



## **Annual Program Evaluation Report**

Ph.D. in Counselor Education and Supervision (DCES)  
Department of Counseling and Integrated Programs

**Review Year: 2021-22**

**Date: January 23, 2023**

### **Program Faculty/Program Evaluation Participants:**

Dr. Tsui-yee Chow, Interim Program Director  
Dr. Stacey Reicherzer, Core Faculty  
Dr. Fred Hanna, Professor, Core Faculty

### **Introduction/Background:**

The DCES program faculty demonstrated resiliency and commitment to student success despite the challenges of the COVID pandemic and the transition back to on-campus delivery. This Annual Program Evaluation Report also reflects the ingenuity of the stakeholders of the program, including faculty, students, members of program advisory board, clinical training site supervisors, graduate employers, and alumni. These stakeholders' input is essential for the improvement of the program and students' experience with the program and Adler. Based on the data and input from all the stakeholders, this report presents initiatives and plans developed by program faculty for program improvement. To have a comprehensive look at the program and student performance, faculty reviewed evaluative data collected through:

- Faculty's entries in course rubrics
- Results of the comprehensive examination
- site supervisor evaluations
- Feedback and input from stakeholders through various surveys and meetings.

The academic year 2021-22 also involved some personnel changes:

- Dr. Stacey Reicherzer joined the program in fall 2022; this was a new position in response to program expansion.
- The program director, John Beckenbach, departed from Adler to join an online institution in July. Dr. Tsui-yee Chow, the Department Chair, thus served as the Interim Program Director starting August 2022. The search for a new program director also began.
- Dr. Alyssa Swan, the DCES Training Director, also left the full-time position for an online appointment in August but continued to manage all the training matters until the end of the 2022 fall semester. The search for a new training director is also underway.

This report concludes the review of both program and student performance in 2021-2022. The program faculty look forward to implementing new initiatives suggested in this report and welcoming new faculty members replacing the departed faculty in 2022-23.

**SECTION I: DEMOGRAPHIC DATA**

\*\*\* Data in this section released by the Office of Institutional Effectiveness

**Part A: Demographic Data for Fall 2022 Applicants/New Students for DCES**

<b>Table 1: DCES Admissions Data, Fall 2020 through Fall 2022</b>			
	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
Completed Applications	24	25	12
Acceptances (offers made)	23 (95.8%)	22 (88.0%)	11 (91.7%)
Rejections (rejected applications)	1	3	1
Yields (ratio of matriculated students to admission offers)	16 (69.6%)	18 (81.8%)	8(75%)
Average Undergraduate GPA	3.12	3.10	3.16

<b>Table 2: DCES Incoming Class Demographics, Fall 2020 through Fall 2022</b>			
	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
<b>Gender</b>			
Female	81.3% (13)	72.2% (13)	100% (9)
Male	18.8% (3)	27.8% (5)	0
Undeclared	0	0	0
<b>Race/Ethnicity</b>			
African American / Black	18.8% (3)	38.9% (7)	22.2% (2)
Asian American / Pacific Islander	12.5% (2)	16.7% (3)	0
Hispanic / Latino	6.3% (1)	11.1% (2)	44.4% (4)
Multi-racial	0	0	11.1% (1)
Native American / Alaskan Native	0	0	0
White	62.5% (10)	33.3% (6)	22.2% (2)
Other	0	0	0
Undeclared	0	0	0
<i>Ethnic Minority Subtotal</i>	<i>37.5% (6)</i>	<i>66.7% (12)</i>	<i>77.8% (7)</i>
<b>Age Ranges</b>			
20 - 24	12.5% (2)	0	
25 - 29	37.5% (6)	61.1% (11)	
30 - 39	43.8% (7)	22.2% (4)	
40 - 49	0	16.7% (3)	
50 - 59	6.3% (1)	0	
60 & Over	0	0	
Undeclared	0	0	

<b>Grand Total</b>	<i>100% (16)</i>	<i>100% (18)</i>	<i>100% (9)</i>
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**Discussion:**

We had a diverse pool of program applicants for 2022. 77.8% of the applicants belonged to BIPOC populations, with an increase in Latinx applicants. However, we had a decrease in White, Asian, and male applicants in general. There were no male students in cohort 2022. The program will work with the Office of Admissions to promote the program and make more recruitment efforts for male students. The data reflected that applicants were only given male and female options in the application form, and the lack of means to identify international students. The program will work with the Office of Admissions to develop new demographic categories including the non-binary gender options and international students. The new application form will demonstrate Adler’s DCES program as a welcoming space for persons of all genders and all countries of origin.

**Part B: Demographic Data of Current Students**

<b>Table 3: DCES Total Program Enrollments, Fall 2020 through Fall 2022</b>			
	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
<b>Gender</b>			
Female	79.6% (43)	80.9% (55)	81.4% (57)
Male	20.4% (11)	19.1% (13)	18.6% (13)
Undeclared	5.6% (3)	0	0
<b>Race/Ethnicity</b>			
African American / Black	27.8% (15)	29.4% (20)	28.6% (20)
Asian American / Pacific Islander	5.6% (3)	8.8% (6)	8.6% (6)
Hispanic / Latino	16.7% (9)	16.2% (11)	18.6% (13)
Multi-racial	0	0	1.4% (1)
Native American / Alaskan Native	0	0	0
White	42.6% (23)	38.2% (26)	41.4% (29)
Other	1.9% (1)	1.5% (1)	0
Undeclared	0	5.9% (4)	1.4% (1)
<i>Ethnic Minority Subtotal</i>	<i>50% (27)</i>	<i>55.9 (38)</i>	<i>57.1% (40)</i>
<b>Age Ranges</b>			
20 - 24		0	
25 - 29		39.7% (27)	
30 - 39		41.2% (28)	
40 - 49		13.2% (9)	
50 - 59		4.4% (3)	
60 & Over		1.5% (1)	
Undeclared		0	
<b>Grand Total</b>	<b>100% (54)</b>	<b>100% (68)</b>	<b>100% (70)</b>

**Discussion:**

The demographic data reflects that the program is composed of a very diverse student population racially, ethnically, and across age ranges. 57% of the students are BIPOC. We are proud that as a program we can help train and provide the field of counselor education with diverse leaders and advocates.

Nevertheless, the demographic data do not represent the complete characteristics of the student body. The use of ‘male’ and ‘female’ as the only genders on this table was problematic. The data excluded students of gender non-binary identification. Moreover, it has come to our attention that some of our students were born outside the U.S., but that information is not captured in the table above. It will be helpful for retention and support of the specific needs of international students, as well as students who learned English as a second language, that we add “international students” and a primary language question in the demographics. We plan to work with the Admissions Office and the Registrar to ensure students can have appropriate options when asked about their gender, country of origin, and primary and secondary languages. We will also work with the Office of Institution Effectiveness to provide information to reflect the proper demographic composition of our student population. We will initiate this effort in April 2023 to improve our data before the new academic year.

## **SECTION II – PERSISTENCE RATES AND DEGREE COMPLETION**

### **Part A: Persistence Rates**

Adler University defines 'Persistence' as the ratio of students who have not withdrawn from the university over a specified period of time to Withdrawn students. 'Persistent' students include those who are still engaged with the university in a student capacity within the Colleague system. Their status is either 'Active' if either they are actively enrolled, on Leave of Absence, active but not registered, or pending graduation. 'Persistence' is synonymous with 'Retention' in that the students persisted, and the University retained those students. 'Withdrawn' students includes all students with university status 'Withdrawn', the reasons for which may be voluntary or administrative. One-Year Persistence rates reflect the status of students who were actively enrolled one year prior to the present term, presenting the ratio of those students who have "Persisted" versus "Withdrawn".

<b>Table 4: DCES One-Year Persistence Rates, Fall 2020 through Fall 2022</b>			
	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
	<b>% (n)</b>	<b>% (n)</b>	<b>% (n)</b>
<b>Gender</b>			
Female	94.7% (38)	100% (47)	91.5% (59)
Male	75.0% (12)	90.9% (11)	86.7% (15)
Undeclared			0
<b>Race/Ethnicity</b>			
African American / Black	81.3% (16)	100% (15)	85.7% (21)
Asian American / Pacific Islander	100% (1)	100% (3)	100% (6)
Hispanic / Latino	100% (9)	100% (9)	83.3% (12)
Multi-racial	0		0
Native American / Alaskan Native	0		0

White	85.7% (14)	95.2% (21)	92.9% (28)
Other	0		100% (1)
Undeclared	100% (10)	100% (10))	100% (6)
<i>Ethnic Minority Subtotal</i>	88.5% (26)	100% (27)	87.5% (40)
<b>Age Ranges</b>			
20 - 24	100% (2)	100% (2)	0
25 - 29	100% (12)	100% (18)	96.3% (27)
30 - 39	84% (25)	96.2% (26)	90.6% (32)
40 - 49	100% (7)	100% (8)	81.8% (11)
50 - 59	66.7% (3)	100% (3)	66.7% (3)
60 & Over	100% (1)	100% (1)	100% (1)
Undeclared	0	0	0
<b>Grand Total</b>	90.0% (50)	98.3% (58)	90.5% (74)

## Discussion

The program had a relatively high retention rate at 90% in 21-22. Comparatively speaking, we have lower retention rates for male students and students of color. Two students in fall 2021 left the program to realign their career goals. It demonstrated that first year classes did help students to clarify their identities within the profession of counselor education and supervision. However, because of a low number of these students in the program, losing one student had an impact on the percentage points.

### **Part B: Completion Rates**

Adler University defines 'Completion' in terms of the maximum time allowed for students in each program level (masters, doctoral) to complete satisfactorily all degree requirements. The 'Completion Rate' is the ratio of students who have satisfactorily completed all degree requirements within the maximum time allowed by their program. Doctoral programs allow seven years from the date of first registration following admission to the program for students to complete satisfactorily all degree requirements. Masters' programs allow five years from the date of first registration following admission to the program for students to complete satisfactorily all degree requirements.

<b>Table 6: DCES Completion Rates, Fall 2019 through Fall 2021</b>			
	<b>Close of 2019-20</b>	<b>Close of 2020-21</b>	<b>Close of 2021-22</b>
	<b>% (n)</b>	<b>% (n)</b>	<b>% (n)</b>
<b>Gender</b>			
Female			100% (5)
Male			0
Undeclared			0
<b>Race/Ethnicity</b>			
African American / Black			20%(1)
Asian American / Pacific Islander			0
Hispanic / Latino			0

Multi-racial			0
Native American / Alaskan Native			0
White			80% (4)
Other			0
Undeclared			0
<i>Ethnic Minority Subtotal</i>			20% (1)
<b>Age Ranges</b>			
20 – 25			0
26 - 30			0
31 - 40			100% (3)
41 - 50			100% (2)
51 - 61			0
62 - 65			0
68+			0
Undeclared			0
<b>Grand Total</b>			<b>100% (5)</b>

### Discussion

The completion rate is based on the first DCES cohort with 8 students who started in 2015. Five students of that cohort graduated before the seven-year limit; thus the completion rate of the program is 62.5%. However, in 2022, there were a total of 17 graduates after the inception of the program across different cohorts.

Program faculty discussed ways to improve students' capability to complete their dissertations in a more effective and timely manner. Program faculty will develop a boot camp series for dissertating students to help them set goals and timelines as well as receive feedback from their peers. These will take place each six weeks of the academic year. The program faculty will also use the LMS system (Canvas and online course shells) to provide all necessary documents and milestones in the process of completing the dissertation. The program will also work with the librarian to strategize and to meet with students more regularly to begin preparing students for dissertation earlier in the program.

## **SECTION III: PROGRAM EVALUATION**

### **A. Aggregated Student Learning Outcomes by Program Objectives**

(This is based on Assessment Plan and the 2021-22 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 2016 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.

<b>Program Learning Outcome 1:</b> 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. <i>Aligns with BLO 1; CACREP Core Area 5 – Advocacy and Leadership &amp; Doctoral Professional Identity</i>	
<b>Methods of Assessment</b>	<b>Assessment Results</b>
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 with a composite score of 2.
Comprehensive Examination: 90% of students pass the comprehensive Examination by the 2nd attempt. (13 students)	100% of the students passed the comprehensive examination by the second attempt. Success criterion reached.

<b>Program Learning Outcome 2:</b> 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. <i>Aligns with BLO 1; CACREP Core Area 2 - Supervision</i>	
<b>Methods of Assessment</b>	<b>Assessment Results</b>
Course rubric for DCES-706 (13 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 with an aggregated score of 2.75

<p><b>Program Learning Outcome 3:</b>  <i>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.</i>  <i>Aligns with BLO 1; CACREP Core Area 1 - Counseling</i></p>	
<b>Methods of Assessment</b>	<b>Assessment Results</b>
Course Rubric DCES 703 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.	100% of the students passed the comprehensive examination by the second attempt. 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 with aggregated composite scores.
<p><b>Program Learning Outcome 4:</b>            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.  <i>Aligns with BLO 1; CACREP Core Area 3 – Teaching</i></p>	
<b>Methods of Assessment</b>	<b>Assessment Results</b>
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 with an aggregated score of 2
Comprehensive Examination: 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.
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.

<p><b>Program Learning Outcome 5:</b>            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.  <i>Aligns with BLO 2; CACREP Core Area 4 – Research and Scholarship</i></p>	
<b>Methods of Assessment</b>	<b>Assessment Results</b>
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 2 <sup>nd</sup> 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.
<b>Program Learning Outcome 6:</b> 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. <i>Aligns with BLO 3; CACREP Core Area 5 – Advocacy and Leadership</i>	
<b>Methods of Assessment</b>	<b>Assessment Results</b>
Course Rubric DCES 703 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 with an aggregated score of 2
Course Rubric DCES 704, 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.
<b>Program Learning Outcome 7:</b> 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. <i>Aligns with BLO 2; CACREP Core Area 5 – Advocacy and Leadership</i>	
<b>Methods of Assessment</b>	<b>Assessment Results</b>
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 with an aggregated score of 2
Comprehensive Examination: 90% of students pass the comprehensive examination by the 2 <sup>nd</sup> attempt.	100% of the students passed the comprehensive examination by the second attempt. Success criterion reached.
<b>Program Learning Outcome 8:</b> 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. <i>Aligns with BLO 2; CACREP Core Area 4 – Research and Scholarship</i>	
<b>Methods of Assessment</b>	<b>Assessment Results</b>
Course Rubric DCES 801 90% of students will attain an average score of 2 or above.	No data available.

<p><b>Program Learning Outcome 9:</b> Integrate Adlerian principles and counseling approach in areas of counseling, teaching, supervision, and advocacy. <i>Aligns with BLO 1; CACREP Core Area 2 - Supervision</i></p>	
<b>Methods of Assessment</b>	<b>Assessment Results</b>
Course Rubric DCES 706 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. with an aggregated score of 2.75
Course Rubric DCES 804 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.
<p><b>Program Learning Outcome 9:</b> Integrate Adlerian principles and counseling approach in areas of counseling, teaching, supervision, and advocacy. <i>Aligns with BLO 1; CACREP Core Area 2 - Supervision</i></p>	
<b>Methods of Assessment</b>	<b>Assessment Results</b>
Course Rubric DCES 706 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. with an aggregated score of 2.75
Course Rubric DCES 804 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.
<p><b>Program Learning Outcome 10:</b> 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. <i>Aligns with BLO 2; CACREP Core Area 5 – Advocacy and Leadership</i></p>	
<b>Methods of Assessment</b>	<b>Assessment Results</b>
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. with an aggregated score of 2
Course Rubric DCES 704 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. with an aggregated score of 2.87
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.
<p><b>Program Learning Outcome 11:</b> 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. <i>Aligns with BLO 3; CACREP Core Area 5 – Advocacy and Leadership</i></p>	
<b>Methods of Assessment</b>	<b>Assessment Results</b>

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 2 <sup>nd</sup> attempt.	100% of the students passed the comprehensive examination by the second attempt. Success criterion reached.
<b>Program Learning Outcome 12:</b> 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. <i>Aligns with BLO 2; CACREP Core Area 4 – Research and Scholarship</i>	
<b>Methods of Assessment</b>	<b>Assessment Results</b>
Course Rubric DCES 702 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. with an aggregated score of 2
Doctoral Dissertation	5 students from different cohort defended and submitted their dissertation to ProQuest in 2021- 22.

**Discussion:**

Under the current assessment system and established success threshold (90% of students reached the set assessment criteria), students performed satisfactorily in 21-22. Because of the high success rate, program faculty will revisit these thresholds beginning in Fall 2023 as a part of the annual cycle review. We also recognize the need for PD oversight in ensuring that outcome data is captured at the end of term. AEFIS was system that Adler was using to pull student learning outcome data from our Canvas classroom system. Faculty use the Canvas as a platform to enter evaluative data on course performance and student dispositions for each student at the end of the semester. Nevertheless, AEFIS malfunctioned and caused the loss of data. Faculty had to re-enter all the data in 2021-22 manually in late fall. The Office of Institutional Effectiveness decided to remove AEFIS and is currently exploring other methods for capturing data on program learning outcomes.

The program faculty will review and improve course rubrics to better differentiate student performance. This is part of the Fall 2023 initiative as a means of sharpening the data collection process. The DCES Program Learning Outcomes (PLO) overlap and align with the 5 CACREP core areas, and the institutional board learning outcomes. The results are as shown in the SLOAP report data presented above.

Among several intriguing results is the evidence that DCES students are doing consistently well across all learning outcomes and CACREP core areas except there was no outcome data in Outcome 8. 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. However, the team will take a deeper dive to determine if in fact this reflects a matter of inflated scoring. We agreed that beginning in Fall 2023, the team will also look at its thresholds of 90% and how we are defining learning for each objective more precisely.

A positive and encouraging aspect of the results is that there is a distinct parallel between the SLOAP results and the CACREP standards. Student achievement of the PLOs for the DCES program in 2021-2022 remained consistently high. The performance data reflect that the program continues to be strong across the learning outcomes, particularly as related to the CACREP core areas.

We determined to revisit the course level outcomes and how we assess them in 2022-23. It was agreed by the team that the results might indicate a false positive, thus losing predictive value in determining later success in the program.

## **SECTION IV: ASSESSMENT OF STUDENTS**

The DCES Program selected a number of CACREP standards in each of the core areas to monitor students' performance during their tenure in the program. We integrated these selected standards into a Key Performance Indicator (KPI) statement to guide our assessment process. Students are evaluated through the KPI assignments, which are designed to examine student learning in relation to a combination of knowledge and skill sets.

<b>CORE AREA 1: COUNSELING</b>			
Standards			
a. scholarly examination of theories relevant to counseling b. integration of theories relevant to counseling c. conceptualization of clients from multiple theoretical perspectives			
KPI Statement:			
1: Knowledge and Skills: Scholarly knowledge of counseling theories, integration, and client conceptualization toward effective practice			
	<b>COURSE 1</b> Fall, Year 1 DCES 703 Advanced Counseling Theories, Integration and Change	<b>COURSE 2</b> Spring, Year 1 DCES 850 Advanced Clinical Counseling Practicum	<b>COURSE 3</b> Fall, Year 2 DCES 805 Advanced Techniques in Counseling and Psychotherapy
	<u>KPI Assessment</u> Students attain a B or better grade: Scholarly Paper on Integrated Theory	<u>KPI Assessment:</u> Students attain a 2 or higher rating in the Site supervisors evaluation	<u>KPI Assessment</u> Students attain a score of 2 or better in: Integration of Techniques Paper
Cohort 2020	All students completed the KPI assessment assignment successfully.	All students completed the clinical practicum with average ratings of 2 or above in the site supervisor evaluation form	There are 11 students in this course, 100% of students scored a B or better on KPI assessment.
Cohort 2021	There are 14 students in this course, 100% of students scored a B or better on KPI assessment.	There are 14 students in this course, 100% of students scored a 2 or better on KPI assessment.	There are 14 students in this course, 100% of students scored a B or better on KPI assessment.

<b>Concluding Statement:</b> Students individually doing well in this area. No remediation efforts were needed from both individual students and the program stand points.			
<b>CORE AREA 2: SUPERVISION</b>			
<b>Standards:</b> b. theoretical frameworks and models of clinical supervision d. skills of clinical supervision			
<b>KPI Statement 2:</b> Knowledge and Skills: Develop and demonstrate an effective framework of counseling supervision.			
	<b>COURSE I</b>  DCES 706 Clinical Supervision  <u>Time:</u> Fall, Year 1, starting with cohort 2022, Summer Year 1	<b>COURSE 2</b>  Internship – Supervision  Fall, Year 2	<b>COURSE 3</b>  NA
	<u>KPI Assessment:</u> Supervision Model Presentation & Paper. All student completed the assignment with a B or better grade	<u>KPI Assessment:</u> All students attain a rating of 2 or higher in supervision internship site supervisor evaluation	N/A
Cohort 2020	All student completed the assignment with a B or better grade	There are 15 students in this course, 100% of students attain a rating that meets or exceeds expectations (a score of 2 or above.) in site supervisors' ratings.	
Cohort 2021	Students are performing well in the area individually, no further remediation and program modifications are needed.	There are 14 students in this course, 100% of students scored a 2 or better on KPI assessment.	
<b>Concluding Statement:</b> Students are making satisfactory progress in CACREP core area 2: Supervision.			
<b>CORE AREA 3: Teaching</b>			
<b>Standards</b> 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			

<p><b>KPI Statement 3:</b>  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.</p>			
	<p><b>COURSE 1</b>  Spring , Year 1  DCES 705  Pedagogy in Counselor Education</p>	<p><b>COURSE 2</b>  Spring, Year 2  Internship – Teaching</p>	<p><b>COURSE 3</b>  N/A</p>
	<p><u>KPI Assessment:</u>  Teaching Demonstration</p>	<p><u>KPI Assessment:</u>  All students attain a rating of 2 or higher in supervision internship site supervisor evaluation</p>	<p>N/A</p>
Cohort 2020	<p>There are 11 students in this course, 100% of students scored a B or better on KPI assessment.</p>	<p>All students completed the teaching internship with average ratings of 2 or above in the site supervisor evaluation form</p>	
Cohort 2021	<p>There are 14 students in this course, 100% of students scored a B or better on KPI assessment.</p>	<p>There are 14 students in this course, 100% of students scored a B or better on KPI assessment.</p>	
<p><b>Concluding Statement:</b>  Students are making satisfactory progress in CACREP core area 3: Teaching, standards a, b, and d, and KPI #3.</p>			
<p><b>CORE AREA 4: CORE AREA 4: RESEARCH AND SCHOLARSHIP</b></p>			
<p>Standards</p> <ol style="list-style-type: none"> <li>research designs appropriate to quantitative and qualitative research questions</li> <li>univariate and multivariate research designs and data analysis methods</li> <li>qualitative designs and approaches to qualitative data analysis</li> </ol>			
<p><b>KPI Statement 4:</b>  Knowledge and Skills: Develop competencies as a research scholar, including qualitative and quantitative methodologies, data analysis methods, and research writing skills.</p>			
	<p><b>COURSE 1</b>  DCES 821  Qualitative Research Methods    Fall, Year 1</p>	<p><b>COURSE 2</b>  DCES 822  Quantitative Research Methods in Counseling    Fall Year 2</p>	<p><b>COURSE 3</b>  DCES 823  Applied Statistics and Analysis in Research    Spring, Year 2</p>

	<u>KPI Assessment</u> Qualitative Research Proposal  Students attain a B or better grade in the Research Proposal	<u>KPI Assessment:</u> Quantitative Research Proposal  Students attain a B or better grade in the Research Proposal	<u>KPI Assessment</u> Article Reviews  Students attain a score of 2 or better in the assignment
Cohort 2020	All students completed the KPI assessment assignment successfully.	There are 11 students in this course, 100% of students scored a B or better on KPI assessment.	There are 11 students in this course, 100% of students scored a B or better on KPI assessment.
Cohort 2021	There are 14 students in this course, 100% of students scored a B or better on KPI assessment.	<u>No Data Available</u>	<u>No Data Available</u>
<b>Concluding Statement:</b> Two courses had no available rubric data. Numerous attempts have been made to secure the necessary data. However, once the AEFIS system malfunctioned, any data that was collected in the 2021-22 academic year was lost; requiring faculty to re-enter data from memory in Fall 2022. The instructor who taught the research courses was gone by then. The program director will monitor faculty's completion of course rubric at the end of each semester, reviewing data that's entered in the Canvas classroom.			
<b>CORE AREA 5: LEADERSHIP AND ADVOCACY</b>			
<b>Standards:</b> 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			
<b>KPI Statement 5:</b> Knowledge and Skills: Assume leadership, advocacy, and counselor identity roles and develop competencies in diversity and social justice settings.			
	COURSE 1  DCES 701 Prof Orientation & Scholarly Endeavors II  Spring, Year 1	COURSE 2 DCES 704 Advanced Multicultural Counseling Advocacy & Leadership  Summer, Year 1	



	<u>KPI Assessment:</u> Submit proposal for presentation at a conference and acquire a leadership position in a counseling related professional organization.	<u>KPI Assessment:</u> 704: Advocacy Leadership Plan  All students attain a rating of 2 or higher in supervision internship site supervisor evaluation	N/A
Cohort 2020	All students successfully completed the KPI assignment.	100% of students attain a B or better grade in the class.	
Cohort 2021	All students successfully completed the KPI assignment.	100% of students attain a B or better grade in the class.	
<b>Concluding statement:</b> Students are making satisfactory progress in CACREP core area 5: Advocacy and Leadership, standards a, i, and k, and KPI #5.			

### Section III – Discussion

Program faculty reviewed individual students’ progress as indicated in the assessment criteria in relation to KPIs. Students performed satisfactorily in all areas. It is the faculty’s observation that the current assessment system and process may not be the best to differentiate students’ performance. The program director will lead the team to review the grading and assessment process in Fall 2023.

### **SECTION IV: Student Professional Dispositional Assessment Data 2021-222**

Students’ professional dispositions were assessed through 7 areas: Self-Awareness, Openness, Interpersonal Effectiveness, Professional Integrity, Respect and Commitment to Diversity and Social Justice, Ethical Practice, and Clinical and Professional Readiness. Instructors were asked to rate students in these areas after each course.

SEMESTER Data Collected	SELF-AWARE- NESS	OPEN NESS	INTERP ERSONA L EFFECT IVENES S	PROFES S-IONAL INTEGR ITY	DIVERSIT Y SOCIAL JUSTICE	ETHICAL PRACTIC E	PROFES S-IONAL READIN ESS	Composite Score
Fall 2021	3.65	3.68	3.66	3.69	3.68	3.69	3.68	3.67
Spring 2022	3.83	3.83	3.83	3.83	3.92	3.88	3.88	3.86
Summer 2022	3.67	3.67	3.84	3.71	3.79	3.75	3.75	3.74

## **Discussion:**

According to the data, DCES students had no dispositional concerns during the report year as a group. However, for individual students who had comportment and academic difficulties, faculty made referrals to the Student Development Committee, which is responsible for providing further student support for their development.

## **SECTION V: PROGRAM EVALUATION – INPUT FROM STAKE HOLDERS**

### **A. Advisory Board Input:**

The Adler University DCES Advisory Board for 2021-2022 was once again highly enthusiastic about the DCES program in terms of its program objectives and mission statement.

The Advisory Board consists of an accomplished and distinguished group of four Counselor Educators:

- Victoria Kress, PhD: Distinguished Professor, Youngstown State University, Noted Author of Books/Articles
- Brett Wilkinson, PhD: Dept. Chair, Purdue University Fort Wayne, New Editor, *Jrnl Humanistic Counseling*
- Joel Givens, PhD: Assistant Professor, Ex-President, Association of Humanistic Counseling (AHC)
- Margie Sieka, PhD: Assistant Professor, New England College

The Advisory Board has given strong approval of the DCES mission statement and program objectives, with particular attention to the overall mission of the program in its framework of social justice, freedom, oppression, and liberation. Board members commented that this approach to Counselor Education is on the leading edge of where the field is headed. The external Advisory Board also approved the DCES program objectives, asserting that all 12 of these are directly relevant to Counselor Education and are complete in how they address the important aspects of a CACREP Counselor Education doctoral program. In addition, the advisory board noted that the DCES program curriculum is highly innovative and meets and builds upon current CACREP requirements.

In particular, the Advisory Board noted and approved the DCES program emphasis on advanced aspects of otherwise routine courses. For example, the advanced theory course is titled “Advanced Theories, Integration and Change,” and it seeks to be an in-depth dive into the methods and subtleties of integration, both philosophically and clinically. In addition, that course also examines the research on, and current models of, therapeutic change apart from the classical theories in a way that reveals the presuppositions and assumptions of the classical theories themselves. The DCES “Pedagogy in Counselor Education” course has a strong emphasis on addressing the difficult topics of how to address sensitive topics in a classroom, such as the most challenging aspects of oppression, race, LGBTQ, culture, gender, ability, and intolerance, along with difficult topics in the field such as shortcomings in the DSM-V manual, and the need to improve counseling practice. The

Advisory Board also supports the DCES “Advanced Techniques in Counseling and Psychotherapy” course and acknowledges that it is a unique and important addition to the curriculum in terms of clinical practice.

The Board included a suggestion that courses include more emphasis on training DCES students in practices to address problem students in the Admissions process, and teaching research methods on more intervention and outcome-based practices. Recognizing the need for the program to graduate more students, suggestions were made regarding ways to encourage students to finish their dissertations sooner rather than later. It was suggested that the program provide dissertation orientation in the beginning of the second year of the program. It was also suggested that perhaps students could write sections of their dissertation in courses, as well as pointing out that dissertation chairs could provide more consistent, formal contact.

Finally, the Advisory Board noted that the current DCES program needs to lower their currently high faculty/student ratio. It was also pointed out that a high faculty/student ratio can reduce the quality of the program and contribute to the turnover of faculty, who can then become discouraged by being overloaded with too many dissertations and advisees and as a result, seek positions elsewhere. There was a great deal of emphasis by the Advisory Board on the importance of meeting the CACREP faculty/student ratio to maintain a high-quality educational experience for students and to promote a work environment that is most conducive to high quality instruction from a dedicated faculty. Overall, the members of the Advisory Board agreed that the DCES program was progressive in its conception and in step with current trends.

### **B. Student Feedback and Input:**

Students were sent the Program Feedback Survey in which they were asked to rate how well each of the 12 program’s outcomes aligned with their professional goals, and then provide feedback to the program for improvement.

The rating categories ranged from 1- Does Not Align to 5- Strong Aligns. Of the 22 responses, the results indicate that all program objectives align with student professional goals. The lowest score of 3.55 was assigned to Objective 5: Research- Demonstrate an in-depth understanding and ability to design and implement sound scholarly research from both quantitative and qualitative paradigms and methodologies. This involves displaying an awareness and understanding of the importance of research, and the ability to conceive of a study as a researcher. An additional ability is to have the capability to ask proper research questions that lead to proper investigative designs capable of producing substantial scholarly contributions to the profession.

The faculty agreed that losing the core faculty member who taught the research courses left us with an information gap about what may have occurred during the report year. We are committed to seeking out program faculty with a strong background in quantitative research, statistics, and program evaluation.

Besides the survey, we use both mid-course evaluations and end of course evaluations to collect student feedback on individual courses and faculty performance. We also consistently collect

students' feedback on the courses or department practices through class discussions and individual meetings with students. Overall, the program was able to respond to students' feedback and concerns responsively.

### **C. Alumni Survey and Responses**

The Office of Institutional Effectiveness coordinates and sends out the annual alumni survey in December. In response to the lower return rate, the department also sent out the same survey to alumni in order to consult with them about the program objectives, their employment status, and suggestions for improvement.

#### **Among the 5 respondents,**

Employment: All of them attained faculty positions, two of them serve as senior clinicians and supervisors, and one as a consultant, in addition to their faculty appointments. Their earnings are all above \$60,000 a year.

#### 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 2.2, and there were no ratings below 2.0. In the case of the program objectives, remarkably, the ratings ranged from 2.0 to 2.4. There was a single rating of 1 regarding unmet expectations in Program Learning Outcome #2, which involves clinical supervision. Program Objective #5 on qualitative and quantitative research design and learning also received one entry of an unmet expectation rating. The overall summary score for all program leaning objectives was 2.3.

#### Alumni's Comments on the Strength of the Program

- Diversity and social justice talks and resources.
- Faculty
- Small cohort size
- I liked that the professors were published in their specialty areas and students were able to contribute in the learning environment from their level of understanding.

### Suggestions for improvement of the program:

- Organization of the program, diversity in faculty appointments.
- More focus on research & other scholarly activities in CES more mentorship opportunities
- More electives would be helpful.

### **Discussion:**

In general, we received a satisfactory rating from the alumni who responded to the survey. This appears to be an indicator of the success of the DCES program thus far. 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.

However, we will continue to monitor the strengths of the programs and look into the areas where we received lower ratings.

#### **D. Site Supervisors**

The DCES program sends out an annual survey to site supervisors of clinical practicum and various internships (research, teaching, supervision, and leadership and advocacy). 28 supervisors responded to the survey. They represented the mental health agencies, community outreach programs, private practice, undergraduate and graduate studies, and research projects.

Site supervisors rated our students with an average score of 3.6 on a 5-point scale on their diversity and social awareness, and competence with the following scale:

- 5 - Superior
- 4 -- Above Average
- 3 – Average
- 2 – Below Average
- 1 – Unsatisfactory

Although we received a satisfactory rating in the diversity and social justice area, the program can strengthen the training of the students in this area. The program director will discuss with faculty how to integrate diversity and social justice training into the curriculum.

When asked about students' readiness with reference to the program objectives, our students got a rating of 4.3 on the following scale.

- 6 - Very Prepared
- 5 – Prepared
- 4 – Somewhat Prepared
- 3 – Somewhat Unprepared
- 2 – Unprepared
- 1 – Very Unprepared.

The average score reflected that the program was doing well in fostering students' competencies on the 12 program objectives.

## **E. Alumni Employer Survey**

We sent out the annual survey, but we did not get any data in 2021-22. The program plans to strengthen the relationship with alumni employers. In this regard, we also need to have more connections with alumni to know about their achievements in the field.

## **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 steady even though there was a decrease of enrollment in fall 2022, 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, and external advisory board suggest that the DCES program is strong and indicate that the program is consistent with expectations in the field. No modifications to the existing program are currently being done, although sharpening the methods for assessing student learning is being addressed.

The DCES program is considering ways to expand course offerings and opportunities for its students. This includes additional certification program, the study-abroad opportunity in coordination with Dr. Brian Cansfield, and the International Association of Psychology and Counseling in Oxford, England, as well as more research and teaching opportunities.

Through this review process faculty were aware of the connection between low graduation rates and dissertation completion rates. Program faculty need to address the time management of students at the dissertation phase in order to conserve existing resources and to utilize ongoing communication with directing professors more effectively. More supports and incentives will need to be put in place to better facilitate the completion rates of dissertations. For example, student completion rates would likely improve if 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 extend financial/work-load credit for dissertation chairs.

Since we historically have low response rates from alumni when sending out the alumni survey, faculty will discuss ways to strengthen connections with them, e.g. inviting them back to program activities, be guest speakers, etc. In that way, we can track alumni's achievement in the field as well.