recognizes inequities among different individuals and groups and as an avenue for advocacy toward empowerment, access, empowerment, and against marginalization for individuals and communities. There was also a mixture of both positive and negative feelings associated with engaging in social justice advocacy. In one respect, students reported that engaging in social justice made them feel empowered, excited, passionate, and proud. On the other hand, respondents also reported feeling alone, overwhelmed, fearful, and inadequate. The growth areas students reported bringing to social justice and advocacy work were knowledge, understanding, open-mindedness, and willingness. When asked about the future areas of growth for respondents regarding social justice advocacy, they listed their own knowledge gaps or lack of understanding. Students also reported that having limited resources and feeling isolated (as if they were the only people concerned with social justice) as challenges to engaging in social justice and advocacy work.

Summary of Exit Survey

In May 2011, graduating students were asked to complete an exit survey regarding their overall experience in the program. Nine of the 10 graduates completed the survey. The overall program results are summarized in the following section. Comments that pertained to specific faculty members or courses are shared with those individuals.

Students were asked to rate the curriculum, instruction, and overall program on a scale of 1-5 (5=excellent, 1=poor).

The overall rating for importance of courses within the curriculum:	4.45	(3.6 – 5.0)
The overall rating for quality of instruction:	4.5	(4.0 – 4.9)
The overall rating given to the program:	4.6	

A few themes emerged from the open-ended questions asked on the exit survey. Overall, most respondents considered the course work to have been appropriate to their education and professional needs. One respondent reported that electives in the adult education program complement the social justice focus of the program. Most respondents described the processes that were helpful in completing their dissertations to be: (a) early writing requirements, (b) appropriate levels of challenge and support, (c) feeling as if they mattered, and (d) the availability of the faculty. In terms of the social justice component, respondents indicated a desire for more immersion experiences and advocacy opportunities. Despite the mostly positive report of the program, a few respondents did bring up issues of conflict and tension between individual faculty members and students, an area of concern which is being addressed and understood within a multicultural and social justice framework.