



## **Annual Program Evaluation Report for 2021-2022**

### **MA in Counseling:**

### **Clinical Mental Health Counseling**

### **Department of Counseling and Integrated Programs**

## **INTRODUCTION**

The Clinical Mental Health Counseling (CMHC) Program has evolved through innovations like the inception of the online modality, the implementation of two dual degree programs (i.e., MSHP/CMHC & FMHL/CMHC), the recruitment and retention of culturally diverse core faculty, and demonstrated resiliency despite the challenges of the COVID pandemic and the transition back to on-campus delivery. The ingenuity of faculty, students, stakeholders and department leaders and the practice of annual program evaluation have been important to developing and successfully launching these initiatives. The program data collected throughout Academic Year 2021-22 (AY 21-22) and presented within this report was reviewed by the current CMHC faculty on February 1, 2023. The program evaluation was facilitated by Dr. Erica Wade-Ball, CMHC On-Ground Modality Director and Interim Director of Training. Faculty and department leadership present for the review included: Drs. Monica Boyd-Layne, Keshia Burch, Tsui-Yee Chow, Asabi Dean, Sandra Kakacek, Mtisunge Kapalamula, Amie Manis, Vincent Marasco, Lauren Melamed, Tiffany Stoner-Harris, Jenae Thompson, Erica Wade-Ball, and Kristina Wilkerson. The group represented the majority of program faculty from AY 21-22 with the following changes between the end of AY 21-22 and the beginning of AY 22-23:

Program Leadership in 2021-2022 Shawn Patrick, Program Director (Through June 2022)

Erica Wade-Ball, Director of Training and Interim Modality Director On-Ground (July-Aug '22)

Jennifer Bonino, Director of Training and Interim Modality Director Online (July-Aug '22)

Core Faculty in 2021-2022

Geoff Bathje, Monica Boyd-Layne, Asabi Dean, Amber Gardner, Sandra Kakacek, Mtisunge Kapalamula, Lauren Melamed, Tiffany Stoner-Harris, Jenae Thompson, and Kristina Wilkerson.

Operational data gathered from key stakeholders are provided here and were the focus of the AY 21-22 annual program evaluation. Since the CMHC program is a single degree program offered in two modalities (on-ground and online) the data sets are broken out by modality when possible. This allows the CMHC faculty to observe unique trends in each modality and to consider the implications of collective and unique trends when developing plans for quality improvements. The data sets reported here and reviewed by CMHC faculty include:

- SECTION I: PROGRAM DEMOGRAPHIC DATA
- SECTION II: PERSISTENCE AND RETENTION DATA
- SECTION III: ASSESSMENT OF THE PROGRAM OBJECTIVES AND BROAD LEARNING OUTCOMES
- SECTION IV: ASSESSMENT OF INDIVIDUAL STUDENT PROGRESS
- SECTION V: STUDENT PROFESSIONAL DISPOSITIONS ASSESSMENT DATA
- SECTION VI: PROGRAM MODIFICATIONS AND ACTIONS
- CONCLUSION

Faculty analyses, reflections on data driven and quality improvement initiatives in AY 21-22, and plans for continuous improvements throughout AY 22-23 are captured in narrative form throughout the report.

## SECTION I: PROGRAM DEMOGRAPHIC DATA

### Part A: Admissions Information

**Table 1: Demographic Data for 2021-2022 Applicants/New Students (Fall 2022) – On Ground Modality with Dual Degree Students**

CMHC On-ground & Dual Degree Student Admission Demographic Data for Fall 2022 New Coming students									
	CMHC On-ground Modality)			CMHC - FMHL			CMHC- MSHP		
Gender	Applicants	Admitted	Matriculated	Applicants	Admitted	Matriculated	Applicants	Admitted	Matriculated
Female	127	79	29	23	16	6	18	11	8
Male	35	13	4	1	0	0	8	4	3
Undeclared	4	2	0	1	0	0	3	2	1
<b>Grand Total</b>	<b>166</b>	<b>94</b>	<b>33</b>	<b>25</b>	<b>16</b>	<b>6</b>	<b>29</b>	<b>17</b>	<b>12</b>
Race / Ethnicity	Applicants	Admitted	Matriculated	Applicants	Admitted	Matriculated	Applicants	Admitted	Matriculated
African American / Black	21	12	5	4	2	1	6	4	3
Asian American / Pacific Islander	16	6	2	2	2	0	0	0	0
Hispanic / Latino	16	9	3	1	1	0	2	2	2
Multi-racial	9	6	4	3	2	1	0	0	0
Native American / Alaskan Native	0	0	0	0	0	0	0	0	0
White / Caucasian	93	54	18	14	8	4	18	10	6

<i>Undeclared</i>	11	7	1	1	1	0	3	1	1
<b>Grand Total</b>	<b>166</b>	<b>94</b>	<b>33</b>	<b>25</b>	<b>16</b>	<b>6</b>	<b>29</b>	<b>17</b>	<b>12</b>
<b>Age Range</b>	<b>Applicants</b>	<b>Admitted</b>	<b>Matriculate d</b>	<b>Applicant s</b>	<b>Admitte d</b>	<b>Matriculate d</b>	<b>Applicant s</b>	<b>Admitte d</b>	<b>Matriculate d</b>
20 - 24	101	64	19	21	14	4	23	14	9
25 - 29	37	18	9	1	1	1	4	2	2
30 - 39	19	7	4	1	1	1	2	1	1
40 - 49	5	3	1	2	0	0	0	0	0
50 - 59	2	1	0	0	0	0	0	0	0
60 & over	0	0	0	0	0	0	0	0	0
<i>Undeclared</i>	2	1	0	0	0	0	0	0	0
<b>Grand Total</b>	<b>166</b>	<b>94</b>	<b>33</b>	<b>25</b>	<b>16</b>	<b>6</b>	<b>29</b>	<b>17</b>	<b>12</b>

### Discussion

Data regarding dual-degree applicants was new in AY 21-22. Overall, the number of applicants admitted and matriculated was lower than last year. It is unclear why applicants who identify as BIPOC are not deciding to move forward with admittance and why matriculation rates have declined from the previous academic year. However, BIPOC remain the most significant percentage of applicants to the CMHC program. Considerations regarding diversifying the demographic information, such as gender identities and expressions, geographic regions, and socioeconomic status, and veteran or active-duty status. In addition, comparing student data relative to degree sequence were shared with the availability of dual degree data and observed trends related to younger applicants in to the dual-degree tracks. It is important to note that the number of applicants selecting the undeclared race/ethnicity category declined by 20% from the previous report.

**Table 2: Demographic Data for 2021-2022 Applicants/New Students – Online Modality**

<b>CMHC-Online Modality</b>			
<b>Year Total (Fall 21, Spring 22 and Summer 22 Admissions)</b>			
<b>Gender</b>	<b>Applicants</b>	<b>Admitted</b>	<b>Matriculated</b>
Female	144	73	49
Male	20	9	5
<i>Undeclared</i>	6	3	2
<b>Grand Total</b>	<b>170</b>	<b>85</b>	<b>56</b>
<b>Race / Ethnicity</b>	<b>Applicants</b>	<b>Admitted</b>	<b>Matriculated</b>
African American / Black	21	8	5
Asian American / Pacific Islander	17	7	3
Hispanic / Latino	19	11	8
Multi-racial	10	6	7
Native American / Alaskan Native	1	0	0
White / Caucasian	83	45	27
<i>Undeclared</i>	19	8	6
<b>Grand Total</b>	<b>170</b>	<b>85</b>	<b>56</b>
<b>Age Range</b>	<b>Applicants</b>	<b>Admitted</b>	<b>Matriculated</b>
20 - 24	42	25	15
25 - 29	56	28	18
30 - 39	35	21	14
40 - 49	22	7	7
50 - 59	12	4	2
60 & over	2	0	0
<i>Undeclared</i>	0	0	0
<b>Grand Total</b>	<b>170</b>	<b>85</b>	<b>56</b>

## Discussion

Faculty noted that gender differences parallel the field in terms of a preponderance of students who identify as women in both modalities. Greater racial and ethnic diversity exists among the CMHC online student body with the number of white students matriculating being lower (N=27) than the number of students identifying with other racial and ethnic identities (N=29). Age differentials were also observed with a trend toward a wider age range in the CMHC online modality, with more older students. The value of reporting and evaluating similarities and differences in demographic trends among applicants between the on-ground and online CMHC modalities was a robust point of discussion. Specifically, the accessibility and convenience of online programs for diverse and non-traditional students is documented in the professional literature may help to explain the difference between modalities.

## Part B: Demographic Information for Program Students in 21-22

**Table 3: Program Student Demographic Data in 2021-22: CMHC On-ground, and Dual Degree Programs (Based on Fall 2021 Day Ten Report**

<b>Program Students Demographic Information in Fall 2021</b>			
	<b>CMHC On-ground Modality</b>	<b>CMHC-MSHP Dual Degree</b>	<b>CMHC-FMHL Dual Degree</b>
<b>Gender</b>			
Female	80.7%	65.7%	85.7%
Male	17.9%	34.3%	14.3%
Undeclared	1.4%	0	0
<b>Race/Ethnicity</b>			
African American / Black	9.0%	5.7%	14.3%
Asian American / Pacific Islander	11.0%	0	0
Hispanic / Latino	20.0%	8.6%	32.1%
Multi-racial	2.8%	2.9%	10.7%
Native American / Alaskan Native	0	0	0
White	51.7%	71.4%	39.3%
Other	0.7%	0	0
Undeclared	4.8%	11.4%	3.6%
<i>Ethnic Minority Subtotal</i>	<i>43.4%</i>	<i>17.1%</i>	<i>57.1%</i>

<b>Age Ranges</b>			
20 - 24	42.1%	48.6%	71.4%
25 - 29	38.6%	40.0%	17.9%
30 - 39	13.8%	8.6%	0
40 - 49	4.1%	2.9%	7.1%
50 - 59	1.4%	0	3.6%
60 & over	0	0	0
Undeclared	0	0	0
<b>Grand Total</b>	<b>145</b>	<b>35</b>	<b>28</b>

### Discussion

Differences in enrolled student demographics were also discussed in terms of which programs may appeal to younger age groups. In particular, the dual degree CMHC/FMHL maintains the youngest group of students.

**Table 4: Program Student Demographic Data in 2021-22: CMHC On-line Modality)**

<b>CMHC Online Students Demographic Information in Fall 2021</b>	
<b>Gender</b>	
Female	86.5%
Male	13.5%
Undeclared	0
<b>Race/Ethnicity</b>	
African American / Black	8.3%
Asian American / Pacific Islander	2.3%
Hispanic / Latino	15.8%
Multi-racial	4.5%
Native American / Alaskan Native	0.8%
White	53.4%
Other	0.8%
Undeclared	14.3%
<i>Ethnic Minority Subtotal</i>	<i>32.3%</i>
<b>Age Ranges</b>	

20 - 24	19.5%
25 - 29	30.1%
30 - 39	28.6%
40 - 49	13.5%
50 - 59	6.0%
60 & over	1.5%
Undeclared	0.8%
<b>Grand Total</b>	<b>133</b>

### **Discussion**

Notably, the age range of students in the CMHC online modality appears to be concentrated differently than on-ground CMHC modalities. As observed in the demographic trends among CMHC applicants to the on-ground and online modalities, the online modality may attract more nontraditional (e.g., parents, students working full-time, students who prefer not to relocate based on cultural or socioeconomic considerations).

### **Summary and Recommendations: Program Demographic Data**

Barriers to matriculation for BIPOC students and modality and unique demographic trends were observed and resulted in the following faculty recommendations for AY 22-23:

- Request a more inclusive and nuanced report on demographic characteristics of applicants (i.e., gender identity)
- Explore potential barriers to matriculation for BIPOC students (e.g., increasing tuition costs, available aid)

## **SECTION II: PERSISTENCE AND RETENTION DATA**

### **Persistence Rates**

Adler University defines 'Persistence' as the ratio of students who have not withdrawn from the university over a specified period of time. 'Persisted' students include those who are still engaged with the University in a student capacity with Colleague status 'Active' and are either actively enrolled, on Leave of Absence, active but not registered, or pending graduation. 'Persistence' is synonymous to 'Retention' in that the students persisted, and the University retained those students. 'Withdrawn' students includes all students with Colleague status 'Withdrawn', the reasons for which may be voluntary or administrative.

One-Year Persistence rates review the status of students who were actively enrolled one year prior to the present term and provide the ratio of those students who have "Persisted" versus "Withdrawn."



**Table 5: CMHC On-ground, and Dual Degrees Persistence Rates Entering Fall 2021**

	<b>CMHC – On ground Modality</b>	<b>CMHC-FMHL Dual Degree</b>	<b>CMHC- MSHP Dual Degree</b>
	<b>Fall 2021</b>	<b>Fall 2021</b>	<b>Fall 2021</b>
	<b>% (n)</b>	<b>% (n)</b>	<b>% (n)</b>
<b>Gender</b>			
Female	99.2% (126)	100% (12)	100% (22)
Male	95.7% (23)	100% (1)	92.3% (13)
Undeclared	100% (1)	0	0
<b>Race/Ethnicity</b>			
African American / Black	100% (19)	100% (1)	100% (2)
Asian American / Pacific Islander	100% (7)	0	0
Hispanic / Latino	100% (32)	100% (5)	100% (4)
Multi-racial	100% (2)	100% (2)	100% (2)
Native American / Alaskan Native	0	0	0
White	97.2% (72)	100% (5)	96.0% (25)
Other	0	0	0
Undeclared	100% (18)	0	100% (2)
<i>Ethnic Minority Subtotal</i>	<i>100% (60)</i>	<i>100% (8)</i>	<i>100% (8)</i>
<b>Age Ranges</b>			
20 - 24	100% (62)	100% (10)	100% (20)
25 - 29	100% (54)	100% (1)	100% (10)
30 - 39	95.5% (22)	0	100% (3)
40 - 49	100% (5)	100% (2)	100% (2)
50 - 59	100% (6)	0	0
60 & Over	0% (1)	0	0
Undeclared	0	0	0
<b>Grand Total</b>	<b>98.7% (150)</b>	<b>100% (13)</b>	<b>97.1% (35)</b>

## Discussion

Faculty noted that there are especially high persistence rates across the board for CMHC On-Ground students as reported in Table 5. While this may point to the strength of the admissions process and quality of programming and support available to students on ground, faculty also noted the need to examine these rates more closely in the future. A closer examination could reveal areas of opportunity with respect to student evaluation and grading, support for the gatekeeping role, and/or the establishment of remediation plans that result in positive outcomes or that may not rise to the level of faculty concerns.

**Table 6: CMHC Online Modality Persistence Rates Entering Fall 2021**

<b>CMHC-ONL Persistence Rate Entering Fall 2021</b>	
	<b>Fall 2021</b>
	<b>% (n)</b>
<b>Gender</b>	
Female	84.6% (78)
Male	90.9% (11)
Undeclared	0
<b>Race/Ethnicity</b>	
African American / Black	70.0% (10)
Asian American / Pacific Islander	0
Hispanic / Latino	100% (14)
Multi-racial	0
Native American / Alaskan Native	0
White	90.0% (40)
Other	0
Undeclared	76.0% (25)
<i>Ethnic Minority Subtotal</i>	<i>87.5% (24)</i>
<b>Age Ranges</b>	
20 - 24	82.6% (23)
25 - 29	88.5% (26)
30 - 39	77.3% (22)
40 - 49	100% (11)
50 - 59	100% (4)
60 & over	0
Undeclared	66.7% (3)
<b>Grand Total</b>	<b>85.4% (89)</b>

## **Discussion**

The persistence data for CMHC Online students presented in Table 6 indicates lower persistence rates for students in the online modality than for students enrolled in the CMHC on ground modality. Notably, both age and racial disparities are evident and were identified as important trends for review. Similar to the analysis of on-ground persistence rates this could be indicative of more nuance student evaluation in the online format, differences in expectations of students, fewer perceived supports for students, or the need for unique supports for BIPOC and non-traditional students. Future implications must consider student mentorship needs, how we support minority students as well as non-traditional students and older students. Further discussion was made regarding potential implications for sequencing differences, supportive resources utilized (SDC, SCEC, LOA), and how we are meeting the needs of diverse students.

**Table 7: Completion Rates, Fall 2020 through Fall 2022**

<b>CMHC Completion Rates, Fall 2020 through Fall 2022</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	90.7% (43)	89.5% (38)	90.2% (61)
Male	83.3% (12)	75.0% (8)	50.0% (12)
Undeclared	0	0	0
<b>Race/Ethnicity</b>			
African American / Black	91.7% (12)	77.8% (9)	100% (5)
Asian American / Pacific Islander	0	100% (1)	66.7% (3)
Hispanic / Latino	85.7% (7)	83.3% (6)	100% (11)
Multi-racial	100% (2)	0	85.7% (7)
Native American / Alaskan Native	0	0	0
White	96.3% (27)	94.7% (19)	83.3% (30)
Other	66.7% (3)	0	0
Undeclared	50.0% (4)	81.8% (11)	70.6% (17)
<i>Ethnic Minority Subtotal</i>	<i>87.5% (24)</i>	<i>81.3% (16)</i>	<i>92.3% (26)</i>
<b>Age Ranges</b>			
20 - 24	0	100% (22)	0
25 - 29	92.9% (28)	75.0% (8)	93.1% (29)
30 - 39	92.9% (14)	62.5% (8)	91.7% (36)

40 - 49	87.5% (8)	80.0% (5)	33.3% (3)
50 - 59	66.7% (3)	100% (2)	0% (4)
60 & Over	50.0% (2)	100% (1)	0% (1)
Undeclared	0	0	0
<b>Grand Total</b>	<b>89.1% (55)</b>	<b>87.0% (46)</b>	<b>83.6% (73)</b>

**Discussion:**

Adler University defines 'Completion' in terms of the maximum time allowed for students in each program level (masters, doctoral) to satisfactorily complete 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 satisfactorily complete all degree requirements. Masters' programs allow five years from the date of first registration following admission to the program for students to satisfactorily complete all degree requirements.

The above completion rates are based only on percentage of students completing the CMHC on-ground modality within 5 years (minimum) in the CMHC on-ground modality as the CMHC online modality is a more recent programmatic innovation. The impact of the COVID-19 pandemic on completion rates, particularly for 2020-2021 AY, is unknown. However, consensus was that these are satisfactory rates.

**Summary and Recommendations: Program Persistence Data**

Differential rates of persistence between students in the on-ground modality (high rate of persistence) and the online modality (i.e., lower rates for BIPOC and older students) present an area for further exploration and programmatic improvements. Faculty recommended the following:

- Explore resources and best practices in supporting BIPOC and non-traditional students (e.g., older students, working students, first generation students).
- Request and review data on the number student referrals for academic and dispositional development and the outcomes of efforts to retain the students by modality
- Consider implications for increasing student mentorship, adjusting the curricular sequence, and the supportive resources utilized (SDC, SCEC, LOA).
- Examine persistence rates in depth among dual-degree students.

**SECTION III: ASSESSMENT OF THE PROGRAM OBJECTIVES AND BROAD LEARNING OUTCOMES**

**A. Assessment on Program Objectives and Broad Learning Outcomes (BLOs)**

<i>Program Objectives and BLOs</i>	<i>BLO</i>	<i>Learning Experiences</i>	<i>Assessment Tools</i>	<i>Attainment/Success Threshold</i>	<i>Student Performance 19-20</i>	<i>Student Performance 20-21</i>	<i>Student Performance 21-22</i>
<u>I. Professional Orientation and Ethical Practice:</u> Describe and apply all aspects of professional practice, including history, roles, professional organizations, ethic and legal standards, counselor credentials and advocacy processes.	1	Practicum (CMHC-693)	Site supervisor evaluation, Section A, Items 1-5	90% of students will score a 3 or better	Threshold Attained: 3.79	Threshold Attained: 3.78	Threshold Attained: 3.71
		Internship (CMHC 694, 698)	Site supervisor evaluations, Section A, Items 1-5	90% of students will score a 3 or better	Threshold Attained: N/A	Threshold Attained: 694: 3.99 698: 4.02	Threshold Attained: 694: 4.06 698: 4.16
		Comprehensive Examination	Professional Orientation and Ethical Practice Section	90% of students will score one deviation below the collective means mean)	Threshold Not Attained: Average: 66.7%	Threshold Not Attained: Average: 85%	Threshold Not Attained: Average: 79%
		COUN-532	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	Threshold Attained: Composite Score: 2.36	Threshold Attained: Composite Score: 2.56	Threshold Attained: Composite Score: 2.23

<b>Program Objectives and BLOs</b>	<b>BLO</b>	<b>Learning Experiences</b>	<b>Assessment Tools</b>	<b>Attainment/Success Threshold</b>	<b>Student Performance 19-20</b>	<b>Student Performance 20-21</b>	<b>Student Performance 21-22</b>
2. <u>Social and Cultural Diversity</u> : 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.	BLO3	Practicum (CMHC-693)	Site supervisor evaluation Section B, Items 6-9	90% of students will score a 3 or better	Threshold Attained: 3.74	Threshold Attained: 3.83	Threshold Attained: 3.69
		Internship (CMHC 694, 698)	Site supervisor evaluations Section B, Items 6-9	90% of students will score a 3 or better	Threshold Attained: 694: N/A 698: 4.00	Threshold Attained: 694: 4.03 698: 4.08	Threshold Attained: 694: 4.08 698: 4.25
		Comprehensive Examination	Social and Cultural Diversity Section	90% of students will score one deviation below the collective means mean)	Threshold Not Attained: 80%	Threshold Attained: 92%	Threshold Not Attained: 86%
		COUN-536	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	Threshold Attained: Composite Score: 2.62	Threshold Attained: Composite Score: 2.62	Threshold Attained: Composite Score: 2.25
3. <u>Human Growth and Development</u> : Apply models of individual, couples, and family	BLO 1	Comprehensive Examination	Human Growth and Development Section in the examination	90% of students will score one deviation below the collective means mean)	Threshold Not Attained: Average: 73%	Threshold Not Attained: Average: 86%	Threshold Not Attained: Average: 82%

development in the practice of counseling with emphasis on cultural diversity across lifespan.		COUN-622	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	Threshold Attained: Composite Score: 2.51	Threshold Attained: Composite Score: 2.51	Threshold Attained: Composite Score: 2.60
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<i>Program Objectives and BLOs</i>	<i>BLO</i>	<i>Learning Experiences</i>	<i>Assessment Tools</i>	<i>Attainment/Success Threshold</i>	<i>Student Performance 19-20</i>	<i>Student Performance 20-21</i>	<i>Student Performance 21-22</i>
4. <u>Career Development:</u> 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	90% of students will score one deviation below the collective means mean)	Threshold Attained: 80%	Threshold Attained: 91%	Threshold Not Attained: 84%
		COUN-629	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	Threshold Attained: Composite score: 2.38	Threshold Attained: Composite score: 2.61	Threshold Attained: Composite score: 2.59
5. <u>Helping Relationships:</u> Demonstrate knowledge of theories and skills to provide ethical counseling, consultation, and crisis intervention services.	BLO1	Practicum (CMHC-693)	Site supervisor evaluation, Section C, Counseling Process & Helping Relationships, Items 10-16	90% of students will score a 3 or better	Threshold Attained: 3.83	Threshold Attained: 3.8	Threshold Attained: 3.63

		Internship (CMHC 694, 698)	Site supervisor evaluation Section C, Counseling Process & Helping Relationships, Items 10-16	90% of students will score a 3 or better	Threshold Attained: 694: N/A 698: 4.1	Threshold Attained: 694: 3.91 698: 3.6	Threshold Attained: 694: 3.96 698: 4.19
		Comprehensive Examination	Section on Helping Relationship	90% of students will score one deviation below the collective means mean)	Threshold Not Attained: 80%	Threshold Not Attained: 80%	Threshold Not Attained: 87%
		COUN 533, 534, and 618	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	Threshold Attained: Composite scores for COUN 533: 2.67 COUN 534: 2.39 COUN 618 2.51	Threshold Attained: Composite scores for COUN 533: 2.56 COUN 534: 2.66 COUN 618 2.44	Threshold Attained: Composite scores for COUN 533: 2.47 COUN 534: 2.83 COUN 618: 2.41

<i>Program Objectives and BLOs</i>	<i>BLO</i>	<i>Learning Experiences</i>	<i>Assessment Tools</i>	<i>Attainment/Success Threshold</i>	<i>Student Performance 19-20</i>	<i>Student Performance 20-21</i>	<i>Student Performance 21-22</i>
6. <u>Group Work</u> : Participate in, facilitate, and lead experiential group and apply group work principles and	BLO1	Practicum (CMHC-693)	Site supervisor evaluation Section D, Group Work Items 17-18	90% of students will score a 3 or better	Threshold Attained: 3.96	Threshold Attained: 3.6	Threshold Attained: 3.57



theories, methods, and skills to the practice of counseling.		Internship (CMHC 694, 698)	Site supervisor evaluation Section D, Group Work, Items 17-18	90% of students will score a 3 or better	Threshold Attained: 694: N/A 698: 4.0	Threshold Attained: 694: 4.06 698: 4.125	Threshold Attained: 694: 3.99 698: 4.16
		Comprehensive Examination	Section on Group Work	90% of students will score one deviation below the collective means mean)	Threshold Not Attained: 73%	Threshold Not Attained: 82%	Threshold Not Attained: 86%
		COUN-540	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	Threshold Attained: Composite score: 2.59	Threshold Attained: Composite score: 2.34	Threshold Attained: Composite score: 2.43

<i>Program Objectives and BLOs</i>	<i>BLO</i>	<i>Learning Experiences</i>	<i>Assessment Tools</i>	<i>Attainment/Success Threshold</i>	<i>Student Performance 19-20</i>	<i>Student Performance 20-21</i>	<i>Student Performance 21-22</i>
7. <u>Assessment</u> : Demonstrate knowledge of principles of testing and measurement, including statistical	<b>BLO1</b>	Practicum (CMHC-693)	Site supervisor evaluation Section E, Assessment and Diagnosis, Items 20-23	90% of students will score a 3 or better	Threshold Attained: 3.59	Threshold Attained: 3.65	Threshold Attained: 3.51

concepts and apply them to individual and group assessment and evaluation.		Internship (CMHC 694, 698)	Site supervisor evaluation Section E, Assessment and Diagnosis, Items 20-23	90% of students will score a 3 or better	Threshold Attained: 694: N/A 698: 3.93	Threshold Attained: 694: 4.14 698: 3.76	Threshold Attained: 694: 3.83 698: 4.13
		Comprehensive Examination	Section on Assessment and Appraisal	90% of students will score one deviation below the collective means mean)	Threshold Attained: 73%	Threshold Attained: 91%	Threshold Attained: 90%
		COUN-626	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	Threshold Attained: Composite score: 2.68	Threshold Attained: Composite score: 2	Threshold Attained: Composite score: 2.72
<b>Program Objectives and BLOs</b>	<b>BLO</b>	<b>Learning Experiences</b>	<b>Assessment Tools</b>	<b>Attainment/Success Threshold</b>	<b>Student Performance 19-20</b>	<b>Student Performance 20-21</b>	<b>Student Performance 21-22</b>
8. <u>Research and Program Evaluation</u> : 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	90% of students will score one deviation below the collective means mean)	Threshold Not Attained: 60%	Threshold Not Attained: 85%	Threshold Not Attained: 83%
		COUN-625	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	Threshold Attained: Composite score: 2.47	Threshold Attained: Composite score: 2.51	Threshold Attained: Composite score: 2.26

<p>9. <u>Adlerian Foundations and Principles</u>: 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.</p>	BLO1	COUN-518	Course Rubrics (Aggregated Data)	90% score 2 (“Meets Expectations”) or better in the aggregated	Threshold Attained: 2.68	Threshold Attained: 2.69	Threshold Attained: 2.48
<p>10. <u>Social Justice/Social Responsibility</u>: 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.</p>	BLO3	<p>SJP-514 (for CMHC Ground Modality)</p> <p>SJP-518 (for CMHC Online Modality)</p>	Course Credit	90% of students receive credit for SJP-514	Threshold Attained: 64 of 65 CMHC students or 98% received Credit for SJP-514	Threshold Attained: 64 of 65 CMHC students or 98% received Credit for SJP-514	Threshold Attained: Cannot determine due to lack of SJP data

11. <u>Clinical Mental Health Counseling:</u> Demonstrate knowledge, skills, and practices to address a variety of issues within the clinical mental health counseling context including prevention, diagnosis, assessment, intervention, research, diversity, and advocacy roles.	BLO 1, 2, 3	CMHC-538, CMHC-615 and CMHC-617	Rubrics of these courses (Aggregated data)	90% score 2 (“Meets Expectations”) or better	Threshold Attained:  CMHC-538 aggregated score = 2.2  CMHC-615 aggregated score = 2.26  CMHC-617, aggregated score = 2.58	Threshold Attained:  CMHC-538 aggregated score = 2.2  CMHC-615 aggregated score = 2.26  CMHC-617, aggregated score = 2.58	Threshold Attained:  CMHC-538 aggregated score = 2.49  CMHC-615 aggregated score = 2.63  CMHC-617, aggregated score = 2.50
		Practicum (CMHC-693)	Site Supervisor Evaluation, section F. Clinical Mental Health Counseling: Specialization Evaluation, Items 24-29	90 % of students will score a 3 or better	Threshold Attained: 4.0	Threshold Attained: 3.72	Threshold Attained: 3.58
		Internship (CMHC-694, 698)	Site Supervisor Evaluation, section F. Clinical Mental Health Counseling: Specialization Evaluation, Items 24-29	90 % of students will score a 3 or better	Threshold Attained: 694: N/A 698: 4.0	Threshold Attained: 694: 4.24 698: 3.95	Threshold Attained: 694: 3.91 698: 4.17

## Discussion

Faculty continued to observe consistent student success in AY 21-22 terms of academic performance and clinical training aligned with the CMHC Program Objectives (POs) and University's Broad Learning Outcomes (BLOs). However, student success is not as consistently reflected in Comprehensive Examination scores. Ongoing discussion from AY 20-21 related to pandemic-related adjustments to the use of exams and the shift at Adler and the National Board for Certified Counselors from on-campus to online administration of the exam were identified as factors that likely contributed to lower student performance.

## Summary and Recommendations: Program Objectives and Broad Learning Outcomes

Strong student performance against CMHC POs and University BLOs, pandemic impact, and shifts in the examination in use and setting point to an ongoing need to both monitor and support student performance on national, standardized testing in preparation for licensure exams. Faculty considered the progress made on curricular changes, such as the inclusion of quizzes, and the delayed realization of a non-credit course to support exam preparation as important steps to address the disparity in examination scores relative to student performance in the program. Their recommendation was to:

- Monitor the impact of curricular support for examination and the launch of the examination preparation course in Spring 2023

## SECTION IV: ASSESSMENT OF INDIVIDUAL STUDENT PROGRESS

### **Assessment of Individual Students on Key Performance Indicators in Core Areas**

<b>CORE AREA1: PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</b>	
<b>KPI statement (K1):</b>  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)	<b>Selected CACREP Standards:</b> <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>

	<b>Measure 1:</b> COUN 532 Professional, Legal and Ethical Issues.	<b>Measure 2:</b> CMHC 693 CMHC Practicum and Seminar	<b>Measure 3</b> CMHC 694 CMHC Internship and Seminar I	<b>Measure 4</b> CMHC 698 CMHC Internship and Seminar II	<b>Measure 5:</b> Comprehensive Exam
	<b>KPI Assignment:</b> Ethical decision-making case study	CMHC Practicum site Supervisor Evaluation: item 26-28 composite scores	CMHC Practicum site Supervisor Evaluation: Items 1- 5	CMHC Practicum site Supervisor Evaluation: item 1-5	Corresponding Section on Professional Counseling Orientation and Ethical Practice
	<b>Success Criteria:</b> Attain a grade of B or better in the assignment.	<b>Success Criteria:</b> Attain a composite score of 3 or higher.	<b>Success Criteria:</b> Attain a composite score of 3 or higher.	<b>Success Criteria:</b> Attain a composite score of 3 or higher.	<b>Success Criteria:</b> Attain a score higher or equal to one deviation below the collective means of the section area.
<b>Cohort 2019</b>	Threshold attained.	Threshold Attained	Threshold Attained	Threshold Attained	Students did not attain the threshold during the first attempt of the exam
<b>Cohort 2020</b>	Threshold attained.	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Not Attained
<b>Cohort 2021</b>	80% of students attained threshold	N/A	N/A	N/A	N/A

<b>CORE AREA 2: SOCIAL AND CULTURAL DIVERSITY</b>	
<p><b>KPI Statement (K2):</b> Demonstrate multicultural counseling competencies when working with culturally diverse clients, including</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Application of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.</li> </ol>	<p><b>Selected CACREP Standards:</b>  <b>2.F.2.b.</b> theories and models of multicultural counseling, cultural identity development, and social justice and advocacy  <b>2.F.2.d.</b> the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others  <b>2.F.2.e.</b> the effects of power and privilege for counselors and clients  <b>2.F.2.h.</b> strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</p>

	<b>Measure 1:</b> COUN 536 Counseling Multicultural Communities	<b>Measure 2:</b> CMHC 693 CMHC Practicum and Seminar	<b>Measure 3</b> CMHC 694 CMHC Internship and Seminar I	<b>Measure 4</b> CMHC 698 CMHC Internship and Seminar II	<b>Measure 5:</b> Comprehensive Exam
	<b>KPI Assignment:</b> Reflective Cultural ID Assignment	CMHC 693 Practicum Site Evaluation, Items 6-9	CMHC 694 Internship Site Evaluation, Items 6-9	CMHC 698 Internship Site Evaluation Items 6-9	Corresponding Section on COUN 536 Counseling Multicultural Communities
	<b>Success Criteria:</b> Attain a grade of B or better in the assignment.	<b>Success Criteria:</b> Attain a composite score of 3 or higher.	<b>Success Criteria:</b> Attain a composite score of 3 or higher.	<b>Success Criteria:</b> Attain a composite score of 3 or higher.	<b>Success Criteria:</b> Attain a score higher or equal to one deviation below the collective means of the section area.
<b>Cohort 2019</b>	Threshold attained.	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Attained
<b>Cohort 2020</b>	Threshold attained.	Threshold attained.	Threshold attained.	Threshold attained.	Threshold Not Attained
<b>Cohort 2021</b>	Threshold attained.	N/A	N/A	N/A	N/A

<b>CORE AREA 3: HUMAN GROWTH AND DEVELOPMENT</b>	
<p><b>KPI Statement (K3):</b></p> <p>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.</p>	<p><b>Selected CACREP Standards:</b></p> <p><i>2.F.3.a Theories of individual and family development across the lifespan</i></p> <p><i>2.F.3.c. Theories of normal and abnormal personality development</i></p> <p><i>2.F.3.e Biological, neurological, and physiological factors that affect human development, functioning, and behavior</i></p> <p><i>2.F.3.f Systemic and environmental factors that affect human development, functioning, and behavior</i></p>

	<b>Measure 1:</b> COUN 622 Human Growth & Development	<b>Measure 2:</b> Comprehensive Exam
	<b>KPI Assignment:</b> Developmental Interview	Corresponding Section on Human Growth & Development
	<b>Success Criteria:</b> Attain a grade of B or better in the assignment.	<b>Success Criteria:</b> Attain a score higher or equal to one standard deviation below the collective means of the section area.
<b>Cohort 2019</b>	Threshold attained.	Threshold Not Attained
<b>Cohort 2020</b>	Threshold attained.	Threshold Not Attained
<b>Cohort 2021</b>	Threshold attained.	N/A

<b>CORE AREA 4: CAREER DEVELOPMENT</b>		
<b>KPI statement (K4):</b>  Demonstrate the capacity to facilitate clients' career development and decision-making through the assessment of clients' abilities, interests, values, personality, and cultural backgrounds, with the consideration of the inter-relationships among and between work, mental well-being, relationships and other life roles and situations.	<b>Selected CACREP Standards:</b> <b>2.F.4.b.</b> approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors <b>2.F.4.e.</b> strategies for assessing abilities, interests, values, personality and other factors that contribute to career development <b>2.F.4.j.</b> ethical and culturally relevant strategies for addressing career development	
	<b>Measure 1:</b> COUN 629 Career Development Theories and Interventions	<b>Measure 2:</b> Comprehensive Exam
	<b>KPI Assignment:</b> Career Assessment, Planning, & Decision-Making Project	Corresponding Section on Career Development Theories and Interventions
<b>Student ID</b>	<b>Success Criteria:</b> Attain a grade of B or better in the assignment.	<b>Success Criteria:</b> Attain a score higher or equal to one deviation below the collective means of the section area.



<b>Cohort 2019</b>	Threshold Attained	Students attained the threshold during the 1 <sup>st</sup> attempt of the comps
<b>Cohort 2020</b>	Threshold attained.	Threshold Not Attained
<b>Cohort 2021</b>	N/A	N/A

**CORE AREA 5: COUNSELING & HELPING RELATIONSHIP**

<b>KPI Statement (K5)</b>  Conceptualize case, formulate treatments and intervention, and conduct interviews; establish counselor – client relationship, and conduct counseling sessions with cultural and ethical considerations.	<b>Selected CACREP Standards:</b> <b>2.F.5.d.</b> ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships <b>2.F.5.g.</b> essential interviewing, counseling, and case conceptualization skills <b>2.F.5.f.</b> Counselor characteristics and behavior that influence the counseling process
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	<b>Measure 1:</b> COUN 534 Counseling Skills	<b>Measure 2:</b> CMHC 693 CMHC Practicum and Seminar	<b>Measure 3</b> CMHC 694 CMHC Internship and Seminar I	<b>Measure 4</b> CMHC 698 CMHC Internship and Seminar II	<b>Measure 5:</b> Comprehensive Exam
	<b>KPI Assignment:</b> Mock interview assignment	CMHC 693 Practicum Site Evaluation, Items 10-16	CMHC 694 Internship Site Evaluation, Items 10-16	CMHC 698 Internship Site Evaluation Items 10-16	Corresponding Section on counseling and Helping Relationship
<b>Student ID</b>	<b>Success Criteria:</b> Attain a grade of B or better in the assignment.	<b>Success Criteria:</b> Attain a composite score of 3 or higher.	<b>Success Criteria:</b> Attain a composite score of 3 or higher.	<b>Success Criteria:</b> Attain a composite score of 3 or higher.	<b>Success Criteria:</b> Attain a score higher or equal to one deviation below the collective means of the section area.
<b>Cohort 2019</b>	Threshold attained.	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Not Attained
<b>Cohort 2020</b>	Threshold attained.	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Not Attained
<b>Cohort 2021</b>	N/A	N/A	N/A	N/A	N/A

<b>CORE AREA 5: COUNSELING &amp; HELPING RELATIONSHIP</b>					
<b>KPI statement (K6) (Knowledge and Skills):</b> 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.			<b>Selected CACREP Standards</b> <b>2.F.5.a theories</b> and models of counseling <b>2.F.5.n.</b> processes for aiding students in developing a personal model of counseling		
	<b>Measure 1:</b> COUN 533 Counseling Theories	<b>Measure 2:</b> CMHC 693 CMHC Practicum and Seminar	<b>Measure 3</b> CMHC 694 CMHC Internship and Seminar I	<b>Measure 4</b> CMHC 698 CMHC Internship and Seminar II	<b>Measure 5:</b> Comprehensive Exam
	<b>KPI Assignment:</b> Theoretical Integration Paper	CMHC 693 Practicum Site Evaluation, Items 10-16	CMHC 694 Internship Site Evaluation, Items 10-16	CMHC 698 Internship Site Evaluation Items 10-16	Corresponding Section on Counseling and Helping Relationship
<b>Student ID</b>	<b>Success Criteria:</b> Attain a grade of B or better in the assignment.	<b>Success Criteria:</b> Attain a composite score of 3 or higher.	<b>Success Criteria:</b> Attain a composite score of 3 or higher.	<b>Success Criteria:</b> Attain a composite score of 3 or higher.	<b>Success Criteria:</b> Attain a score higher or equal to one deviation below the collective means of the section area.
<b>Cohort 2019</b>	Threshold attained.	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Not Attained
<b>Cohort 2020</b>	Threshold attained.	Threshold attained.	Threshold attained.	Threshold attained.	Threshold Not Attained
<b>Cohort 2021</b>	Threshold attained.	N/A	N/A	N/A	N/A

**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**

2.F.6.a. theoretical foundations of group counseling and group work  
 2.F.6.c. therapeutic factors and how they contribute to group effectiveness  
 2.F.6.d. Characteristics and functions of effective group leaders

	<b>Measure 1:</b> COUN 540: Group Counseling	<b>Measure 2:</b> CMHC 693 CMHC Practicum and Seminar	<b>Measure 3</b> CMHC 694 CMHC Internship and Seminar I	<b>Measure 4</b> CMHC 698 CMHC Internship and Seminar II	<b>Measure 5:</b> Comprehensive Exam
	<b>KPI Assignment:</b> Participation and leading of Experiential Group	CMHC 693 Practicum Site Evaluation, Items 17-18	CMHC 694 Internship Site Evaluation, Items 17-18	CMHC 698 Internship Site Evaluation Items 17-18	Corresponding Section on Group Counseling
	<b>Success Criteria:</b> Attain a grade of B or better in the assignment.	<b>Success Criteria:</b> Attain a composite score of 3 or higher.	<b>Success Criteria:</b> Attain a composite score of 3 or higher.	<b>Success Criteria:</b> Attain a composite score of 3 or higher.	<b>Success Criteria:</b> Attain a score higher or equal to one deviation below the collective means of the section area.
<b>Cohort 2019</b>	Threshold attained.	Threshold Attained	Threshold Attained	Threshold Attained	Threshold Not Attained
<b>Cohort 2020</b>	Threshold attained.	Threshold attained.	Threshold attained.	Threshold attained.	Threshold Not Attained
<b>Cohort 2021</b>	N/A	N/A	N/A	N/A	N/A

**CORE AREA 7: ASSESSMENT AND TESTING**

<p><b>KPI Statement (K9):</b>                  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.</p>	<p><b>Selected CACREP Standards:</b>                  2.F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results                  2.F.7.e. Use of assessments for diagnostic and intervention planning purpose                  2.F.7.i. use of assessment results to diagnose developmental, behavioral, mental disorders.</p>
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	<b>Measure 1:</b> COUN 535 Diagnosis of Maladaptive Behavior	<b>Measure 2:</b> COUN 626 Appraisal and Assessment	<b>Measure 3:</b> CMHC 693 CMHC Practicum and Seminar	<b>Measure 4</b> CMHC 694 CMHC Internship and Seminar I	<b>Measure 5</b> CMHC 698 CMHC Internship and Seminar II	<b>Measure 6</b> Comprehensive Exam
	<b>KPI Assignment:</b> Diagnostic Case Conceptualization and Treatment Planning	<b>KPI Assignment:</b> Assessment Analysis	CMHC 693 Practicum Site Evaluation, Items 20-25	CMHC 694 Internship Site Evaluation, Items 20-25	CMHC 698 Internship Site Evaluation Items 20-25	Corresponding Section on Assessment and Testing
<b>Student ID</b>	<b>Success Criteria:</b> Attain a grade of B or better in the assignment.	<b>Success Criteria:</b> Attain a grade of B or better in the assignment.	<b>Success Criteria:</b> Attain a composite score of 3 or higher.	<b>Success Criteria:</b> Attain a composite score of 3 or higher.	<b>Success Criteria:</b> Attain a composite score of 3 or higher.	<b>Success Criteria:</b> Attain a score higher or equal to one deviation below the collective means of the section area.
<b>Cohort 2019</b>	Threshold attained.	Threshold attained.	Threshold attained.	Threshold attained.	Threshold attained.	Threshold Attained
<b>Cohort 2020</b>	Threshold attained.	Threshold attained.	Threshold attained.	Threshold attained.	Threshold attained.	Threshold Attained
<b>Cohort 2021</b>	N/A	N/A	N/A	N/A	N/A	N/A

<b>CORE AREA 8: RESEARCH AND PROGRAM EVALUATION</b>		
<b>KPI Statement (K10):</b> Develop culturally and ethically sound research and related inquiry strategies to advance the counseling profession, to conduct needs assessment, to inform evidence-based counseling practice and to evaluate service delivery and program development.		<b>Selected Standards</b> 2.F.8.a The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice 2.F.8.c. needs assessment 2.F.8.d. 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
	<b>Measure 1:</b> COUN 625 Research and Program Evaluation	<b>Measure 2:</b> Comprehensive Exam
	<b>KPI Assignment:</b> Research Proposal	Corresponding Section on Research and Program Evaluation
<b>Student ID</b>	<b>Success Criteria:</b> Attain a grade of B or better in the assignment.	<b>Success Criteria:</b> Attain a score higher or equal to one deviation below the collective means of the section area.
<b>Cohort 2019</b>	Threshold Attained	Threshold Not Attained
<b>Cohort 2020</b>	Threshold Attained	Threshold Not Attained
<b>Cohort 2021</b>	N/A	N/A

### **Discussion**

The review of individual student performance captured in the tables here by cohort echoes the conclusions drawn about student performance against the POs and BLOs in Section III. Namely, student performance at the aggregate and individual levels is strong in terms of internal program measures such as Key Performance Indicators in classes and Practicum and Internships.

### **Summary and Recommendations: Individual Student Progress**

Based on the consistently strong student performance on key performance indicators, with the exception of the Comprehensive Exam faculty recommended the following for AY 22-23: Continue to strengthen student preparation for the Comprehensive Exam.

## **SECTION IV: STUDENT PROFESSIONAL DISPOSITIONS ASSESSMENT DATA**

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.

The scale used for this assessment of professional dispositions is:

- 1 = Deficient
- 2 = Developing
- 3 = Demonstrated
- 4 = Performs Above Demonstrated
- 5 = Performs at a Professional and Proficient level

### **The Professional Performance & Disposition Review Process**

Besides maintaining satisfactory academic progress, students in the CIP Department are required to uphold the above professional dispositions at all times during their tenure at Adler.

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

1. **End of First Semester Review:** This is to assess the dispositions and performance of all first semester students in the department, both MA & doctoral students level.
2. **Pre-practicum Application Review:** This assessment process is to review students' readiness to apply for practicum site in order to gain approval to apply for practicum site. For full-time MA students, this coincides with the End of First Semester review.
3. **Pre-practicum review:** For first year MA students, this process will serve as a review for students' readiness to begin practicum/field training. For full time MA students, this coincides with End of First Year Review.
4. **End of Practicum/Pre-Internship review:** This typically occurs near the end of the semester when students are completing practicum and planning to proceed on to internship.
5. **Annual Reviews:** Before the end of each academic year, program faculty are to conduct a comprehensive review for all students who are in the program to assess students' progress, performance, and professional dispositions.

6. **Ongoing assessment:** At any point if students knowingly engage in illegal or unethical activities, and/or display deficiency in professional performance and in any of the above dispositions, students may be referred to the Student Development Committee for remediation (SDC), or to the Student Comprehensive Evaluation Committee (SCEC) for review. Depending on the severity of the deficiency, program faculty may refer students to the SCEC with recommendation of dismissal from the program. For detailed functions of both SDC & SCEC, please refer to the University catalog.

### **Steps to Review**

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

### **Outcomes of the Review:**

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

**Table 8: Student Professional Disposition Assessment Table**

Criteria	Assessment Tools	Attainment/Success Threshold	Student Achievement
<p>1. <b><u>Self-Awareness</u></b>                      The ability to engage in ongoing self-reflection and recognize the impact of one’s own actions; to identify 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.</p>	Dispositional Professional Performance and Dispositions form in all COUN course & CMHC 538, 615 & 617	90% of students attain a rating of 3 or above.	Threshold Attained: 538: 3.43 615: 4.11 617: 4.07
<p>2. <b><u>Openness</u></b>                      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.</p>	Dispositional Professional Performance and Dispositions form in all COUN course & CMHC 538, 615 & 617	90% of students attain a rating of 3 or above.	Threshold Attained: 538: 3.46 615: 4.14 617: 3.93
<p>3. <b><u>Interpersonal Effectiveness</u></b>                      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.</p>	Dispositional Professional Performance and Dispositions form in all COUN course & CMHC 538, 615 & 617	90% of students attain a rating of 3 or above.	Threshold Attained: 538: 3.46 615: 4.13 617: 3.97
<p>4. <b><u>Professional Integrity</u></b>                      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.</p>	Dispositional Professional Performance and Dispositions form in all COUN course & CMHC 538, 615 & 617	90% of students attain a rating of 3 or above.	Threshold Attained: 538: 3.29 615: 4.08 617: 3.92
<p>5. <b><u>Respect &amp; Commitment to Diversity &amp; Social Justice</u></b>                      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.</p>	Dispositional Professional Performance and Dispositions form in all COUN course & CMHC 538, 615 & 617	90% of students attain a rating of 3 or above.	Threshold Attained: 538: 3.32 615: 4.19 617: 3.94



6.	<p><b><u>Ethical Practice</u></b>  The ability to identify ethical dilemmas and seek consultation. The ability to monitor one’s ethical behavior and seek to uphold professional ethical practices.</p>	Dispositional Professional Performance and Dispositions form in all COUN course & CMHC 538, 615 & 617	90% of students attain a rating of 3 or above.	Threshold Attained: 538: 3.27 615: 4.15 617: 3.96
7	<p><b><u>Clinical and Professional Readiness</u></b>  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.</p>	Dispositional Professional Performance and Dispositions form in all COUN course & CMHC 538, 615 & 617	90% of students attain a rating of 3 or above.	Threshold Attained: 538: 3.31 615: 3.81 617: 3.94

**Discussion**

The faculty observed that the aggregate Professional Dispositional data from key courses within the program indicated that on average, students scored a 3.0 and above. This indicates developmentally appropriate demonstration of expected professional dispositions. If individual students scored below a 3.0 faculty followed departmental guidelines for remediation or referral to SDC for further investigation and support. Faculty compared notes on the most utilized remediation efforts which included in use and to guide their future practice. These included: increased advising meetings, supportive services such as LOA, discussions about increased communication skills with advisors and instructors; recommended referrals to EAP, course sequencing revisions, postponing practicum start, referral to other social services such as housing support, covid-resources, and emergency funding available for impacts from COVID pandemic, retaking coursework.

**Summary and Recommendations: Professional Dispositions**

While the data did not reveal concerns, faculty recommendations reflected an interest in how data regarding referrals of students to the Student Development Committee (SDC) are captured and could be included in the AY 22-23 and future annual reviews to guide gatekeeping and student retention efforts. Their recommendations were as follows:

- Request AY 22-23 data including the number of student referrals, type of referrals, remediation strategies, and outcomes

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

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

The advisory board meeting was held on October 27, 2022, and leadership from the Counseling and Integrated Programs (CIP) were in attendance. Drs. Erica Wade-Ball and Jennifer Bonino, Program Directors for CMHC on-ground and online modalities, including alumni and site supervisors from both on-ground and online training sites. The focus of the meeting was providing program updates, such as the growth of the CMHC program over the past few years for both on-ground and online modalities, restructuring of the program to have a designated Program Director and faculty designated for either on-ground or online modalities to offer better advisement to students. Dr. Amie Manis was hired as the Associate Chair for Online Curriculum and Teaching to provide expertise and resources for online curriculum. The recent department name change from Counselor Education and Counseling to Counseling & Integrated Programs, and the implementation of the dual degree program in 2019 (i.e., CMHC/FMHL, CMHL/MSHP, MACR/FMHL, & MACR/MSHP). In addition, committee members were informed that the CMHC, MACR, and DCES programs are currently applying for re-accreditation. Stakeholders were invited to review the program objectives, curriculum, and data to provide recommendations or suggestions for improvement. A summarization of feedback from stakeholders is presented in the table below.

<b>Strengths of the program</b>	<b>Suggested improvements</b>
Adler’s mission and objectives is consistent with student experience	Program mission revised into smaller parts to highlight vision and values
Site supervisors express having positive experiences with Adler students	Development of a counseling skills workshop or training throughout program to focus on roleplaying, broaching difficult conversations, and documentation; this will allow for a better foundation
Adler students appear to be more well-rounded than other interns	Utilizing town hall meetings to share assessment data with students
	Including assessment data review during advisement meetings to invite students to self-reflect on areas of growth or areas of strength
	Increase site visit opportunities
	Introducing grief and bereavement topics during seminar courses
	Development of a licensure application orientation

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

Throughout the academic calendar year, Administrator and Faculty led Student Town Halls were created to engage in feedback on the curriculum and any other concerns within the CMHC program. We also implemented surveys at multiple points in the year to gather

feedback on the on-ground and online student experiences, program adherence to mission and learning objectives, and learning outcomes. The university also implemented a Student Complaints policy which is another mechanism for connecting students with the appropriate offices to address a variety of circumstances.

- A survey was conducted for CMHC online modality students in Spring 2022. Some highlights from this survey. Include the following:
  - Students ranked course related experiences, meeting professors and meeting with peers to be the top three most beneficial experiences to their academic growth.
  - The majority of students also believe their coursework is of high quality, and their course activities are appropriately challenging.
  - The majority of students believe their coursework is leading them to be well prepared to enter the field.
  - Students reported needing more information on how they are to be evaluated throughout the program.

### **C. Recent Graduate and Alumni Surveys and Responses**

A survey was sent electronically in Spring 2022 by the Office of Institutional Effectiveness to recent graduates and alumni. There were 12 recent CMHC graduate respondents to the Recent Grads Survey and 51 CMHC Alumni respondents to the Alumni Survey. Reports were not available for CMHC-ONL, CMHC/MSHP (Master of Sport & Human Performance), or CMHC/FMHL (Forensic Mental Health Leadership). The below narratives and tables provide results from the respondent's narratives for both recent graduates and Alumni surveys.

#### Recent Grads Survey

The recent graduate survey results reported that 69.4% of respondents were satisfied with their education, and 50% would recommend the program to others. Also, 44.4% of respondents indicated that they worked full time while attending school at Adler University, 25% did not pursue further education after graduating and 85% applied for licensure, and majority obtained licensure in Illinois. Furthermore, 52% of respondents graduated in 2015, and 78% self-identified as White. Respondents highlighted that Adler contributed to their personal growth, prepared them for the licensure exam, and contributed to their career progression. Also, 91.7% of respondents indicated that they actively participate in continuing education activities and are active members of a professional organization. For example, the following is a list of organizations: ICA, ACA, IMHCA, and NBCC. In addition, 51.5% indicated that they received employment in their chosen field, and the most common setting is a private practice and a community mental health agency.

Recent Graduates		
<u>Strengths of Program</u>	<u>Areas of growth</u>	<u>Areas Specific to Preparing Future graduates</u>
Flexibility of the program	Programming for PT & evening students	Real world application workshops
Cultural competency & socially responsible practitioner development	Support for low SES students	
Curriculum (i.e., group, skills, ethics, career, treatment planning)	Re-evaluation of SJP programming	
Class size		
Adlerian philosophy		
Core Faculty		

### Alumni Survey

The alumni survey results reported that 66.7% of the respondents rated that program faculty were competent, knowledgeable, and well prepared, and 50% felt that program faculty were supportive of students, and they provided constructive evaluation. Also, 42.9% of respondents were satisfied with their education, and 28.6% would recommend the program to others. Furthermore, 100% of respondents indicated that they actively participate in continuing education activities and are active members of a professional organization. For example, the following is a list of organizations: ICA, ACA, IMHCA, and NBCC. In addition, 50% indicated their salary range is between 40K to 50K and over 60K. Lastly, respondents rated a high in the categories of Admissions (85.7%) and respondents indicated 51.7% for new student on-boarding, library services writing support, IT, and commencement ceremony.

Alumni		
<u>Strengths of Program</u>	<u>Areas of growth</u>	<u>Areas Specific to Preparing Future Graduates</u>
Internship opportunities	More experiential opportunities	Internship support
Emphasis on social justice and multiculturalism	More electives	More electives
Curriculum (i.e., ethics, diagnosis, multicultural, Adlerian philosophy)	Clearer expectations	
Research activities		
Adlerian philosophy		
Consistency in classroom		

#### **D. Alumni Employer Survey and Input**

No employer survey results were available for AY 21-22.

#### **E. Practicum and Internship Site Supervisor Survey and Input**

The relationship between the CMHC program and Clinical training sites continues to be of utmost importance. The Directors of Training (DOTs) meet bimonthly to evaluate the effectiveness and progress of the training programs. The results of the meetings in AY 21-22 were revising orientation documentation, reviewing the seminar protocols and communication, updating the training manual, updating the Adler practicum tool (APT) yearly, the electronic database of approved training sites, and reviewing strategies to enhance support and communication with site supervisors, students, and seminar instructors. To encourage consistent communication between clinical seminar leaders, the DOT and clinical training sites and outline requirements and expectations, the DOTs implemented a structured orientation training and comprehensive plan for seminar leaders and site supervisors. Also, the DOTs reviewed the communication log protocols with seminar leaders to standardize the monthly feedback expectation and to support the interns' progress, along with establishing an open communication between the seminar leaders and site supervisors.

Moreover, the DOTs audited clinical supervisors' credentials to verify they are meeting the minimum of 2 years of pertinent professional experience and documentation of relevant training in counseling supervision. The DOTs revised the orientation materials and developed the following handouts a clinical site search tips and best practices, and tips for professional emails.

In addition, the clinical site supervisors are required to complete an end of training evaluation after each semester, which provides valuable feedback and input on student preparedness for clinical work. This feedback to CMHC administration gives valuable insight into the levels of training and preparedness as well as how the CMHC program can improve. This feedback is included in assessing student dispositions and learning outcomes (reported above). Moreover, students are required to complete a student site evaluation form to provide a rating of their training and supervision experience, indicate strengths and weaknesses, and share comments or suggestions with the training department. The DOTs use this feedback to either schedule a check-in with the site director or site supervisor to evaluate concerns or formal action of off boarding the training site. Furthermore, the Directors of Training participated on a university-wide Training Faculty Team to review goals and needs for their perspective training programs, discuss gatekeeping protocols, design an institutional standard process for vetting, onboarding, and termination of sites, develop and design a general orientation/guidebook for new training faculty.

An end-of-the-year survey was sent to site supervisors on 7/1/22. The following are items that were included:

- have they received a copy of the training manual,
- did they complete the practicum/internship contract,

- frequency of supervision, experience with the electronic documentation program (i.e., Time2Track), and
- ways to support their role and the interns training experience.

Sixty-three site supervisors completed the survey. 47.69% of the supervisors indicated receiving a copy of the training manual. Each supervisor indicated that they provide a minimum of 1 hour a week of supervision, and 50% meet more than 2 times a week. Also, only 14% indicated that they were experiencing challenges with Time2Track. Those that did have challenges expressed that it was due to technical issues, like approving hours or it is hard to navigate the system. In addition, respondents indicated that professional development, check-ins, and follow up about program expectations were areas to support their role and the training experience.

With the inception of the dual degree programs in 2020, the on-ground Director of Training (DOT) oversees the administrative support for the following programs: CMHC, CMHC/MSHP, CMHC/FMHL, MACR/MSHP, MACR/FMHL. An orientation workshop is offered each year, and to enhance the student experience, the DOT implemented monthly group check-in meetings to assist students with the application process in securing a training site. The DOT also worked with IT to create a shared email (i.e., ciptrainingonground@adler.edu) to enhance communication and tracking of information/resources. Also, based on various communications from seminar leaders, students, and site supervisors via email, phone calls, and scheduled meetings regarding challenges with Time2Track, the DOT implemented and created how-to video tutorial recordings to assist students with standard step-by-step instructions like setting up their account, submitting or approving hours, locating documentation, submitting forms to a supervisor, and how to change a supervisor. In addition, Time2Track revised technical support and launched a chat feature.

### **Summary and Recommendations: Stakeholder Input**

Faculty and directors reviewed input from key stakeholders, including the CMHC Advisory Board, CMHC students, recent graduates and alumni, and Site Supervisors. The engagement of key stakeholders is recognized as critical to recognizing program strengths and identifying areas for improvement and innovation. The results presented reflect substantive interest and investment in supporting ongoing quality improvements for the CMHC program. Faculty recommendations emerging from the review of the collective stakeholder input include:

- Strengthening systematic efforts to gather student and employer input in AY 22-23 and beyond,
- Refining data collection and record keeping practices to capitalize on automation,
- Centering the student experience in program material and operational modifications,
- Leveraging the expanded CMHC Program leadership and modality specific analysis to strengthen the training experience and enhance the experiences of students and site supervisors (e.g., offering CEU training to site supervisors)

## **SECTION VI: PROGRAM MODIFICATIONS AND ACTIONS**

The CMHC program faculty and students resumed regular operations on-ground in 2021-22. Admission of new cohorts in the online and on ground modalities contributed to the ongoing growth of the CMHC Program. In August of 2021 Doctors Asabi Dean, Amber Gardner, were hired as core faculty to support effective faculty: student ratios. Dr. Amie Manis was also hired and began as the Associate Chair for Online Curriculum and Teaching in August of 2021. In addition to contributing expertise to the Online Modality, her position included teaching responsibilities in the CMHC Online Modality which also supported effective faculty: student ratios.

### **Comprehensive Examination**

Throughout 2021-2022 program operations were monitored, and quality improvements guided by AY 2020-21 program evaluation were addressed. These included resuming use of the CPCE as the Comprehensive Examination with the goal of improving student performance in the area of Helping Relationships, evaluation and diversification of student assessments, and enhancing support for adjunct instructors.

Notably, the program utilized a different comprehensive exam format during 2020-21 which resulted in a drop in performance. Student performance on the Comprehensive Exam for which the online CPCE was utilized in AY 21-22 continued to reveal opportunities to strengthen preparation (cite the areas that were below threshold). Department leadership worked diligently with NBCC to troubleshoot recurring issues for students with the online administration of the CPCE. Course revisions in 21-22 and forward have woven quizzes into practice and/or required activities so as to acclimate students to standardized testing and support assessment of knowledge acquisition (e.g., each module in COUN 533 – Counseling Theories includes a quiz).

In addition, a weekend workshop was offered to students sitting for the CPCE on a voluntary basis. Following a delay in identifying a Subject Matter Expert to design and launch a no credit NCE Preparation Course, a SME was identified to develop the course during Fall 22 for a Spring 2023 launch.

### **Master Course Syllabus Outlines (MCSO) and Key Performance Indicator (KPI) Reviews and Updates**

As part of Adler University's initiative to promote Diversity, Equity and Inclusion (DEI), CMHC faculty reviewed and updated the master course syllabi. The syllabi were adjusted to: 1) reflect more inclusive language and policies and promote the use of textbooks and course materials that represent diverse scholars and worldviews, 2) raise visibility to the assessment of learning outcomes and professional dispositions, and 3) define attendance for students in the online modality. Since the MCSOs guide all core and adjunct faculty development of syllabi for both CMHC modalities, they lend consistency while allowing faculty academic freedom. They also provide students with important visibility to policies, supports and expectations.

CMHC Faculty also reviewed the course objectives and the KPIs for each course. In addition to guiding core and adjunct faculty on KPIs that must be assessed in each required course, initial work was undertaken to prepare KPI specific rubrics for use by faculty in the future. In addition, based on student survey data the Student Learning Outcomes and Professional Dispositions rubrics were added to each MCSO to raise visibility to ungraded evaluation of students at the end of each course.

Specific to the online modality, a supported transition to independent course shell management and maintenance by department and program leadership. This has supported more consistent advanced access to course shells for faculty to prepare courses, more accurate content uploads, and has facilitated timely minor maintenance of course shells. In addition, full revisions of two core courses in the online curriculum (COUN 536 – Counseling Multicultural Communities and COUN –533 Counseling Theories), along with a full revision of one elective (COUN 720 – Counseling Older Adults), and the development of an online elective course in response to student requests (COUN 620 – Counseling Children and Adolescents).

Further, to accommodate the growth in enrollment and the unique features of the on-ground and online modalities, a plan for modality specific faculty designations and expanded program leadership was developed with faculty input and planned for a Fall 2022 launch. This included an expansion of the program directorship to two full-time positions: an On-Ground Modality Director and an Online Modality Director following Dr. Patrick’s departure as Program Director in June 2022. Specifically, Drs. Wade-Ball assumed duties as the Interim Modality Director for the on-ground modality and Dr. Bonino assumed duties as the Interim Modality Director for the online modality on July 1, 2022. Both Drs. Wade-Ball and Bonino maintained their roles as Directors of Training for their respective modalities.

The diversity of the program faculty and leadership is noteworthy within a predominantly white institution and in light of field-wide efforts to increase representation within counselor education faculty. This is critical to student experience and to the profession and is aligned with Adler’s commitment to diversity, equity and inclusion. The diversity of CMHC faculty represents several under-represented groups in higher education, including African American/Black, Asian American, and queer, women and men. Program faculty also represent many points across the lifespan and identify with diverse religious and spiritual beliefs. For instance, the Director of Training for the on-ground modality self-identifies as African American/Black and a woman, and the Modality Director for the on-ground modality self-identifies as Black and a woman. This level of diversity stands out as momentous and supports the mission of increasing the recruitment, training and empowerment of diverse students as change agents in their communities.

In addition, budget requests were developed and approved to replace faculty who elected not to return for the 2022-2023 (Drs. Bathje and Gardner). Additional funding was also approved to expand the CMHC Faculty in 2022-2023 and searches are underway at the time



of this report. A successful search was completed for the on-ground modality resulting in two core faculty hires beginning Fall of 2022 (Dr.'s Kesha Burch and Vincent Marasco). At present, a search for Directors of Training for both the On-Ground and Online Modalities, along with a search for Core Faculty for the Online Modality are underway.

As AY 22-23 continues to unfold CMHC leaders will continue to partner with the Office of Institutional Effectiveness in accessing more nuanced data and fully automating data collection and reporting on student learning outcomes. In addition, a clear rationale for AY 23-24 resources to expand advising resources to support the retention of non-traditional and BIPOC students will be provided with the budget request. CMHC leadership will also continue to refine reporting so that year-over-year comparisons are part of the AY 22-23 annual program evaluation process. Plans are also underway to review the content of the Site Supervisor Surveys given the value of their perspective as key stakeholders in supervised training of students in the community.

## CONCLUSION

After analyzing the significant amount of program evaluation data, the CMHC faculty concluded on 2/1/2023 that the CMHC Program is operating effectively as demonstrated by the data detailed in this report. The program was successful in recruiting and retaining a diverse student body. Most of our students met CMHC program and course level objectives and demonstrated the professional dispositions required of licensed professional counselors in both didactic and field training. Satisfaction with the program and successful employment were reported by recent program graduates and alumni. In addition to noting the affirming results of program evaluation, faculty identified opportunities to increase the recruitment and retention of BIPOC students, particularly Black students. Lower than expected results on the Comprehensive Examination were also discussed in the context of a move toward online examination, systemic issues with the administration of the exam, and a delay in development of a department wide, no credit online course to guide students in preparation for the exam. Additionally, consideration of key stakeholder input in shaping opportunities throughout 2022-2023 and beyond is featured at the end of the report.

Overall, the evaluation of the data available for AY 2021-22 affirms successful outcomes for the majority of students and graduates in the context of diverse student and faculty bodies. A robust review of the data by the faculty also revealed opportunities to capture additional data points for the AY 2022-23 review. This will help to inform ongoing efforts to recruit and retain diverse students and to engage in ongoing quality improvements to both modalities. The expanded program leadership and number of core faculty approved for AY 2022-23 will allow for more focused attention to the curriculum and operations in each modality given the number of enrolled students in each, and the unique delivery mechanisms.