Annual Program Evaluation Report

Ph.D. in Counselor Education and Supervision (DCES)

Department of Counseling and Integrated Programs

Review Year: 2019-20

Date: 12/15/20

Program Faculty/Program Evaluation Participants:

Dr. John Beckenbach, Associate Professor and DCES Program Director
Dr. Alyssa Swan, Assistant Professor and DCES Training Director
Dr. Fred Hanna, Professor, Core Faculty

Introduction/Background:

The PhD in Counselor Education and Supervision Program (DCES) was launched in 2015. The program has continually grown since it began. It 2018, the DCES program sought CACREP accreditation and subsequently was awarded CACREP accreditation in summer of 2019.

SECTION I: DEMOGRAPHIC DATA

*** *Data in this section are based on the Day Ten Report of Fall _2020 released by the Office of Institutional Effectiveness*

Table 1: Demographic Data for Fall 2020 Applicants/New Students for DCES

Gender	Applicants	Admitted	Matriculated
F	24	18	13
M	10	5	3
Undeclared	0	0	0
Grand Total	**34**	**23**	**16**
Race / Ethnicity	**Applicants**	**Admitted**	**Matriculated**
White / Caucasian	9	6	3
African American / Black	12	8	5
Hispanic / Latino	4	3	3
Asian American / Pacific Islander	1	0	1
Native American / Alaskan Native	0	0	0
Multi-racial	0	0	0
Other	0	0	0

Undeclared	8	6	4
Grand Total	**34**	**23**	**16**
Age Range	**Applicants**	**Admitted**	**Matriculated**
20 - 24	3	3	2
25 - 29	12	8	5
30 - 39	14	9	8
40 - 49	3	1	0
50 - 59	1	1	1
60 & Over	0	0	0
Undeclared	1	1	0
Grand Total	**34**	**23**	**16**

Discussion:

In 2019-20, we successfully recruited a diverse student body for the 2020 DCES cohort with regard to race and ethnicity. There were 5 students identifying as African American or Black, 3 identifying as Latinx, 3 identifying as white, 1 identifying as Asian American, and 4 students were undeclared. With regard to gender, 14 of the 16 students who originally matriculated were identified as female and 2 identified as male. This is an obviously greater number of females over men, but consistent with previous DCES cohorts.

Table 2: Program Student Demographic Data in 2019-20

Gender	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Cohort 19	Total
F Identified	6	7	5	11	14	43
M Identified	2	1	2	5	2	12
Undeclared	0	0	0	0	0	0
Grand Total	8	8	7	16	16	55
Race / Ethnicity						
White / Caucasian	5	1	3	4	3	16
African American / Black	2	3	3	5	5	18
Hispanic / Latino	1	1	0	2	3	7
Asian American / Pacific Islander	0	0	0	0	1	1
Native American / Alaskan Native	0	0	0	0	0	0
Multi-racial	0	1	0	0	0	1

Other	0	0	0	0	0	0
Undeclared	0	2	1	5	4	12
Grand Total	**8**	**8**	**7**	**16**	**16**	**55**
Age Range						
20 - 24	0	0	0	1	2	3
25 - 29	1	1	2	3	7	14
30 - 39	7	5	4	7	5	28
40 - 49	0	1	1	4	1	7
50 - 59	0	1	0	1	0	2
60 & Over	0	0	0	0	1	1
Undeclared	0	0	0	0	0	0
Grand Total	**8**	**8**	**7**	**16**	**16**	**55**

Discussion:

Overall, it is fair to say that all of the cohorts of the DCES program to this point can be called diverse. Of a total of 55 students noted in the above chart, there were more Students of Color (27) than White students (16), with an additional 12 students being undeclared. It is also important to note that the majority of students (42/55) were between the ages of 25 to 39. It is interesting that only 3 student were above the age of 50. Why the program did not and does not attract older students is unknown at this time. This should be explored with strategies developed to attract older students.

Table 3: **Persistence Data Based on Fall 2019 Day Ten Report**

By Programs, Chicago	**Fall 2019**	**Persisted into Fall 2020**		**Withdrew by Fall 20**	
	Counts	*Counts*	*Rates*	*Counts*	*Rates*
DCES	45	40	89%	5	11

Table 4: Program Student Load Data (Based on Fall 2020 Day Ten Report)

Student Loads by Program – 2019-2020	Highest Program †	Full-time	Half-time	Less than Half-time
	Count	*Percent*		
PhD in Counselor Education & Supervision	40	40	0	0

Discussion:

In review of tables 3 and 4, retention of students in the DCES program for 2019-2020 has been excellent with an 89% persistence rate. There were 40 students in total with 40 persisted and 5 withdrawal. This would suggest that the DCES program is being successful in providing an environment that is conducive for students, promoting connection within the program and cultivating a rich learning environment.

Table 5: 2019-2020 Graduate Demographic Data (includes data from 2015, 2016, and 2017 cohorts who are eligible for graduation per program of study).

Gender	Year 2019-2020
F Identified	2
M Identified	1
Undeclared	0
Grand Total	**3**
Race / Ethnicity	
White / Caucasian	2
African American / Black	1
Hispanic / Latino	0
Asian American / Pacific Islander	0
Native American / Alaskan Native	0
Multi-racial	0
Other	0
Undeclared	0
Grand Total	**3**
Age Range	
25 - 29	0
30 - 39	3
40 - 49	0
Grand Total	**3**

Discussion:

As can be seen in the chart immediately above, 3 students have graduated from the DCES program in the 2019-2020 academic year. This would include students from the 2015, 2016 and 2017 cohorts. To date, fully 5 of the 8 original inaugural cohort of 2015 have now graduated and 3 additional students from the 2016 and 2017 cohorts have graduated this academic year. Nonetheless, it should be mentioned that students have 7 years to complete their programs. Thus, these calculations are premature and should not be considered final. Although encouraging that there were 3 graduates this

academic year, the completion rate of the DCES student remains a priority for the program.

SECTION II: PROGRAM EVALUATION

A. Aggregated Student Learning Outcomes by Program Objectives
(This is based on Assessment Plan and the 2019-2020 SLOAP report)

DCES Program Objectives are developed based on the CACREP's five doctoral core areas listed in 2016 CACREP Standards Section 6. B., institutional broad learning outcomes, and program mission.

CACREP 20016 Doctoral Core Areas are:

1. Counseling
2. Supervision
3. Teaching
4. Research and Scholarship
5. Leadership and advocacy

Institutional Broad Learning Outcomes are:

1. Competence in Practice
   Demonstrate satisfactory levels of competence based on knowledge of theory, research, and practice appropriate to the programmatic areas and degree level sought. Exhibit competence in individual and cultural differences, and adhere to the ethical standards of professional practice, including the recognition and necessity of a commitment to life-long learning.
2. Integration of Science and Research in Practice
   The ability to make appropriate use of research literature, methods, and systematic critical inquiry to conduct ethical professional practice using scientific methods.
3. Social Responsibility in Practice
   The ability to apply principles of social justice to analyze issues from a structural and systemic perspective and advocate/intervene at these levels to remove barriers to health and well-being in collaboration with individuals, communities, and organizations. Demonstrate the ability to critically examine current practice and engage as a change agent in activities that challenge and transform the status quo.

Program Learning Outcome 1:	
Demonstrate an in-depth understanding and identification of the various roles of counselor educators in the training and supervision of counselors, teaching, advancing the standards, knowledge and skills based on the profession of counseling, research and scholarly work, advocating the welfare of those whom they serve, and advocating for and leadership within the profession. *Aligns with BLO 1; CACREP Core Area 5 – Advocacy and Leadership*	
Methods of Assessment	**Assessment Results**

Course rubric for DCES-700 90% of students will attain an average score of 2 or above.	100% of the students attained an average score of 2. Success criterion reached.
Comprehensive Examination: 90% of students pass the comprehensive Examination by the 2nd attempt. (15 students)	100% of the students passed the comprehensive examination by the second attempt. Success criterion reached.

Program Leaning Outcome 2:
Demonstrate a conceptual understanding of and ability to apply various theories and models in the supervision of counselors with reference to the characteristics of the counselor supervisees, clinical settings, and relevant therapeutic issues.
Aligns with BLO 1; CACREP Core Area 2 - Supervision

Methods of Assessment	Assessment Results
Course rubric for DCES-706 (15 students) 90% of students will attain an average score of 2 or above.	100% of the students attained an average score of 2. Success criterion reached.
Practicum Supervisor Evaluations: 100% of students attain a rating that meets or exceeds expectations (a score of 2 or above.)	100% of the students attained ratings that met or exceeded expectations. Success criterion reached.
Internship - Supervision: 100% of students attain a rating that meets or exceeds expectations (a score of 2 or above.)	100% of the students attained ratings that met or exceeded expectations. Success criterion reached.
Internship site-supervisor evaluations: 100% of students attain a rating that meets or exceeds expectations (a score of 2 or above.)	100% of the students attained ratings that met or exceeded expectations. Success criterion reached.
Comprehensive Examination: 90% of students pass the comprehensive examination by the 2nd attempt. (15 students)	100% of the students passed the comprehensive examination by the second attempt. Success criterion reached.

Program Learning Outcome 3:
Demonstrate the ability to apply, evaluate, and integrate theories from both individual and systems perspectives in the provision of interventions in different practice areas in counseling and in serving diverse populations.
Aligns with BLO 1; CACREP Core Area 1 - Counseling

Methods of Assessment	Assessment Results
Course Rubric DCES 703 (15 students) 90% of students will attain an average score of 2 or above.	100% of students attained a score of above 2.0. Success criterion reached.
Supervisor Eval Practicum: DCES 850 100% of students attain a rating that meets or exceeds expectations (a score of 2 or above.)	100% of the students attained ratings that met or exceeded expectations. Success criterion reached.
Comprehensive Examination: 90% of students pass the comprehensive examination by the 2nd attempt. (15 students)	100% of the students passed the comprehensive examination by the second attempt. Success criterion reached.

Program Learning Outcome 4:

Demonstrate competencies in applying teaching strategies, instructional theories, and evaluative measures in the development of curriculum and teaching modules pertaining to counselor education and the training of counselors.
Aligns with BLO 1*; CACREP Core Area 3 – Teaching*

Methods of Assessment	Assessment Results
Course Rubric DCES 705 (15 students) 90% of students will attain an average score of 2 or above.	100% of students attained a score of above 2.0. Success criterion reached.
Comprehensive Examination: 90% of students pass the comprehensive examination by the 2nd attempt. (15 students)	100% of the students passed the comprehensive examination by the second attempt. Success criterion reached.
Internship: Teaching 100% of students attain a rating that meets or exceeds expectations (a score of 2 or above.)	100% of the students attained ratings that met or exceeded expectations. Success criterion reached.

Program Learning Outcome 5:
Demonstrate an in-depth understanding and ability in designing and implementing research from both quantitative and qualitative paradigms, and awareness and realization of the importance of research and scholarly contribution to the profession.
Aligns with BLO 2; CACREP Core Area 4 – Research and Scholarship

Methods of Assessment	Assessment Results
Course Rubric DCES 821 (15 students) 90% of students will attain an average score of 2 or above.	100% of students attained a score of above 2.0. Success criterion reached.
Course Rubric DCES 822 (15 students) 90% of students will attain an average score of 2 or above.	No data available
Course Rubric DCES 823 (15 students) 90% of students will attain an average score of 2 or above.	No data available
Comprehensive Examination: 90% of students pass the comprehensive examination by the 2nd attempt. (15 students)	100% of the students passed the comprehensive examination by the second attempt. Success criterion reached.
Internship: Research 90% of students will attain an average score of 2 or above.	100% of the students attained ratings that met or exceeded expectations. Success criterion reached.

Program Learning Outcome 6:
Demonstrate an advanced understanding of social change theories, and a keen awareness of social justice issues and their respective causes from social, cultural, and systemic perspectives.
Aligns with BLO 3; CACREP Core Area 5 – Advocacy and Leadership

Methods of Assessment	Assessment Results
Course Rubric DCES 703 (15 students) 90% of students will attain an average score of 2 or above.	100% of students attained a score of above 2.0. Success criterion reached.
Course Rubric DCES 704 (15 students) 90% of students will attain an average score of 2 or above.	100% of students attained a score of above 2.0. Success criterion reached.

Program Learning Outcome 7:

Demonstrate an in-depth understanding of the role of counselor educators in social changes and advancement of the counseling profession; and ability to utilize leadership and advocacy models in order to initiate changes with reference to topical and political conditions.

Aligns with BLO 2; CACREP Core Area 5 – Advocacy and Leadership

Methods of Assessment	Assessment Results
Course Rubric DCES 701 90% of students will attain an average score of 2 or above.	100% of students attained a score of above 2.0. Success criterion reached
Comprehensive Examination: 90% of students pass the comprehensive examination by the 2nd attempt. (15 students)	100% of the students passed the comprehensive examination by the second attempt. Success criterion reached.

Program Learning Outcome 8:

Demonstrate a high level of awareness and aptitude in assessment and evaluation as well as evidence-informed practices in areas of counseling, teaching, supervision, advocacy, and program development.

Aligns with BLO 2; CACREP Core Area 4 – Research and Scholarship

Methods of Assessment	Assessment Results
Course Rubric DCES 801 (15 students) 90% of students will attain an average score of 2 or above.	100% of students attained a score of above 2.0. Success criterion reached.
Course Rubric DCES 825 (15 students) 90% of students will attain an average score of 2 or above.	No data available

Program Learning Outcome 9:

Integrate Adlerian principles and counseling approach in areas of counseling, teaching, supervision, and advocacy.

Aligns with BLO 1; CACREP Core Area 2 - Supervision

Methods of Assessment	Assessment Results
Course Rubric DCES 706 (15 students) 90% of students will attain an average score of 2 or above.	100% of the students attained an average score of 2. Success criterion reached.
Course Rubric DCES 804 (15 students) 90% of students will attain an average score of 2 or above.	100% of the students attained an average score of 2. Success criterion reached.
Internship - Supervision: 100% of students attain a rating that meets or exceeds expectations (a score of 2 or above.)	100% of the students attained ratings that met or exceeded expectations. Success criterion reached.

Program Learning Outcome 10:

Demonstrate a commitment to socially responsible practice and adherence to ethical standards established by the profession, and to regulations set up by local, regional, and national authorities.

Aligns with BLO 2; CACREP Core Area 5 – Advocacy and Leadership

Methods of Assessment	Assessment Results

Course Rubric DCES 701 90% of students will attain an average score of 2 or above.	100% of the students attained an average score of 2. Success criterion reached.
Course Rubric DCES 704 (16 students) 90% of students will attain an average score of 2 or above.	100% of the students attained ratings that met or exceeded expectations. Success criterion reached.
Internship - Clinical: 100% of students attain a rating that meets or exceeds expectations (a score of 2 or above.)	100% of the students attained ratings that met or exceeded expectations. Success criterion reached.

Program Learning Outcome 11:
Demonstrate multicultural competencies in all aspects of practice as a counselor educator, with advanced understanding of the impact and management of diverse factors in the preparation of counselors, provision of treatment and intervention for clients, promotion of client welfare, development of programs and services, observation of ethical and legal standards, and initiation of social change through political venues and strategies.
Aligns with BLO 3; CACREP Core Area 5 – Advocacy and Leadership

Methods of Assessment	Assessment Results
Course Rubric DCES 704 (15 students) 90% of students will attain an average score of 2 or above.	100% of the students attained an average score of 2. Success criterion reached.
Social Justice Internship Supervisor Evaluations 100% of students attain a rating that meets or exceeds expectations (a score of 2 or above.)	No data available
Comprehensive Examination (15 students) 90% of students pass the comprehensive examination by the 2nd attempt.	100% of the students passed the comprehensive examination by the second attempt. Success criterion reached.

Program Learning Outcome 12:
Forms an identity and function of that of a scholar capable of actively contributing to the knowledge base of the profession, as well as to the knowledge base of the mental health professions in general, through scholarly publications. This can be done conceptually through scholarly writing in the form of analysis of the literature, designing research-based models, or constructively writing articles analyzing the profession itself with the intention of improving it. This also involves not only the ability to conduct quantitative and qualitative research, but also the ability to logically conceive and put in writing both the results and the implications of those results in the venue of scholarly, peer-reviewed journal articles and books.
Aligns with BLO 2; CACREP Core Area 4 – Research and Scholarship

Methods of Assessment	Assessment Results
Course Rubric DCES 702 (15 students) 90% of students will attain an average score of 2 or above.	100% of the students attained an average score of 2. Success criterion reached.
Doctoral Dissertation	3 students completed their dissertation in 2018-2019.

B. Student Learning Outcomes by CACREP Core Areas

The DCES Program Learning Outcomes (PLO) overlap and align with the 5 CACREP core areas, the institutional board learning outcomes. The results are as shown in the SLOAP report data presented above.

Section II Discussion:

Among several intriguing results is the evidence that DCES students are doing consistently well across all learning outcomes and CACREP core areas. These assessments serve as validation of the formulation of the 12 DCES Program Learning Outcomes (PLO) in the sense that the consistent scores show that what is being taught is also being assimilated and learned by DCES students.

Another reasonable conclusion that could be drawn is that the PLOs are themselves descriptive of the program overall and of the courses intrinsic to the program as well as the practicum and internship experiences. If this were not the case, acceptable scores and ratings in the rubrics might not be achieved by students.

A positive and encouraging aspect of the results is that there is a distinct parallel between the SLOAP results and the CACREP standards. There results of the PLO's for the DCES program in 2018-2019 and 2019-2020 remain consistently high. This suggest that adjustments made in past review cycles have had a positive and sustained impact. The PLO's for the DCES program further reflects that the program continues to be strong across the learning outcomes particularly related to the CACREP core areas.

SECTION III: ASSESSMENT OF STUDENTS

The following was taken from the DCES program annual 2019-2020 SLOAP report. The charts contain the CACREP Key Performance Indicators (KPI) assessment data for 2019-2020.

<table>
<tr><td colspan="6">DCES CURRICULUM AND MAPPING OF

CACREP DOCTORAL PROFESSIONAL IDENTITY STANDARDS AND KEY PERFORMANCE INDICATORS</td></tr>
<tr>
<th>CORE AREA 1: COUNSELING Standards</th>
<th>KPI Statement</th>
<th>COURSE 1</th>
<th>COURSE 2</th>
<th>COURSE 3</th>
<th>ASSESSMENT/ASSIGNMENT</th>
</tr>
<tr>
<td>a. scholarly examination of theories relevant to counseling

b. integration of theories relevant to counseling

c. conceptualization of clients from multiple theoretical perspectives</td>
<td>KPI 1: Knowledge and Skills: Scholarly knowledge of counseling theories, integration, and client conceptualization toward effective practice</td>
<td>DCES 703 Advanced Counseling Theories, Integration and Change

Fall, Year1</td>
<td>DCES 850 Advanced Clinical Counseling Practicum

Spring, Year 1</td>
<td>DCES 805 Advanced Techniques in Counseling and Psychotherapy

Fall, Year 2</td>
<td>Students attain a B or better grade:

1. 703: Scholarly Paper on Integrated Theory

2. 805: Integration of Techniques Paper

Students attain a score of 2 or better:

3. 850: Site supervisors & Seminar Instructors skills evaluations</td>
</tr>
<tr>
<td></td>
<td></td>
<td><u>Cohort 2019</u>
There are 15 students in this course, 100% of students scored a B or better on KPI assessment.</td>
<td><u>Cohort 2019</u>
There are 15 students in this course, 100% of students scored a 2 or better on KPI assessment.</td>
<td><u>Cohort 2018</u>
There are 15 students in this course, 100% of students scored a B or better on KPI assessment.</td>
<td></td>
</tr>
<tr>
<td colspan="6">Concluding statement:

Students are making satisfactory progress in CACREP core area 1: Counseling, standards a, b, and c, and KPI #1.</td>
</tr>
</table>

DCES CURRICULUM AND MAPPING OF CACREP DOCTORAL PROFESSIONAL IDENTITY STANDARDS AND KEY PERFORMANCE INDICATORS					
CORE AREA 2: SUPERVISION Standards	**KPI Statements**	**COURSE 1**	**COURSE 2**	**COURSE 3**	**ASSESSMENT/ ASSIGNMENT**
b. theoretical frameworks and models of clinical supervision d. skills of clinical supervision	KPI 2: Knowledge and Skills: Develop and demonstrate an effective framework of counseling supervision.	DCES 706 Clinical Supervision & Consultation Fall, Year 1	Internship – Supervision Fall, Year 2	N/A	1. 706: Supervision Model Presentation & Paper 2. Site supervisors & Seminar Instructors supervision skills evaluations
		Cohort 2019 There are 15 students in this course, 100% of students scored a B or better in KPI assessment assignments.	Cohort 2018 There are 15 students in this course, 100% of students attain a rating that meets or exceeds expectations (a score of 2 or above.)	NA	
Concluding statement: Students are making satisfactory progress in CACREP core area 2: Supervision, standards b and d, and KPI #2.					

DCES CURRICULUM AND MAPPING OF					
CACREP DOCTORAL PROFESSIONAL IDENTITY STANDARDS AND KEY PERFORMANCE INDICATORS					
CORE AREA 3: TEACHING Standards	**KPI Statements**	**COURSE 1**	**COURSE 2**	**COURSE 3**	**ASSESSMENT/ASSIGNMENT**
a. roles and responsibilities related to educating counselors

b. pedagogy and teaching methods relevant to counselor education

d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education | KPI 3: Knowledge and Skills: Application of pedagogy and teaching methods along with curriculum design, delivery, and evaluation in consonance with the roles and responsibilities of a counselor educator. | DCES 705 Pedagogy in Counselor Education

Spring, Year 1 | Internship – Teaching

Spring, Year 2 | N/A | 1. 705: Teaching Demonstration

2. Site supervisors & Seminar Instructors teaching skills evaluations |
| | | Cohort 2019 There are 15 students in this course, 100% of students scored a B or better in KPI assessment assignments. | Cohort 2018 There are 15 students in this course, 100% of students attain a rating that meets or exceeds expectations (a score of 2 or above.) | **N/A** | |
| **Concluding statement:**

 Students are making satisfactory progress in CACREP core area 3: Teaching, standards a, b, and d, and KPI #3. | | | | | |

DCES CURRICULUM AND MAPPING OF CACREP DOCTORAL PROFESSIONAL IDENTITY STANDARDS AND KEY PERFORMANCE INDICATORS					
CORE AREA 4: RESEARCH AND SCHOLARSHIP Standards	**KPI Statements**	**COURSE 1**	**COURSE 2**	**COURSE 3**	**ASSESSMENT/ASSIGNMENT**
a. research designs appropriate to quantitative and qualitative research questions b. univariate and multivariate research designs and data analysis methods c. qualitative designs and approaches to qualitative data analysis	KPI 4: Knowledge and Skills: Develop competencies as a research scholar, including qualitative and quantitative methodologies, data analysis methods, and research writing skills.	DCES 821 Qualitative Research Methods Spring, Year 1	DCES 822 Quantitative Research Methods in Counseling Summer, Year 1	DCES 823 Applied Statistics and Analysis in Research Spring, Year 2	1. 821: Qualitative research proposal 2. 822: Quantitative Research Proposal 3. 823: Article reviews
		<u>Cohort 2019</u> There are 15 students in this course, 100% of students scored a B or better in KPI assessment assignments.	No data available	No data available	

Concluding statement:

Based on available data, students are making satisfactory progress in CACREP core area 4: Research, standards a, b, and c, and KPI #4. Two courses had no available rubric data. Numerous attempts have been made to secure the necessary data, but have been unsuccessful. These courses were taught by adjuncts. As a result of the missing rubric data, these instructors will no longer be teaching for the DCES program.

DCES CURRICULUM AND MAPPING OF CACREP DOCTORAL PROFESSIONAL IDENTITY STANDARDS AND KEY PERFORMANCE INDICATORS					
CORE AREA 5: LEADERSHIP AND ADVOCACY Standards	KPI Statements	COURSE 1	COURSE 2	COURSE 3	ASSESSMENT/ASSIGNMENT
a. theories and skills of leadership i. role of counselors and counselor educators advocating on behalf of the profession and professional identity k. strategies of leadership in relation to current multicultural and social justice issues	KPI 5: Knowledge and Skills: Assume leadership, advocacy, and counselor identity roles and develop competencies in diversity and social justice settings.	DCES 701 Prof Orientation & Scholarly Endeavors II Spring, Year 1	DCES 704 Advanced Multicultural Counseling Advocacy & Leadership Summer, Year 1	N/A	1. 701: Submit proposal for presentation at a conference and acquire a leadership position in a counseling related professional organization. 2. 704: Advocacy Leadership Plan
		Cohort 2019 There are 15 students in this course, 100% of students scored a B or better in KPI assessment assignments.	Cohort 2019 There are 15 students in this course, 100% of students scored a B or better in KPI assessment assignments.	N/A	

Concluding statement:

  Students are making satisfactory progress in CACREP core area 5: Advocacy and Leadership, standards a, i, and k, and KPI #5.

Discussion

Program faculty reviewed individual students' progress among the assessment criteria in related KPIs. Students performed satisfactorily in all areas.

SECTION IV: Student Professional Dispositional Assessment Data 2019-2020

Students' professional Dispositions were assessed through 7 areas: Self-Awareness, Openness, Interpersonal Effectiveness, Professional Integrity, Respect and Commitment to Diversity & Social Justice, Ethical Practice, and Clinical and Professional Readiness. Instructors were asked to rate students in these areas after each course. At the end of each semester, faculty meet and discuss students' disposition scores. See Tables 7 below for a display of the 7 professional dispositions in the contexts of the performance by cohorts 2018 and 2019.

The Professional Performance & Disposition Review Process
Besides maintaining satisfactory academic progress, students in the CIP Department are required to uphold the above professional dispositions at all times during their tenure at Adler.

To assess students' professional performance and readiness, faculty will initiate the Professional Performance & Disposition Review protocol at specific points throughout the program:

1. **End of First Semester Review**: This is to assess the dispositions and performance of all first semester students in the department, both MA & doctoral students level.
2. **Pre-practicum Application Review:** This assessment process is to review students' readiness to apply for practicum site in order to gain approval to apply for practicum site. For full-time MA students, this coincides with the End of First Semester review.
3. **Pre-practicum review**: For first year MA students, this process will serve as a review for students' readiness to begin practicum/field training. For full time MA students, this coincides with End of First Year Review.
4. **End of Practicum/Pre-Internship review**: This typically occurs near the end of the semester when students are completing practicum and planning to proceed on to internship.
5. **Annual Reviews**: Before the end of each academic year, program faculty are to conduct a comprehensive review for all students who are in the program to assess students' progress, performance, and professional dispositions.
6. **Ongoing assessment:** At any point if students knowingly engage in illegal or unethical activities, and/or display deficiency in professional performance and in any of the above dispositions, students may be referred to the Student Development Committee for remediation (SDC), or to the Student Comprehensive Evaluation Committee (SCEC) for review. Depending on the severity of the deficiency, program faculty may refer students to the SCEC with recommendation of dismissal from the program. For detailed functions of both SDC & SCEC, please refer to the University catalog.

Steps to Review

1. Instructors will fill out the Professional Performance and Dispositions Review Form for each of their students in the class along with the course rubrics at **the end of each semester.**
2. If there are ratings below 3 in any of the criteria, the faculty member needs to specify the concerns, and notify the program director, and possibly recommend actions to follow;
3. Program Director and the instructor will discuss the student's situation and formulate the course of action.
4. Instructors can also fill out this form individually at any time during the semester if students display a deficiency in any of the evaluative criteria, and then submit it to students' respective program directors.

Outcomes of the Review:

1. If students have ratings with 3 or above in all areas, no action needs to be taken.
2. If students have ratings below 3 in any of the areas, one or more of the following may take place:
   a. Instructor works with the student to establish a remediation plan for the student to address area (s) of concern;
   b. Instructor, advisor, and/or program director may formulate a plan of action, including establishing a remediation plan, referral to SDC or SCEC, depending on the severity of the deficiency, or other actions.
3. If a student fails to satisfactorily complete the remediation plan, then he or she will be referred to SDC or SCEC as appropriate.
4. All students are encouraged to refer to the Adler Student Referral Policy in the catalog,

Table 7: Student Professional Disposition Assessment Table

SEMESTER Data Collected	COHORT	SELF-AWARE-NESS	OPEN NESS	INTERPERSONAL EFFECTIVENESS	PROFESS-IONAL INTEGRITY	DIVERSITY SOCIAL JUSTICE	ETHICAL PRACTICE	PROFESS-IONAL READINESS	COHORT COMPOSITES
Fall 2019	2019	3.93	4	4.03	3.93	3.93	4.43	3.93	4.01
	2018	Missing data							
Spring 2020	2019	3.64	3.68	3.60	3.75	3.75	3.75	3.75	3.70
	2018	4.67	4.56	4.67	4.67	4.67	4.56	4.67	4.64
Summer 2020	2019	3.85	3.93	3.93	3.96	4	4	3.96	3.95
	2018	5	5	5	5	5	5	5	5

Discussion:

The DCEs students have scored remarkably high in professional dispositions during the 2019-2020 academic year. There were no areas of concern displayed and overall the cohorts performed very well indeed. The 2 cohorts disposition scores noted in the above chart ranged from 3.7 to 5.0 indicating an impressive display of professional dispositions.

SECTION V: PROGRAM EVALUATON – INPUT FROM STAKE HOLDERS

A. Advisory Board Input:

The external advisory board for 2019-2020 reported high praise for the current state of the DCES program. The board gave strong approval to the DCES mission statement and program objectives, with particular regard to the overall mission of the program in the framework of freedom and liberation. The board members commented that this approach to Counselor Education was on the leading edge of where the field is headed. They also were strongly in favor of the social justice being a key aspect of the mission statement. The external advisory board also recognized that the DCES program objectives were both relevant to Counselor Education and complete in their coverage of, and how they address, the vitally important areas of study necessary for a CACREP Counselor Education program. A suggestion was made for the DCES program to include a more explicit social justice program objective connected to community feeling. In addition, the advisory board noted that the DCES program curriculum is innovative and exceeds current CACREP requirements. In particular, the advisory board noted that the DCES curriculum covers pedagogy and training topics well, as well as unique and contemporary approaches to theory and techniques.

The advisory board provided several suggestions for ways to strengthen the program and concerns for threats to program life. This included a suggestion that courses include more emphasis on training DCES students in practices to address problem students, research methods on more intervention, outcome-based practices, Neuro-informed practices and strength-based practices in counseling and education. Several suggestions were made regarding ways to promote higher rates of dissertation completion as well. These included dissertation orientations earlier in the program process (year 2, semester 1), having students write sections of the dissertation through courses, and having consistent, formal contact with dissertation chairs. Finally, the advisory board noted that the current DCES program faculty – student ratio is high. This can lead to a reduced quality in the training experiences for the students and faculty discouragement and turn-over. There was a great deal of emphasis by the advisory board placed on the importance of maintaining the CACREP student-ratios to promote a high-quality educational experience for students and to promote a work environment that is most conducive for high quality instruction from faculty. Overall, the external advisory board agreed that the DCES program was forward in its conception and in step with current trends.

B. Student Feedback and Input:

Due the to covid-19, the formal survey for student feedback was not conducted. The formal assessment process will resume in 2021. Townhalls and other informal polls were conducted to check on student wellness and gather feedback on the virtual class format and other covid related conditions.

C. Alumni Survey and Responses

The previous alumni survey in which data was secured was in March of 2019. The alumni survey was sent to alumni of the DCES program. At that time, and at the time of this writing, there were a total of 4 graduates of the program. All 4 alumni responded to the survey. The most recent alumni survey has produced no results. Follow-up attempts to secure alumni responses

are currently in motion. Both surveys were short and quite different and separate from each other. Results of the March 2019 Alumni survey are as follows:

Employment**:** 3 out of 4 respondents obtained full-time faculty positions, and one works as a clinician.

Duration of Finding Employment: 3 of the respondents indicated that they were hired before the graduation, and one got the position 3 months after the graduation.

Perspectives on the Mission and Program Objectives

One of the major purposes of this survey was to acquire feedback information from alumni regarding how they perceived the success of the DCES program mission along with their personal achievement of the 12 DCES program objectives. Specifically, alumni were asked to rate the mission success in the program. They were also asked to rate the program objectives in terms of how much each alumnus perceived that they themselves had achieved each of those objectives. They were asked to rate the mission question and program objective questions, on a scale of 1 to 3. The meaning of the ratings is below:

1. = below expectations
2. = met expectations
3. = beyond expectations

In terms of the mission of the DCES program being fulfilled by the program as delivered, the average score was 2.5 and there were no ratings below 2.0. In the case of the program objectives, remarkably, there were no ratings below 2.0 on any of the 12 objectives by any of the 4 alumni. The lowest score for any of the objectives was 2.25 for program objective #1 regarding the role of the counselor educator and also #5 which is the ability to design and implement research. The highest rating given was 2.75, for program objective #12 which has to do with forming a scholarly identity. In summary, the mean score for all 12 program objectives was 2.36. Specific statements from the DCES program alumni were:

Suggestions for improvement of the program:

"Remove the social justice internship. At this level, most masters students have been exposed to social justice training and practices."

"Have the program expectations and sequence available and prepared for students upon admission into the program."

"I think more challenging assignments would have helped elevate the classes."

Strengths of the Program:

"Overall the structure, content and support within the program were great!"

"Comprehensive exams and dissertation structure were fantastic!"

"Ability to work full time and take evening and weekend courses."

"Flexible schedules"

Discussion: As can be seen, alumni very clearly rated the program and their learning information and skills within the program as meeting expectations and exceeding expectations. This appears to be an indicator of the success of the DCES program thus far. Every alumnus clearly believed that they had achieved each one of the 12 objectives. There was not a single rating below 2.0 by any of the respondents on any of the objectives. In other words, it could be safely stated that the alumni believe that they obtained the benefit of having achieved success in each one of the 12 program objectives, and also believe that the program itself had met its mission statement parameters.

D. Alumni Employer Survey and Input – 2019-2020

Due the to covid-19, the formal survey for alumni employer feedback was not conducted. The formal assessment process will resume in 2021.

E. Practicum and Internship Site Supervisor Survey and Input

Due to covid-19, the formal survey for practicum and internship feedback was not conducted. The formal assessment process will resume in 2021. Townhalls and other informal polls were conducted to check to gather feedback on the virtual formats and other covid related conditions.

SECTION VI: PROGRAM MODIFICATIONS AND ACTIONS

The DCES program review process has revealed that the DCES program is working well. Recruitment of new students remains high and retention of existing students is also strong. Further, input from multiple stakeholders indicate that the DCES program is cultivating a strong foundation in the students consistent with the dispositions, Key performance Indicators, and other assessment measures. Additionally, external stakeholders, alumni, supervisors, employers, and external advisory board suggest that the DCES program is strong and indicate that the program is consistent with expectations in the field. This is all good news for the DCES program as it continues to grow. No modifications to the existing program are currently being done. However, the DCES program is considering ways to expand offerings and opportunities for its students. This may include new certification programs, study-abroad opportunities, and more research and teaching opportunities.

One obstacle that has been observed through this review process related to the low graduation rate and poor dissertation complete rates. The 'stagnation' of students at the dissertation phase of their programs of study will pressure the existing resources and professor time. More supports and incentives will need to be put in place to better facilitate the complete rates of dissertations. For example, student completion rates would likely improve is the university were to invest in a dedicated statistics tutorial support center, a writing tutorial and support center, provide financial compensation for dissertation committee members, and extended financial/work-load credit for dissertation chairs.