A. **College, Department and Date**

1. College: College of Education
2. Department: Individual, Family and Community Education UNM
3. Date: 12/16/15

B. **Academic Program of Study**

*Ph.D. Counselor Education*

C. **Contact Person(s) for the Assessment Plan**

Kristopher M. Goodrich, PhD, Associate Professor and Program Coordinator, Counselor Education

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* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).
<table>
<thead>
<tr>
<th>Broad Learning Goal</th>
<th>Student Learning Outcomes</th>
<th>COE C.F./Univ. Goal</th>
<th>When Assessed **</th>
<th>Assessment/ Course if applicable</th>
<th>Direct/ Indirect</th>
<th>Score Range</th>
<th>Expected Pass Rate *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Knowledge and Skills</td>
<td>Demonstrates understanding and ability to design, implement, and analyze qualitative and quantitative research</td>
<td>U, K, S</td>
<td>Fall Even years</td>
<td>Final Paper in COUN620: Consultation in Counseling</td>
<td>Direct</td>
<td>0-5</td>
<td>90% score ≥ 4</td>
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<tr>
<td>Teaching Knowledge and Skills</td>
<td>Demonstrates understanding and ability in instructional theory and methods relevant to counselor education, pedagogy relevant to multicultural issues and competencies, and ethical and legal considerations in counselor education</td>
<td>U, P / K, S</td>
<td>Fall/Spring</td>
<td>Faculty evaluation of Teaching</td>
<td>Direct</td>
<td>0-5</td>
<td>90% score ≥ 4</td>
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<tr>
<td>Clinical Knowledge and Skills</td>
<td>Demonstrates understanding and application of counseling theory and effective interventions across diverse populations and settings</td>
<td>P / S</td>
<td>Every semester</td>
<td>Professional Counselor Performance Evaluation (PCPE)</td>
<td>Direct</td>
<td>0-2</td>
<td>90% score ≥ 1</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Internship Site Supervisor Final Evaluation of Student</td>
<td>Direct</td>
<td>0-5</td>
<td>90% score ≥ 4</td>
</tr>
</tbody>
</table>

*Briefly describe the criteria for success related to each direct or indirect means of assessment. What is the program’s performance target (e.g., is an “acceptable or better” performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.

1. Who: State explicitly whether the program’s assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students. [NOTE: Although one size does not fit all and it does depend on the assessment method, sampling should not be taken lightly. Best practices indicate that sampling approx. 20% of a}
course’s student population (or student enrollment) is valid and reliable if the number exceeds 99. Otherwise, a valid rationale has to be provided for samples that are less than 20% of the course’s student population.]

All students will be explored on all measures, as all these items are required for national CACREP accreditation.

** 2. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?**
[Briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the one, two, or three year plan and/or complete the following table. For example, provide a layout of the semesters or years (e.g., 2014-2015, 2014-2016, and 2014-2017), list which outcomes will be assessed, and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.).]

All outcomes will be assessed every year, with the exception of the research goal, as that course is only offered every other year (even years in the Fall semester). The remaining are measured every year as all these courses are run semester and these scales are collected each semester. Each are required for CACREP accreditation and need to be explored on an annual basis. The results of the assessment will be discussed in program faculty meetings and through program modification reports, which are required to be placed online, on the Counselor Education website, to meet reporting requirements for CACREP.

3. **What is the program’s process to analyze/interpret assessment data and use results to improve student learning?**
   Briefly describe:
   1. who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).
   2. what is the process for considering the implications of assessment/data for change:
      a. to assessment mechanisms themselves,
      b. to curriculum design,
      c. to pedagogy
      ...in the interest of improving student learning.
   3. How, when, and to whom will recommendations be communicated?

   1. All Program Faculty have responsibility in this process, both in gathering evidence, as well as participating in regular (semesterly) program retreats to analyze and interpret data.

   2. Every semester, the Counselor Education program faculty meet in a retreat to explore the previous semester’s data from courses and evaluate the program for CACREP national standards. At these time, we consider program modifications that may need to occur to keep us in compliance with our national standards. The
program faculty have met to discuss assessment methods, curriculum design, and pedagogy for teaching. These standards were agreed upon when we modified the program to meet the 2009 national standards, which has very specific SLO’s that must be measured for accreditation.

3. All recommendations are made publically available online through the Counselor Education website. This is a requirement for CACREP and we must report to them by 9/15 every academic year with a copy of this report.