

***Online Assessment Tracking Database***

Sam Houston State University (SHSU)  
*2014 - 2015*

**Counselor Education PhD**

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<b>Goal</b>	<b>Knowledge Of Counseling Education Literature</b> 🔑 Current literature advised practice and research
<b>Objective (L)</b>	<b>PHD Candidates Will Demonstrate Knowledge Of The Literature</b> 🔑 Candidates of the Counselor Education PHD program will demonstrate knowledge of current literature in the field of counseling to conduct their own independent research.
<b>Indicator</b>	<b>Quality Dissertation Checklist</b> 🔑 🔑 The Quality Dissertation Checklist will be used to score the introduction, literature review, and methodology of the dissertation proposal.
<b>Criterion</b>	<b>Committee Approval And 85% Rating On Checklist</b> 🔑 <ol style="list-style-type: none"> <li>1. All committee members must approve the proposal before the candidate can begin data collection.</li> <li>2. 85% on the Quality Dissertation Checklist</li> </ol> <p>Last year we realized that perhaps we should start the proposal phase in the first year rather than the second year. We are experimenting with that in 2012-2013.</p>
<b>Finding</b>	<b>Knowledge Of Literature Finding</b> 🔑 We had 9 graduates this year. All scored at or above specified criteria.
<b>Action</b>	<b>Knowledge Of Literature Action</b> 🔑 To continue our efforts in supporting students in this area, we decided to have doctoral students select their dissertation chairs at the end of thier first year of doctoral work rather than the Spring semester of their second year. Thus, they will be able have a more extended time with their research mentor.

<b>Goal</b>	<b>Research Competency</b> 🔑 Candidates demonstrate research competency by original dissertation research.
<b>Objective (L)</b>	<b>Demonstrate Competency In Research</b> 🔑 Candidates of the Counseling Education PHD program will demonstrate competency in research by planning, implementing, analyzing, and writing a scholarly dissertation based on original research.
<b>Indicator</b>	<b>Dissertation Checklist</b> 🔑 🔑 Committee Chair scores the Quality Dissertation Checklist
<b>Criterion</b>	<b>Checklist Score</b> 🔑 Degree candidates will score at least 95% on the dissertation quality checklist with the

understanding that 100% must be achieved before final dissertation approval and graduation.

Using last year's results, we are working toward greater facility in choosing an appropriate methodology by students in the proposal process.

#### Finding

#### Research Competency Finding 🔑

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#### Action

#### Research Competency Finding 🔑

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### Previous Cycle's "Plan for Continuous Improvement"

Although the plan for continuous improvement is working, we believe it will be strengthened by increased faculty communication/discussion. Therefore, beginning with the fall 2014 semester, we will have a meeting every semester in which faculty who teach doctoral classes will (a) evaluate our progress in attending to the continuous improvement plan, (b) evaluate each doctoral student's progress in regard to the various research and writing skills, and (c) discuss ways to improve our effectiveness/make modifications to the improvement plan.

**Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.**

We met in Spring 2015 to discuss our improvement plan progress, evaluate the progress of our students, and address modifications to our improvement plan. The primary result of the meeting was that we decided to connect doctoral students with their research mentor earlier in students' doctoral work.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.**

Unlike previous cohorts that did not select a research mentor until the Spring semester of their second year in the doctoral program, students in the 2015 doctoral cohort will select their research mentor at the end of their first year. This will give student a longer experience with their research mentor and should strengthen their ability to produce quality research.