

**East Carolina University**  
**College of Allied Health Sciences**  
**Addictions and Rehabilitation Studies**  
**Ph.D. in Counselor Preparation and Research program**  
**Assessment Plan and Report**  
**AY 2020-2021**

**Program Statistics**

- Current enrollment: **17**
- Number of students who graduated during academic year 2020-2021: **6**
- Job Placement rate: **100%**
- Comprehensive pass rate: **75%**
- Number of program applications received last year (fall 2020 and spring 2021): **3**

**Student Demographics (only categories with students in them are listed):**

- Female, American Indian or Alaska Native = **1**
- Female, African American/Black = **6**
- Female, Caucasian/White = **5**
- Male, African American/Black = **1**
- Male, Caucasian/White = **4**

**Full-time Faculty Demographics**

- Female, African American/Black = **1**
- Female, Caucasian/White = **2**
- Male, Caucasian/White = **3**

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Program Assessment Outcome Measures, Results, and Plan for AY 2020-2021

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.

**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.

**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.

**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.

1. **Actions Taken:** Course activities include review of recordings of counseling sessions conducted by the students. Students are given feedback on their performance via the counseling session recording rubric.

2. **Results:** All students (N = 3) received at least 2.5 out of 3 points at time 1, and 3 out of 3 at time 2 for MOA-1 during the 2020-2021 assessment period. All students (N = 3) received at least 3.5 out of 5 at time 1, and 4 out of 5 at time 2 for MOA-2 during the 2020-2021 assessment period. Thus, the criterion of 100% of students was met.

3. **Analysis of Results:** Analysis of Results: Students demonstrate mastery of evidence-based practices; providing feedback of recordings appears to influence their performance. A focus on anti-racism is an important foundation of evidence-based practice; counselors need to demonstrate anti-racism as an indispensable element of evidence-based practice.

**4. Actions planned for the next reporting year:** The MOAs and CFSs will be modified to focus on anti-racism. Specifically:

**MOA-1:** Anti-racism 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.

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**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.

**MOA-2:** Anti-racist counseling practice component of counseling session recordings' rubric – assessed during ADRE 8360 first recording in advanced practicum and ADRE 8360 final recording in advanced practicum.

**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.

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.

**CFS-1:** All students will receive at least 80% of the points on the 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.

**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

1. **Actions Taken:** We slightly modified CFSs for the 2020-2021 assessment period. Faculty also ensured doctoral students engaged in proactive behavior to facilitate more timely contact with supervisees and establish supervision activities earlier in the semester.

2. **Results:** For MOA-1, all students (N = 4) received at least 80% on the first tape and 85% or above on the second tape for the 2020-2021 assessment period. For MOA-2, all students (N = 4) received at least 80% on the first article critique and 85% or above on the second article critique for the 2020-2021 assessment period. Thus, the criterion of 100% of students was met.

**3. Analysis of Results:** Faculty ensuring students; proactivity in timely contact with supervisees appears to have positively impacted their supervision performance. A focus on anti-racism is an important foundation of supervision; supervisors need to demonstrate anti-racism as an indispensable element of supervision. This should influence the supervisee in demonstrating anti-racism in their counseling practice.

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**4. Actions planned for the next reporting year:** Anti-racist readings pertaining to clinical supervision will be added to the course requirements. These readings will be discussed during class sessions.

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. This experience occurs during the regular class meeting of ADRE 8210.

**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.

**MOA 2:** External teaching experience. This experience occurs during a department course to which students are assigned to obtain teaching experience.

**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.

**1. Actions Taken:** We slightly modified the CFSs for this outcome. The faculty incorporated new assessment questions to examine how online teaching experiences influence MOA-1 and MOA-2. Capturing data on online teaching experiences is increasingly important as online teaching is become increasingly ubiquitous.

2. Results: For MOA-1, all students (N = 4) received at least 80% of the points at time 1 and 85% or above of the points at time 2 on the in-class teaching assignment for the 2020-2021 assessment period. For MOA-2, all students (N = 4) received at least 80% 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.

**3. Analysis of Results:** The criterion for the current year and the previous year were met. The faculty interpreted the results to indicate that students continue to demonstrate mastery of the counseling practice criteria for CACREP national accreditation standards for the 2020-2021 assessment period. Faculty thinking adding anti-racist readings will increase focus on this area for pedagogical skill-building. A focus on anti-racism is an important foundation of teaching; instructors need to teach from a foundation of anti-racism. This should influence the students in demonstrating anti-racism in their counseling practice.

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**4. Actions planned for the next reporting year:** Anti-racist readings pertaining to pedagogy will be added to the course requirements. This readings will be discussed during class sessions.

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

**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

**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 =2) received at least 60% of the points at time 1, and all students (N = 2) received 80% or above of the points at time 2 on the literature review presentation for the 2020-2021 assessment period. The MOA-2 is evaluated in ADRE 8550. This year four students were in the class. All students (N = 2) 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 to indicate that students continue to demonstrate mastery of research designs appropriate to quantitative and qualitative research questions criteria for CACREP national accreditation standards for the 2020-2021 assessment period. Faculty thinking adding anti-racist readings will increase focus on this area for research skill-building. Analysis of results: A focus on anti-racism is an important foundation of research; researchers have an ethical duty to conduct studies that are inclusive and free of racism and other bigotries. This should influence the students in demonstrating anti-racism in their research practices.

**4. Actions planned for the next reporting year:** Anti-racist readings pertaining to research will be added to the course requirements. This readings will be discussed during class sessions.

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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

**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

**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. leted in ADRE 8360.

2. **Results:** For MOA-1, (4 of 4, 100%) of the students received an 80% on the Interview of an Organization Administrator Assignment. For MOA-1, 100% (3 of 3) of students received 80% of the ADRE 8360 advocacy assignment. For MOA-2, 100% (3 of 3) of students received 2 out of 3 points and 3 out of 3 points at time two on the advocacy component of the site supervisor evaluation of student performance.

**3. Analysis of Results:** The faculty discussed the need to add more reading, focus, and discussion on anti-racism. A focus on anti-racism is an important foundation of advocacy and leadership; advocates and leaders in the counseling field have an ethical duty to support inclusive and anti-racist practices. This should influence the students in demonstrating anti-racism in their advocacy/leadership.

**4. Actions planned for next reporting year:** Anti-racist readings pertaining to leadership and advocacy will be added to the course requirements. This readings will be discussed during class sessions.

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**Program Surveys**

**Alumni perception of program preparation across key performance indicators**

The Ph.D. in Counselor Preparation and Research program prepared me for the following (n=3):

<b>Key Performance Indicator</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Demonstrate evidence-based counseling practices.	-	-	-	33.3%	66.7%
Demonstrate masters of skills of clinical supervision.	-	-	-	33.3%	66.7%
Demonstrate pedagogy and teaching methods relevant to counselor education.	-	-	-	-	100%
Understand research designs appropriate to quantitative and qualitative research questions.	-	33.3%	-	-	66.7%
Understand the role of counselors and counselor educators advocating on behalf of the profession and professional identity.	-	-	-	33.3%	66.7%

What were the most useful aspects of the Ph.D. in Counselor Preparation and Research program?

internship/GAs  
 The clinical knowledge and skills provided and the flexibility with time to work with other departments and take classes outside of our program. Wonderful faculty support as well.  
 Awesome faculty  
 Pedagogy, Clinical Supervision, Internship at Navigate Counseling Clinic, Qualitative Research, Biostats

What areas for improvement would you recommend for the Ph.D. in Counselor Preparation and Research program?

None listed.

**Summary/Integration of Feedback into Program Evaluation**

The survey results reflect our assessment that the program is strong in terms of advanced clinical practice and supervision, pedagogy, and leadership but is weaker in terms of research/scholarship. Faculty have been discussing this conclusion regularly during faculty meetings. We have identified several action steps to strengthen the research experience of our students. For example, a research interest group in our counseling clinical will be established Spring of 2022. Another example, students with assistantships assigned to the clinic, their

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hours will be balanced to provide more time for research (e.g., 5 hours per week of clinical practice and 5 hours per week of research activities.

**Field site supervisor perception of student preparation across key performance indicators**

The Ph.D. in Counselor Preparation and Research program prepared practicum/internship students for the following (n=5):

<b>Key Performance Indicator</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Demonstrate evidence-based counseling practices.	-	-	-	-	100%
Demonstrate masters of skills of clinical supervision.	-	-	20%	-	80%
Demonstrate pedagogy and teaching methods relevant to counselor education.	-	-	-	-	100%
Understand research designs appropriate to quantitative and qualitative research questions.	-	-	20%	-	80%
Understand the role of counselors and counselor educators advocating on behalf of the profession and professional identity.	-	-	-	-	100%

What are the strengths Ph.D. in Counselor Preparation and Research program students you have supervised?

Licensed in the counseling field, well versed in ethics and clinical procedures, well prepared to oversee practicum students.  
 Development of research questions, literature search and synthesis skills.  
 Understood managing issues within the classroom and applying pedagogical theory

What recommendations would you make to the Ph.D. in Counselor Preparation and Research program to better prepare practicum/internship students?

Nothing I can think of  
 Increase opportunities for students to be involved in research activities.  
 More teaching experience built in the program  
 Cultural diversity and organizational/case management skills.  
 need to publish more peer reviewed articles. Perhaps one article per internship semester.  
 Publish articles using Navigate Clinic

Summary/Integration of Feedback into Program Evaluation

Similar to the previous block of questions, these results reveal that research is a weaker



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component experience for students in the program. Please see previous summary/integration for actions taken.

**Employer perception of student preparation across key performance indicators**

The Ph.D. in Counselor Preparation and Research program prepared program graduates for the following (n=1)

<b>Key Performance Indicator</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Demonstrate evidence-based counseling practices.	-	-	-	-	100%
Demonstrate masters of skills of clinical supervision.	-	-	-	-	100%
Demonstrate pedagogy and teaching methods relevant to counselor education.	-	-	-	-	100%
Understand research designs appropriate to quantitative and qualitative research questions.	-	-	-	100%	-
Understand the role of counselors and counselor educators advocating on behalf of the profession and professional identity.	-	-	-	-	100%

What are the strengths of Ph.D. in Counselor Preparation and Research program students you have supervised?

Great counseling and conceptualization skills.

What recommendations would you make to the Ph.D. in Counselor Preparation and Research program to better prepare program graduates?

None listed.

**Summary/Integration of Feedback into Program Evaluation**

These results show the same trend of the previous two blocks: the clinical practice and supervision, pedagogy, and leadership are strong components of the program while research is a weaker component. As stated previously, faculty are discussing this conclusion during weekly faculty meetings. The discussion leads to changes and innovations of the program to enhance students' research experience.