



Annual Program Evaluation Report

Master of Arts in Counseling: Specialization in Rehabilitation Counseling

Department of Counseling and Integrated Programs

Review Year: 2019-2020

Date of Submission: December 20, 2020

Date of Review: **November 11, 2020**

Contributing Faculty and Review Meeting:

Dr. Drout, MACR program director

Dr. Erica Wade-Ball, Training Director

Tiana Santisteven, and Evaristus Penda; Tiana and Evaristus are both adjunct faculty, doctoral candidates, and rehabilitation counselors.

Dr. Tsui-yee Chow, department chair

INTRODUCTION/BACKGROUND

Adler's MACR program was launched in 2009, following recommendation from an Adler board member as a logical extension of Adler's masters in counseling program. The MACR program reflects Adlerian emphases of social interest and the essential interplay of individual and community health.

Adler's MACR program was accredited by the Council for Rehabilitation Education (CORE) since its inception. As a result of the merger of accrediting bodies, CORE became part of the Council on Accreditation for Counseling and Related Educational Programs (CACREP) on July 1, 2017. Fully accredited CORE programs such as Adler's MACR Program then moved under CACREP accreditation as of July 1, 2017, and their CACREP period of accreditation extended through their CORE accreditation period. Thus, the MACR program's accreditation continues under CACREP accreditation in Rehabilitation Counseling through September 2022. As our curriculum is congruent with CACREP's Clinical Rehabilitation Counseling specialization, we are seeking that designation in our next accreditation cycle.

SECTION I: DEMOGRAPHIC DATA

****** Data in this section are based on the Day Ten Report of Fall 2019 released by the Office of Institutional Effectiveness***

Applied for fall 2019

Table 1: Demographic Data for 2019 to 2020 Applicants/New Students

Gender	Applicants	Admitted	Matriculated
F	13	11	6
M	2	3	3
Undeclared			
Grand Total	15	14	9
Race / Ethnicity	Applicants	Admitted	Matriculated
White / Caucasian	9	7	5
African American / Black			
Hispanic / Latino	2	2	2
Asian American / Pacific Islander	1	2	2
Native American / Alaskan Native			
Multi-racial			
Other			
Undeclared	3	3	0
Grand Total	15	14	9
Age Range	Applicants	Admitted	Matriculated
20 - 24	6	5	3
25 - 29	7	7	5
30 - 39	2	2	1
40 - 49			
50 - 59			
60 & Over			
Undeclared			
Grand Total	15	14	9

Discussion:

Female representation remains strong in the masters program, reflecting national trends. In other years, we have had more BIPOC students; recruiting to increase diversity in age and ethnicity (along with identification with disability) is needed.

Table 2: Program Student Demographic Data

Gender	Cohort 18.19	Cohort 19.20	Total
F Identified	6	6	12
M Identified	6	3	9

Undeclared			
Grand Total	12	9	21
Race / Ethnicity	Cohort 18.19	Cohort 19.20	Total
White / Caucasian	9	5	14
African American / Black	1		1
Hispanic / Latino	2	2	4
Asian American / Pacific Islander		2	2
Native American / Alaskan Native			
Multi-racial			
Other			
Undeclared			
Grand Total	12	9	21
Age Range	Cohort 18.19	Cohort 19.20	Total
20 – 24	4	6	10
25 - 29	6	2	8
30 - 39	1	1	2
40 - 49	1		
50 - 59	0		
60 & Over	1		1
Undeclared	0		
Grand Total	12	9	21

Discussion: As mentioned above, more diversity in the cohorts would be preferred.

Table 3: Persistence Data Based on Fall 2020 Day Ten Report

By Programs, Chicago	Fall	Persisted into		Withdrew	
		Fall 2020 (or grad)		By end of Fall 2020	
	Counts	Counts	%	Counts	%
MACR Cohort entering 2018	12	10	83%	2	17%

MACR Cohort entering 2019	9	7	78%	2	22%
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Discussion:

Persistent rate for the cohort entering Fall 2018 was 83%, the persistence rate for the cohort entering Fall 2019 was 78%; these persistence rates represent a slight decrease from recent years' trends.

For the cohort entering 2018, 2 students left due to conflicts with work demands.

For the cohort entering 2019, 1 student transferred into another Adler program (PsyD), and one student moved back home (out of state) for family reasons.

Table 4: Program Student Load Data Based on Day 10, Summer 2020 enrollment

Student Loads by Program – Fall 2017	Highest Program †	Full-time	Half-time	Less than Half-time
	Count	Percent		
Chicago Campus				
MACR		16	2	1

Discussion: Students in the MACR take the core courses with the CMHC students, because of the number of classes offered, the programs are able to offer students a variety of class schedule to accommodate part-time students' schedule needs.

Table 5: 2020 Graduate Demographic Data

Gender	2020	Total
F Identified	1	1
M Identified	1	1
Undeclared		
Grand Total	2	2
Race / Ethnicity		
White / Caucasian	2	2
African American / Black		
Hispanic / Latino		
Asian American / Pacific Islander		
Native American / Alaskan Native		
Multi-racial		
Other		

Undeclared		
Grand Total	2	2
Age Range		
20-24	1	1
25 – 29	1	1
40 – 49		
Grand Total	2	2

Discussion:

For varied reasons, this was a very small cohort and was not representative of our typical graduating cohorts.

SECTION II: PROGRAM OBJECTIVE EVALUATION DATA

Adler uses the Student Learning Outcome Assessment Program (SLOAP) as one of the means to assess program effectiveness annually. The MACR program assesses its program learning outcomes using assessment data collected from course rubrics, clinical practicum and internship sites, Social Justice Practicum site, and comprehensive examination.

Program Objectives	BLO	Learning Experiences	Assessment Tools	Success Threshold	Attainment
1. Professional Orientation and Ethical Practice: Describe and apply all aspects of professional practice, including history, roles, professional organizations, ethic and legal standards, counselor credentials and advocacy processes.	1	Practicum (MACR-557)	Site supervisor evaluation Section 1, Professional Orientation and Ethical Practice All 5 Items	90% of students will score a 3 or better	Aggregated score =4.5 Threshold attained.
		Internship (MACR 657, 658)	Site supervisor evaluations Section 1, Professional Orientation and Ethical Practice All 5 Items.	90% of students will score a 3 or better	Aggregated score =4.7 Threshold attained.
		Comprehensive Examination	Professional Orientation and Ethical Practice Section	100% of students will pass by the second attempt	100% passed by the second attempt. Threshold attained.
		COUN 532	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated course rubric	Aggregated data score= 2.36. Threshold attained.

2. Social and Cultural Diversity: Develop self-awareness and multicultural counseling competencies. Apply theory and research on cultural factors impacting counseling relationships in a multicultural and diverse society, and the role of social justice and advocacy to the practice of counseling.	3	Practicum (MACR-557)	site supervisor evaluation Section 2, Social and Cultural Diversity All 4 Items	90% of students will score a 3 or better	Aggregated data score= 4.4 Threshold attained.
		Internship (MACR 657, 658)	Site supervisor evaluations Section 2, Social and Cultural Diversity All 4 Items	90% of students will score a 3 or better	Aggregated data score= 4.8 Threshold attained
		Comprehensive Examination	Social and Cultural Diversity Section	100% of students will pass by the second attempt.	100% of students will pass by the second attempt. Threshold attained.
		COUN 536	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated course.	Aggregated data score= 2.62. Threshold attained

3. Human Growth and Development: Apply models of individual, couples, and family development in the practice of counseling with emphasis on cultural diversity across lifespan.	BLO1	Comprehensive Examination	Human Growth and Development Section in the examination	100% of students will pass by the second attempt.	100% of students passed by the second attempt. Threshold attained.
		COUN 622	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated course rubrics.	Aggregated data score= 2.51 Threshold attained

4. Career Development: Demonstrate knowledge and apply career development and decision-making models and strategies with multicultural and diverse populations.	BLO1	Comprehensive Examination	Career Development Section in the comprehensive Examination	100% of students will pass by the second attempt Attained-100%	100% of students passed by the second attempt. Threshold attained.
		MACR 642	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated course rubrics.	Aggregated data score= 2.55 Threshold attained

5. Helping Relationships: Demonstrate knowledge of theories and skills to provide ethical counseling, consultation, and crisis intervention services.	BLO1	Practicum (MACR-557)	site supervisor evaluation Section 3, Helping Relationships, All 4 Items; Section 5, Intervention, All 3 Items	90% of students will score a 3 or better	Aggregated data score=4.5. Threshold attained
		Internship (MACR 657, 658)	site supervisor evaluation Section 3, Helping Relationships, All 4 Items; Section 5, Intervention, All 3 Items	90% of students will score a 3 or better	Aggregated data score= 4.5. Threshold attained
		Comprehensive Examination	Section on Helping Relationship	100% of students will pass by the second attempt	100% of students passed by the second attempt. Threshold attained

		COUN 533, 534, and 618	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated course rubrics. Attained-533-2.67; 534-2.39 618-2.51	Aggregated data score= 533-2.67 534-2.39 618-2.51 Students Attained the success threshold.
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6. Group Work: Participate in, facilitate, and lead experiential group and apply group work principles and theories, methods, and skills to the practice of counseling.	BLO1	Comprehensive Examination	Section on Group Work	100% of students will pass by the second attempt Attained-100%	100% of students passed by the second attempt. Threshold attained.
		COUN 540	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated course rubric.	Aggregated data score= 2.59 Threshold attained.
7. Assessment: Demonstrate knowledge of principles of testing and measurement, including statistical concepts and apply them to individual	BLO1	Practicum (MACR-557)	Site supervisor evaluation Section 4 Assessment and Clinical Decision making Skills, all 4 items	90% of students will score a 3 or better	Aggregated data score= Threshold attained

and group assessment and evaluation.		Internship (MACR 657, 658)	site supervisor evaluation Section 4 Assessment and Clinical Decision making Skills, all 4 items.	90% of students will score a 3 or better	Aggregated data score= 4.38 Threshold attained
		Comprehensive Examination	Section on Assessment and Appraisal	100% of students will pass by the second attempt.	100% of students passed by the second attempt. Threshold attained.
		COUN 626	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated course rubrics	Aggregated data score= 2.68 Threshold attained
8. Research and Program Evaluation: Describe and recognize the importance of research and statistical based methods, statistical needs assessment, program evaluation to inform evidence- based practice of counseling.	BLO2	Comprehensive Examination	Section in Research and Program Evaluation in the comprehensive Examination	100% of students will pass by the second attempt.	100% of students passed by the second attempt. Threshold attained.
		COUN 625	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated course rubrics.	Aggregated data score= 2.47 Threshold attained

9. Adlerian Foundations and Principles: Apply principles of Adlerian theory such as purposiveness of behavior, the indivisible self, goal directed behavior, and the role of social interest in counseling and treatment planning with the goals to improve well-being of individuals, couples, groups, families, and a diverse society.	BLO1	COUN 518	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated course rubrics.	Aggregated data score is above 2. Threshold attained
10. Social Justice/Social Responsibility: Reflect on personal values and assumptions (privileges, disadvantages, etc.) about the nature and causes of social problems (social injustices such as poverty, racism, abuse) and gain experience and skills to advocate for systemic change through engagement and leadership in multidisciplinary, diverse community-based organizations.	BLO3	SJP-513 & 514	Course Credit	100% of students receive credit for SJP-513 & 514	100% of students received credit for SJP 513 & 514

11. Clinical Rehabilitation Counseling: Demonstrate knowledge, skills, and practices to address a variety of issues within the rehabilitation counseling context, including health promotion, diagnosis, assessment, intervention, research, diversity, and advocacy roles.	BLO 1	MACR 500, 502, 642, 644 (New course, not offered in 2019-20)	Rubrics of these courses (Aggregated data)	90% score 2 (“Meets Expectations”) or better	Aggregated data scores: 500-2.59 502-2.51 642-2.55 Threshold attained.
		Practicum (MACR-557)	Site Supervisor Evaluation, Section 6. Program-Specific Competencies, All 6 Items	90 % of students will score a 3 or better	Aggregated Score = 4.21 Threshold attained.
		Internship (MACR 657, 658)	Site Supervisor Evaluation, Section 6. Program-Specific Competencies, All 6 Items	90 % of students will score a 3 or better Attained-4.45	Aggregated Score = 4.45 Threshold attained.
12. Critical Thinking and Disability: Maintain a critical, questioning, and exploratory attitude toward issues of disability; demonstrate awareness of the complexity involved in issues of disability, including medical/psychosocial aspects of disability, the person and environment interaction, attitudinal issues, and social	BLO 2	MACR 500, 502, 642, 644	Rubrics of these courses (Aggregated data)	90% score 2 (“Meets Expectations”) or better	Aggregated data scores: 500-2.59 502-2.51 642-2.55 Threshold attained.

systemic impact on services provided to persons with disabilities.					
13. Individual Differences: Demonstrate an awareness of the ethical issues related to enhancing personal development, decision-making abilities, and quality of life for individuals with disabilities; articulate the value of client/consumer empowerment, choice, and personal responsibility in the rehabilitation process.	BLO 1	MACR 500, 502, 642, 644	Rubrics of these courses (Aggregated data)	90% score 2 (“Meets Expectations”) or better Attained-100%	Aggregated data scores: 500-2.59 502-2.51 642-2.5 644 (new course, not offered in AY20) Threshold attained
14. Advocacy and Disability: Demonstrate awareness and understanding of community resources available to address issues related to disability challenges of clients; advocate for services and resources for individuals with disabilities to promote full inclusion in the community and in the workforce.	BLO 3	MACR 500, 502, 642, 644	Rubrics of these courses (Aggregated data)	90% score 2 (“Meets Expectations”) or better	Aggregated data scores: 500-2.59 502-2.51 642-2.55 644 (new course, not offered in AY20) Threshold attained.

SECTION III: ASSESSMENT OF INDIVIDUAL STUDENT IN CORE AREAS WITH KEY PERFORMANCE INDICATORS

**The data collected are assignments based.*

CORE AREA1: PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE					
KPI statement (K1): Apply professional and ethical standards in working with clients and in the clinical decision-making process; and use supervision to facilitate self-evaluation and to improve practice (both Knowledge and Skills)		Selected CACREP Standards: <i>2.F.1.i Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</i> <i>2.F.1.K. Strategies for personal and professional self-evaluation and implication for practice.</i> <i>2.F.1.m The role of counseling supervision in the profession</i>			
	Measure 1: COUN 532 Professional, Legal and Ethical Issues.	Measure 2: MACR 557 MACR Practicum and Seminar	Measure 3 MACR 657 MACR Internship and Seminar I	Measure 4 MACR 658 MACR Internship and Seminar II	Measure 5: Comprehensive Exam
	KPI Assignment: Ethical decision-making case study	Site supervisor evaluations Section 1, Professional Orientation and Ethical Practice All 5 Items	Site supervisor evaluations Section 1, Professional Orientation and Ethical Practice All 5 Items	Site supervisor evaluations Section 1, Professional Orientation and Ethical Practice All 5 Items	Corresponding Section on Professional Counseling Orientation and Ethical Practice
Student ID	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: 100% of students will pass by the second attempt
Cohort 2018	All students attained the success criteria				

CORE AREA 2: SOCIAL AND CULTURAL DIVERSITY	
KPI Statement (K2):	Selected CACREP Standards:

Demonstrate multicultural counseling competencies when working with culturally diverse clients, including <ol style="list-style-type: none"> 1. an understanding of the impact of different worldviews, cultural and individual characteristics in the counseling relationship, and strategies to eliminate barriers, prejudices, and intentional and unintentional oppression and discrimination; 2. Application of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. 			2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy 2.F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others 2.F.2.e. the effects of power and privilege for counselors and clients 2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination		
Cohort	Measure 1: COUN 536 Counseling Multicultural Communities	Measure 2: MACR 557 MACR Practicum and Seminar	Measure 3 MACR 657 MACR Internship and Seminar I	Measure 4 MACR 658 MACR Internship and Seminar II	Measure 5: Comprehensive Exam
	KPI Assignment: Reflective Cultural ID Assignment	MACR 557 Practicum Site Evaluation, site supervisor evaluation Section 2, Social and Cultural Diversity All 4 Items	MACR 657 Internship I Site Evaluation, site supervisor evaluation Section 2, Social and Cultural Diversity All 4 Items	MACR 658 Internship I Site Evaluation, site supervisor evaluation Section 2, Social and Cultural Diversity All 4 Items	Corresponding Section on COUN 536 Counseling Multicultural Communities
	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: 100% of students will pass by the second attempt
Cohort 2018	All students attained the success criteria	All students attained the success criteria	All students attained the success criteria	All students attained the success criteria	All students attained the success criteria

CORE AREA 3: HUMAN GROWTH AND DEVELOPMENT		
KPI Statement (K3): Apply theories of individual and family development, as well as normal and abnormal personality development, to analyze client issues with consideration of the impact of biological, neurological, physiological, systemic, and environmental factors on human development, functioning, and behavior.		Selected CACREP Standards: <i>2.F.3.a Theories of individual and family development across the lifespan</i> <i>2.F.3.c. Theories of normal and abnormal personality development</i> <i>2.F.3.e Biological, neurological, and physiological factors that affect human development, functioning, and behavior</i> <i>2.F.3.f Systemic and environmental factors that affect human development, functioning, and behavior</i>
	Measure 1: COUN 622 Human Growth & Development	Measure 2: Comprehensive Exam
	KPI Assignment: Developmental Interview	Corresponding Section on Human Growth & Development
Cohort	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: 100% of students will pass by the second attempt
Cohort 2018	All students attained the success criteria	All students attained the success criteria
	Measure 1: MACR 642 Career Development, Job Placement and Vocational Rehabilitation	Measure 2: Comprehensive Exam
	Capstone Assignment: Client Portfolio Project	Corresponding Section on Career Development
Student ID	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: 100% of students passed by the second attempt
Cohort 2018	All students attained the success criteria	All students attained the success criteria

CORE AREA 5: COUNSELING & HELPING RELATIONSHIP					
KPI Statement 5 Conceptualize case, formulate treatments and intervention, and conduct interviews; establish counselor – client relationship, and conduct counseling sessions with cultural and ethical considerations.			Selected CACREP Standards: <i>2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships</i> <i>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</i> <i>2.F.5.f. Counselor characteristics and behavior that influence the counseling process</i>		
	Measure 1: COUN 534 Counseling Skills	Measure 2: MACR 557 MACR Practicum and Seminar	Measure 3 MACR 657 MACR Internship and Seminar I	Measure 4 MACR 658 MACR Internship and Seminar II	Measure 5: Comprehensive Exam
	KPI Assignment: Mock interview assignment	MACR 557 MACR Practicum Site Supervisor Evaluation Section 3, Helping Relationships, All 4 Items	MACR 657 MACR Internship and Seminar I Site Supervisor Evaluation Section 3, Helping Relationships, All 4 Items	MACR 658 MACR Internship and Seminar II Site Supervisor Evaluation Section 3, Helping Relationships, All 4 Items	Corresponding Section on counseling and Helping Relationship
	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: 100% of students will pass by the second attempt
Cohort 2018	All students attained the success criteria	All students attained the success criteria	All students attained the success criteria	All students attained the success criteria	All students attained the success criteria

CORE AREA 5: COUNSELING & HELPING RELATIONSHIP					
KPI statement (K6) (Knowledge and Skills): Apply counseling theories to explain clinical issues and client behavior and develop a personal model of counseling by integrating concepts and practices from different theories relevant to counselor-in-training's personal characteristics and to clients whom they serve.			Selected CACREP Standards <i>2.F.5.a theories and models of counseling</i> <i>2.F.5.n. processes for aiding students in developing a personal model of counseling</i>		
	Measure 1: COUN 533 Counseling Theories	Measure 2: MACR 557 MACR Practicum and Seminar	Measure 3 MACR 657 MACR Internship and Seminar I	Measure 4 MACR 658 MACR Internship and Seminar II	Measure 5: Comprehensive Exam
	KPI Assignment: Theoretical Integration Paper	MACR 557 MACR Practicum Site Supervisor Evaluation Section 5, Intervention, All 3 Items	MACR 657 MACR Internship and Seminar I Site Supervisor Evaluation Section 5, Intervention, All 3 Items	MACR 658 MACR Internship and Seminar II Site Supervisor Evaluation Section 5, Intervention, All 3 Items	Corresponding Section on Counseling and Helping Relationship
	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: 100% of students will pass by the second attempt
Cohort 2018	All students attained the success criteria	All students attained the success criteria	All students attained the success criteria	All students attained the success criteria	All students attained the success criteria

CORE AREA 6: GROUP COUNSELING AND GROUP WORK		
KPI Statement (K7) Demonstrate group leadership by applying theoretical foundations in explaining group dynamics and using therapeutic factors to facilitate group development and to provide intervention.		Selected CACREP Standards <i>2.F.6.a. theoretical foundations of group counseling and group work</i> <i>2.F.6.c. therapeutic factors and how they contribute to group effectiveness</i> <i>2.F.6.d. Characteristics and functions of effective group leaders</i>
	Measure 1: COUN 540: Group Counseling	Measure 2: Comprehensive Exam
	KPI Assignment: Participation and leading of Experiential Group	Comprehensive Exam
Student ID	Success Criteria: Attain a grade of B or better in the assignment.	100% of students passed by the second attempt
Cohort 2018	All students attained the success criteria	

CORE AREA 7: ASSESSMENT AND TESTING	
KPI Statement (K9) Demonstrate the ability to implement diagnostic and assessment processes, including describing the symptoms and clinical presentation of clients with mental and emotional impairments, and differential diagnosis, using the current DSM and assessment results, for culturally and developmentally relevant case conceptualization and the planning of intervention.	Selected CACREP Standards: <i>2.F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results</i> <i>2.F.7.e. Use of assessments for diagnostic and intervention planning purpose</i> <i>2.F.7.l. use of assessment results to diagnose developmental, behavioral, mental disorders.</i> <i>5.D.1.g screening and assessment instruments that are reliable and valid for individuals with disabilities</i>

	Measure 1: COUN 535 Diagnosis of Maladaptive Behavior	Measure 2: COUN 626 Appraisal and Assessment	Measure 3: MACR 557 MACR Practicum and Seminar	Measure 4 MACR 657 MACR Internship and Seminar I	Measure 5 MACR 658 MACR Internship and Seminar II	Measure 6: Comprehensive Exam
	KPI Assignment: Diagnostic Case Conceptualization and Treatment Planning	KPI Assignment: Assessment Analysis	MACR 557 MACR Practicum and Seminar site supervisor evaluation Section 4 Assessment and Clinical Decision making Skills, all 4 items	MACR 657 MACR Internship and Seminar I site supervisor evaluation Section 4 Assessment and Clinical Decision making Skills, all 4 items	MACR 658 MACR Internship and Seminar II site supervisor evaluation Section 4 Assessment and Clinical Decision making Skills, all 4 items	Corresponding Section on Assessment and Testing
Student ID	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: Attain a composite score of 3 or higher.	Success Criteria: 100% of students will pass by the second attempt
Cohort 2018	All students attained the success criteria	All students attained the success criteria	All students attained the success criteria	All students attained the success criteria	All students attained the success criteria	Attained

CORE AREA 8: RESEARCH AND PROGRAM EVALUATION	
KPI Statement (K10) Develop culturally and ethically sound research and related inquiry strategies to advance the counseling profession, to conduct needs assessment, to inform	Selected Standards <i>2.F.8.a The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice</i> <i>2.F.8.c. needs assessment</i>

evidence-based counseling practice and to evaluate service delivery and program development.	2.F.8d. development of outcome measures for counseling programs 2.F.8.e. evaluation of counseling intervention and programs 2.F.8.g Designs used in research and program evaluation 2.F.8.j Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	
	Measure 1: COUN 625 Research and Program Evaluation	Measure 2: Comprehensive Exam
	KPI Assignment: Research Proposal	Corresponding Section on Research and Program Evaluation
Student ID	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: 100% of students will passed by the second attempt
Cohort 2018	All students attained the success criteria	

SECTION IV: ASSESSMENT OF INDIVIDUAL STUDENDT IN REHABILITATION COUNSELING SPECIALTYAREA WTH KEY PERFORMANCE INDICATORS

To assess performance of students in the specialty area, the program will utilize the program objective:

Advocacy and Disability:

Demonstrate awareness and understanding of community resources available to address issues related to disability challenges of clients; advocate for services and resources for individuals with disabilities to promote full inclusion in the community and in the workforce.

Entry-Level Specialty Area: Clinical Rehabilitation Health Counseling	
Contextual Dimension	
KPI Statement (RK1)	Selected CACREP Standards:

KPI Statement One: (Knowledge) Identify the effects of a wide variety of forms of discrimination which increase disability challenges and prevent full inclusion for people with disabilities.			<i>D.2.k.: effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients' life and career development</i> <i>D.2.p.: environmental, attitudinal, and individual barriers for people with disabilities</i>		
	Measure 1: MACR 500 Foundations in Rehabilitation Counseling	Measure 2: MACR 502 Medical/Psychosocial Aspects of Disability	Measure 3 MACR 557 MACR Practicum and Seminar I	Measure 4 MACR 657 MACR Internship and Seminar I	Measure 5 MACR 658 MACR Internship and Seminar II
	KPI Assignment: ADA Assessment Project	KPI Assignment: Intervention/Resource Presentation Project	KPI Assignment: Capstone --Case Presentation and Paper	KPI Assignment: Capstone: Client Cultural Formulation and Application of Social Justice/Multicultural/Advocacy Competencies	KPI Assignment: Capstone: CE/MACR
Student ID	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: Attain score of 35 points or better	Success Criteria: Attain score of 88% or better	Success Criteria: Attain a composite score of "Pass" or better
Cohort 2018	All students attained the success criteria	All students attained the success criteria	All students attained the success criteria	All students attained the success criteria	All students attained the success criteria
Cohort 2019	All students attained the success criteria	The students who took the class attained the success criteria	All students attained the success criteria	Not yet assessed	Not yet assessed
Cohort 2020	All students attained the success criteria	Not yet assessed	Not yet assessed	Not yet assessed	Not yet assessed

Practice Dimension					
KPI Statement (RK2) : KPI Statement Two: (Skills) Identify strategies to advocate with and for persons with disabilities to address environmental, attitudinal, and individual barriers for people with disabilities.			Selected CACREP Standards <i>D.2.p.: environmental, attitudinal, and individual barriers for people with disabilities</i> <i>D.3.c.: strategies to advocate for persons with disabilities</i>		
	Measure 1: MACR 500 Foundations in Rehabilitation Counseling	Measure 2: MACR 502 Medical/Psychosoci al Aspects of Disability	Measure 3 MACR 557 MACR Practicum and Seminar I	Measure 4 MACR 657 MACR Internship and Seminar I	Measure 5 MACR 658 MACR Internship and Seminar II
	KPI Assignment: ADA Assessment Project	KPI Assignment: Intervention/Resou rce Presentation Project	KPI Assignment: Capstone --Case Presentation and Paper	KPI Assignment: Capstone: Client Cultural Formulation and Application of Social Justice/Multicultural/A dvocacy Competencies	KPI Assignment: Capstone: CE/MACR
Student Cohorts	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: Attain a grade of B or better in the assignment.	Success Criteria: Attain score of 35 points or better	Success Criteria: Attain score of 88% or better	Success Criteria: Attain a composite score of “Pass” or better
Cohort 2018	All students attained the success criteria	All students attained the success criteria	All students attained the success criteria	All students attained the success criteria	All students attained the success criteria
Cohort 2019	All students attained the success criteria	The students who took the class attained the success criteria	The students who took the class attained the success criteria	Not yet assessed	Not yet assessed

Cohort 2020	All students attained the success criteria	Not yet assessed	Not yet assessed	Not yet assessed	Not yet assessed
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SECTION V: ASSESSMENT OF PROFESSIONAL DISPOSITIONS (*Analysis based on MACR classes only*)

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 & 8 below for a display of the 7 professional dispositions in the contexts of the performance of the academic year by cohorts:

The scale used for this assessment of professional dispositions is:

1 = Deficient

2 = Developing

3 = Demonstrated

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,

Criteria		Assessment Tools	Attainment/Success Threshold
1.	<u>Self-Awareness</u> The ability to engage in ongoing self-reflection and recognize the impact of one's own actions; to identify	Dispositional Professional Performance and Dispositions,	90% of students attain a rating of 3 or above.

	and manage emotions, particularly under stress; to understand how actions and words are perceived by others; to monitor one's own wellness and demonstrate a commitment to self-care.	all COUN courses & MACR 500, 502, 642, 644	Attained: In COUN courses, 100% of students attained a rating of at least 3. MACR 500-3 MACR 502-3.4 MACR 642-data not available 644 (new course, not offered in AY20)
2.	<u>Openness</u> The openness to receive and incorporate feedback in order to make positive changes and accept and integrate different perspectives in examining values and beliefs in practice.	Dispositional Professional Performance and Dispositions, all COUN courses & MACR 500, 502, 642, 644	90% of students attain a rating of 3 or above. Attained: In COUN courses, 100% of students attained a rating of at least 3. MACR 500-3.5 MACR 502-3 MACR 642-data not available 644 (new course, not offered in AY20)
3.	<u>Interpersonal Effectiveness</u> The ability to show empathy and unconditional acceptance towards others and to dialogue with compassion and take responsibility and accountability for impact of actions toward others.	Dispositional Professional Performance and Dispositions, all COUN courses & MACR 500, 502, 642, 644	90% of students attain a rating of 3 or above. Attained: In COUN courses, 100% of students attained a rating of at least 3. MACR 500-3 MACR 502-3.2 MACR 642-data not available 644 (new course, not offered in AY20)

4.	<u><i>Professional Integrity</i></u> The ability to maintain professionalism appropriate for class, clinical experiences and when representing the counseling profession; to tolerate ambiguity and discomfort while initiating discussion and caring confrontation (<i>courage</i>); to adjust to challenges with a positive attitude.	Dispositional Professional Performance and Dispositions, all COUN courses & MACR 500, 502, 642, 644	90% of students attain a rating of 3 or above. Attained: In COUN courses, 100% of students attained a rating of at least 3. MACR 500-3.4 MACR 502-3 MACR 642-data not available 644 (new course, not offered in AY2020)
5	<u><i>Respect & Commitment to Diversity & Social Justice</i></u> The ability to demonstrate Multicultural Social Justice Counseling Competencies (MSJCC) and commitment to social responsibility with respect for differences in thought, opinion, and experiences; to initiate and take action to increase self-awareness of one's own social identities, social group statuses, power, privilege, oppression, strengths, and limitations.	Dispositional Professional Performance and Dispositions, all COUN courses & MACR 500, 502, 642, 644	90% of students attain a rating of 3 or above. Attained: In COUN courses, 100% of students attained a rating of at least 3. MACR 500-3.3 MACR 502-3.1 MACR 642-data not available 644 (new course, not offered in AY20)

6	<u><i>Ethical Practice</i></u> The ability to identify ethical dilemmas and seek consultation. The ability to monitor one's ethical behavior and seek to uphold professional ethical practices.	Dispositional Professional Performance and Dispositions, all COUN courses & MACR 500, 502, 642, 644	90% of students attain a rating of 3 or above. Attained: In COUN courses, 100% of students attained a rating of at least 3. MACR 500-3 MACR 502-3 MACR 642-data not available 644 (new course, not offered in AY20)
7	<u><i>Clinical and Professional Readiness</i></u> This is about the student's readiness to work with clients of diverse backgrounds and clinical issues. This includes the ability to manage personal issues which may manifest and interfere with the effectiveness of the counseling relationship and overall wellness of the clients.	Dispositional Professional Performance and Dispositions, all COUN courses & MACR 500, 502, 642, 644	90% of students attain a rating of 3 or above. Attained: In COUN courses, 100% of students attained a rating of at least 3. MACR 500-3 MACR 502-3 MACR 642-data not available 644 (new course, not offered in AY20)

SECTION V: PROGRAM EVALUATION – INPUT FROM STAKE HOLDERS

A. Advisory Board Input:

The Advisory Board met December 2, 2019. We reviewed program mission and objectives, as well as CACREP standards for Rehabilitation Counseling and Clinical Rehabilitation Counseling programs. In considering the program of study, and the extent to which the program meets the CACREP Clinical Rehabilitation Counseling standards, the decision to pursue accreditation for Clinical Rehabilitation Counseling at the time of reaccreditation was affirmed by the board. The new class MACR 644 Treatment Planning, Intervention and Advocacy, which includes treatment planning, along with case management was discussed. Finally, the processes for assessing Key Performance Indicators and Professional Dispositions was discussed and reviewed with the Board.

B. Student Feedback and Input:

(Because of small number of replies, we were not able to obtain program-level data from Noel Levitz survey administered by the university.)

During the students' final semester in the summer session, a town hall meeting with the program director as well as department chair is held annually.

From the most recent town halls (June 10, 2019 and June 15, 2020) the following points were shared:

Students appreciate the small cohort within the MACR program, and the advantages offered by this. These were noted to include ease of access to the program director, and a strong sense of connectedness within each cohort. Students reported how they have been connected to program alumni at various juncture throughout the program, through guest speakers in classes, introductions to learn about sites for clinical experience and or employment as well as simply for class assignment/interviews.

Concern was expressed about lack of ease of registration for some classes outside the program; students noted they had to go through an extra steps to be able to add a seat in a class that did not have “program priority”. (This has since been addressed by adding a MACR program priority to common core classes each semester).

Students requested more support be afforded through the program through marketing and admission efforts, to greater increase awareness of the field of rehabilitation counseling, as well as opportunities available for rehabilitation counselors.

C. Alumni Survey and Responses

The most recent alumni survey was completed in summer of 2020. Seven students replied, dates of graduation range from 2012 through 2018, one respondent did not report date of graduation.

Program Area	% of students reporting being satisfied or very satisfied
Community service or social justice experience	86%
Academic advisement process	71%
Encouragement to enhance professional identity	100%
Employed full-time in the field related to their training at Adler	100%

Program Objectives	% reporting Adequate or Strong Preparation
Professional Orientation and Ethical Practice	100%
Social and Cultural Diversity	* Omitted from survey
Human Growth and Development	86%
Career Development	86%
Helping Relationships	100%
Group Counseling	100%
Assessment	* Omitted from survey
Research and Program Evaluation	86%
Adlerian Foundations and Principles	100%
Social Justice / Social Responsibility	100%
Clinical Rehabilitation Counseling	86%
Critical Thinking and Disability	100%
Individual Differences	100%
Advocacy and Disability	100%

D Alumni Employer Survey and Input

For this annual report, alumni employer feedback, was obtained via members of the advisory board. Overall, respondents indicate feeling that students are well prepared for employment, and reported agreement with the mission, objectives, and approach to curriculum used in the program.

E. Practicum and Internship Site Supervisor Survey and Input

The director of clinical training, Dr. Erica Wade-Ball surveyed the site supervisors in October 2020. The survey addressed requested suggestions for enhancements in school and student preparation for clinical experiences, as well as some of the administrative aspects of the clinical experience (e.g. verifying receipt of training manual, completion of learning agreements, verification of frequency of meetings with students, and inquiry about any challenges with the T2T system used in record keeping).

Interest in timing and topics for training workshops was also explored.

Based on feedback, clarification of changes related to COVID-19 and any CACREP accommodation was requested. Supervisors also expressed interest in free continuing education if possible. Other suggestions included having the evaluation criteria for students well in advance of the evaluations; however, these forms are available in the training manual so this seems to be a training opportunity for those newer to clinical supervision. Overall, site supervisors reported satisfaction with student preparation for clinical experiences, and felt that adequate supports at their site, and through the school, were available to support them in their site supervision roles.

SECTION VI: PROGRAM MODIFICATIONS AND ACTIONS

Review of the Assessment Data & Action Plan

The assessment results indicated that the students overall did well. However, in considering the assessment items for social justice, there are limited data points. We agreed we need to develop other points of assessment for the social justice objective at other times of the curriculum, in addition to the current measurement metric tied into the social justice practicum.

In terms of areas of strength in student performance, we were struck by the strong performance in skills especially at the clinical sites (practicum and internship). We feel the strong performance ties into the strength of clinical training leading up to that point, the closer supervision on campus given the unusually small cohort size, as well as the strength of the clinical sites and experiences afforded to students.

In terms of areas of poor performance, we note that students seem to struggle with areas of the competency exam, the CECE. This year, due to the pandemic, there was a need to change from the former competency exam format (CPCE) to a new exam format (CECE).

This new exam format was adopted by all departmental master's programs. The students seem to have the greatest challenge with the core areas of both research and group. It is noteworthy that one of the students took the research class in the summer of 2020, and so had not completed the entire class prior to administration of the CECE exam. (A change was made last year in the course sequence so that students will have completed all classes associated with core areas prior to administration of the CECE exam).

Timeline and Goals for Areas of Poor Student Performance, with a Timeline and Steps to Achieving these Goals

Regarding the performance in the group core area on the CECE, this is more problematic in that all students completed that course well before the CECE administration (the groups class is a prerequisite to practicum and thus is taken in students' first year of studies). Our action plan is to first examine course content associated with the experiential component of the group course,

and increase the combination of practice and supervision skills related to the group course delivery. In addition, we need to communicate more clear expectations for students as well as the doctoral group leaders in this course, in collaboration with course faculty. This will be reviewed in departmental meetings in December. Additionally, an analysis of CECE group related assessment items will be completed no later than January 2021, to identify areas for supplemental instruction for the group class beginning with the spring semester, 2021.

In terms of the research class, we will work with CMHC faculty, and review the CECE and other assessment items related to research, to help ascertain the specific areas of deficit. If there are commonalities across students, this will suggest reinforcement and or supplementation of key instructional objectives. The review will take place by end of January, with hope of having a positive impact on research classes offered beginning in spring of 2021. However, the current MACR cohort who will take the CECE this academic year already have taken the research, therefore we likely need more time to see an impact in future outcome assessments.

Finally, as noted above there is a concern about increasing data points in which to assess the social justice objectives in the curriculum. By end of Spring semester (April) 2021, in the MACR program meetings, we will discuss and identify additional means to assess students' outcomes for the social justice program objective and add these to our next year's SLOAP assessment.

Review of Student Feedback

Based in feedback from students, program modifications include changing the sequencing of the research class, and moving this away from our compressed summer session. Students need more time to process the information available in the research class than is typically offered in the eight week summer session. In addition, the research class had been moved to the fall semester. However students reported taking the assessment class at the same time as the research class does not afford the most optimal learning opportunities. Therefore, for the cohort beginning in 21/22, the sequencing of classes will be adjusted.

Students also prefer to have more access to various times for course offerings across the curriculum. Therefore, for the classes which are shared between programs in the department, the MACR priority will be added to classes to the fullest extent possible. This will help optimize students' ability to take classes at various time to accommodate their busy schedules, and to better balance work, and clinical experiences.

Most students are still pursuing the CRC path to licensure, this is particularly advantageous in Illinois. However, as students leaving the program are also potentially preparing for work in other states, we are expanding ease of access for students who choose to take the NCE examination before graduation. Indeed this year, some students have opted to take both examinations to give them maximum options for licensure paths in multiple states, as well as access to positions which are typically only available to individuals holding the CRC credential.

From a preparation perspective for students, enhancements selected classes, in particular, group

counseling, will be implemented for spring 2021, based on students' performance on comprehensive examinations.

Program Name Change & Marketing Needs

Beginning with academic year 21/22, students who are admitted will be joining under the program name of clinical rehabilitation counseling; this is based on the curriculum followed, applicable CACREP standards, increasing opportunities for students upon graduation, as well as advisory board feedback. As this is implemented throughout our program materials, we will be clear to designate that our current CACREP accreditation remains rehabilitation counseling. The self study being completed spring 2021 will allow the program to be reviewed for clinical rehabilitation counseling at the time of our upcoming CACREP re-accreditation.

Based on student feedback, the program will work more closely with admissions and marketing to help further highlight awareness of what pathways exist for students pursuing training in this area, and highlighting many great vocational opportunities for clinical rehabilitation counselors. In the past few years, virtually all students have found employment within one month of graduation, in areas directly related to their training, so it will be helpful to share this great outcome with potential students!