

**East Carolina University  
College of Allied Health Sciences  
Addictions and Rehabilitation Studies  
Ph.D. in Rehabilitation Counseling & Administration  
Program Assessment Plan and Report (TracDat)  
AY 2019-2020**

**Program Statistics**

**Major Data**

Current # Doctoral Students: CDS – 14, ADM - 5

- Fall 2019 admits CDS – 2, ADM – 1
- Fall 2019 dropout CDS – 2
- Spring 2020 admits: CDS - 1
- Fall 2020 admits: CDS - 2

**Comprehensive Exams**

- Summer 2019 passed: CDS – 2
- Spring 2020 passed: CDS – TBA
- August 2020 Scheduled: CDS – 4
- December 2020: TBA
- Historic Total 33 Passed,

**Proposal Completed**

- Fall 2019 – ADM – 1
- Spring 2020 – CDS – 1
- Historic Total – 28

**Dissertation Defense**

- Fall 2019 –ADM – 1
- Spring 2020 – CDS – 1
- Summer 2020 – TBA
- Historical 28 CDS – 21 ADM – 7

**Graduates 2019-2020:**

- 2019 (fall – 1; spring – 1; summer – TBA)
- Projected graduations for fall 2020: TBA
- Total 28 graduates CDS – 21 ADM – 7

**Full-Time Jobs Obtained Post-Comprehensive**

- Florida International University
- Stephen F. Austin University
- Social Security Private Rehabilitation
- Private Practice
- Regional Practice Management Consultant

**Curriculum/Program Changes**

- Name Change: TBA
- Handbook revision:
- Curriculum Changes: TBA

**Issues to consider:**

- CACREP Timeline
  - Mid-Cycle Review
- Removed GRE for admissions
- Two Students are requesting a time extension from the Graduate Council Executive Committee meeting July 6, 2020

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**Counseling Practices.**

**Outcome:** PhD Students will demonstrate evidence-based counseling practices (CACREP 6.B.1.d).

**MOA-1:** Evidence-based practices component of the field site supervisor evaluation of student performance – assessed during ADRE 8360 mid-term of advanced practicum evaluation and ADRE 8360 final of advanced practicum evaluation. In both evaluations, the Instructor required students to demonstrate their expertise by using the core counseling skills with actual clients. By comparing mid-term and final helps students determine their rate of skill improvement.

**CFS-1:** All students will receive at least 2 out of 3 points on this component at time 1, and all students will receive 3 out of 3 points at time 2.

**MOA-2:** Implementation of evidence-based practice component of counseling session recordings' rubric – assessed during ADRE 8360 first recording in advanced practicum and ADRE 8360 final recording in advanced practicum. These sessions required students to demonstrate their skills in accordance with the core counseling skill rubric. By comparing mid-term and final helps students determine their rate of skill improvement.

**CFS-2:** All students will receive at least 3 out of 5 points on this component at time 1, and all students will receive 4 out of 5 points at time 2.

**1. Actions Taken:** To meet CACREP standards, an advanced practicum rubric was developed to assess students' first and final recordings in ADRE 8360 for the 2019-2020 assessment period. The rubric was utilized during the 2019-2020 assessment period. The ADRE 8360 field site supervisor evaluation was utilized during the 2019-2020 assessment period to assess students' use of evidence-based practices.

2. Results: All students (N = 2) received at least 2 out of 3 points at time 1, and 3 out of 3 at time 2 for MOA-1 during the 2019-2020 assessment period. All students (N = 2) received at least 3 out of 5 at time 1, and 4 out of 5 at time 2 for MOA-2 during the 2019-2020 assessment period. Thus, the criterion of 100% of students was met.

**3. Analysis of Results:** The criterion for the current year and the previous year were met. Faculty interpreted the results as an indication that students continue to demonstrate mastery of the counseling practice criteria for CACREP national accreditation standards for the 2019-2020 assessment period. Area for improvement or reinforcement? From 2010 to 2020, approximately 28 students were evaluated at the Mid-term and Final on 9 different clinical skills. At the mid-term point of assessment, over 70% of the doctoral students obtained a score above 2.78 out of 3 total points, with about 60% having a perfect score. At the final point of assessment, over 80% had a score above 2.88 out of 3 total points, with over 75% earning a perfect score. The Aggregated-Skill Score for the Mid-term and Final were compared. Although doctoral students begin at a high-level of skill, over this 10-year period, there was significant improvement [ $F(1, 27) = 5.11, p = .032, \eta_p^2$

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= .16], from the Mid-term ( $M = 2.80$ ,  $SD = .29$ ) to the Final ( $M = 2.95$ ,  $SD = 2.91$ ). Using this information, we are better able to understand this year's scores.

**4. Actions planned for the next reporting year:** ADRE 8360 will continue to include the evaluation and the rubric to evaluate students' ability to demonstrate mastery of counseling practice criteria for CACREP national accreditation standards. Because students achieved national accreditation standards during the 2019-2020 assessment period, the plan is to slightly modify these MOAs for the 2020-2021 assessment period. Actions to specifically target areas for improvement or reinforcement? Based on the analysis of results, we will continue to evaluate the students' 9 different clinical skills at Mid-term and Final points of assessment. CFS-1: All students will receive at least 2.5 out of 3 points on this component at time 1, and all students will receive 3 out of 3 points at time 2. CFS-2: All students will receive at least 3.5 out of 5 points on this component at time 1, and all students will receive 4 out of 5 points at time 2.

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**Supervision.**

**Outcome:** PhD Students will demonstrate mastery of skills of clinical supervision (CACREP 6.B.2.d).

**MOA-1:** Clinical supervision session tape review rubric – assessed during ADRE 8380 first supervision tape and during ADRE 8380 third supervision tape. The Instructor trained the doctoral students to use the supervision rubric when evaluating the master’s counseling students. The recorded session helped the instructor highlight essential learning areas for the student to emphasize.

**CFS-1:** All students will receive at least 75% of the points on supervision assignment for time 1, and all students will receive 85% of the points at time 2.

**MOA-2:** Supervision skills article critique – assessed during ADRE 8380 first article critique and ADRE 8380 second article critique. The instructor used the articles to introduce current best practices in counseling supervision. The recorded session helped the instructor highlight strategies for essential learning for learning best practices to supervise counselor.

**CFS-2:** All students will receive at least 75% of the points on assignment for time 1, and all students will receive 85% of the points at time 2.

**1. Actions Taken:** To meet CACREP standards, ADRE 8380 course rubrics were revised. The revised course rubrics were utilized to assess students’ two supervision tape reviews and two article critiques for the 2019-2020 assessment period.

**2. Results:** For MOA-1, all students (N = 2) received at least 75% on the first tape and 85% or above on the second tape for the 2019-2020 assessment period. For MOA-2, all students (N = 2) received at least 75% on the first article critique and 85% or above on the second article critique for the 2019-2020 assessment period. Thus, the criterion of 100% of students was met.

**3. Analysis of Results:** The criterion for the current year and the previous year were met. Faculty interpreted the results as an indication that students continue to demonstrate mastery of the counseling practice criteria for CACREP national accreditation standards for the 2019-2020 assessment period. Area for improvement or reinforcement? To improve supervision skills more rapidly faculty will increase focus on supervision skill-building from the beginning of class to the Mid-term point of evaluation.

**4. Actions planned for the next reporting year:** ADRE 8380 will continue to include the course rubrics to evaluate students’ ability to demonstrate mastery of skills of clinical supervision criteria for CACREP national accreditation standards. Because students achieved national accreditation standards during the 2019-2020 assessment period, the plan is to slightly modify these MOAs for the 2020-2021 assessment period. Actions to specifically target areas for improvement or

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reinforcement? Faculty will ensure doctoral students will engage in proactive behavior that will facilitate more timely contact with supervisees and establish supervision activities earlier in the semester. CFS-1: All students will receive at least 80% of the points on supervision assignment for time 1, and all students will receive 85% of the points at time 2. CFS-2: All students will receive at least 80% of the points on assignment for time 1, and all students will receive 85% of the points at time 2.

### **Teaching.**

**Outcome:** PhD Students will demonstrate pedagogy and teaching methods relevant to counselor education (CACREP 6.B.3.b).

**MOA-1:** In-class teaching experience – assessed during ADRE 8210 first in-class teaching experience and ADRE 8210 last in-class teaching experience. Professor meticulously explained the grading rubric for both in-class teaching experiences. Each student was expected to deliver the presentation with the appropriate teaching approach. The rubric emphasized micro pedagogical teaching methods, students received thorough feedback about their skills during the in-class sessions from the professor.

**CFS-1:** All students will receive at least 75% of the points on assignment for time 1, and all students will receive 85% of the points at time 2.

**MOA-2:** External teaching experience – assessed during ADRE 8210 first external teaching experience and ADRE 8210 last external teaching experience. Professor meticulously explained the grading rubric for both external-class teaching experiences. Each student was expected to deliver two sessions with the appropriate teaching approach and methods. The rubric emphasized macro and micro pedagogical teaching methods, students received thorough feedback about their skills during the in-class sessions from the professor.

**CFS-2:** All students will receive at least 75% of the points on assignment for time 1, and all students will receive 85% of the points at time 2.

**1. Actions Taken:** To meet CACREP standards, ADRE 8210 course rubrics were revised. The revised course rubrics were utilized to assess students' teaching skills through both in-class and external teaching experiences for the 2019-2020 assessment period.

**2. Results:** For MOA-1, all students (N = 3) received at least 75% of the points at time 1 and 85% or above of the points at time 2 on the in-class teaching assignment for the 2019-2020 assessment period. For MOA-2, all students (N = 3) received at least 70% on the points for time 1 and 85% or above at time 2 on the external teaching experience for the 2019-2020 assessment period. Thus, the criterion of 100% of students was met.

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**3. Analysis of Results:** The criterion for the current year and the previous year were met. Faculty interpreted the results as an indication that students continue to demonstrate mastery of the counseling practice criteria for CACREP national accreditation standards for the 2019-2020 assessment period. Area for improvement or reinforcement? The present environment requires educators to evaluate various methods of delivering content. Specifically, faculty will require doctoral students to consider the effectiveness of online teaching as a replacement delivery method.

**4. Actions planned for the next reporting year:** ADRE 8210 will continue to include the course rubrics to evaluate students' ability to demonstrate mastery of pedagogy and teaching methods relevant to counselor education criteria for CACREP national accreditation standards. Because students achieved national accreditation standards during the 2019-2020 assessment period, the plan is to slightly modify these MOAs for the 2020-2021 assessment period. Actions to specifically target areas for improvement or reinforcement? Faculty will incorporate new assessment questions to examine how online teaching experiences influence MOA-1 and MOA-2. CFS-1: All students will receive at least 80% of the points on assignment for time 1, and all students will receive 85% of the points at time 2. CFS-2: All students will receive at least 80% of the points on assignment for time 1, and all students will receive 85% of the points at time 2.

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**Research and Scholarship.**

**Outcome:** PhD Students will understand research designs appropriate to quantitative and qualitative research questions (CACREP 6.B.4.e)

**MOA-1:** Literature review presentation – assessed during ADRE 8810 first article critique presentation and ADRE 8810 last article critique presentation. Instructor used literature review presentation to introduce the student to current information on their chosen research area. By using a Socratic teaching approach, the instructor helped students explore strategies for synthesizing the information and developing appropriate research questions.

**CFS-1:** All students will receive at least 60% of the points on assignment for time 1, and all students will receive 80% of the points at time 2

**MOA-2:** Chapters 1-3 of dissertation – assessed during ADRE 8550 final draft of Chapters 1-3 and ADRE 8420 final draft of Chapters 1-3. By the drafting and revising of Chapters 1-3, the instructor helped students synthesize the current information on their chosen research area. After synthesizing this information, Student developed a systematic review of literature about their dissertation topic.

**CFS-2:** All students will receive at least 80% of the points on assignment for time 1, and all students will receive at least 80% of the points at time 2.

**1. Actions Taken:** To meet CACREP standards, ADRE 8810 and 8550 course rubrics were revised. The revised course rubrics were utilized to assess students' literature review presentations and drafts of chapters 1-3 of the dissertation for the 2019-2020 assessment period.

**2. Results:** For MOA-1, all students (N =7) received at least 60% of the points at time 1, and all students (N = 7) received 80% or above of the points at time 2 on the literature review presentation for the 2019-2020 assessment period. The MOA-2 is evaluated in ADRE 8550. This year four students were in the class. All students (N = 4) received at least 80% of the points at time 1 and 80% or above at time 2 in chapters 1-3 of the dissertation for the 2019-2020 assessment period. Thus, the criterion of 100% of students was met.

**3. Analysis of Results:** The criterion for the current year and the previous year were met. Faculty interpreted the results as an indication that students continue to demonstrate mastery of research designs appropriate to quantitative and qualitative research questions criteria for CACREP national accreditation standards for the 2019-2020 assessment period. Discussion among faculty indicated students' ability to critique articles for a literature review in MOA-1 for ADRE 8810 could be reinforced by increasing the minimum percentage of points received at each time period.

**4. Actions planned for next reporting year:** For MOA-1 ADRE 8810 will continue to include the course rubrics to evaluate students' ability to demonstrate mastery of research designs appropriate to quantitative and qualitative research questions criteria for CACREP national accreditation standards. To reinforce MOA-1, students in ADRE 8810 will be expected to receive



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at least 85% of points on the assignment at time 1 and 90% of points on the assignment at time 2 beginning during the 2020-2021 assessment period. The plan is to slightly modify MOA-2 in ADRE 8550 for the 2020-2021 assessment period. The instructor in ADRE 8550 will continue to use the Literature Review writing assignment as a way to maintain the positive results related to constructing the literature review and developing research writing skills. To improve research writing skills, the instructor will add a one-on-one writing exercise where the students can work with the instructor to examine the Literature Review chapter of the dissertation proposal. Specifically, the exercise will involve the use of WebEx to analyze and critique the first draft of the proposal. Next, doctoral students will resubmit the Literature Review and critique the second draft with the instructor via WebEx. CFS-1: All students will receive at least 70% of the points on assignment for time 1, and all students will receive 85% of the points at time 2. CFS-2: All students will receive at least 80% of the points on assignment for time 1, and all students will receive at least 85% of the points at time 2.

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**Leadership & Advocacy.**

**Outcome:** PhD Students will understand the role of counselors and counselor educators advocating on behalf of the profession and professional identity (CACREP 6.B.5.i)

**MOA-1:** Advocacy and leadership interview – assessed during ADRE 7601 interview of an organization administrator/leader assignment and ADRE 8360 advocacy assignment. The Instructors meticulously explained the grading rubric for interview the organization administrator/leader assignment. Each student was expected to interview an organization leader and write a paper linking current practices with the leadership research.

**CFS-1:** All students will receive at least 80% of the points for both assignments

**MOA-2:** Advocacy component of the field site supervisor evaluation of student performance – assessed during ADRE 8360 mid-term of advanced practicum and ADRE 8360 final of advanced practicum. The Leadership Assignment/Advocacy assignment was not completed, rubric was not developed.

**CFS-2:** All students will receive at least 2 out of 3 points on this component at time 1, and all students will receive 3 out of 3 points at time 2

**1. Actions Taken:** To meet CACREP standards, MOA-1 for ADRE 7601 and ADRE 8360 and MOA-2 for ADRE 8360 were added. MOA-1 was utilized in ADRE 7601 to assess students' interviews with an organization administrator/leader assignment. MOA-1 and MOA-2 were not completed in ADRE 8360.

**2. Results:** For MOA-1, (3 of 3, 100%) of the students received an 80% on the Interview of an Organization Administrator Assignment. For MOA-1, student's demonstration of advocacy was not assessed using the advocacy assignment. For MOA-2, students' demonstration of advocacy was not assessed using the field site supervisor evaluation of student performance for the 2019-2020 assessment period. Thus, while the criterion for MOA-1 was met, however, MOA-2 was not met.

**3. Analysis of Results:** The criteria for the current year were not met. Faculty discussed the need to utilize the assessments of students' ability to demonstrate an understanding of the role of counselors and counselor educators advocating on behalf of the profession and professional identity criteria for CACREP national accreditation standards for the 2019-2020 assessment period. The present environment requires counselor educators to incorporate more advocacy into curricula. Specifically, faculty will require doctoral students to engage in an advocacy project focused on American racism.

**4. Actions planned for next reporting year:** For MOA-1, ADRE 8360 will utilize the advocacy assignment to evaluate students' ability to understand the role of counselors and counselor

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educators advocating on behalf of the profession and professional identity criteria for CACREP national accreditation standards. For MOA-2, the instructor of ADRE 8360 will revise the means of assessment to incorporate a leadership advocacy component. All students in ADRE 8360 will be expected to receive at least 2 out of 3 points on the assignment at time 1 and 3 out of 3 points on the assignment at time 2. CFS-1: All students will receive at least 80% of the points for both assignments. CFS-2: All students will receive at least 2.5 out of 3 points on this component at time 1, and all students will receive 3 out of 3 points at time 2