

Saybrook University  
 PhD Counselor Education and Supervision  
 Annual Assessment Report  
 Report Date: August, 2023

The program faculty, in the Counseling program, meet annually to review our program, including our Program Learning Outcomes (PLO) data, and the Council for the Accreditation of Counseling and Related Educational Program (CACREP) Key Performance Indicator (KPI) data. Student progress is reviewed through academic performance and Personal and Professional Disposition review. During this meeting, we also review survey data of alumni, site supervisors, and current student feedback. This report will describe the data collected and the action steps planned by the program faculty.

## Data Collected within the Program

### Program Learning Outcomes (PLOs)

The program learning outcomes were directly born out of the department core values, and expand on our MA level learning outcomes. These PLOs are measured at two points in time over the full length of the program, and the data is used to help inform any curricular changes needed. In addition to the data collected within the program, PLOs are also measured in our external surveys. The following table describes the findings from Fall 2022 – Summer 2023.

#### Fall 2022 – Summer 2023 Program Learning Outcomes Assessment Data

<b>Program Learning Outcome 1 (PLO 1)</b>			
Demonstrate an advanced ability to assess, integrate, and respond to individual and relational dynamics within a systemic framework.			
	<b>Assessment In</b>	<b>Results</b>	<b>Reflections and Action Steps</b>
<b>Initial Course Assessed</b>	Initial Course: CES 7010 Supervision and Consultation (Fall)	25% Demonstrating competency, 50% Developing competency, 25% limited competency (N = 8)	In reflecting on this class we discussed the proper balance of the supervision practice with Basic Skills students and focus on the theoretical content of supervision course. For our F23 offering we have decided to reduce their responsibilities with skills students to support a greater focus on developing their supervisory facilitation skills.
<b>Secondary Course Assessed</b>	Final Course: CES 7085 Comprehensive Exam (Fall)	Not assessed this year	Learning from prior reviews, we revamped the full comprehensive exam process, with students taking this revised exam in this academic

			year. We did not assess for this measure, due to the new process.
--	--	--	---

**Program Learning Outcome 2 (PLO 2)**  
Discern the elements of an effective therapeutic alliance and demonstrate the ability to co-construct and maintain a counseling relationship. In addition, students will show a high level of competency in supporting MA level students in gaining these skills-demonstrated in teaching and/or supervision.

	Assessment In	Results	Reflections and Action Steps
<b>Initial Course Assessed</b>	Initial Course: CES 7010 Supervision and Consultation (Fall)	33% Demonstrating competency, 33% Developing competency, 33% limited competency (N = 8)	In reflecting on this class we discussed the proper balance of the supervision practice with Basic Skills students and focus on the theoretical content of supervision course. For our F23 offering we have decided to reduce their responsibilities with skills students to support a greater focus on developing their supervisory facilitation skills.
<b>Secondary Course Assessed</b>	Final course: CES 7080 Advanced Internship II (Fall)	100% Demonstrating Competency (N=1)	Students were able to demonstrate skills and knowledge for this outcome. No changes needed at this time.

**Program Learning Outcome 3 (PLO 3)**  
Examine and demonstrate an understanding of diverse experiences and the role of privilege, marginalization, and how aspects of power impact individual, familial, group and community experiences – including skills in exploring these areas with MA level students.

	Assessment In	Results	Reflections and Action Steps
<b>Initial Course Assessed</b>	Initial Course: CES 7015 Cultural Responsiveness and Advocacy (Fall)	0% Demonstrating competency, 80% Developing competency, 20% Limited competency (N = 10)	This course was not offered in Fall 2021 due to low enrolment, thus this course included students from several different points in the program. Students were assessed as entering the course with significant variance in background knowledge on the topic. The course has been updated for Fall 23 to include additional foundation resources in the first modules to better address PLO 3.
<b>Secondary Course Assessed</b>	Final course: CES 7085 Comprehensive Exam (Fall)	Not assessed this year.	Learning from prior reviews, we revamped the full comprehensive exam process, with students taking this revised exam in this academic year. We did not assess for this measure, due to the new process. .

**Program Learning Outcome 4 (PLO 4)**  
Demonstrate an advanced ability to apply, critique, and synthesize theory as they integrate this knowledge into their teaching and supervision

	Assessment In	Results	Reflections and Action Steps
<b>Initial Course Assessed</b>	Initial Course: 7025 Instructional Theories and Practice (Spring)	0% Limited Competency, 100% Developing Competency, 0% Demonstrating Competency. (N=8)	The Teaching Philosophy Statement was more clearly aligned to the learning outcome. Thus, no changes needed at this point.
<b>Secondary Course Assessed</b>	Final Course: CES 7080 Advanced Internship II (Fall)	100% Demonstrating Competency (N=1)	No changes needed at this point.
<b>Program Learning Outcome 5 (PLO 5)</b> Utilize effective communication skills to advocate for individual social change within their advanced clinical work, supervision, and teaching.			
	Assessment In	Results	Reflections and Action Steps
<b>Initial Course Assessed</b>	Initial Course: CES 7035 Introduction to Counselor Education and Supervision (Fall)	30% Limited Competency, 70% Developing Competency, 10% Demonstrating Competency (N = 5)	No action steps needed - new text from the last time offered increased student learning, especially related to advocacy and higher education in general.
<b>Secondary Course Assessed</b>	Final Course: CES 7027 Community Leadership and Engagement (Spring)	Not assessed this year.	
<b>Program Learning Outcome 6 (PLO 6)</b> Apply relevant professional ethical codes and ethical decision making to guide their clinical work, supervision, and teaching.			
	Assessment In	Results	Reflections and Action Steps
<b>Initial Course Assessed</b>	Initial Course: CES 7035 Introduction to Counselor Education and Supervision (Fall)	30% Limited Competency, 70% Developing Competency, 10% Demonstrating Competency (N=5)	Increase material related to ethical decision making, as well as gatekeeping ethics.
<b>Secondary Course Assessed</b>	Final Course: CES 7020 Leadership, Advocacy, and Ethics (Fall)	30% Limited Competency, 20% Developing Competency, 50% Demonstrating competency (N=6)	Re-evaluate where to do the second measurement for PLO 6. The course was moved to the first-year, as a result of our assessment last year without recognizing the assessment issue related to sequencing. To be completed with next program review – Fall, 2023
<b>Program Learning Outcome 7 (PLO 7)</b> Utilize professional literature, research knowledge and best practices to generate original research to support counselor development and preparation, as well as to support individual, familial, group and community change.			
	Assessment In	Results	Reflections and Action Steps
<b>Initial Course Assessed</b>	Initial Course: CES 7050 Quantitative Research Methodologies (Spring)	30% Limited Competency, 0% Developing Competency, 70% Demonstrating Competency (N=5)	Include additional APA style resources and implement peer review process to increase student's understanding of utilizing literature for conceptual frameworks in research. In addition, Revise the

			assignment progression to include an annotated bibliography
<b>Secondary Course Assessed</b>	Final Course: CES 8000 C Dissertation	Not offered	We do not yet have students in this final semester of dissertation work.
<b>Program Learning Outcome 8 (PLO 8)</b> Describe, demonstrate, and teach MA level students the relationship between their “self” as therapist, their professional identity as a counselor, and their responsibility to serve clients and the community.			
	<b>Assessment In</b>	<b>Results</b>	<b>Reflections and Action Steps</b>
<b>Initial Course Assessed</b>	Initial Course: CES 7000 Advanced Theories and Practice (Spring)	100% Developing Competency (N=8)	No changes needed, beyond the typical course review between years.
<b>Secondary Course Assessed</b>	Final Course: CES 7085 Comprehensive Exam (Fall)	Not assessed this year.	Learning from prior reviews, we revamped the full comprehensive exam process, with students taking this revised exam in this academic year. We did not assess for this measure, due to the new process.

### Overall findings

In Fall 2020, the faculty began the process of collecting data for our PhD program. The program launched in Fall 2019, but with a small number of students. As our program has grown, we were able to collect and review more data than in prior years. We still had some courses with small numbers of students, and due to resequencing (resulting from our program assessment) we have some courses that were not assessed in 2022-2023. We should be able to continue to see an increase in rich data, which will allow for better opportunities to aggregate data over time, and to continue to make program improvements.

The assessment process we currently use includes the measurement of each PLO across two points in time, once towards the beginning of the program and once towards the end of the program. The redeveloped assessment process is more effective at tracking student development. The rubric was redeveloped to measure student progress along a three-point scale with qualitative descriptions of: limited competency, developing competency, and demonstrating competency.

One programmatic change that came from the current review cycle was the decision to more clearly delineate co-teaching responsibilities that are part of a course (such as Instructional Theory and Practice) and co-teaching that may be part of an assistantship. This will better allow us to evaluate student co-teaching (within the course) to help support their growth. We have also better clarified the purpose of the research course sequence, and how those align with work towards the dissertation year.

Additionally, all courses are in the process of being reviewed for culturally responsive course material. The culturally responsive course material assessment review is reported below.

## Key Performance Indicators

As required in the CACREP standards, the program faculty identified 5 Key Performance Indicators, and have assessed these at two different points in time. For these measures, some are attached to single assignments, and others are assessed more broadly within a specific course. The following tables report the Fall 2022 and Spring 2023 KPI assessment data.

<b>Key Performance Indicator 1 (KPI 1)</b>				
CACREP Standard 6.B.1.f: Ethical and culturally relevant counseling in multiple settings				
	<b>Assessed In</b>	<b>Assignment</b>	<b>Results</b>	<b>Reflections and Action Steps</b>
<b>Initial Course Assessed</b>	CES 7000 Advanced Theories and Practice (Spring)	Theories Paper	100% Developing Competency (N=8)	Review and shift assignment where KPI is measured. The Theories Paper was changed as part of a course update.
<b>Secondary Course Assessed</b>	CES 7070 Advanced Practicum	Final Reflection Paper	Not offered	This course is now offered only in the Summer term – this was a sequencing shift as a result of last year’s assessment and review process.
<b>Key Performance Indicator 2 (KPI 2)</b>				
CACREP standard 6.B.2.i: Evaluation, remediation, and gatekeeping in clinical supervision				
	<b>Assessed In</b>	<b>Assignment</b>	<b>Results</b>	<b>Reflections and Action Steps</b>
<b>Initial Course Assessed</b>	CES 7010 Supervision and Consultation	Week 2 Discussion/Col laboration Padlet: Gatekeeping	33% Demonstrate competency, 63% Developing competency; 10% limited competency	Previous revisions including changing the course sequence timing supported improvements on this KPI. An additional opportunity to practice applying gatekeeping to a clinical case later in the semester provided an opportunity to see growth in this area.
<b>Secondary Course Assessed</b>	CES 7080 Advanced Internship II	Personal Learning Reflection Paper	100% Demonstrating Competency (N=2)	No action steps needed.
<b>Key Performance Indicator 3 (KPI 3)</b>				
CACREP standard 6.B.3.b: Pedagogy and teaching methods relevant to counselor education				
	<b>Assessed In</b>	<b>Assignment</b>	<b>Results</b>	<b>Reflections and Action Steps</b>

<b>Initial Course Assessed</b>	CES 7025 Instructional Theories and Practice (Spring)	Teaching Philosophy Statement	71% Developing Competency, 30% Demonstrating Competency (N=7)	Formalize feedback process from faculty co-instructors – including creating a co-teaching evaluation document.
<b>Secondary Course Assessed</b>	CES 7080 Advanced Internship II	Personal Learning Reflection Paper	100% Demonstrating Competency (N=2)	No action steps needed.
<b>Key Performance Indicator 4 (KPI 4)</b> CACREP standard 6.B.4.l: Ethical and culturally relevant strategies for conducting research				
	<b>Assessed In</b>	<b>Assignment</b>	<b>Results</b>	<b>Reflections and Action Steps</b>
<b>Initial Course Assessed</b>	CES 7055 Qualitative Research Methodologies (Fall)	Research Method Review and Paper and Presentation	10% Limited Competency, 80% Developing Competency, 10% Demonstrating Competency (N=12)	Increase content related to academic writing structures, including use of APA and purpose statement.
<b>Secondary Course Assessed</b>	CES 8000C Dissertation	Dissertation	Not offered	
<b>Key Performance Indicator 5 (KPI 5)</b> CACREP standard 6.B.5.k: Strategies of leadership in relation to current multicultural and social justice issues.				
	<b>Assessed In</b>	<b>Assignment</b>	<b>Results</b>	<b>Reflections and Action Steps</b>
<b>Initial Course Assessed</b>	CES 7015 Cultural Responsiveness and Advocacy (Fall)	Final Paper: Integration of Anti-oppressive and Culturally Responsive Practice in CES	Not offered	This course would have been offered with too few students, will offer in Fall, 2022, and can assess learning then.
<b>Secondary Course Assessed</b>	CES 7085 Comprehensive Exam	Exam	100% Demonstrating Competency (N=2)	Continue to edit directions to ensure clarity for students.

### Overall Findings

The faculty began collecting KPI data in Fall 2020. Our prior year cohort groups were too small (Fall 2019 – two students, Spring 2020 – one student) to assess in a meaningful way. In Spring 2021, the faculty reviewed the assessment process to address how and where KPIs were being assessed. All courses were reviewed for the fit of the KPI with the course content. Additionally, there were some inconsistencies in the previous rubric. The rubric was redeveloped to measure

student progress along a three-point scale with qualitative descriptions of: limited competency, developing competency, and demonstrating competency.

We do still have some limited data in the second points of measurement, due to smaller cohort groups, and students not yet in the final year courses. Because of the limited KPI data, we have not yet been able to determine trends in students' knowledge and skills over time. However, we have a foundation from which to build and anticipate conducting the related reviews once we have multiple data points over time and the courses containing the second point of assessment are offered.

The department is preparing to embark on a self-study review for the upcoming CACREP reaccreditation. All courses and the assessment process will be reviewed for alignment with the 2024 standards. Several courses have been revised recently and all courses will be reviewed and scheduled for revision under the new standards. During this revision process we will review all PLO and KPI alignment in the creation of new course assignments and learning outcomes. Additionally, in the coming AY 23-24, a new Associate Department Chair position has been created which will allow more time to be dedicated to monitoring program assessment.

### External Survey Data

No external data were collected during this academic year. At this point in our programs, we do not have any graduates, and a very small group of site supervisors (only an N=2), which is too small to protect privacy or have meaningful data to review.

In the future, we will collect data with our graduates (starting Fall 2023), site supervisors (starting in Fall 2023).

### Curriculum Assessment for Cultural Responsiveness

In addition to the reported data, in 2021, the faculty began doing a comprehensive review of our core curriculum to ensure that we are including material from an anti-racism and decolonizing frame. This has included the removal of readings, shifting assignments, and bringing in new readings. The following shows our work to date and our plan for the next three years.

Course	Recent Revisions	Planned Revision Year
CES 7055 Qualitative Research Methodologies	N/A	Fall 2022
CES 7035 Introduction to CES	Revised Fall 2020, included the following text to the required reading: Freire, P. (2017) <i>Pedagogy of the Oppressed</i> , 50 <sup>th</sup> anniversary edition. Bloomsbury Academy Press; New York. This inclusion was well received by students.	N/A

CES 7010 Supervision and Consultation	N/A	Fall 2022
CES 7050 Quantitative Research Methodologies	<p>Culturally responsive readings and resources are included throughout all discussions and assignments offered through a social justice lens. Examples of topics and resources include:</p> <ul style="list-style-type: none"> <li>• Foundational modules on Cultural Responsiveness and Research as Social Justice</li> <li>• Researcher Positional Statements</li> <li>• Researcher Worldview paper</li> <li>• Importance of data disaggregation in research design</li> <li>• <i>Cultural humility: essential foundation for clinical researchers</i> (Yeager &amp; Bauer-Wu, 2013)</li> <li>• Webinar: <i>Introduction to QuantCrit for Counseling Researchers</i> (Johnson, 2021)</li> <li>• Journal for Social Action in Counseling &amp; Psychology Special Issue on Research and Social Justice (2013)</li> <li>• Bias in participant selection: <i>Most people are not WEIRD</i> (Henrich et al, 2010)</li> </ul>	<p>This is an area of research in which there is commonly little attention to social justice or culturally responsive practice. Additional resources will be added or updated as they become available. The lead faculty is actively engaged in research on anti-racism in CES.</p>
CES 7000 Advanced Theories and Practice	N/A	Spring 2022
CES 7025 Instructional Theory and Practice	Textbook change to <i>Connected Teaching</i> emphasizes a Relational Cultural Theory inspired approach and was well received by students.	N/A
CES 7060 Advanced Statistics	N/A	Summer 2023
CES 7027 Community Leadership and Engagement	N/A	Spring 2022
CES 7015 Cultural Responsiveness and Advocacy	<p>This course currently focuses on culturally responsive and anti-oppressive practice in the counseling, teaching, research, leadership, and advocacy domains of CES. The course is taught through a liberatory lens with a focus on systemic racism and oppression and impact of White supremacy. The course focuses on a dual-perspectives of increasing the CES students' accurate self-awareness and critical consciousness as well as developing skills in supporting this</p>	<p>Course will now be sequenced to be taken at the same time as CES 7010 which will allow for more direct practice of culturally responsive supervision. Collaborate with CES 7010 lead instructor to intentionally plan integrated course materials and activities. Continue to review resources to reflect changes in CES. The lead faculty is active in anti-racism leadership and scholarship in CES. Shift</p>

	process in MA student teaching and supervision.	curriculum to include more attention to White supremacy in academia and development of students' skills in teaching, leadership, and advocacy.
CES 7020 Leadership, Advocacy, and Ethics	N/A	Fall 2022
CES 7065 Advanced Qualitative Analysis	N/A	Fall 2023
CES 7045 Research and Publication Seminar	N/A	Spring 2023