

Disability Disciplines Doctoral Program
 Rehabilitation Counselor Education and Supervision Specialization
 Student Assessment and Key Performance Indicators

Overview

The comprehensive assessment plan for the doctoral rehabilitation counselor education and supervision program includes a systematic evaluation of program objectives driven by program faculty.

Assessment of current students' knowledge, skills, and dispositions occurs regularly and systematically using multiple measures. Alumni, field-site supervisors, employers, and other key stakeholders are encouraged to participate in the process of continuous improvement. As we make the transition to CACREP accreditation, a small number of the processes set forth in this assessment plan are planned for adoption in the near future, while most are already in place.

Timeline of Student Assessment

Each student's progress is systematically assessed at several points during the program. Table 1 shows a timeline of this assessment.

Table 1. Timeline of Student Assessment

<u>Event (Time Period)</u>	<u>Assessment(s)</u>	<u>Evaluator</u>
Application Review & Admissions (Annually in Spring Semester)	Academic Transcripts Work Experience Letters of Recommendation Personal Statement Writing Samples Interviews	All Doctoral Faculty
Annual Review of Student Progress (Annually in Spring Semester)	Grade information Dispositional Assessment Advisor and Other Faculty Observations Faculty Review	-Instructor of REH 7050 or 7750 review of dispositional assessment -All Faculty
After One Full Year of Enrollment (Annually in Early Fall Semester)	Preliminary Examination	Preliminary Exam Review Team
Enrollment in -SPED 7820: Teaching in Disability Disciplines	Grade in SPED 7820 Supervisor Ratings of Teaching	Course Instructor Internship Supervisor

-Teaching Internship (variable)			
Enrollment in -REH 7750: Social and Legal Context of Disability -Leadership & Advocacy Internship (as applicable) (variable)	Grade in REH 7750 Supervisor Ratings of Leadership and Advocacy		Course Instructor Internship Supervisor
Enrollment in -SPED 7420: Evidence- Based Practice -Research Internship (variable)	Grade in SPED 7420 Supervisor Ratings of Research		Course Instructor Internship Supervisor
Enrollment in -REH 7790: Theoretical Foundations of Counseling -Counseling Internship (variable)	Grade in REH 7790 Supervisor Ratings of Counseling		Course Instructor Internship Supervisor
Enrollment in -REH 7760: Clinical Supervision -Supervision Internship (variable)	Grade in REH 7760 Supervisor Ratings of Supervision		Course Instructor Internship Supervisor
Product Completion (variable)	First-author publication for submission Conference presentation Conduct a literature review Participate in a grant submission		Product supervisor
Dissertation (variable)	Dissertation Proposal Dissertation Defense		Dissertation Committee

Benchmarks of Student Progress:

Benchmark 1: Admissions

- During the admissions process, student data (e.g., demographics, GPA, standardized test scores as applicable), personal statements, letters of recommendations, and group

and individual interviews are reviewed to assess applicants and make admissions decisions.

Benchmark 2: Annual Evaluation

- Early in the spring semester in the program, each student will be reviewed by faculty, and if any concerns or issues are identified, remediation plan will be developed.
- The following information will be reviewed at this time:
 - Grade information - Students must maintain a GPA of at least 3.0, with an average grade of “B” in all graduate-level coursework
 - Disposition information – Student disposition information (see Dispositional Assessment Policy)
 - Other observations or interactions with the student in or out of the classroom
 - Preliminary Exam results (Only after Year One)

Benchmark 3: Enrollments in Key Classes and Completed Products

- Students are reviewed by the faculty for key courses that are mapped to the five areas of doctoral study. Each area is represented by a didactic course and an internship experience.
- The following information will be reviewed at this time:
 - Grade information - Students must maintain a GPA of at least 3.0 for each key class
 - Internship supervisor ratings must be satisfactory
 - Disposition information – Student disposition information (see Appendix X for the disposition policy)
 - Completed products must achieve satisfactory ratings from supervisor

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Benchmark 4: At the End of the Program

- Students will be reviewed by the faculty at the end of the course sequence, utilizing the following information to determine if students qualify for graduation:
 - Evaluation of both clinical performance and dispositions by internship supervisors and instructors. Students must obtain a “B” in the internship course and achieve a rating of 3 on each component of the disposition plan in order to graduate.
 - Review of course grades. Students must have a GPA of 3.0 in order to graduate.
 - Review of dispositions by the faculty. Students must achieve a rating of 3 on each component of the disposition plan in order to graduate.

If a student fails to meet expectations in any of the above areas, the faculty will meet to determine the appropriate course of action, per the Retention, Remediation and Dismissal policy.

Assessment of Program Outcomes:

In addition to student progress, we systematically assess our program outcomes in order to ensure that the education that we are providing to students is outstanding. We do this in several

ways. First, we assess outcomes in the five core areas of the Ph.D. curriculum. We have developed Key Performance Indicators (KPI) related to standards within these areas, in order to assess area in multiple ways over multiple points in time. Each core area has two to four KPIs that are targeted toward one specific standard in that area.

Key Performance Indicators

Ph.D. Program Outcomes	Corresponding CACREP Standard (2024)	Primary Course	KPIs (At least two Measures across multiple time points)
Counseling: Students will possess the knowledge to effectively conceptualize clients from multiple perspectives and apply that knowledge in counseling practice.	6.B.1.c. Conceptualization of clients from multiple theoretical perspectives	REH 7790 Theoretical Foundations of Counseling; REH 7350 Counseling Internship	Measure #1: <ul style="list-style-type: none"> Grade of ‘B’ or higher on Final Case Conceptualization Assignment in REH 7790 (Theories of Counseling). Measure #2: <ul style="list-style-type: none"> A passing grade in the Counseling Internship (REH 7350), with direct supervisor ratings averaging adequate or above for fieldwork
Supervision: Students will possess the knowledge needed for developing a personal style to counseling supervision and apply that knowledge in supervision practice.	6.B.2.e. Opportunities for developing a personal style of counseling supervision grounded in theory and research	REH 7760 Clinical Supervision; REH 7330 Supervision Internship	Measure #1: <ul style="list-style-type: none"> A grade of “B” or higher on the Professional Issues in Supervision Presentation Measure #2: <ul style="list-style-type: none"> A passing grade in the Supervision Internship (REH 7330), with direct supervisor ratings averaging adequate or above for fieldwork
Teaching: Students will possess the knowledge of roles and responsibilities related to educating counselors and apply that	6.B.3.a. Roles and responsibilities related to educating counselors	SPED 7820 College Teaching; REH 7340 College	Measure #1: <ul style="list-style-type: none"> A grade of “B” or higher on the Instruction on Specialization presentation

<p>knowledge in their own teaching.</p>		<p>Teaching Internship</p>	<p>Measure #2:</p> <ul style="list-style-type: none"> ● A passing grade in the Teaching Internship (REH 7340), with direct supervisor ratings averaging adequate or above for fieldwork
<p>Research and Scholarship: Students will possess the knowledge of how to write for peer-reviewed journal publications and apply that knowledge in practice.</p>	<p>6.B.4.h. Professional writing for peer-reviewed journal publication</p>	<p>REH 7050 Professional Issues in Rehabilitation Counselor Education;</p> <p>REH 7060 Research Internship</p>	<p>Measure #1:</p> <ul style="list-style-type: none"> ● A grade of B or higher on the final paper in REH 7050 <p>Measure #2:</p> <ul style="list-style-type: none"> ● A passing grade in the Research Internship (REH 7060), with direct supervisor ratings averaging adequate or above for fieldwork <p>Measure #3</p> <ul style="list-style-type: none"> ● Passing grade for the Review of Literature product (REH 7040) <p>Measure #4</p> <ul style="list-style-type: none"> ● Passing grade for the 1st Author Manuscript product (REH 7080)
<p>Leadership and Advocacy:</p>	<p>6.B.5.a. Theories, models, and skills of leadership</p>	<p>REH 7750 Social and Legal Context of Disability;</p> <p>REH 7050 Professional Issues in Rehabilitation Counselor Education</p>	<p>Measure #1:</p> <ul style="list-style-type: none"> ● A grade of B or higher on the Reflection on Leadership and Advocacy assignment in REH 7750 <p>Measure #2:</p> <ul style="list-style-type: none"> ● A grade of B or higher on the Policy and Law to Practice Final assignment in REH 7750 <p>Measure #3:</p> <ul style="list-style-type: none"> ● A grade of B or higher

			on the Professional Issues Final Paper in REH 7050
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Each spring, faculty aggregate KPI and dispositions data, compare results to minimum thresholds, analyze multi-year trends, and document actions for unmet thresholds (curriculum revisions, added learning experiences, rubric calibration). We also summarize graduate outcomes (exams, completion, employment), fieldwork placement rates, and diversity indicators, and we post an Annual Academic Quality Report on our website.